



OPENING DOORS TO QUALITY EDUCATION

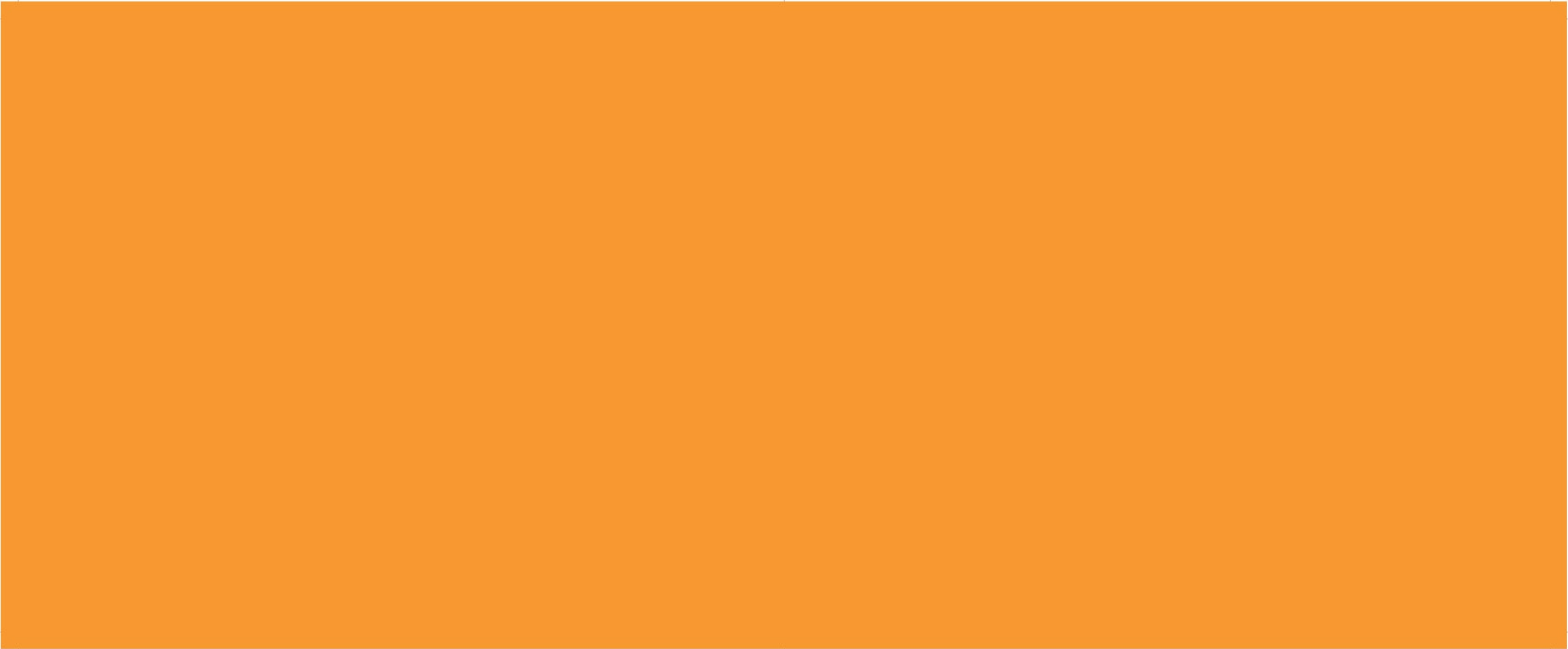
Strengthening Nursing and Midwifery
Pre-Service Education in India

An MCHIP initiative



This photobook has been produced with generous support from USAID's flagship Maternal and Child Health Integrated Program

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Midwifery Pre-Service Education
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Program

The recent policies and programs of Government of India (GoI) have brought greater focus on the pivotal role played by the basic health worker, the Auxiliary Nurse Midwife (ANM), in provision of primary health care with special emphasis on reproductive health and Maternal Neonatal and Child Health (MNCH) services. However, the potential of nurses and midwives has not been

fully realized and there is a dire felt need to improve the quality of nursing and midwifery education in India. Maternal and Child Health Integrated Program (MCHIP), in collaboration with the Ministry of Health and Family Welfare (MoHFW), Government of India (GoI), and the Indian Nursing Council (INC), initiated a national program for strengthening the quality of nursing and midwifery

Pre-Service Education (PSE) in 2010. The program, which incepted the process of invigorating PSE in the country, aimed at strengthening and expanding the foundation of pre-service nursing and midwifery education at the national level and in the states of Jharkhand and Uttarakhand.

PHOTO
Class in Progress.
ANMTC Ranchi
Jharkhand

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“For all the National Health and Family Welfare programs which we conceive at the national level, the ultimate implementing personnel, the government functionary, is only the ANM.”

T Dileep Kumar,
President, Indian Nursing Council

PHOTO
ANM students at clinical practice site
ANMTC Simdega
Jharkhand

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Strategic Approach

MCHIP utilized a two-way approach to strengthen nursing teaching institutions in the country. Working with premier nursing institutes, MCHIP created National Nodal Centers (NNCs) and State Nodal Centers (SNCs). At the same time, it also strengthened grassroots level ANM/General Nursing Midwife (GNM) training centers in MCHIP focus states.

PHOTO

Faculty using audio-visual aids in teaching
NNC Kolkata
West Bengal

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“We have taken many steps for empowering nurses with the establishment of National Nodal Centers and the State Nodal Centers. We have set up skills labs and are making a baseline assessment of their skills to identify gaps so that we can develop a training course to close that gap, and generally are making sure that there is much greater attention to their issues and that they are prioritized by the state governments.”

**Anuradha Gupta, Former Additional Secretary,
Ministry of Health and Family Welfare and Mission Director,
National Health Mission**

PHOTO
Nursing students during a panel discussion session
NNC Kolkata
West Bengal



Realizing the need for having a state level nodal center of excellence to bring in heightened focus on the context and needs of the state, MCHIP facilitated the development of SNCs in Uttarakhand and Jharkhand, envisioned to provide mentorship to ANM/GNM schools within the states. The SNCs at Jharkhand and Uttarakhand have been accredited by the INC. At the same time, MCHIP also directly strengthened fundamental ANM/ GNM training centers of the two states.

PHOTO
ANM students starting their day with a prayer
meet
SNC Dehradun
Uttarakhand

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Igniting Vigor Into Nursing Education in Uttarakhand

Dehradun, India - The students and teachers of State College of Nursing, Dehradun (Uttarakhand) are ecstatic. Their college has recently been accorded the status of a State Nodal Centre of excellence for nursing education. "I feel great pride in the fact that our college has been accredited as the State Nodal Centre. It's a great achievement and will work in everyone's favor and advantage," says the proud principal, Mrs. Lalita Bisht.

The journey to becoming a State

Nodal Center, which will not only act as a model teaching institution, but also serve as a pedagogic resource center and support the strengthening of nursing education at the auxiliary nurse midwifery and general nurse midwifery schools in the state, wasn't easy. "We identified the gaps, analyzed the deficiencies and made an effort to improve" she says. MCHIP provided technical assistance to the state – working along with the Indian Nursing Council and the College of Nursing (CoN) in achieving this

remarkable feat. The College now hires more teachers, training coordinators, has developed a well-equipped skills lab, computer lab and library. The tutors underwent a rigorous 6-weeks training program which strengthened their knowledge and teaching skills. "Training given to the teachers improved their knowledge and allowed them to teach the students better – making them competent and honing their skills. Practical knowledge plays a very important role in nursing" says Mrs. Bisht.

PHOTO
Nursing student during community visit
SNC Dehradun
Uttarakhand

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Competency based training is the cornerstone of the education being imparted to students at the College. "We are first taught all the processes theoretically. We are then asked to perform them on the models until we get it right, and it is only after that, that we get to perform them on the clinical site. We are also given demos of the same. This helps in better skill development which in turn helps us a lot in performing those procedures in real life" say Suchitra Negi, a nursing student. The life-like humanistic

anatomical models made available in the skills lab helps these students hone their skills on essential and lifesaving procedures from antenatal care, intra and immediate postpartum care, newborn care to family planning and infection prevention practices.

Strengthening of this nursing institute has ignited vigor in the faculty and students of the college. Mrs. Bisht, who has spent more than three decades in this profession, can

sense the change which is coming about in nursing education today.

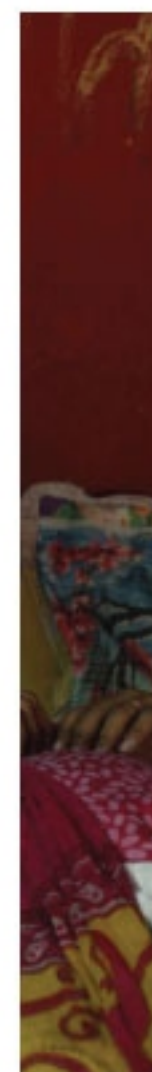
Speaking about her students, she feels proud to say, "There is a feeling of importance among them now, they feel significant. Nurses in this country have a long way to go, a lot to contribute for the development of healthcare. And the way we are going, I think I should not retire and work more."

Like the State College of Nursing, Dehradun, MCHIP has strengthened 22 nursing institutions in India and trained 150 nursing tutors to provide quality nursing education at these institutions.

PHOTO
Nursing student imparting knowledge on clean environment during community visit
SNC Dehradun
Uttarakhand

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PHOTOS
Nursing students examining mothers and
children during their community visit
SNC Dehradun
Uttarakhand

Building a Strong Health Workforce in Rani Pokhari

Rani Pokhari, India -

"They say that home is the first learning ground for a child. An auxiliary nurse-midwife training center (ANMTC) is the first school of learning for my students in their role as a health workforce, so it is like their home. What they learn from here will stay with them forever and will shape their future in the health sector. So, we want to teach them well," says Sister Uma Rana, tutor in-charge for the ANMTC at Rani Pokhari, located on the outskirts of Dehradun.

The ANMTC at Rani Pokhari, one of the six ANMTCs in the state of Uttarakhand, has made tremendous progress in the past year, recently upgrading its infrastructure and teaching methodologies after an assessment of these centers was

conducted by the Indian Nursing Council in the early stages of the project.

When the MCHIP team visited Rani Pokhari for the first time in December 2010, they realized that a lot needed to be improved, particularly in terms of infrastructure and training. Sister Uma Rana confirmed by saying, "Before MCHIP started working with us, no trainings had happened here. We thought we had all the knowledge needed to teach our students, but we now realize that our knowledge and method of teaching were outdated." To bring about needed improvements, MCHIP introduced Standards-Based Management and Recognition (SBM-R®). These standards covered all aspects of ANMTC training—including classroom

instruction, clinical instruction and practice, school infrastructure, training materials and school management—and the ANMTC clinical practice site, where students undergo their clinical experience.

"There have been so many improvements in our training center and in our training methods," says Sister Uma Rana. "This has become possible because MCHIP has taken us through a step-by-step progression of improving our teaching-learning process. Not only have our students benefited and are able to grasp concepts better and get a clearer understanding of the curriculum, but even we as faculty have benefited a lot." The faculty has now been trained in effective teaching skills and the teachers' knowledge on the latest

developments in MNCH interventions have been updated. In addition, modern teaching aids—such as computers, LCD projector, printer, photocopier and fax machine—were provided and integrated with teaching. The skills lab was also upgraded with essential anatomical models, instruments, consumables and supplies, and the library received updated books and current guidelines. Remarkable changes have occurred in the ANMTC and its clinical practice site. A clinical skills standardization workshop, conducted at the clinical site, enabled the site to use evidence-based best practices for MNCH and family planning.

PHOTO
Faculty using demonstration methodology for teaching
ANMTC Simdega
Jharkhand



The enthusiasm of the faculty and students is evident. Pooja Verma, a first-year ANM student says, "The teaching is very good and our tutors make it very easy for us to understand the subject using a variety of methods and mediums. The library is well-stocked and helps us in our course. Our comforts are also well looked after. We have a television, filtered water, coolers and just two girls have to share a room. Being comfortable helps us a lot in focusing well on our studies." While more needs to be done to ensure sustained high-quality training, a significant change has been made at the ANMTC, and the students know their mission. Lakshmi Kumari, a student from the ANMTC, puts it simply, "I am becoming a nurse-midwife because I want to serve people and save lives."

PHOTO/ RIGHT

Students spend time at the library

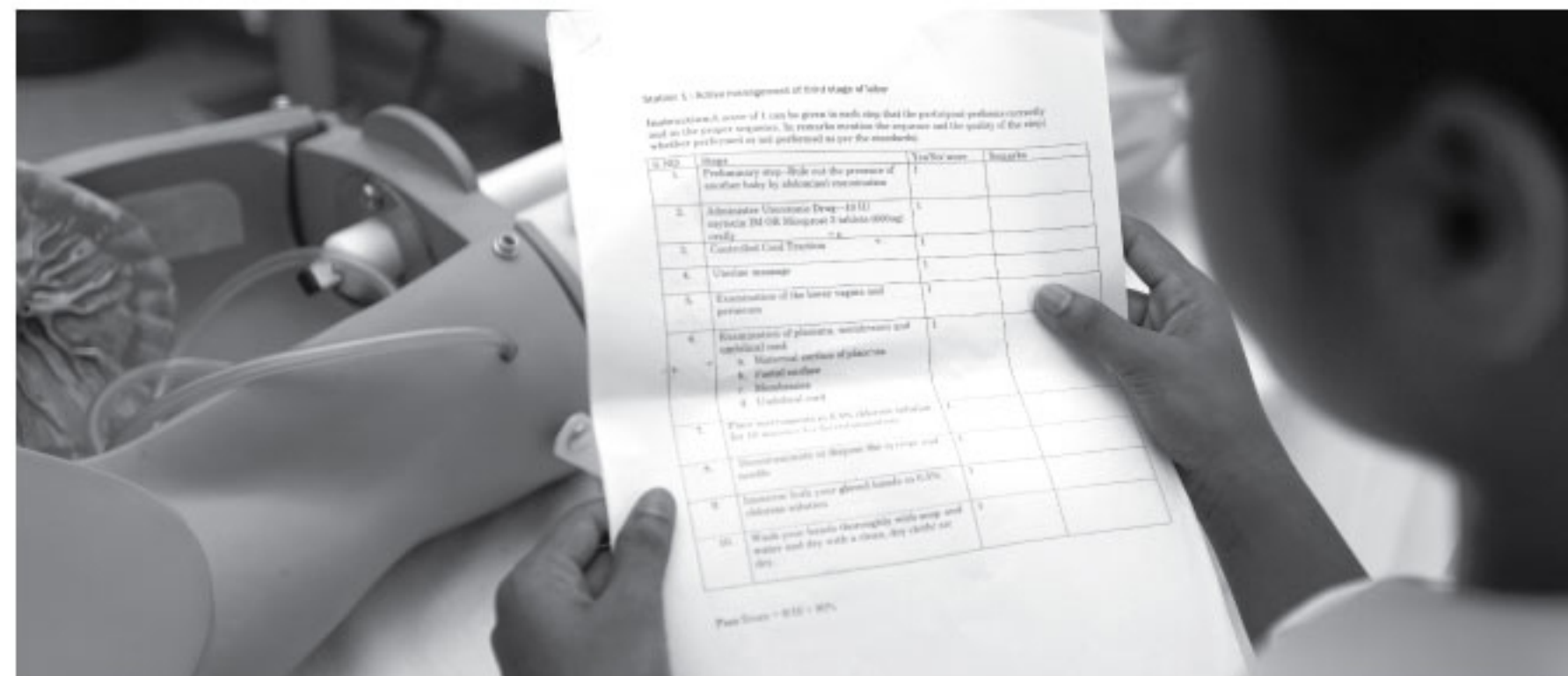
PHOTO/ RIGHT ABOVE

Faculty demonstrating plotting of partograph to students

PHOTO/ RIGHT BELOW

Students referring to checklist while working on skills station

ANMTC Simdega
Jharkhand



Setting Performance Standards

Setting up of the NNCs and SNCs and strengthening of ANM/GNM schools was done using Jhpiego's Standard Based Management and Recognition (SBM-R®) approach, through simple, measurable performance standards which served as a quality improvement guide. These performance standards provided a structure for program support and a criterion-based monitoring system which allowed the INC, through its nodal centers of nursing-midwifery education, to provide specific ongoing technical support.

The standards of PSE had five sections: Classroom and practical instruction; Clinical instruction and practice; School infrastructure and training materials; School management; and, practices at attached clinical sites.

PHOTO

The SBMR manual used as a guide to following SBMR process at the institutes

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“When we did not know about standards, we were working quite aimlessly, not knowing how to improve things. Now, with the standards, we know our way. We know where we stand, where we need to be, and how to get there”

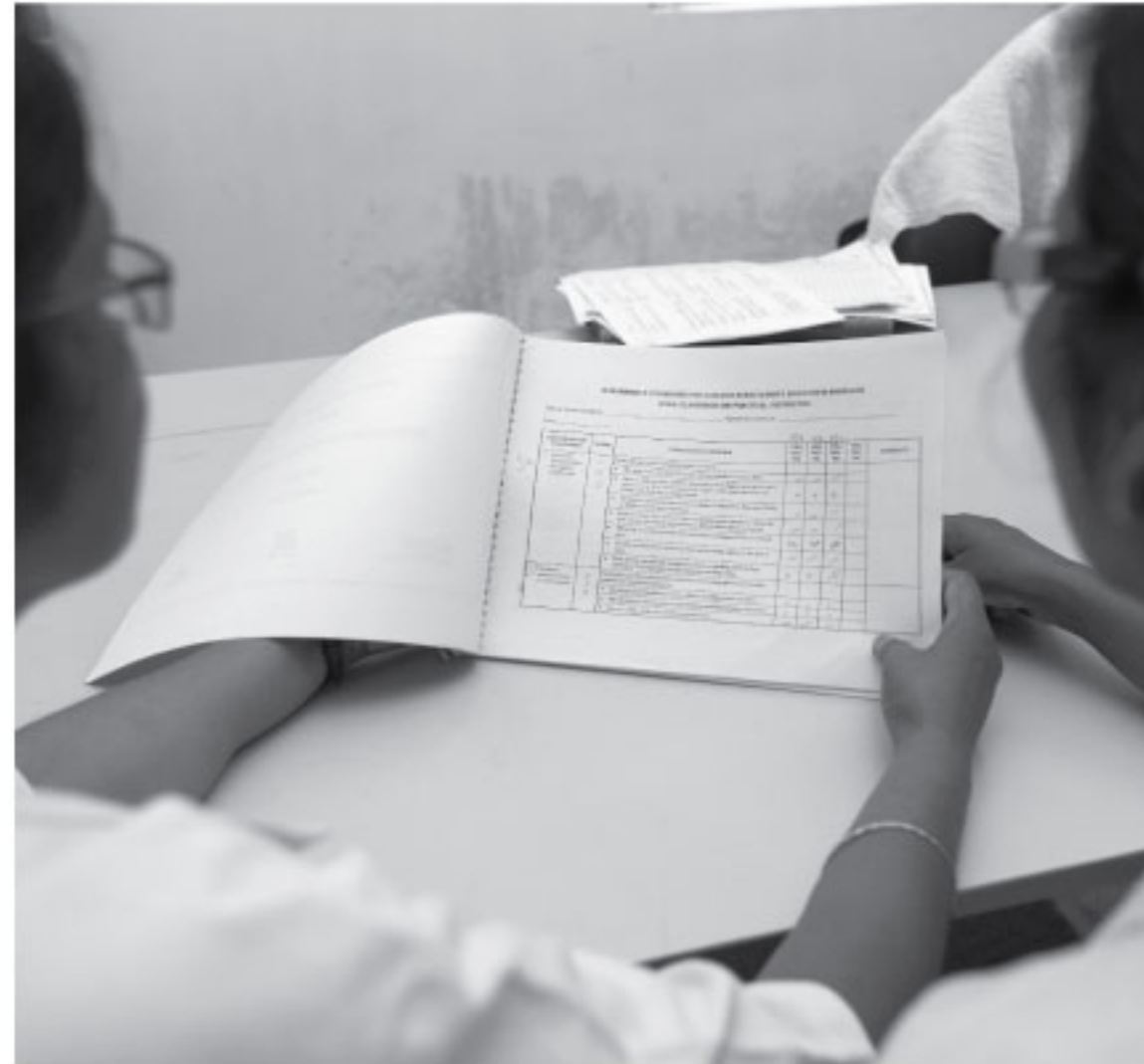
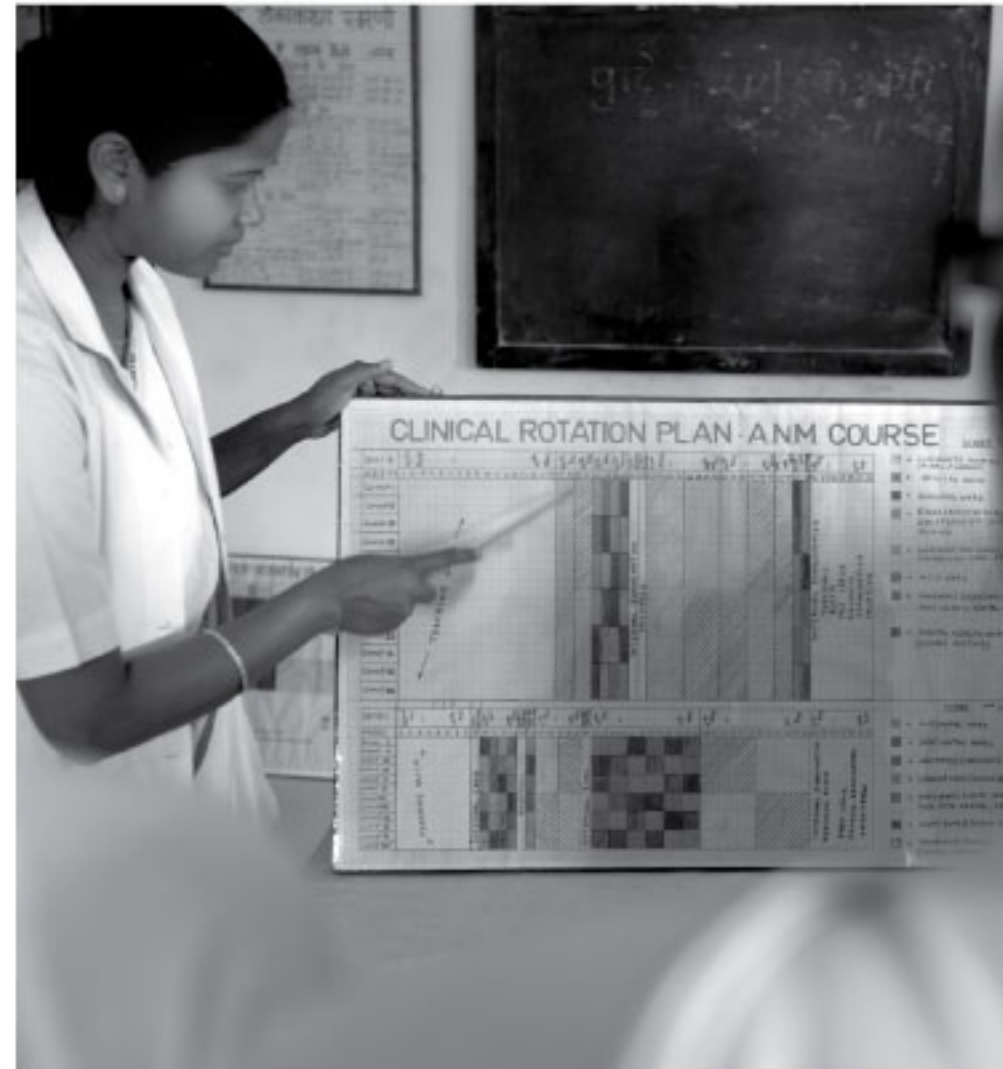
Shanta Soreng
Principal, ANMTC, Chaibasa

PHOTO/ RIGHT
Faculty explaining the Clinical Rotation Plan to the students

PHOTO/ RIGHT ABOVE
Faculty discussing the performance standards' result of their institute

PHOTO/ RIGHT BELOW
Faculty developing lesson plan for lectures

ANMTC Simdega
Jharkhand



Building Capacity of the Faculty

“Time and again, revision and refreshment of the education, especially in the nursing profession is essential as we are dealing with human beings and their lives, not paper and pencil. So the trainings have to be updated to bring the teaching up to a certain standard, to look after the client. We need to update our information, knowledge and skills.”

Prof. Pennemma Ranadive
Principal, College of Nursing
St. Stephens Hospital, New Delhi

PHOTO
Students referring to resource material and checklist while working in skills lab
SNC Dehradun
Uttarakhand

The capacity building and skills development of the faculty were done through various training activities such as Effective Teaching Skills workshops; Clinical Skills Standardization workshops; Contraceptive Technology Update training; and 6 weeks' training, in addition to the holistic strengthening of the nodal centers and the ANM/GNM schools.



Six-Weeks Training

A comprehensive model of six-weeks' training for tutors from ANM/GNM schools was developed to update their knowledge, skills and strengthen their capacities as effective teachers. MCHIP provided technical assistance to the INC to develop the specialized six-week training curriculum which includes teaching skills, skilled birth attendance, Integrated Management of Neonatal and Childhood Illness, family planning, prevention of STIs including HIV, and other performance standards relevant to ANM and GNM schools.

PHOTO

Students examining placenta during clinical practice
NNC Kolkata
West Bengal

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“As soon as I joined as faculty at ANMTC Chaibasa, I was sent for the 6 weeks training, after 3-4 weeks of joining. I learned how to teach there. I did not know the details of teaching, how to interact and go about conducting classes etc. 6 weeks training gave me an insight into the teaching field and groomed me as a teacher.”

Chandmani Purty
Faculty, ANMTC Chaibasa



PHOTOS
Students being assessed by faculty through Observed
Structured Clinical Examination (OSCE)
NNC Kolkata
West Bengal

Improving Quality of Teaching and School Management

MCHIP facilitated the holistic strengthening of teaching and management systems in the nursing colleges and ANM/GNM schools through focused supportive

supervision visits. Performance standards were used to improve the quality of classroom and practical instruction as well as strengthen school management.

“When we started, I thought we were nowhere. But gradually every month we tried to do some things to fulfill some of these standards.”

Prof. Pennemma Ranadive
Principal, College of Nursing, St. Stephens Hospital, New Delhi

PHOTO
ANMTC Simdega
Jharkhand

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PHOTO/ ABOVE
Class in progress
ANMTC Simdega
Jharkhand

PHOTO/ RIGHT
Class in progress
ANMTC Ranchi
Jharkhand

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Setting up of Skills Labs

MCHIP adopted a competency based training approach with focused attention on enhancement of the skills of the nursing students, along with their classroom education. For this purpose, MCHIP helped establish state of the art skills labs for maternal and child health skill practices. Using humanistic anatomical models, the students were taught clinical skills ranging from antenatal check-ups,

management of second stage of labor, Active Management of Third Stage of Labor; Essential Newborn Care; Newborn Resuscitation; management of pre Eclampsia/Eclampsia, postpartum hemorrhage; to Kangaroo Mother Care, Postnatal and family planning counseling; insertion of interval IUCD and PPIUCD; and infection prevention practices with biomedical waste management.

PHOTO
Faculty teaching through anatomical model in skills lab
ANMTC Simdega
Jharkhand

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“My favorite place in my college is the skills lab. It has been divided into different sections - neonatal, postpartum, family planning etc. We are first taught all the processes theoretically. We are then asked to perform them here on the models until we get it right, and it is only after that, that we get to perform them on the clinical site. We are also given demos of the same. This helps in better skill development which in turn helps us a lot in performing those procedures in real life.”

Suchitra Negi
Nursing student at State College of Nursing, Dehradun, Uttarakhand

PHOTO
Students learning placenta examination in skills lab
SNC Dehradun
Uttarakhand

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Setting up Computer Lab and Library

With a vision to further strengthen the teaching infrastructure at the institutions, the NNCs, SNCs and ANMTCs were also equipped with computer labs and well-stocked libraries to provide support to the learning process of the students.

“The various labs are of great help. The computers help us in making presentations. Many times we are here till six in the evening making presentations.”

Vartika Sharma
Nursing student, State College of Nursing, Dehradun, Uttarakhand

PHOTO/ RIGHT ABOVE
Student looking through book in the library
SNC Ranchi
Jharkhand

PHOTO/ RIGHT BELOW
Student in computer lab
SNC Dehradun
Uttarakhand

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Improving Clinical Practices at the Attached Clinical Institutions

Along with implementing standards for improving clinical practices at the attached clinical institutions, Clinical Skills Standardization (CSS) trainings were conducted to further strengthen the clinical practice sites where the students were taken for

practicing their skills under supervision. These trainings were instrumental in updating knowledge and standardizing clinical skills of the faculty and select clinical providers in MNCH interventions

PHOTO

Staff nurse practising hand-washing
District Women's Hospital, Pauri
Uttarakhand

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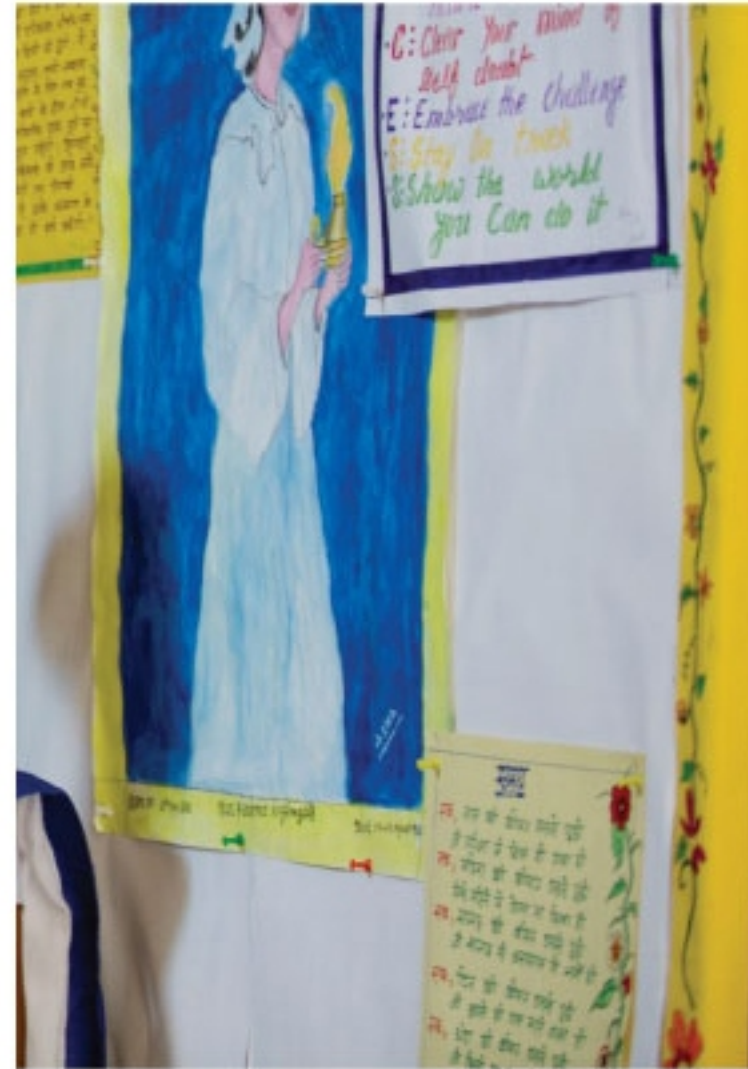
"I want to become a nurse because I want to raise the standard of nursing, so that nursing becomes an independent profession. I want to serve the people in the community."

Kusum Munal
Student, State College of Nursing, Dehradun

RIGHT
Students attending a lecture
SNC Dehradun
Uttarakhand

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PHOTOS
Aspiring nurses and ANMs
SNC Dehradun, Uttarakhand
ANMTC Ranchi, Jharkhand
ANMTC Simdega, Jharkhand

Building a confident and competent nursing cadre

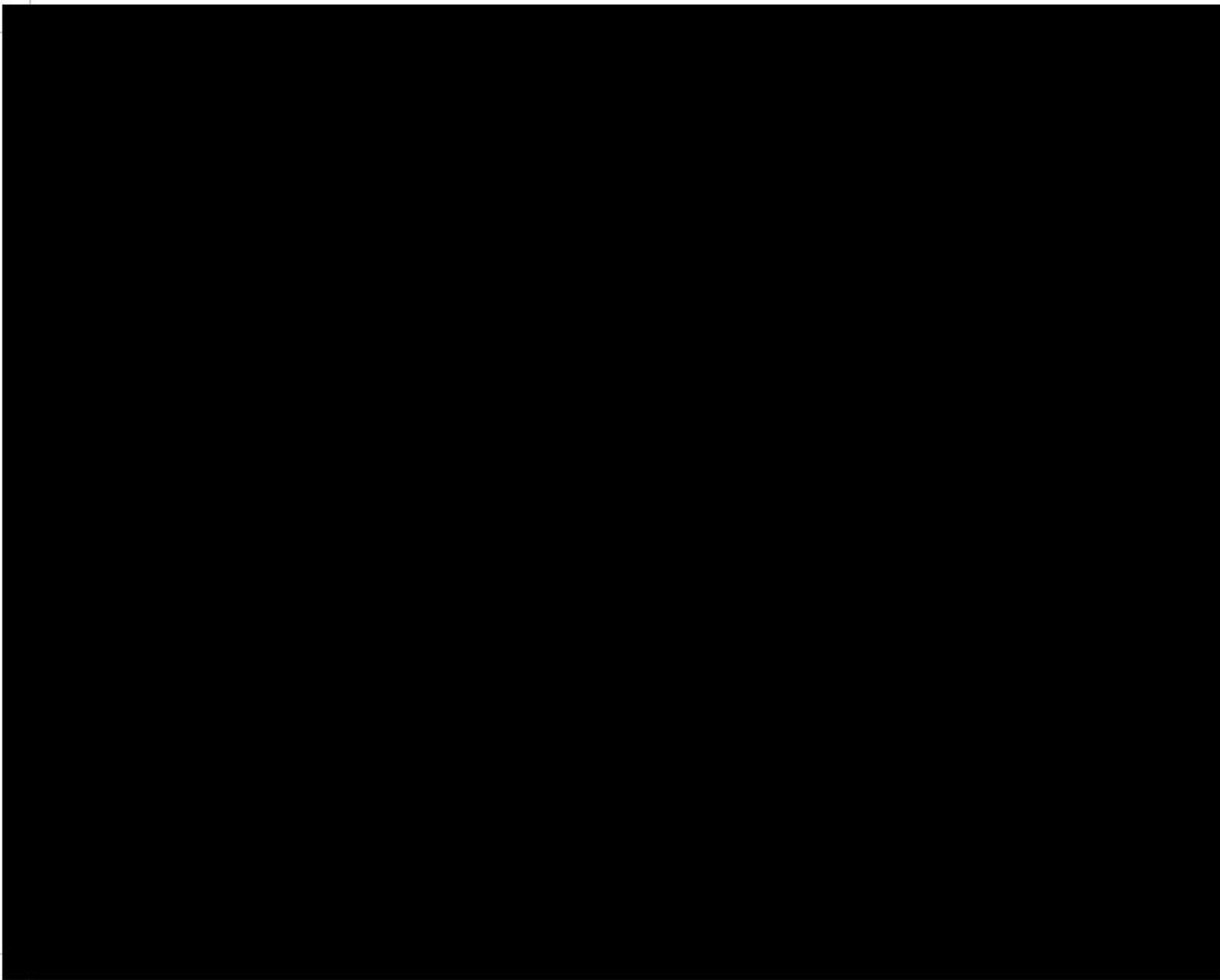
PHOTO
Nursing students
SNC Dehradun
Uttarakhand

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MCHIP has opened doors to a robust and technically focused system, network, and approach for strengthening nursing and midwifery education in India. The Ministry of Health and Family Welfare, GOI, and the INC, with support from international donors has decided to scale up this program model to the other states of the country and have earmarked funds to scale-up this initiative. Beginning with two states under MCHIP, the program will now be implemented in ten high focus states of the country.





Photographs

Courtesy of Kiran Thejaswi H.V. and Kate Holt