



# STANDARD OPERATING PROCEDURE



**Standard**  
in Process



**Excellence**  
in care



**Integrity**  
in Practice



**Commitment**  
in Quality



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## **1|INTRODUCTION:**

The Obstetrics and Gynaecological Nursing Department focuses on preparing nursing students to provide competent, safe, and evidence-based care to women across the reproductive lifespan. The department imparts knowledge and clinical skills related to antenatal, intra-natal, postnatal, and new-born care, family welfare services, and the nursing management of gynaecological conditions. Teaching–learning activities emphasize woman-centred care, patient safety, effective communication, teamwork, and ethical practice. Student training is supported through clinical postings, skill and simulation laboratories, case-based learning, and self-directed learning to ensure quality maternal and new-born care across healthcare settings.

## **2| VISION AND MISSION OF THE DEPARTMENT**

### **2.1 Vision**

To prepare & empower students for carrying females, new-born and their families health care through education, advocacy & research

### **2.2Mision**

1. To impart quality education through professional training & interdisciplinary approach
2. To foster the culture of evidence-based practice in obstetrical and gynaecological care
3. To prepare nurses to achieve optimal health outcome in respectful maternity care

## **3|DEPARTMENT OBJECTIVES**

Obstetrics and Gynaecological Nursing Department at Dr. Vithalrao Vikhe Patil Foundation's College of Nursing aims to provide comprehensive education and clinical training in maternal and women's health, foster clinical competence, promote research and evidence-based practice, encourage community engagement, and develop leadership skills among students to prepare them for quality obstetric and gynecological nursing care.

## **4| SCOPE OF THE DEPARTMENT**

The Obstetrics and Gynecological Nursing Department is committed to delivering quality nursing education, effective clinical training, research exposure, and professional development to prepare students as competent, confident, and compassionate nurses in maternal, newborn, and women's health care.

#### **4.1 Undergraduate Nursing Education**

- The department provides theory and practical instruction as per the prescribed curriculum and regulatory guidelines.
- Students receive training through demonstrations, skill practice, simulation, and supervised clinical experiences in obstetrics and gynecology.
- Learning focuses on developing clinical judgment, critical thinking, professional values, respectful maternity care, and evidence-based practice.

#### **4.2 Postgraduate Nursing Education**

- The department offers advanced theoretical knowledge and specialized clinical exposure in Obstetrics and Gynecological Nursing.
- Postgraduate students are guided in research activities, advanced maternal and newborn care, and management of high-risk obstetric and gynecological conditions.
- Leadership, clinical expertise, and professional development are actively promoted.

#### **4.3 Clinical Teaching and Supervision**

- Clinical postings are systematically planned to provide meaningful learning experiences in maternity and gynecological settings.
- Faculty members conduct bedside teaching, demonstrations, case discussions, and clinical supervision.
- Students are continuously supervised and evaluated to ensure safe, ethical, and effective nursing practice.

#### **4.4 Research and Community Services**

- The department encourages faculty and students to engage in research and evidence-based practices related to maternal and women's health.
- Research outcomes are utilized to improve the quality of obstetric and gynaecological nursing care.
- Community-oriented activities such as antenatal education, maternal health awareness, and family welfare programmes are actively undertaken.

#### 4.5 Continuing Nursing Education (CNE)

- The department organizes workshops, seminars, conferences, guest lectures, and skill development programmes related to obstetric and gynecological nursing.
- These activities support continuous updating of knowledge and clinical skills.
- Lifelong learning and professional growth are encouraged among faculty and students.

#### 5] DEPARTMENTAL PLAN



The Department of Obstetrics and Gynecological Nursing has a total area of 992 sq. ft. The laboratory is designed to simulate a maternity care setting for nursing education, skill training, clinical practice, and postgraduate teaching activities related to antenatal, intra-natal, and postnatal care.

**The major areas included in the departmental floor plan are as follows:**

**1. Antenatal Care (ANC) Simulation Area**

A designated ANC area is provided for teaching and demonstration of antenatal assessment, maternal health screening, abdominal examination, antenatal counselling, nutrition education, and routine ANC procedures.

**2. Labour Room Simulation Area**

A separate labour room simulation area is equipped with labour table. This area is utilized for teaching normal labour management, maternal and fetal monitoring, infection control practices, emergency obstetric care, and essential newborn care.

**3. Postnatal Care (PNC) Simulation Area**

A dedicated PNC area is provided for demonstration and practice of postnatal assessment, mother and newborn care, breastfeeding support, postnatal counselling, and early detection of complications.

**4. Post Graduate (P.G.) Teaching Area**

- A designated PG teaching space is provided for postgraduate nursing education, seminars, discussions, presentations, and academic activities.

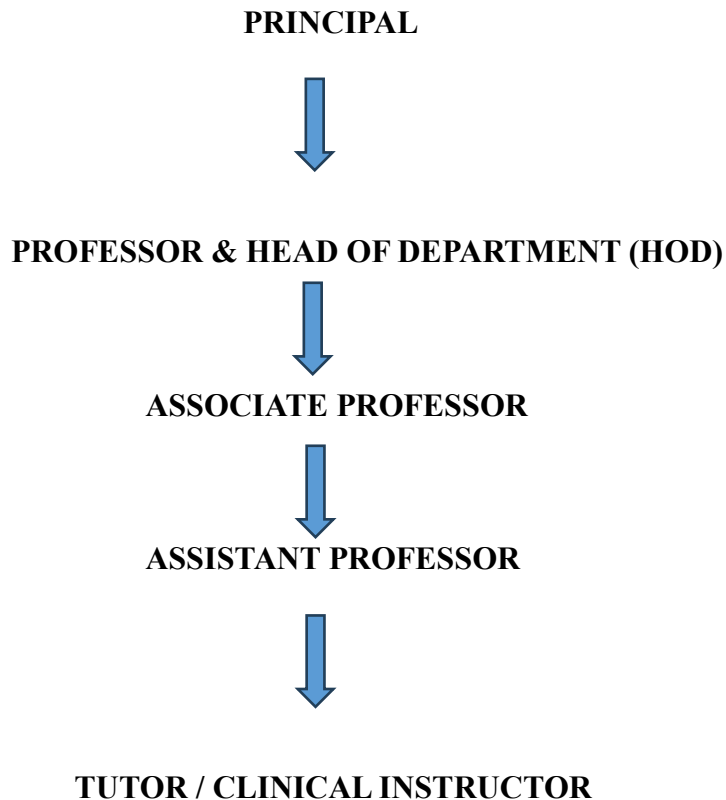
**2. HOD Office**

- A separate Head of Department (HOD) office is provided for administrative work, faculty supervision, academic management, and departmental activities.

**3. Faculty Room**

- A separate faculty room is available for teaching staff.
- It facilitates faculty work, academic planning, documentation, and coordination activities.

## **6] STAFFING PATTERN**



## **7] ROLES AND RESPONSIBILITIES OF FACULTY**

### **7.1 PRINCIPAL**

#### **Academic Responsibilities**

- Provide overall leadership and guidance for the effective functioning of the Obstetrics and Gynaecology Nursing Department.
- Ensure curriculum implementation as per university and regulatory guidelines.
- Review and approve academic plans, teaching schedules, and clinical posting plans.
- Monitor the quality of theory teaching, clinical training, and skill-based learning.
- Encourage innovative teaching methods and academic excellence.

#### **Clinical & Laboratory Responsibilities**

- Ensure proper availability and utilization of Obstetrics and Gynaecology Nursing laboratories and clinical learning resources.
- Support adequate clinical exposure and learning opportunities for students.

- Coordinate with hospital authorities for smooth clinical training and supervision.
- Ensure quality standards in clinical education and patient care practices.

#### **Administrative Responsibilities**

- Support departmental planning, faculty requirements, and resource management.
- Review departmental records, reports, and documentation.
- Ensure compliance with statutory requirements, inspections, and accreditation standards.
- Conduct regular reviews to monitor departmental progress.

#### **Research & Professional Development Responsibilities**

- Encourage research activities, evidence-based practice, and publications.
- Promote faculty development programmes and Continuing Nursing Education (CNE).
- Support professional growth and leadership development among faculty members.

#### **Quality Assurance Responsibilities**

- Promote continuous improvement in Obstetrics and Gynaecology Nursing education and clinical practices.
- Ensure ethical, safe, and patient-centered nursing care among students.

### **7.2 PROFESSOR & HEAD OF DEPARTMENT (HOD)**

#### **Academic Responsibilities**

- Plan, coordinate, and monitor departmental academic activities.
- Prepare teaching plans, course plans, and clinical schedules.
- Distribute workload among faculty members and monitor completion.
- Supervise theory, clinical, and laboratory teaching activities.
- Ensure effective implementation of curriculum guidelines.
- Conduct departmental meetings and maintain records.

#### **Clinical & Laboratory Responsibilities**

- Supervise Obstetrics and Gynaecology Nursing Lab activities.
- Ensure proper utilization, maintenance, and availability of laboratory resources.
- Monitor student clinical competency and skill development.
- Coordinate with clinical areas for effective student postings.

### **Administrative Responsibilities**

- Maintain departmental records, reports, attendance, and official documentation.
- Prepare departmental requirements, budget needs, and inventory records.
- Ensure readiness for inspections and accreditation processes.
- Guide and support faculty members in their responsibilities.

### **Research Responsibilities**

- Encourage faculty and students to participate in research activities.
- Promote publications, presentations, and evidence-based nursing practices.

## **7.3 ASSOCIATE PROFESSOR**

### **Academic Responsibilities**

- Assist the HOD in planning and implementing academic activities.
- Conduct theory classes, clinical teaching, and skill-based learning sessions.
- Participate in preparation of academic plans and clinical schedules.
- Guide students to develop knowledge, clinical skills, and professional competencies.
- Evaluate student academic and clinical performance.

### **Clinical & Laboratory Responsibilities**

- Supervise students during clinical learning experiences.
- Assist in maintaining Obstetrics and Gynaecology Nursing laboratories.
- Demonstrate nursing procedures and promote safe clinical practices.
- Provide feedback to improve student clinical performance.

### **Administrative Responsibilities**

- Assist in maintaining departmental records and documentation.
- Participate in departmental meetings and activities.
- Maintain student attendance, clinical records, and evaluation reports.
- Support inspection and accreditation-related activities.

### **Research Responsibilities**

- Encourage research involvement among students and faculty.
- Participate in research projects, publications, and presentations.
- Promote evidence-based nursing practices

## **7.4 ASSISTANT PROFESSOR**

### **Teaching Responsibilities**

- Conduct theory classes and clinical teaching as assigned.
- Prepare lesson plans, teaching materials, and evaluation tools.
- Demonstrate nursing procedures and guide students during practice sessions.
- Use suitable teaching methods to enhance student learning.

### **Clinical Responsibilities**

- Supervise students during clinical postings.
- Assess clinical skills and provide constructive feedback.
- Encourage safe, ethical, and professional nursing practices.

### **Academic Responsibilities**

- Maintain student attendance, academic records, and clinical documentation.
- Participate in examinations, evaluation, and departmental activities.
- Support academic planning and student learning activities.

### **Professional Responsibilities**

- Participate in research, CNE programmes, and professional development activities.
- Update knowledge and skills for effective teaching and clinical practice.

## **7.5 TUTOR / CLINICAL INSTRUCTOR**

### **Clinical Teaching Responsibilities**

- Provide direct guidance and supervision to students during clinical practice.
- Demonstrate nursing procedures and support skill development.
- Assist students in patient assessment, nursing care planning, and implementation.
- Ensure infection control practices and patient safety measures.

### **Laboratory Responsibilities**

- Assist in preparation and maintenance of skill laboratory activities.
- Arrange required equipment and supplies for demonstrations.
- Maintain procedure records and inventory updates.

### **Student Support Responsibilities**

- Monitor student attendance and clinical performance.
- Provide guidance, feedback, and encouragement to students.
- Promote professional behavior and ethical nursing practices.

### **Administrative Responsibilities**

- Maintain clinical records, reports, and related documentation.
- Assist senior faculty members in departmental activities.

## **8] FACULTY WORKLOAD DISTRIBUTION**

### **Purpose**

To ensure proper and balanced distribution of faculty responsibilities for effective teaching, clinical training, student support, research activities, and smooth functioning of the department.

### **8.1 Theory Teaching Schedule**

- Faculty workload shall be planned according to subject requirements, faculty qualification, experience, and institutional guidelines.
- Faculty members shall conduct theory classes as per the academic calendar and prepared teaching plans.
- Lesson plans, teaching aids, assignments, and student evaluation activities shall be included as part of the teaching process.
- Teaching progress shall be monitored regularly.

### **8.2 Clinical Supervision**

- Faculty members shall be assigned clinical areas based on student strength, clinical requirements, and learning objectives.
- Faculty shall guide and supervise students during clinical postings to ensure safe and effective nursing practice.
- Student clinical performance, skill development, and patient care activities shall be assessed and documented.

### **8.3 Laboratory Demonstration**

- Faculty shall conduct nursing procedure demonstrations and supervise return demonstrations by students.
- Laboratory schedules shall be prepared to provide adequate opportunities for skill practice.
- Proper utilization, maintenance, and availability of laboratory equipment shall be ensured.

### **8.4 Student Mentoring**

- Faculty members shall be assigned as mentors to provide academic and clinical guidance to students.
- Mentors shall monitor student progress, identify learning difficulties, and provide necessary support.
- Mentor–mentee meetings, records, and follow-up actions shall be maintained.

### **8.5 Research Activities**

- Faculty members shall participate in research projects, publications, presentations, and evidence-based nursing activities.
- Faculty shall encourage students to develop research knowledge and skills.
- Research activities shall be planned, monitored, and documented by the department.

### **8.6 Administrative Responsibilities**

- Faculty members shall participate in departmental meetings, committees, and assigned responsibilities.
- Faculty shall maintain academic records, attendance, clinical documents, and departmental files.
- Faculty shall contribute to inspections, accreditation activities, quality improvement initiatives, and departmental work.

### **8.7 Workload Monitoring and Review**

- Workload shall be distributed fairly among faculty members considering designation, qualification, experience, and responsibilities.
- Workload distribution records shall be maintained and reviewed periodically by the HOD.
- Faculty members shall be provided adequate time for teaching preparation, research, and professional development.

- Workload shall be revised whenever there are changes in faculty strength, student intake, curriculum requirements, or departmental needs.

## **9] ACADEMIC PLANNING SOP**

### **Purpose**

To ensure proper planning, organization, and monitoring of academic activities for effective teaching and learning in Medical Surgical Nursing.

### **9.1 Preparation of Academic Calendar**

- The department shall prepare an academic calendar in accordance with university guidelines and institutional schedules.
- Theory classes, clinical postings, laboratory sessions, examinations, and other academic activities shall be planned in advance.
- The academic calendar shall be shared with faculty and students and reviewed regularly for smooth implementation.

### **9.2 Course Planning**

- Faculty members shall prepare course plans based on the prescribed curriculum and expected learning outcomes.
- Course plans shall include topic distribution, teaching strategies, clinical learning experiences, and assessment methods.
- HOD shall monitor the progress of course completion and academic activities.

### **9.3 Lesson Plan Preparation**

- Faculty shall prepare lesson plans before conducting theory sessions to ensure organized and effective teaching.
- Lesson plans shall include learning objectives, content, teaching methods, teaching aids, and evaluation techniques.
- Teaching shall focus on clinical application, critical thinking, and evidence-based nursing practice.

## **9.4 Time Table Preparation**

- Theory, clinical, and laboratory schedules shall be prepared considering student learning needs and faculty workload.
- The timetable shall ensure balanced academic and clinical exposure for students.
- Any changes in schedule shall be approved by the HOD and communicated to concerned faculty and students.

## **9.5 Teaching Methodologies**

- Faculty shall use interactive and student-centered teaching approaches to improve learning outcomes.

- **Teaching methods may include:**

- Lecture and discussion
- Case-based learning
- Problem-solving activities
- Simulation and skill demonstrations
- Group discussions and presentations
- Clinical teaching and bedside learning
- Use of technology, innovative methods, and teaching aids shall be encouraged.

## **9.6 Internal Assessment Planning**

- Internal assessments shall be planned and conducted as per university and institutional guidelines.
- Assessment methods may include theory tests, assignments, presentations, clinical evaluations, and skill assessments.
- Student performance shall be recorded, reviewed, and feedback shall be provided to support improvement.

## **10] TEACHING–LEARNING PROCESS SOP**

### **Purpose:**

To provide a systematic teaching and learning process that helps students gain sound knowledge, develop clinical skills, improve decision-making abilities, and practice nursing care safely and professionally.

### **10.1 Planning of Teaching Activities**

- Faculty members shall prepare teaching plans according to the approved curriculum, academic calendar, and departmental requirements.
- Teaching activities shall be planned for the departmental subjects including:

<b>S.N.</b>	<b>Course</b>	<b>Subject</b>
1	1 <sup>st</sup> Yr. M.Sc.	Obstetrics and Gynaecology Nursing -I
2	II <sup>nd</sup> Yr. M.Sc.	Obstetrics and Gynaecology Nursing-II
3	6 <sup>th</sup> and 7 <sup>th</sup> Sem B.Sc.'s	Midwifery/ obstetrics and Gynaecology Nursing
4	3 <sup>rd</sup> Sem B.Sc.'s	Applied Microbiology and Infection control and patient safety
5	1 <sup>st</sup> Sem B.Sc.'s	Applied Biochemistry
6	1 <sup>ST</sup> Yr P.B.B.SC. Nsg	Maternal Nursing
		Microbiology
		Biochemistry
7	3 <sup>rd</sup> Yr. GNM	Midwifery and Gynaecology Nursing
8	1 <sup>ST</sup> Yr. GNM	Microbiology

- Before conducting classes, faculty shall identify learning objectives, topics, teaching methods, learning resources, and methods of evaluation.
- Theory classes, clinical postings, and laboratory sessions shall be planned in a coordinated manner to support effective learning.

### **10.2 Theory Teaching Process**

- Faculty members shall conduct theory classes according to the approved timetable and lesson plans.
- Teaching shall focus on developing basic concepts, understanding disease conditions,

applying nursing knowledge, and providing evidence-based patient care.

- Different teaching methods such as lectures, discussions, case studies, seminars, presentations, and interactive activities shall be used.
- Audio-visual aids and ICT-based resources shall be used whenever required to make learning more effective and interesting.

### **10.3 Clinical Teaching Process**

- Planned and structured clinical learning experiences shall be provided in Obstetrics and Gynaecological Nursing areas under the supervision of qualified faculty members.
- Faculty shall guide students in maternal and newborn assessment, nursing care planning, implementation, and evaluation of care.
- Knowledge from Maternal Nursing, Obstetrics and Gynaecological Nursing, Microbiology, and Biochemistry shall be integrated and applied during clinical practice.
- Faculty members shall demonstrate procedures, observe student performance, and provide continuous guidance and feedback for skill enhancement.
- Clinical teaching shall emphasize patient safety, infection prevention, effective communication, ethical practice, respectful maternity care, and professional values.

### **10.4 Laboratory Teaching Process**

- Faculty members shall conduct demonstrations of obstetric and gynaecological nursing procedures in the laboratory prior to students performing them in clinical settings.
- Students shall be encouraged to practice skills through return demonstrations to develop confidence, accuracy, and clinical competency.
- Laboratory practice shall include skills related to antenatal, intranatal, postnatal, and new-born care, maternal assessment, medication administration, and selected obstetric and gynaecological procedures.
- Student performance shall be assessed using standardized skill and competency checklists to ensure attainment of required learning outcome

### **10.5 Student Participation and Learning Activities**

- Students shall be encouraged to actively participate in classroom discussions, case presentations, seminars, assignments, clinical conferences, and group activities.

- Learning experiences shall help students integrate knowledge from basic sciences and nursing subjects.
- Students shall be motivated to develop independent learning habits, clinical reasoning, problem-solving abilities, and professional responsibility.

### **10.6 Assessment and Feedback**

- Students' academic and clinical performance shall be assessed regularly through tests, assignments, presentations, practical examinations, OSCE/OSPE, and clinical evaluations.
- Faculty members shall provide timely feedback to help students identify strengths and areas requiring improvement.
- Additional support, guidance, and remedial teaching shall be provided whenever necessary.

### **10.7 Documentation and Monitoring**

- Faculty members shall maintain proper records of lesson plans, attendance, clinical postings, laboratory activities, assessments, and student performance.
- The Head of Department shall regularly review teaching-learning activities to ensure quality education and effective implementation of departmental objectives.

## **11. CLINICAL TRAINING SOP**

### **Purpose**

The purpose of clinical training in Obstetrics and Gynaecological Nursing is to provide students with structured, hands-on learning experiences that enable them to apply theoretical knowledge, develop clinical and midwifery skills, build professional confidence, and deliver safe, ethical, compassionate, and woman-centred care to mothers, newborns, and women with gynaecological conditions. Clinical training shall be planned and implemented in accordance with the guidelines prescribed by the Maharashtra University of Health Sciences (MUHS), Maharashtra State Board of Nursing and Paramedical Education (MSBNPE), and other applicable regulatory authorities.

### **11.1 Clinical Posting Planning**

- Clinical postings shall be planned as per the prescribed curriculum, academic calendar, and learning objectives in accordance with MUHS and MSBNPE guidelines.

- Students shall be posted in small groups to ensure effective learning and adequate faculty supervision.
- Clinical rotation schedules shall be prepared in advance and communicated to students and faculty members.
- Students shall be provided exposure to Antenatal Care (ANC), Labour Room, Postnatal Care (PNC), Newborn Care Units, Gynaecology wards, Operation Theatre, Family Welfare clinics, and related obstetric units.

### **11.2 Student Clinical Orientation**

- Prior to clinical postings, students shall receive orientation to the obstetric and gynaecological clinical areas.
- Faculty members shall explain ward routines, hospital policies, infection prevention and control measures, patient safety protocols, and professional responsibilities.
- Students shall be guided on effective communication with pregnant women, mothers, family members, and the healthcare team.

### **11.3 Clinical Supervision and Guidance**

- Faculty members shall accompany, supervise, and guide students during clinical practice.
- Students shall be encouraged to integrate theoretical knowledge with clinical care of mothers, newborns, and gynaecological patients.
- Faculty members shall observe student performance and provide continuous guidance, support, and constructive feedback.

### **11.4 Procedure Demonstration and Skill Development**

- Faculty members shall demonstrate obstetric and gynaecological nursing procedures prior to student performance in clinical areas.
- Students shall perform procedures under supervision until required competency is achieved.
- Continuous practice and reinforcement shall be provided to enhance clinical skills, accuracy, and confidence.

### **11.5 Patient Care Practice**

- Students shall participate in comprehensive patient care, including assessment, nursing diagnosis, planning, implementation, and evaluation of care.
- Ethical principles, infection prevention practices, patient safety standards, and respectful maternity care shall be strictly followed.
- Patient privacy, dignity, comfort, and confidentiality shall be maintained at all times.

### **11.6 Clinical Evaluation**

- Students shall be evaluated periodically during clinical postings as per institutional policies and MUHS/MSBNPE assessment criteria.
- Evaluation shall include assessment of clinical skills, application of knowledge, communication abilities, professional conduct, and quality of patient care.
- Faculty members shall provide timely and constructive feedback to support competency development.

### **11.7 Patient Care Documentation**

- Students shall maintain accurate clinical records, including nursing care plans, case studies, procedure logs, partographs, and clinical assignments.
- Faculty members shall maintain attendance records, clinical evaluation reports, and student progress documentation.
- Proper and systematic documentation shall be emphasized as an integral component of professional nursing practice.

### **11.8 Clinical Coordination**

- The department shall coordinate with hospital administrators, obstetricians, nursing staff, and clinical supervisors to ensure effective clinical learning experiences.
- Faculty members shall ensure smooth execution of clinical training in accordance with MUHS, MSBNPE, and institutional guidelines.
- Ongoing communication shall be maintained among faculty, students, and clinical personnel to support quality clinical education.

## **12. SKILL AND SIMULATION LABORATORY SOP**

### **12.1 Introduction**

The Obstetrics and Gynecological Nursing Skill and Simulation Laboratory is a structured learning environment designed to provide students with hands-on training in antenatal, intranatal, postnatal, newborn, and gynecological nursing skills before their application in real clinical settings. The lab facilitates repeated practice of procedures to ensure competency, patient safety, and confidence in maternal and women's health care.

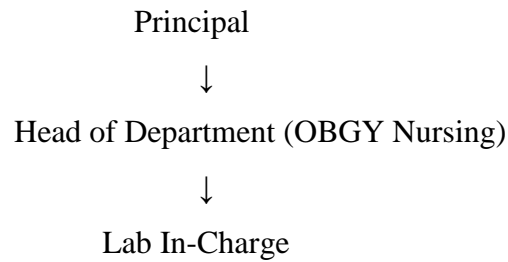
### **12.2 Objectives**

- To provide a realistic simulation environment for teaching obstetric and gynaecological nursing skills.
- To bridge the gap between theoretical knowledge and clinical practice in maternal and newborn care.
- To develop competency in ANC, labour room, PNC, newborn care, and gynaecological procedures.
- To promote the application of the nursing process, ethical practice, and respectful maternity care.

### **12.3 Organization of OBGY Skill Lab**

The OBGY Skill and Simulation Lab is well-ventilated and equipped as per INC norms, including maternity beds, labour tables, mother and baby manikins, delivery kits, newborn care equipment, procedure trays, BP apparatus, fetal dopplers, partograph charts, emergency trays, oxygen and suction units.

## **Administrative Structure:**



### **12.4 Physical Safety Guidelines**

- Students shall use proper body mechanics during demonstrations and return demonstrations.
- Only well-maintained equipment shall be used; faulty equipment shall be reported immediately to the lab in-charge.
- Wheels of beds, trolleys, and stretchers shall be locked during procedures.
- Universal precautions and infection control practices shall be followed at all times.

### **12.5 Rules and Regulations of OBGY Skill Lab**

#### **a. Users of the Lab**

- Nursing students (UG & PG)
- Faculty members
- Faculty-supervised student groups
- Peer learning groups
- Faculty participating in continuing professional development

#### **b. Main Considerations**

- Manikins and models shall be handled with care and treated as real patients.
- Students shall wear proper clinical uniform, name badge, and closed footwear.
- Faculty supervision is mandatory during all lab sessions.
- Equipment booking and utilization procedures shall be followed.
- Attendance and logbooks shall be maintained for every session.
- Food, beverages, and personal belongings are prohibited in the lab.

### **c. Attendance and Evaluation**

- Attendance shall be recorded and considered mandatory.
- Students shall practice each procedure a minimum of three times before assessment.
- OSCE shall be conducted as per schedule with a minimum 60% pass criteria.
- Results shall be communicated within 48 working hours.

### **d. Guidance for Assessment (OSCE)**

- OSCE shall assess competency in maternal, newborn, and gynaecological nursing skills.
- Stations shall reflect current evidence-based obstetric practice.
- Assessment shall focus on skill application, safety, communication, and professional conduct.

## **12.6 Equipment and Inventory Management (OBGY Lab)**

- Equipment shall be identified based on student strength, curriculum needs, and skill requirements.
- Inventory registers shall be maintained and updated regularly.
- Monthly, six-monthly, and annual stock verification shall be conducted.
- Procedures for procurement, repair, condemnation, and replacement shall follow institutional policy.

## **12.7 Responsibilities**

### **Lab In-Charge**

- Coordinate and manage OBGY skill lab activities.
- Maintain inventory, equipment functionality, and records.
- Assist faculty and students during simulation and skill sessions.
- Ensure adherence to safety and SOP guidelines.

### **Demonstrator / Clinical Instructor**

- Orient students to lab rules and procedures.
- Demonstrate and supervise obstetric and gynaecological skills.

- Maintain utilization, lending, and inventory registers.
- Support students requiring additional skill practice.

### **Students**

- Use equipment responsibly and return items after use.
- Maintain cleanliness and professional behaviour.
- Follow safety guidelines and faculty instructions.
- Report damaged or malfunctioning equipment immediately.
- Lab access is permitted only in the presence of faculty.

### **12.8 Lab Safety Policy**

- Safety guidelines shall be strictly followed by all users.
- Electrical, fire, and equipment safety measures shall be observed.
- Any injury or incident shall be reported immediately.
- The SOP manual shall be available in the lab for reference.

### **12.9 Handing and Taking Over of Lab Responsibilities**

- The Principal is the overall authority for the OBGY skill lab.
- Lab charge shall be officially assigned by the institution.
- During handover, all equipment, records, and registers shall be verified jointly.
- Proper documentation shall be completed during the transition.

### **12.10 Functioning of skill lab**

#### **Lab hrs allotted per class**

<b>S.N.</b>	<b>Class</b>	<b>Allotted Hours</b>
1	6 <sup>th</sup> Sem Yr. B.sc Nursing	40 hours (1 Credits)
	7 <sup>th</sup> Sem Yr. B.sc Nursing	40 hours (1 Credits)
2	3 <sup>rd</sup> Yr. GNM Nursing	30 Hours
3	1 <sup>st</sup> Yr. P.B.B.SC Nursing	30 Hours

### **Lab schedule**

Students are posted in the skill labs in the group of 25 as per their time table and clinical rotation. All undergraduate and postgraduate students are exposed to basic and advanced procedures as per the curriculum.

- Students schedule for the lab utilization is prepared by the concerned department and subject teachers. And it is then handed over to lab in-charges to make the labs and articles available.

## **13] STUDENT SUPPORT AND MENTORING SOP**

**Purpose:** To provide continuous academic, clinical, skill-based, and professional guidance to students of Obstetrics and Gynaecological Nursing, supporting their overall growth, competency, confidence, and success in maternal, newborn, and women's health nursing.

### **13.1 Student Mentoring System**

- Faculty members shall be assigned as **mentors** to OBGY nursing students as per departmental guidelines.
- Mentors shall guide students in academic progress, clinical learning in ANC, Labour Room, PNC, newborn and gynaecological areas, professional behaviour, and personal development.
- Mentor–mentee meetings shall be conducted at least once every month to discuss progress, challenges, and learning needs.
- Mentors shall monitor student academic and clinical performance and provide timely guidance and support.
- Mentor–mentee records shall be maintained and reviewed periodically by the department.

### **13.2 Academic Support**

- Faculty members shall support students in theory learning, assignments, seminars, presentations, examinations, and academic activities related to Obstetrics and Gynaecological Nursing.

- Students requiring additional academic support shall be identified and provided remedial teaching and extra guidance.
- Students shall be encouraged to develop self-directed learning, critical thinking, and evidence-based obstetric nursing practice.

### **13.3 Clinical Support**

- Faculty members shall provide supervision and guidance during OBGY clinical postings in ANC, Labour Room, PNC, newborn care units, gynaecology wards, and OT.
- Students shall be supported in improving clinical skills, maternal and newborn care practices, communication, and professional competencies.
- Students experiencing difficulty in clinical areas shall receive counselling, corrective feedback, and additional clinical support.

### **13.4 Laboratory and Skill Enhancement Support**

- Students shall be encouraged to utilize the OBGY Skill and Simulation Laboratory for regular practice of obstetric, newborn, and gynaecological nursing skills.
- Faculty members shall conduct demonstrations, return demonstrations, simulations, and competency-based training sessions.
- Additional lab practice sessions shall be arranged as required to improve student confidence, accuracy, and clinical performance.

### **13.5 Counselling and Personal Support**

- Mentors shall identify students requiring academic, emotional, or personal support.
- Students shall receive guidance on communication skills, professional conduct, stress management, career planning, and responsibilities of obstetric nurses and midwives.
- Referral to appropriate institutional support services shall be made whenever necessary.

### **13.6 Feedback and Follow-up**

- Feedback shall be obtained from students regarding academic teaching, clinical exposure, laboratory support, and mentoring effectiveness.

- Regular mentor–mentee meetings shall be used to review student progress, challenges, and action plans.
- Necessary corrective and supportive measures shall be implemented to ensure continuous improvement of student learning and performance.

### **13.7 Documentation**

The following records shall be maintained:

- Mentor–Mentee Diary
- Mentor–Mentee Record Sheet
- Student Contact Details
- Mentor–Mentee Attendance Record
- Monthly Mentor–Mentee Meeting Records
- Phone Call/Communication Record
- Student Progress and Improvement Status Record
- Follow-up and Action Taken Records
- All student-related information shall be maintained confidentially.

## **14. Assessment and Evaluation SOP**

### **Purpose**

To ensure a fair, systematic, and continuous assessment process that evaluates students' knowledge, clinical skills, competency, and professional development in Obstetrics and Gynaecology Nursing.

### **14.1 Planning of Assessment**

- Assessment activities shall be planned according to curriculum requirements and academic schedules.
- Faculty members shall prepare assessment plans covering theory, practical, and clinical learning areas.
- Assessment methods, criteria, and expectations shall be communicated clearly to students.

### **14.2 Theory Assessment**

- Students shall be assessed through periodic tests, assignments, seminars, presentations, and examinations.

- Assessment shall focus on understanding of concepts, clinical application, problem-solving ability, and critical thinking skills.
- Student performance records and assessment results shall be maintained.

### **14.3 Clinical Assessment**

- Students shall be evaluated during clinical practice based on nursing skills, patient care abilities, communication, and professional behaviour.
- Clinical evaluation tools, competency checklists, and observation methods shall be used for assessment.
- Regular feedback shall be provided to help students improve their clinical performance.

### **14.4 Practical/Laboratory Assessment**

- Students shall be assessed through skill demonstrations and return demonstrations in the laboratory.
- Evaluation shall include accuracy, safety measures, technique, and confidence in performing nursing procedures.
- Skill competency records shall be maintained for each student.

### **14.5 Internal Assessment**

Internal assessment of students shall be conducted regularly as per the guidelines prescribed by MUHS and MSBNPE.

- Continuous evaluation records shall be maintained by faculty members.
- Students requiring improvement shall be provided additional guidance and academic support.

### **14.6 Feedback and Remedial Support**

- Constructive feedback shall be provided to students after assessments to support improvement.
- Students with academic or clinical difficulties shall receive additional teaching, practice opportunities, and guidance.
- Student progress shall be monitored and documented.

### **14.7 Documentation**

- Theory Assessment Records

- Internal Assessment Mark Sheets
- Assignment and Presentation Records
- Clinical Evaluation Forms
- Skill Competency Checklists
- Practical Examination Records
- Student Progress Reports
- All assessment records shall be maintained accurately, confidentially, and securely.

## **15] RESEARCH AND INNOVATION SOP**

### **Purpose:**

To promote research culture, evidence-based practice, and innovation among faculty and students of the Obstetrics and Gynaecology Nursing Department.

### **15.1. Research Planning and Coordination**

- Department shall encourage faculty and students to undertake research activities as per academic requirements.
- Research activities shall be planned and monitored according to institutional and regulatory guidelines.
- Faculty shall guide students in selection of research topics, proposal preparation, and research methodology.

### **15.2. Student Research Activities**

- **B.Sc. Nursing 7th Semester students** shall undertake research projects as per curriculum requirements and receive faculty guidance.
- **GNM Final Year students** shall complete research projects as part of their academic requirement.
- **P.B.B.Sc. Nursing 2nd Year students** shall conduct research studies with faculty supervision.
- **M.Sc. Nursing students (5 students)** shall undertake dissertation/research work under assigned guides.
- Students shall be guided in data collection, analysis, report writing, and research presentation.

### **15.3. Faculty Research Responsibilities**

- Faculty members shall participate in research projects, publications, conferences, and presentations.
- Faculty shall promote evidence-based nursing practices in teaching and clinical areas.
- Encourage collaboration and innovation in nursing education and patient care.

### **15.4. Research Guidance & Monitoring**

- Faculty guides shall conduct regular meetings with student researchers.
- Progress of research work shall be monitored and documented.
- Students shall be supported in ethical approval, data collection, and completion of research work.

### **15.5. Innovation and Evidence-Based Practice**

- Encourage innovative ideas, quality improvement projects, and clinical problem-solving initiatives.
- Promote use of research findings to improve nursing practice and patient care.

### **15.6. Documentation**

- Maintain records of research proposals, approvals, guideship details, progress reports, completed projects, publications, and presentations.
- Maintain separate records of B.Sc., GNM, P.B.B.Sc., and M.Sc. Nursing research activities.

## **16] CONTINUING NURSING EDUCATION (CNE) SOP**

### **Purpose:**

To promote continuous professional development, update knowledge, and enhance clinical skills of nursing students, faculty, and healthcare professionals.

### **16.1. Planning of CNE Activities**

- Department shall prepare a schedule of CNE activities according to academic and professional requirements.
- Topics shall be selected based on current healthcare trends, clinical needs, and evidence-based practices.
- Resource persons and faculty members shall be identified for conducting sessions.

## **16.2. Conducting Workshops**

- Department shall organize workshops to improve knowledge and practical skills.
- Workshops may include demonstrations, hands-on training, case discussions, and interactive sessions.
- Attendance and feedback of participants shall be documented.

## **16.3. Conducting Seminars**

- Seminars shall be organized to enhance theoretical knowledge and professional awareness.
- Students and faculty shall be encouraged to participate and present relevant topics.
- Seminar proceedings and participation records shall be maintained.

## **16.4 Guest Lectures**

- Experts from Obstetrics and Gynaecological Nursing, Obstetrics & Gynaecology, Neonatology, Midwifery, Public Health, shall be invited to deliver guest lectures.
- Guest lectures shall focus on advanced obstetric and gynaecological nursing practices, maternal and newborn care, women's health, patient safety, and professional development.
- Feedback from students and faculty participants shall be collected, reviewed, and utilized for academic improvement.

## **16.5 Skill Enhancement Programmes**

- Skill enhancement programmes shall be organized to strengthen clinical and midwifery competencies in Obstetrics and Gynaecological Nursing.
- Activities may include simulation-based training, labour room skill drills, ANC and PNC procedures, newborn care demonstrations, emergency obstetric care practices, and competency-based skill assessments.
- Students and faculty members shall be encouraged to regularly update their obstetric, gynaecological, and newborn care skills in accordance with current evidence-based practices.

## **16.6. Documentation**

- Maintain records of CNE calendar, notices, attendance sheets, feedback forms, photographs, certificates, and reports.

- Maintain documentation of workshops, seminars, guest lectures, and skill enhancement activities.

## **17] DEPARTMENTAL MEETINGS SOP**

### **Purpose:**

To ensure effective communication, coordination, monitoring, and decision-making for smooth functioning of the Obstetrics and Gynaecology Nursing Department.

### **17.1. Frequency of Meetings**

- Departmental meetings shall be conducted once every month during the 1st week.
- Additional meetings may be conducted whenever required for academic, clinical, administrative, or departmental matters.
- All faculty members shall participate in departmental meetings.

### **17.2. Agenda Preparation**

- HOD shall prepare the meeting agenda before the scheduled meeting.
- Agenda items may include:
  - Academic planning and progress
  - Theory and clinical teaching activities
  - Student performance and mentoring issues
  - Laboratory activities
  - Research and CNE activities
  - Departmental requirements and quality improvement activities

### **17.3. Minutes of Meeting (MOM)**

- Minutes of each meeting shall be recorded and maintained.
- MOM shall include date, attendees, agenda discussed, decisions taken, and responsibilities assigned.
- Minutes shall be verified and approved by the HOD.

## **17.4. Action Taken Report (ATR)**

- Action Taken Report shall be prepared based on decisions made during previous meetings.
- Progress of assigned responsibilities shall be reviewed in subsequent meetings.
- Pending issues shall be discussed and necessary actions shall be planned.

## **17.5 Documentation**

- Maintain departmental meeting file containing:
  - Meeting notices
  - Agenda
  - Attendance record
  - Minutes of Meeting
  - Action Taken Reports.

## **18] DEPARTMENTAL RECORD MAINTENANCE SOP**

### **Purpose:**

To ensure systematic maintenance, updating, and safe storage of departmental records for academic, clinical, administrative, research, and quality assurance activities.

### **18.1. Academic Records**

- Maintain records related to teaching-learning activities, curriculum implementation, and student evaluation.

#### **Records include:**

- Attendance Records
- Lesson Plan Record File (All Courses)
- Unit Plan Record File (All Courses)
- Syllabus File (All Courses)
- Question Paper File (All Courses)
- Internal Assessment Record File (All Courses)
- Result Analysis File (All Courses)
- Student Feedback & Action Taken File
- E-content Record File
- PBL File.

## **18.2. Clinical & Skill Laboratory Records**

- Maintain records related to clinical training and skill competency development.

### **Records include:**

- Clinical Posting Record File
- Clinical Evaluation Record File
- Log Books
- OSCE File
- Skill Lab Utilization Register File

## **18.3. Student Records**

- Maintain student-related academic and professional development records.

### **Records include:**

- GNM Record File
- B.Sc. Nursing Record File
- PG Record File
- POCO File
- Student Feedback Records

## **18.4. Faculty & Administrative Records**

- Maintain faculty, workload, departmental activities, and official documentation.

### **Records include:**

- Staff Profile File
- Workload Distribution File
- Faculty Continuing Professional Development (CPD) Record File
- Departmental Meeting File
- Correspondence File
- Award & Appreciation File

### **18.5. Research & Innovation Records**

- Maintain records related to research activities and academic contributions.

**Records include:**

- Paper Publication File
- Ethical Committee File
- Patent/Copyright File

### **18.6. Equipment & Inventory Records**

- Maintain proper documentation of departmental resources and purchases.

**Records include:**

- Department Equipment File
- Purchase Order File
- Inventory Records

### **18.7. Extension & Quality Improvement Records**

- Maintain records of departmental extension activities and quality initiatives.

**Records include:**

- Extension Activity File
- Student Feedback & Action Taken File
- .Result Analysis

### **18.8 Record Maintenance Guidelines**

- All records shall be updated regularly by assigned faculty members.
- Records shall be maintained systematically and verified by the HOD periodically.
- Confidential records shall be stored securely.
- Records shall be made available during inspections, accreditation, and internal reviews.
- Proper indexing and labeling of files shall be maintained for easy retrieval.

## **19] QUALITY ASSURANCE SOP**

### **Purpose**

To ensure continuous improvement in the quality of teaching, clinical training, student support, faculty performance, and overall functioning of the Obstetrics and Gynaecology Nursing Department through regular monitoring and evaluation.

### **19.1. Student Feedback System**

- The department shall collect feedback from students regarding theory teaching, clinical experiences, laboratory facilities, and overall learning environment.
- Feedback shall be collected periodically through structured feedback forms.
- Feedback shall be reviewed by the HOD and areas requiring improvement shall be identified.
- Necessary actions shall be planned and implemented for improving the quality of education and clinical learning.
- Student feedback and action taken reports shall be maintained.

### **19.2. Academic Audit**

- Academic Audit shall be conducted twice a year (every six months) to monitor and improve teaching-learning and clinical training activities.
- The audit shall be conducted by the HOD of another department along with the Principal using a standard audit checklist.
- The audit includes review of academic records, lesson plans, syllabus implementation, attendance, assessments, student performance, clinical postings, skill competency, patient care practices, and departmental documentation.
- Audit findings and suggestions shall be documented, and an Action Taken Report (ATR) shall be prepared for improvement.

#### **Documentation:**

- Academic & Clinical Audit Checklist
- Audit Report
- Action Taken Report (ATR)
- Follow-up Records

### **19.3. Faculty Performance Appraisal**

- Yearly performance appraisal shall be conducted for each faculty member to evaluate academic, clinical, research, and administrative contributions.
- Faculty members shall complete self-appraisal highlighting teaching activities, clinical supervision, research work, professional development, and departmental responsibilities.
- The HOD shall review and provide appraisal based on faculty performance, workload completion, documentation, student support, and overall contribution.
- The appraisal shall be reviewed and approved by the Principal.
- Final appraisal reports shall be forwarded to the HR Department for record and further process.

### **19.4. Continuous Improvement Plan**

- The department shall prepare improvement plans based on student feedback, academic audits, clinical audits, and faculty appraisal outcomes.
- Improvement activities may include faculty development programmes, skill enhancement sessions, remedial teaching, updating teaching strategies, and strengthening clinical training.
- Progress of improvement activities shall be monitored regularly.

### **19.5 Documentation**

#### **The following records shall be maintained:**

- Student Feedback Forms & Action Taken Report
- Academic Audit Checklist and Reports
- Action Taken Reports (ATR)
- Faculty Self-Appraisal Forms
- HOD Appraisal Reports
- Principal Appraisal Reports
- Performance Appraisal Reports forwarded to HR Department
- Quality Improvement Plan and Follow-up Records

## **20. DEPARTMENTAL ACTIVITIES SOP**

### **Purpose**

To plan and conduct academic, clinical, research, and community-oriented activities that enhance students' knowledge, clinical and midwifery competencies, professional skills, and quality care practices in maternal, newborn, and women's health nursing.

### **20.1 Health Awareness Programmes**

- The department shall organize health awareness programmes related to maternal, newborn, adolescent, and women's health.
- Activities shall emphasize health promotion, disease prevention, early identification of complications, timely referral, and healthy lifestyle practices.
- Faculty members and students shall conduct health education sessions on topics such as:
  - Antenatal and postnatal care
  - Safe motherhood and danger signs of pregnancy
  - Nutrition during pregnancy and lactation
  - Breastfeeding and newborn care
  - Family planning and reproductive health
  - Menstrual hygiene and adolescent health
  - Prevention of anaemia and maternal infections
- Health education materials, photographs, and programme reports shall be properly maintained.

### **20.2 Clinical and Community-Based Activities**

- The department shall organize clinical and community-based activities to provide students with hands-on experience in maternal and women's health care.
- Students shall actively participate in:
  - Antenatal and postnatal clinics
  - Maternal and child health (MCH) camps
  - Health screening and counselling programmes
  - Home visits and follow-up care
  - Awareness programmes on reproductive and newborn health

- Faculty members shall guide students in applying Obstetrics and Gynaecological Nursing principles in real-life clinical and community settings.
- Effective coordination shall be maintained with hospitals, primary health centres, and community healthcare agencies.

### **20.3 Workshops and Skill Development Programmes**

- The department shall conduct workshops and skill development programmes to enhance clinical and midwifery skills of students.
- Skill-based training may include:
  - Antenatal and postnatal assessment skills
  - Labour room and newborn care procedures
  - Emergency obstetric care and referral practices
  - Infection prevention and control in maternity settings
  - Patient safety and respectful maternity care
- Demonstrations and supervised hands-on practice sessions shall be conducted.
- Attendance, skill evaluation, and feedback records shall be maintained.

### **20.4 Conferences, Seminars, and Academic Activities**

- Faculty members and students shall be encouraged to participate in conferences, seminars, webinars, and academic programmes related to Obstetrics and Gynaecological Nursing.
- The department shall promote:
  - Presentation of research and case studies
  - Sharing of clinical experiences in maternal and newborn care
  - Evidence-based obstetric nursing practices
  - Updates in obstetrics, gynaecology, and midwifery care
- Participation and achievements shall be properly documented.

### **20.5 Professional Development Activities**

- The department shall promote continuous professional development among faculty and students.
- Faculty members shall participate in:
  - Continuing Nursing Education (CNE) programmes

- Faculty development programmes
- Workshops and training related to maternal and women's health
- Students shall be encouraged to develop:
  - Clinical decision-making and critical thinking skills
  - Leadership and teamwork abilities
  - Effective communication skills
  - Ethical, legal, and professional nursing practices

## **20.6 Documentation and Records**

The department shall maintain records of:

- Annual departmental activity plan
- Permission letters
- Attendance sheets
- Programme reports
- Feedback forms
- Certificates
- Photographs and supporting documents.

## **21] CODE OF CONDUCT SOP**

### **Purpose:**

To ensure that faculty members and students follow professional, ethical, and responsible behavior as per the institutional Code of Conduct guidelines and maintain a respectful academic and clinical environment.

### **21.1 Awareness and Implementation of Code of Conduct**

- The department shall ensure that all faculty members and students are aware of the institutional Code of Conduct.
- The Code of Conduct booklet shall be provided/referred to all concerned members for guidance regarding professional responsibilities, discipline, and ethical practices.
- Orientation sessions shall be conducted to create awareness about institutional rules, professional values, and expected behavior.
- Faculty members and students shall follow the guidelines mentioned in the institutional Code of Conduct booklet.

## **21.2 Faculty Professional Conduct**

- Faculty members shall maintain punctuality, professionalism, and accountability while performing academic, clinical, and administrative responsibilities.
- Faculty shall follow institutional policies, complete assigned duties responsibly, and maintain proper documentation.
- Faculty members shall encourage a positive learning environment by maintaining respectful communication with students, colleagues, patients, and healthcare professionals.
- Professional development, teamwork, ethical decision-making, and quality nursing practices shall be promoted.

## **21.3 Student Professional Conduct**

- Students shall maintain discipline, regular attendance, punctuality, and professional behavior as per institutional guidelines.
- Students shall follow the prescribed dress code, clinical policies, and safety practices during clinical postings.
- Students shall demonstrate respectful behavior towards patients, faculty members, peers, and healthcare team members.
- Students shall use departmental and institutional resources responsibly and maintain professional standards in academic and clinical areas.

## **21.4 Ethical and Professional Practices**

- Faculty members and students shall practice nursing with honesty, compassion, respect, and responsibility.
- Patient dignity, privacy, cultural values, and rights shall be respected during clinical practice and learning activities.
- Ethical principles shall be followed in teaching, clinical practice, research activities, and patient care.
- Safe, evidence-based, and patient-centered nursing care shall be encouraged.

## **21.5 Confidentiality and Privacy**

- Confidential information related to patients, students, and institutional activities shall be protected.
- Patient records, clinical information, and photographs shall not be shared without proper

authorization.

- Faculty members and students shall maintain confidentiality while handling clinical records and academic documents.
- Confidential documents shall be maintained securely and accessed only by authorized personnel.

## **21.6 Monitoring and Documentation**

- The department shall maintain records related to Code of Conduct orientation, student/faculty undertakings, and awareness activities.
- Any disciplinary concerns shall be managed according to institutional policies and procedures.
- The Head of Department shall monitor compliance with the Code of Conduct and ensure effective implementation within the department.

## **22] REVIEW AND REVISION OF SOP**

### **Purpose**

To ensure that departmental SOPs remain updated, effective, and aligned with institutional policies, regulatory requirements, and quality improvement practices.

### **22.1. Periodic Review Schedule**

- The SOP shall be reviewed once every three years or earlier if required due to changes in curriculum, institutional policies, regulatory guidelines, or departmental requirements.
- The review shall be carried out by the Departmental Head and concerned faculty members.
- Necessary suggestions and improvements shall be identified during the review process.

### **22.2. Amendment Procedure**

- Changes required in the SOP shall be discussed at the departmental level.
- Proposed amendments shall be documented with reasons for modification.
- Revised content shall be prepared considering feedback, audit findings, and current requirements.
- Previous versions of SOP shall be maintained for record purposes.

### **22.3. Approval Process**

- Revised SOP shall be reviewed by the Head of Department.
- After departmental approval, it shall be submitted to the Principal/Head of Institute for final approval.
- Approved SOP shall be implemented and communicated to all concerned faculty members.

#### **Documentation Maintain:**

- SOP Review Record
- Amendment Details
- Previous and Revised SOP Copies
- Approval Records

## 23] ANNEXURES

### ANNEXURE-1. DEPARTMENTAL FACULTY LIST=

S.N.	Name of faculty	Designation
1.	Mrs. Bhoknal Kavita Raviraj	Associate Professor
2.	Ms. Sonawane Mohini Ravindra	Assistant Professor
3.	Mrs. Jagtap Nilima Nilesh	Assistant Professor
4.	Ms. Kurhe Vidya Mahesh	Tutor/ Clinical Instructor
5.	Ms. Salve Ribika Yohan	Tutor/ Clinical Instructor
6.	Ms. Jadhav Asmita Subhash	Tutor/ Clinical Instructor
7.	Mr. More Sagar Bapu	Tutor/ Clinical Instructor
8.	Ms. Kalsekar Priyanka Maxwell	Tutor/ Clinical Instructor
9.	Ms. Jadhav Asha Daulat	Tutor/ Clinical Instructor
10.	Ms. Salve Shubhangi Rohidas	Tutor/ Clinical Instructor
11.	Mr. Bodhak Akshay Pradeep	Tutor/ Clinical Instructor

## 2|LESSON PLAN FORMAT=

**Name of Institution: Name of Department: Obstetrics & Gynecological Nursing**

**Academic Year:**

**Programme: B.Sc. Nursing / M.Sc. Nursing**

**Year & Semester:** \_\_\_\_\_

**Subject: Obstetrics & Gynecological Nursing**

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

### **1. General Information**

<b>Sr. No.</b>	<b>Particulars</b>	<b>Details</b>
1	Date	
2	Duration	
3	Time	
4	Class/Batch	
5	Number of Students	
6	Name of Faculty	
7	Method of Teaching	
8	Teaching Aids Used	

### **2. Previous Knowledge of Students**

Students are expected to have basic knowledge regarding:

\_\_\_\_\_

### **3. General Objective**

At the end of the session, students will be able to understand and apply the knowledge related to

\_\_\_\_\_.

\_\_\_\_\_

### **4. Specific Learning Objectives**

**At the end of the teaching session, students will be able to:**

1. Define \_\_\_\_\_
2. Explain \_\_\_\_\_
3. Describe \_\_\_\_\_
4. Identify \_\_\_\_\_
5. Apply knowledge in clinical practice.

**5. Content Outline**

Sr. No.	Content	Time Allocation
1	Introduction	
2	Definition/Concept	
3	Causes/Risk factors	
4	Pathophysiology	
5	Clinical Manifestations	
6	Diagnostic Measures	
7	Management/Treatment	
8	Nursing Management	
9	Prevention/Health Education	
10	Summary & Conclusion	

**6. Teaching–Learning Activity**

Time	Teacher Activity	Student Activity	Teaching Method	Aids Used

## **7. Evaluation**

- Question-answer session
- Discussion
- Quiz
- Feedback
- Return demonstration (if applicable)

## **8. Assignment / Follow-up Activity**

## **9. References**

1.

2.

**Prepared By:** \_\_\_\_\_

**(Faculty Signature)**

**Verified By:** \_\_\_\_\_

**(HOD Signature)**

**Date:** \_\_\_\_\_

### **3] UNIT PLAN FORMAT=**

**Name of Institution:** \_\_\_\_\_

**Department: Obstetrics and Gynaecological Nursing**

**Academic Year:** \_\_\_\_\_

**Programme:** \_\_\_\_\_

**Year/Semester:** \_\_\_\_\_

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

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

**Name of Faculty:** \_\_\_\_\_

#### **Unit Details**

<b>Sr. No.</b>	<b>Particulars</b>	<b>Details</b>
1	Unit Number	
2	Unit Title	
3	Duration (Hours)	
4	Planned Dates	
5	Number of Sessions	
6	Theory Hours	
7	Clinical Hours (if applicable)	

## Unit Learning Objectives

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Content Plan

Sr. No.	Topics / Subtopics	Teaching Hours	Planned Date
1			
2			
3			

## Teaching–Learning Strategies

- Lecture
- Discussion
- Case Study
- Seminar
- Demonstration
- Clinical Conference
- Bedside Teaching

Problem-Based Learning

Audio-Visual Aids / ICT

**Learning Resources / Teaching Aids**

- Textbooks
- Reference books
- Research articles
- PowerPoint presentation
- Videos
- Models / Charts
- Skill laboratory resources

**Clinical Correlation (if applicable)**

<b>Clinical Area</b>	<b>Related Activity</b>

**Student Learning Activities**

- Assignment
- Case presentation
- Nursing care plan
- Procedure practice
- Group discussion

- Self-directed learning

### Assessment and Evaluation

Method	Date	Remarks
Quiz / Test		
Assignment		
Presentation		
Clinical Evaluation		

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### Remedial / Enrichment Activities

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### Faculty Remarks

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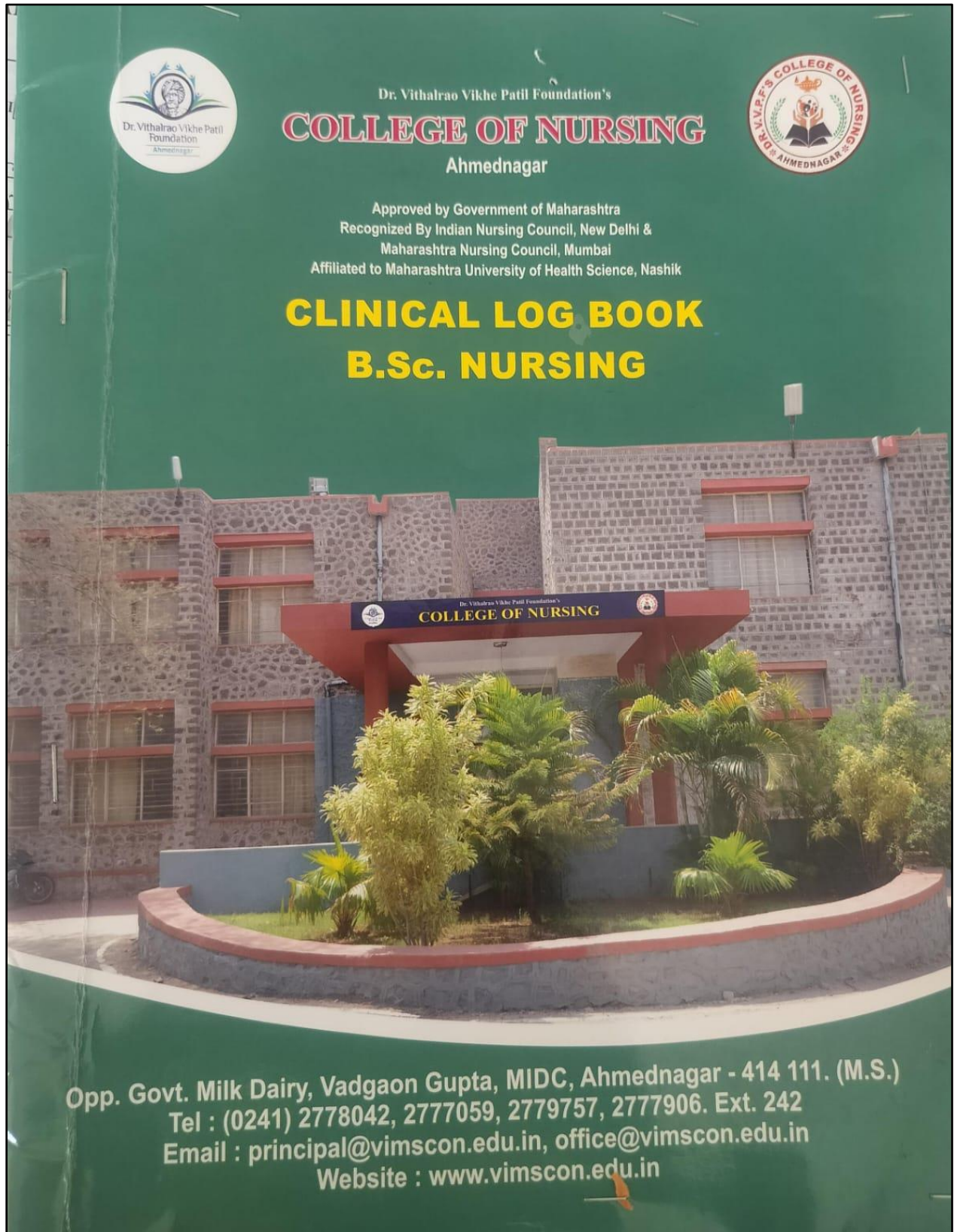
Prepared By: \_\_\_\_\_

Signature: \_\_\_\_\_

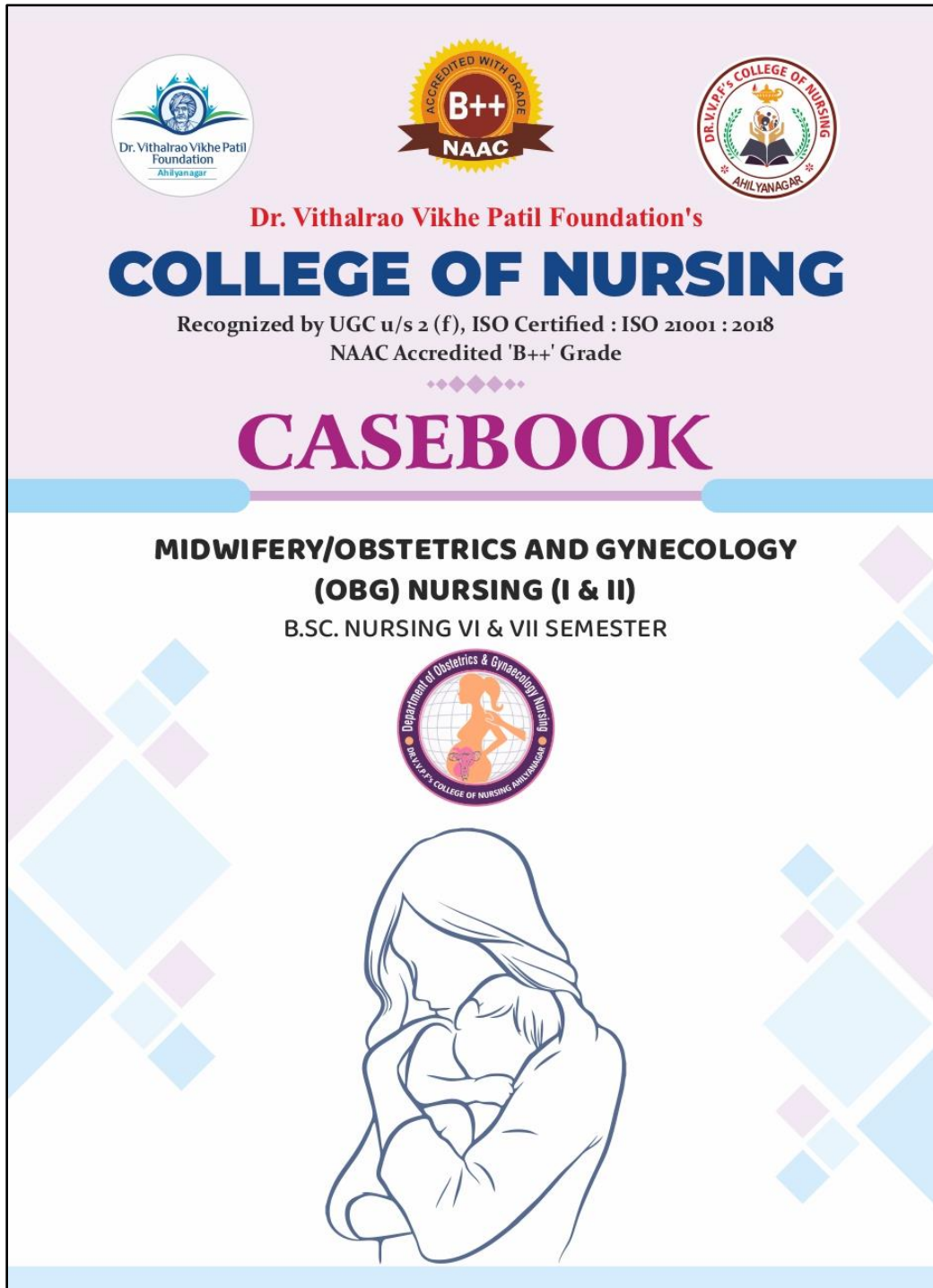
Verified By (HOD): \_\_\_\_\_

Signature: \_\_\_\_\_

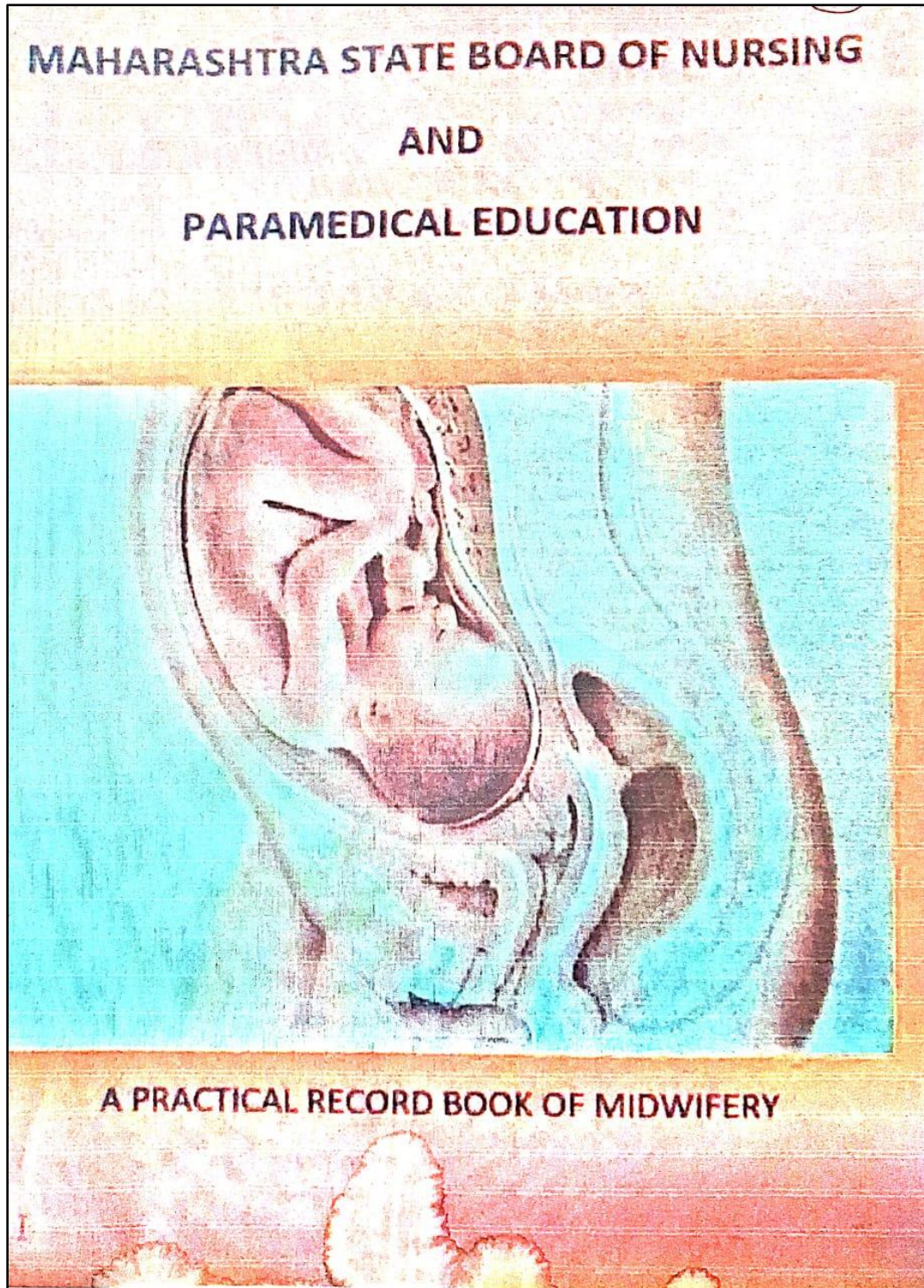
## 4] CLINICAL LOG BOOK=



## 5] Midwifery Case Book for B.Sc. Nursing Semester



Midwifery Case Book for General Nursing Midwifery



## 6] ARTICLE ISSUE FORMAT=

**DVVPF'S College Of Nursing**  
**OBGY Department Article Issue Form**

SN	Name of Students	Sign	SN	Name of Students	Sign
1			21		
2			22		
3			23		
4			24		
5			25		
6			26		
7			27		
8			28		
9			29		
10			30		
11			31		
12			32		
13			33		
14			34		
15			35		
16			36		
17			37		
18			38		
19			39		
20			40		

List of all articles

SN	Name of Article	Size	Material	Quantity	Issued/ Replaced	SN	Name of Article	Size	Material	Quantity	Issued/ Replaced
1						16					
2						17					
3						18					
4						19					
5						20					
6						21					
7						22					
8						23					
9						24					
10						25					
11						26					
12						27					
13						28					
14						29					
15						30					

Remark and sign of Issuer:

Remark and sign of Receiver:

Remark and sign of Receiver:

Remark and sign of Class Coordinator:

Remark and sign of OBGY Lab Incharge:



**8| MENTOR RECORD SHEET=**



**Dr. Vithalrao Vikhe Patil  
Foundation's**



**College of Nursing**

**SOP  
Of  
Mentorship Programme**

**(w.e.f. AY 2025-26)**

**Mentorship Programme**

**for Dr.V.V.P.F's College of Nursing  
Ahilyanagar.**

**SOP Code:**

**Effective date:**

**Page no. 1 of**

**Title: Constitution of Mentorship Programme**

**The location and business address of the committee:**

**Mentorship Programme -CON, Ahilyanagar**  
Dr. Vithalrao Vikhe Patil Foundation's College of Nursing,  
Opp. Govt Milk Dairy Vilad Ghat, MIDC Post  
Dist: Ahilyanagar(Maharashtra)  
Pin: 414111 India

**SOP Code:**

**Effective date:**

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## **Introduction:**

The ancient Indian Gurukul System was the first to initiate the mentorship system which has stood the test of time. The role of the mentor today is as demanding for he is not only called upon to impart knowledge, skills and competencies but to guide, to instill moral and ethical values, to counsel and groom his subjects to take up leadership roles.

Medical- Nursing Professionals studies are summarily different from Arts, Science & Engineering course. These studies require putting in hard physical & mental labor; therefore these studies become exhaustive in nature. The problems arising out of an entirely alien environment in the beginning coupled with the stress of the course curriculum are handled by the experienced staffs that perform the duties of a Mentor.

Majority of our students have completed their higher secondary education from vernacular mediums and find it difficult to adapt to the English medium of instruction. Such students require guidance and counseling in order to adjust to their new study environment. Besides this there are students from economically and socially weak backgrounds and some sort of financial assistance is necessary. It is to circumvent all these issues and mould the students to the expectations & needs of the profession & community we need mentorship programme.

## **Definition:**

“*Mentoring* is a personal learning relationship outside of hierarchies and operations. A mentor (an experienced person) allows a mentee (a less experienced person) to gain and develop knowledge, abilities, and maturity in a specific position or a professional area that they share.”

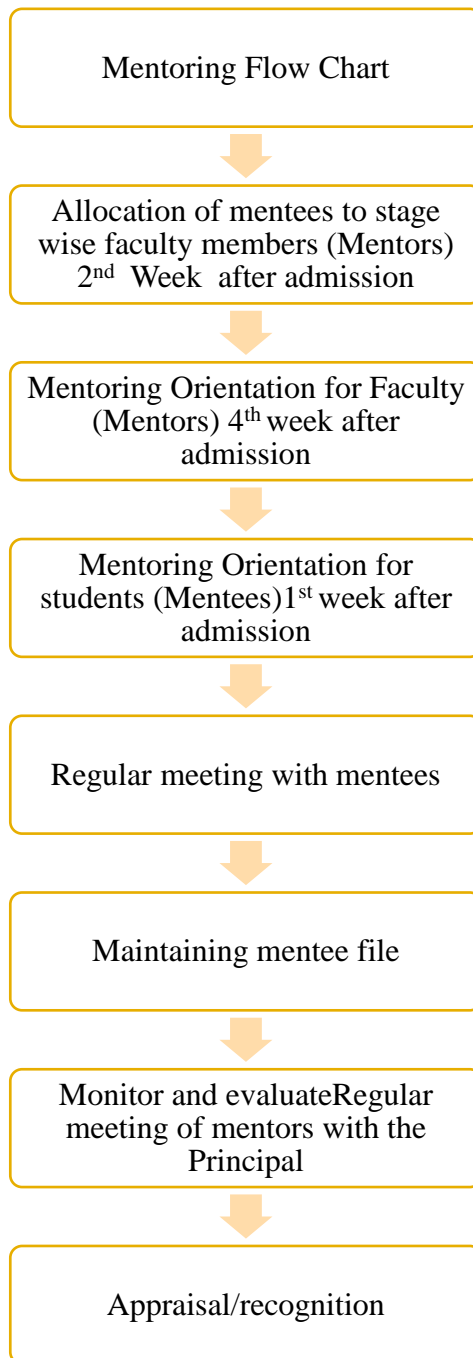
“Mentor is an experienced person who advises and helps somebody with less experience over a period of time.”

“Mentee is a person who is advised and helped by a more experienced person over a period of time, especially within a formal mentoring programme in a college, a university, etc.

**Objectives:**

1. To identify academically weak students and the reasons for their poor Academic performance.
2. To provide vent & solutions to the problems of students.
3. To provide moral & psychological support
4. To establish trusting relationship with accountability and responsibility between teacher & student
5. To formulate methods to overcome problems so as to facilitate and maximize the output
6. To ensure that the teacher participates in the overall development of the student.
7. To provide student friendly ambience

**Procedure:**



**1. Allocation of mentees to stage wise faculty members (Mentors)**

- In the second week after admission, students shall be assigned to various faculty members as their mentees.
- Each stage has fixed set of mentors
- Informing the mentees & arranging a meeting with the new mentor.

**2. Mentoring Orientation of Faculty (Mentors)**

- A workshop/ online course for the mentors to be conducted to inform them about their role and responsibilities as mentors.
- It shall act as an orientation for new faculty members.
- The mentors who have held this responsibility earlier can share their experience and knowledge with the new faculty.

**3. Mentoring Orientation for students (Mentees)**

- Orient students about the aim of the program, its benefits, their responsibilities and role of mentor and mentee.
- Meeting with mentors

**4. Regular meeting with Mentees**

**Stage 1**

- In the initial weeks mentoring to be slotted in the time table to facilitate the meetings.
- The mentors in initial meeting should create a connection with the mentees through information exchange and building rapport.
- Should understand their mentees strengths and weakness and interest area

**Stage 2**

- Should develop Interpersonal relationship with mentees such that they can ventilate & share their problems.
- Areas to be enquired like academic performance, result, assignments, subject related difficulty, food problem, home sickness, adjustment problem, social or gender discrimination, ragging, etc.
- Understand future plan.
- This information would help to guide the mentees accordingly.

### **Stage 3**

- A record of meetings, interactions and assessment of mentees should be maintained.
- Mentors should see that their mentees are not facing any personal problems or adjustment problems in the college.
- They should refer to the counselor when required.
- Mentors should monitor the coursework submission of their mentees.
- Mentor should keep a track of their mentees' behavior in consultation with other teachers.
- Mentors should inform the Dean/ Principal for any problem identification.
- Mentors can send the mentee report to the parents.

#### **5. Maintaining Mentee's Record/Diary**

- Mentor should maintain a diary of each mentee recording their meetings.
- Mentees academic record, parent contact, any medical or personal problem, co curricular activities, general behavior in class, future plan.
- Mentoring reports and any other important documents e.g. medical certificate.

#### **6. Monitor and feedback**

- Regular meeting will be held between the Principal and the mentors to assess the progress.
- The mentors can discuss the issues related to their mentees.
- Principal should also meet mentees informally to take feedback about mentor and the mentoring process.
- Proper termination of mentoring process upon completion of studies in college.

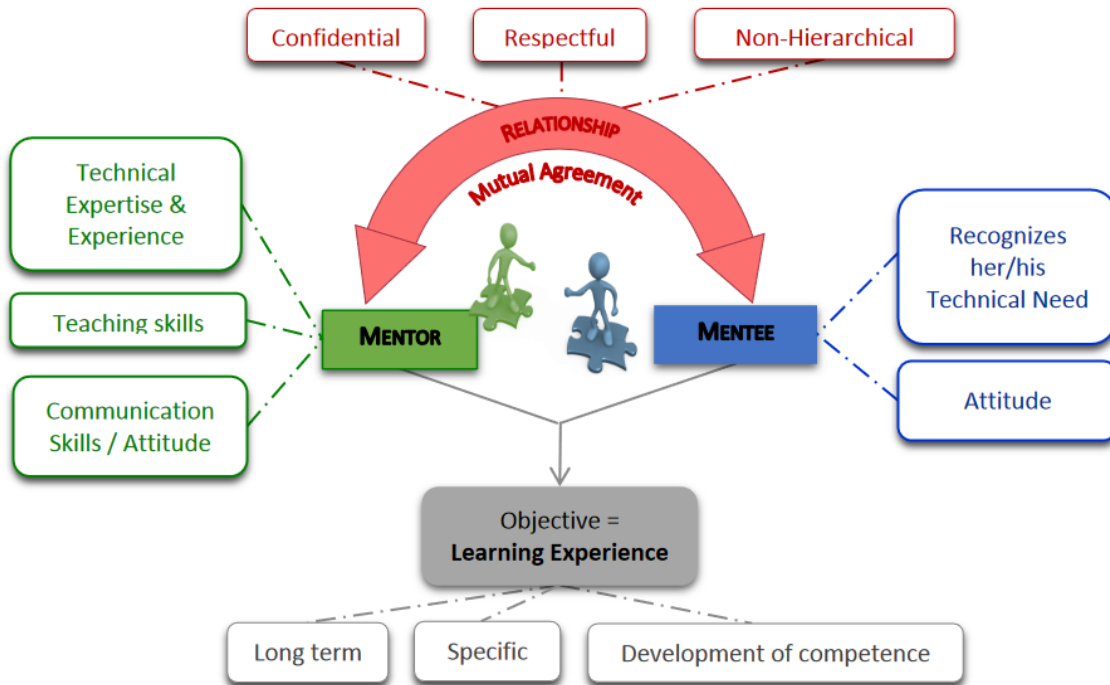
#### **7. Appraisal/recognition:**

- Mentoring will be a parameter in evaluating a faculty member s performance in a year.

#### **Limitation of Mentor- Mentee Relation**

- ❖ Should not develop close emotional relation with each other
- ❖ Don't accept any gifts or bribes.
- ❖ Don't discriminate among mentee & other Students

- ❖ No Partiality
- ❖ Not to form group/lobby in college.
- ❖ No extreme personal information is to be enquired unless told by Mentee
- ❖ No recording without consent of Mentee.



**References:**

1. [https://www.ugc.ac.in/pdfnews/3830777\\_Mentorship-Guidelines-.pdf](https://www.ugc.ac.in/pdfnews/3830777_Mentorship-Guidelines-.pdf)
2. <https://www.duupdates.in/ugc-releases-mentorship-guidelines-for-university-and-college-professors/>

## **Annexure – 1**

### **Mentor's Pledge**

I commit to making a difference;  
to support, guide, and be a role model.

I commit to being consistent;  
to be a steady figure over time, to be persistent, and to help another persevere.

I commit to encouraging another;  
by listening, by understanding, by fostering strengths, and by showing empathy.

I commit to building a mutual relationship;  
to enter the world of someone else, to hear about new dreams and challenges, to  
share

my own stories, and to respect the differences between us.

I commit to asking for assistance;  
when I need my own support, when the struggles of a Mentee are bigger than I can  
handle,

When I am unsure.

I commit to recognizing;  
that change often comes in small steps that barely leave footprints, that victories  
are

often unseen or unspoken, and that obstacles will always be present.

I commit to remaining sympathetic;  
to the storms weathered, to the adversity faced, and to the experiences that  
occurred

long before this child entered my life.

I commit to realizing;  
that my actions carry new weight and responsibility, that my role can never be  
taken

lightly, that my life will also change with this experience.

I commit to being a mentor

## Annexure – 2



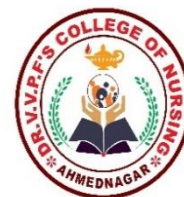
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## Mentoring Scheme - General Guidelines

### Mode of conducting sessions:

- This is not a moral values session.
- There will be no Dos and Don'ts.
- This session would go primarily on interactive basis.
- Out of the deliberation, general opinion on the point under discussion may be drawn, wherever applicable.
- It is expected that all the students will actively and spontaneously take part in the discussion, (coming out of their shell).

### Structural Features of the Mentoring Cell:

- One faculty member is the Coordinator of the Mentoring Cell.
- 10-15 Students are allotted to each mentor.
- Informal mentor-mentee meetings are to be conducted in the third week of every month.
- Quarterly meetings are conducted by the Mentoring Cell with all mentors.

### Functional Features of the Mentoring Cell:

- Mentors are expected to interact informally with their mentees at least once every month.
- They are expected to explore student opinions about the quality of teaching, assessment etc. and to ask whether they have any grievances regarding their stay and experience at the hostel and at the institution.
- The mentors are expected to submit compiled feedback form of mentees to the Principal and the coordinator of the Mentoring cell every quarter in a structured format.

- Feedback from these compiled proformas guides the discussion at the meeting.
- Action taken based on this feedback is discussed with students and mentors by the Principal in his interactions with them.
- Mentoring is also provided outside this schedule as per the needs of the students
- Grievances, if any, are redressed or forwarded to the respective sections.
- Counseling support is provided on a one-to-one and small group basis.
- The Nursing Education Unit will conduct a Workshop on Mentoring for mentors.
- The programme of the Mentoring Workshop and the list of registrations has to be maintained.

**Attendance criteria:**

- A student is expected to attend all the mentor sessions.
- The attendance should be more than 75% - whatever may be the circumstances.
- If a student is absent in a mentor session, ask him/her the reason for the absence in the next mentor session.
- If a student is absent in two consecutive mentor sessions, convey it to parents.
- Tell them that if students are absent, it breaks continuity of the session's discussions.

**Maintaining student Profile:**

- Mentors should update the student profile on timely basis.
- Maintaining the mentorship diary.
- At the end of every session, the Mentor and mentee give a glance through and sign it.

**Remarks**

- Language is not a bar.
- The students may speak in English, Hindi, or their mother- tongue.
- In discussions, take the students from near too far, that is, from what they know to new things and situations.
- The mentor sessions will take ordinary everyday situations, and not extra-ordinary situations.

- If we can deal with ordinary situations, hopefully we can deal with extra- ordinary situations as and when they arise.
- When discussing a situation, avoid the discussion on third persons.
- Ask the student to place himself/herself in the shoes of the third person, and speak in first person.
- Bring about a shift from physical things to feeling and mental needs.
- Do not be judgmental.
- Students should feel free to speak their mind frankly, without feeling the pressure of being judged.
- They should feel comfortable and be able to see a bond with you.
- Direct students to appropriate authorities to address these issues.

Annexure – 3

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**MENTOR RECORD**

Academic Year: 20\_\_\_\_\_ - 20\_\_\_\_\_

Name of Mentor: \_\_\_\_\_

Department : \_\_\_\_\_

Class : \_\_\_\_\_ Batch: \_\_\_\_\_

**CONTACT OF MENTEES**

<b>Sr. No</b>	<b>Roll No.</b>	<b>Name of the Student</b>	<b>Contact No.</b>	<b>Parents Contact No.</b>	<b>Address</b>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Sign of Faculty: \_\_\_\_\_



### MENTOR MENTEE SESSION REPORT

<b>Week No.</b>	<b>Session Date &amp; Time</b>	<b>No. of Students Present</b>	<b>Points Discussed</b>
<b>Week No.</b>	<b>Session Date &amp; Time</b>	<b>No. of Students Present</b>	<b>Points Discussed</b>
<b>Week No.</b>	<b>Session Date &amp; Time</b>	<b>No. of Students Present</b>	<b>Points Discussed</b>
<b>Week No.</b>	<b>Session Date &amp; Time</b>	<b>No. of Students Present</b>	<b>Points Discussed</b>
<b>Week No.</b>	<b>Session Date &amp; Time</b>	<b>No. of Students Present</b>	<b>Points Discussed</b>

Sign of Faculty: \_\_\_

### MENTOR MENTEE SESSION REPORT

<b>Week No.</b>	<b>Session Date &amp; Time</b>	<b>No. of Students Present</b>	<b>Points Discussed</b>
<b>Week No.</b>	<b>Session Date &amp; Time</b>	<b>No. of Students Present</b>	<b>Points Discussed</b>
<b>Week No.</b>	<b>Session Date &amp; Time</b>	<b>No. of Students Present</b>	<b>Points Discussed</b>
<b>Week No.</b>	<b>Session Date &amp; Time</b>	<b>No. of Students Present</b>	<b>Points Discussed</b>
<b>Week No.</b>	<b>Session Date &amp; Time</b>	<b>No. of Students Present</b>	<b>Points Discussed</b>
<b>Week No.</b>	<b>Session Date &amp; Time</b>	<b>No. of Students Present</b>	<b>Points Discussed</b>

Sign of Faculty:\_\_\_



## Record

### Improvement Status of Mentees

Roll No.	Name of the Student	Active Participation in Mentor Program (Yes/No)	Areas of Improvements Seen in Student	Remark

**Sign of Faculty**

**9| MINUTES OF MEETING FORMAT**

**MINUTES OF MEETING (MoM) WITH ACTION TAKEN REPORT**

**Department of Obstetrics and Gynecological Nursing**

---

**Date of Meeting:** \_\_\_\_\_

**Time:** \_\_\_\_\_

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

**Members Present:**

---

**Chairperson:**

---

**Agenda of the Meeting**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Minutes of Meeting and Action Taken Report

Sr. No.	Agenda	Minutes of Discussion	Action Taken / Outcome
1			
2			
3			
4			
5			
6			

### Conclusion

---

---

**Prepared By:**

**Signature:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Designation:** \_\_\_\_\_

**Approved By:**

**Signature:** \_\_\_\_\_

**Professor and Head of Department**

**Department of Obstetrics and Gynecological Nursing**

## 10] ACADEMIC AUDIT FORMAT=

Sr. No.	ITEM	YES/NO	REMARKS
<b>1</b>	<b>Annual curricular Plan</b>		
	Academic Calendar		
	Master Rotation		
	Clinical Rotation		
	Program Outcome		
	Course Outcome		
	Course exit survey(Subject Feedback)		
	Attendance Register		
	Subject attendance Register		
	Coverage of Syllabus		
<b>2</b>	<b>Teaching Learning</b>		
	Course Plan		
	Unit Plan		
	Lesson Plan		
	e-Content		
	Integrated/ Interdisciplinary Lg.		
	PBL Scenario's		
	Seminar		
	Assignments (Case study, case presentation ect.)		
	Remedial Coaching		
	Cumulative Record		
<b>3</b>	<b>Mentor diary, meeting</b>		
<b>4</b>	<b>Students Health Record</b>		
	Leave Record		
	Immunization record		
<b>5</b>	<b>Research Project: Faculty Students</b>		
	Publication: Faculty Students		
	Copy Rights		
<b>6</b>	<b>Examination</b>		
	Internal assessment Record		

	Grievances Record		
	Slow Performer		
	Advance learner		
	Make up assignment/ Test		
	Analysis of University Results		
<b>7</b>	<b>Lab Utilization: Time Table Inventory Up to date Record Available</b>		
<b>8</b>	<b>Extension Activity : Camps, survey reports Celebration of various days, reports Exhibition etc.</b>		
<b>9</b>	<b>Departmental Activity</b>		
	Meetings		
	Circular		
	Attendance		
	Minutes		
	Action taken report		
	Interdepartmental activity Course(Add on/ certificate/ diploma/ value added)		
	Conference/ workshop		
	Webinar/ Guest Lecture		
<b>10</b>	<b>Parents Meeting, Circular, report &amp; Action Taken Report</b>		

## 11] INVENTORY LIST

### 1] OBSTETRICS AND GYNECOLOGICAL NURSING LAB INVENTORY

<b>Sr. No</b>	<b>Name of Article</b>	<b>Quantity</b>
1.	Labour Table	01
2.	Dressing Trolley	02
3.	Spot Lamp	01
4.	Incubator with Trolley	01
5.	Birth Simulator Model	01
6.	Episiotomy Suturing Model	01
7.	IUCD Insertion Model	01
8.	3D Birth In Simulator	01
9.	Lardal Mama Birthie Model	02
10.	Palpation Model	04
11.	Baby with placenta	04
12.	Neonatal Resuscitation Set	01
13.	Fetal Skull	04
14.	Pelvis With Stand	03
15.	Pelvis Without Stand	03
16.	Big Steel Tray With Lid	02
17.	Medium Steel Tray With Lid	05
18.	Small Steel Tray with Lid	08
19.	Kidney Tray	12
20.	Small Steel Bowl	18
21.	Plain Forceps	01
22.	Doyens Retractor Big	01
23.	Doyens Retractor Small	01
24.	A.V. Retractor	04
25.	Straight Artery Forceps	06
26.	Curved Artery Forceps	05
27.	Ventose Cup	01
28.	Ovum Forceps	05
29.	Vulsellum	01
30.	Chattel Forceps	02

31.	Armitage Forcep	03
32.	Biopsy Forceps	01
33.	Uterine Sound	02
34.	Uterine Curette	04
35.	Alli's Forceps	03
36.	Sims Vaginal Speculum	06
37.	Cusco's Speculum	05
38.	Fetoscope	02
39.	Plain Scissor	02
40.	Episiotomy Scissor	03
41.	BP Handle	01
42.	Bone Marrow Needle	01
43.	Lumbar Puncture Needle	01
44.	Suture Cutting Scissor	01
45.	Big Surgical Drum	01
46.	Small Surgical Drum	01
47.	Digital Weighing machine	01
48.	B.P. Apparatus	01
49.	Digital BP Apparatus	01
50.	Digital Thermometer	02
51.	Placenta	03
52.	Hagar's Dilator 2 Sets	12

### OBYG MODEL LIST

<b>Sr. No</b>	<b>Name of Article</b>	<b>Quantity</b>
1.	Birth Simulator Model	01
2.	Episiotomy Suturing Model	01
3.	IUCD Insertion Model	01
4.	3D Birth In Simulator	01
5.	Lardel Mama Birthie Model	02
6.	Palpation Model	04
7.	Baby with placenta	04
8.	Fetal Skull	09
9.	Pelvis With Stand	03
10.	Pelvis Without Stand	03
11.	Placenta	03
12.	Breast Examination Model	01
13.	Fetal Development Model	01
14.	Uterus Model	01



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