



# HOLY SPIRIT INSTITUTE OF NURSING EDUCATION

HOLY SPIRIT HOSPITAL  
Mahakali Road,  
Andheri (East),  
MUMBAI-400 093.

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## STANDARD OPERATING PROCEDURE PEER ASSISTED LEARNING (PAL) PROGRAM

### Purpose:

To enhance the educational experience and foster student collaborative learning through peer-assisted teaching and mentorship.

### Scope:

This procedure applies to all 3<sup>rd</sup> and 4<sup>th</sup> year BSc and P.B.B.Sc nursing students acting as peer educators, and 1<sup>st</sup> and 2<sup>nd</sup>-semester students receiving mentorship at Holy Spirit Institute of Nursing Education..

### Objectives:

1. **Enhance understanding:** Deepen students' comprehension of complex nursing concepts through peer-to-peer explanations and discussions.
2. **Promote active learning:** Engage both peer educators and learners in active participation, improving retention and application of knowledge.
3. **Develop communication skills:** Refine communication and teaching abilities of peer educators, while building learners' confidence in articulating their understanding.
4. **Foster collaboration:** Encourage teamwork and create a supportive learning community within the institute.

### Procedures:

#### 1. Program Setup

##### 1.1 Selection of Peer Educators:

- Identify advanced learners of 3<sup>rd</sup> and 4<sup>th</sup> year BSc and P.B.B.Sc nursing students.
- Ensure selected students exhibit strong academic performance and communication skills.

## **1.2 Assignment of Programme Coordinator:**

- Bind the peer educators with the learners with the help of class coordinators.
- Ensure each mentor has a manageable number of lectures to be conducted, to provide effective support.

## **2. Training and Orientation**

### **2.1 Orientation Session:**

- Conduct an initial orientation session for peer educators.
- Outline the objectives, responsibilities, and benefits of the program.

### **2.2 Training Workshops:**

- Provide training workshops on effective teaching methods, communication skills, and peer mentorship techniques.
- Lesson plans are prepared by the peer educators and approved by the Principal.

## **3. Implementation of PAL Sessions**

### **3.1 Scheduling:**

- Establish a regular schedule for PAL sessions.
- Ensure sessions do not conflict with theory regular classes and other academic commitments for the educators. They are assigned classes during their end-of-the-posting clinical hours

### **3.2 Content Coverage:**

- Focus on subjects such as Fundamentals of Nursing, Anatomy and Physiology, Nutrition and Dietetics, and Psychology.
- Tailor sessions to address the specific needs of learners.

### **3.3 Buddy Teaching:**

- Implement buddy teaching methods where peer educators assist learners in revising material and simplifying complex concepts.

## **4. Monitoring and Evaluation**

### **4.1 Feedback Mechanism:**

- Collect feedback from both peer educators and mentees after each session.
- Use feedback to improve the effectiveness of the program.

### **4.3 Performance Review:**

- The Principal reviews the performance of the peer educators during the initial lectures.
- Provides constructive feedback and additional support as needed.

### **4.3 Assessment of Learning Outcomes:**

- Evaluate the academic progress of mentees through assessments and exams.
- Measure the impact of the PAL program on mentees' understanding and application of knowledge.

## **5. Documentation and Reporting**

### **5.1 Session Records:**

- Maintain detailed records of each PAL session, including attendance in their class register of topics covered.

### **5.3 Review:**

- Conduct a review of the PAL program to assess its overall effectiveness.
- Make necessary adjustments based on the review findings to enhance the program.

## **Responsibilities:**

### **Program Coordinator:**

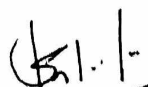
- Oversee the implementation and management of the PAL program.
- Coordinate training sessions and monitor the progress of peer educators and learners.

### **Peer Educators:**

- Conduct regular PAL sessions, provide academic support, and mentor junior students.
- Participate in training workshops and provide feedback for program improvement.

### **Learners:**

- Actively participate in PAL sessions and seek assistance as needed.
- Provide feedback on the program to help enhance its effectiveness.



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## STANDARD OPERATING PROCEDURE SKILL UP PROGRAM

### Purpose:

To empower nursing students for career success by providing comprehensive training on essential professional and personal development skills.

### Scope:

This procedure applies to all nursing students at Holy Spirit Institute of Nursing Education participating in the "Skill Up" program.

### Objectives:

1. **Develop Leadership and Professional Competence:** Equip nursing students with essential leadership qualities and effective team management skills to excel in healthcare settings.
2. **Enhance Time Management and Conflict Resolution:** Improve students' ability to prioritize tasks, manage time efficiently, and resolve conflicts constructively.
3. **Promote Personal Growth and Stress Management:** Foster personal growth, self-awareness, healthy professional relationships, and techniques to manage exam-related anxiety.

### Context:

- Recognizes the need for a diverse skill set beyond clinical knowledge for career advancement in nursing.
- Complements traditional nursing education with practical training in leadership, time management, conflict resolution, relationship building, exam anxiety, and personality development.
- A holistic approach integrating experiential learning and skill development in areas vital for nursing success.
- Focuses on both professional skills and personal attributes, unlike conventional nursing programs.



## **Procedures:**

### **1. Program Setup**

#### **1.1 Needs Assessment:**

- Conduct focused group discussions to identify specific skill development needs of nursing students.

#### **1.2 Programme Development:**

- Develop a comprehensive program covering leadership, time management, conflict resolution, relationship building, exam anxiety management, and personality development sessions.
- Include a mix of workshops, seminars, and interactive sessions.

### **2. Planning**

#### **2.1 Workshop and Seminar Planning:**

- Schedule regular workshops and seminars with expert facilitators in each focus area.
- Ensure a balance between theoretical knowledge and practical exercises.

### **3. Implementation of Skill-up Sessions**

#### **3.1 Scheduling:**

- Establish a schedule for skill development sessions, ensuring they do not conflict with academic commitments.

#### **3.2 Interactive Sessions:**

- Implement interactive sessions such as role-playing, and group discussions to enhance learning and application of skills.

### **4. Monitoring and Evaluation**

#### **4.1 Feedback Mechanism:**

- Collect feedback from participants after each session to gauge effectiveness and areas for improvement.

#### **4.2 Assessment of Learning Outcomes:**

- Evaluate students' improvements in leadership, time management, conflict resolution, and personal development through assessments and feedback.

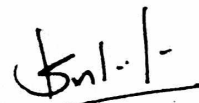
## 5. Documentation

### 5.1 Session Records:

- Maintain detailed records of each session, including attendance, brochure, topics covered, and feedback received.

### Responsibilities:

- **Program Coordinator:**
  - Oversee the implementation and management of the “Skill Up” program.
  - Coordinate workshops and monitor the progress of participants.
- **Facilitators:**
  - Conduct workshops and interactive sessions.
  - Provide expert knowledge and practical strategies in each focus area.
- **Participants:**
  - Actively participate in all sessions and activities.
  - Provide feedback to help enhance the effectiveness of the program.



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**TITLE:**

*"Pulse PAL: Illuminating Nursing Education Aaj Kal"*

**PRACTICE:**

The Peer Assisted Learning (PAL) program at Holy Spirit Institute of Nursing Education is designed to facilitate collaborative learning experiences among students. Specifically, 3rd,4th year BSc and P.B.B.Sc nursing students take on the role of educators, guiding and supporting 1st and 2nd-semester students in various subjects including Fundamentals of Nursing, Anatomy, and Physiology, Nutrition, and Dietetics, Psychology, among others.

**OBJECTIVES OF THE PRACTICE:**

- Enhance understanding: PAL aims to deepen students' comprehension of complex nursing concepts by fostering peer-to-peer explanations and discussions.
- Promote active learning: Through active participation in teaching sessions, both peer educators and learners engage more deeply with the material, resulting in improved retention and application of knowledge.
- Develop communication skills: Peer educators refine their communication and teaching abilities while learners gain confidence in articulating their understanding of the subject matter.
- Foster collaboration: PAL encourages collaboration and teamwork among students, creating a supportive learning community within the institute.

**CONTEXT:**

Recognizing that conventional lecture-based approaches may not always effectively engage students or cater to individual learning needs, the PAL program was introduced at HSINE. This initiative complements existing teaching methodologies by providing additional opportunities for active learning and peer interaction. By binding the expertise of senior students, PAL enhances the overall educational experience for all junior students, fostering a collaborative environment where knowledge is shared and learning is enriched. In addition to traditional teaching methods, PAL participants engage in buddy teaching, offering support in revising material and simplifying concepts to facilitate understanding for their peers. These advanced learners not only fulfill their academic requirements but also take on the role of mentors for junior students.

**UNIQUENESS:**

The PAL program stands out for its innovative approach to learning, where students take on dual roles as both learners and educators. This reciprocal teaching model not only benefits the students receiving instruction but also empowers peer educators to reinforce their own understanding of the material through teaching. Additionally, the program's focus on nursing-specific subjects ensures relevance and applicability to students' future practice.



### **EVIDENCE OF SUCCESS:**

The success of the PAL program is evidenced by improved academic performance, increased student engagement, and positive feedback from participants. Verbal surveys and assessments have indicated enhanced comprehension of course material among students involved in PAL sessions. Moreover, the cultivation of a collaborative learning environment has contributed to a sense of companionship and mutual support among students across different academic levels.

Furthermore, the dedication and excellence of the senior students who participate in PAL are notable, with many having received prestigious Best Outgoing Awards. Some have even demonstrated exceptional commitment by remaining at the institute until receiving their passing certificates, for which they were duly recognized with a monetary honorarium. These exemplary individuals serve as role models within the PAL program, embodying dedication, leadership, and a commitment to academic excellence.

### **PROBLEMS ENCOUNTERED ON BEST PRACTICES:**

While the PAL program has demonstrated numerous benefits, it has encountered challenges such as scheduling conflicts, ensuring consistency in teaching quality among peer educators, and balancing the workload of participating students. Addressing these challenges requires ongoing evaluation and refinement of program implementation strategies, including effective coordination, training, and support for peer educators. In spite of this, student learners gain additional information from their peer teachers, and student teachers have the drive to complete this phase of their educational journey in order to blossom into highly competent educators.

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**Pulse PAL (Peer Assisted Learning) Programme**

2022-2023

SR.NO	STUDENT TEACHER NAME	CLASS	SUBJECT	UNIT
1.	Ms. Afrina Nagorima	1 <sup>st</sup> Semester	Anatomy and Physiology	Endocrine System
			Psychology	Cognitive
2.	Ms. Yachana Dunga	1 <sup>st</sup> Semester	Anatomy and Physiology	Circulatory system
3.	Ms. Disha Ghodake	1 <sup>st</sup> Semester	Anatomy and Physiology	Respiratory system Gastrointestinal system Reproductive System
4.	Ms. Tania Sabu	1 <sup>st</sup> Semester	Anatomy and Physiology	Integumentary System ENT
5.	Ms. Merlin Binu	1 <sup>st</sup> Semester	Anatomy and Physiology	Central Nervous System Blood and Lymphatic System
6.	Ms. Anu Abraham	1 <sup>st</sup> Semester	Psychology	Soft Skills

  
**Dr. Sr. Lalitha Rosali**  
Principal



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## REPORT 2022 – 2023

*"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." - Malcolm X*

The Pulse PAL (Peer Assisted Learning) program implemented during the academic year 2022-2023 received noteworthy engagement and yielded positive outcomes. This initiative, designed for senior students to conduct lectures for their junior counterparts, garnered commendable responses and valuable feedback from participants. Both the teaching and learning groups reported a satisfactory experience.

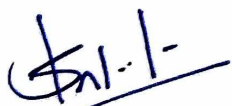
### OBJECTIVE:

The program was initiated to cultivate a culture of peer-to-peer learning within the academic community.

- Facilitating the academic growth of participants through peer tutoring and mentorship.
- Enhancing understanding of course materials through collaborative study sessions.
- Encouraging active engagement and participation in the learning process.
- Cultivating a sense of responsibility and leadership among peer tutors.
- Fostering a supportive and inclusive learning environment.

### CONCLUSION:

In conclusion, the Pulse PAL program proved to be an efficacious endeavor, fulfilling its objectives of fostering peer-to-peer learning and enhancing the overall academic experience. The positive feedback and active participation from both senior and junior students underscore the program's effectiveness in creating a conducive environment for collaborative learning and skill enhancement.



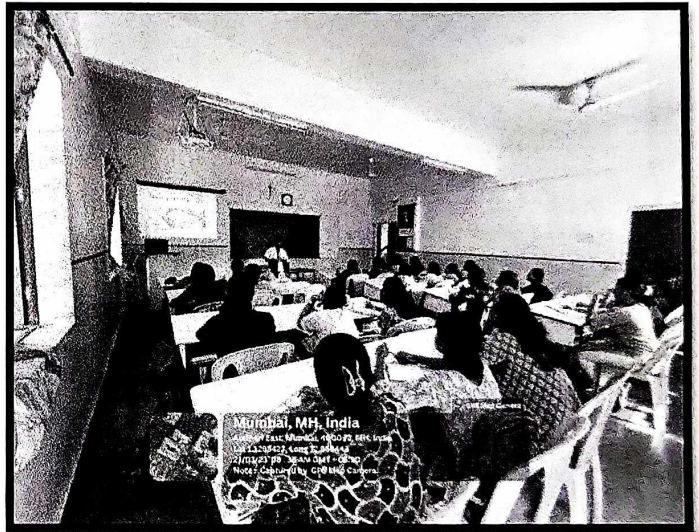
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# PICTURES



## FEEDBACK

### Feedback

2/6/23

The classes which they have taken which was very interesting. They give notes between they are taking the lessons. Their studying methods and interaction with the students are very good. The methods which have to be used as it is very useful to us to score good marks. The classes are very understanding.

2/6/23

All the 4<sup>th</sup> year students had good teaching methods

They used different AV aids which helped me in better understanding.

They also provided notes which proved of great help and also helped us to understand the topic in an easy way.

The session and lectures were interactive.

A few quiz and revision session after completing a unit may help to clear off certain doubts about the unit.

They were very co-operative and supportive. Teaching method used were all good and understanding. Method used were black board, mnemonics for each topic, speed dating, group discussion on topic. All this method were used to make hard topic into easy. And notes provide made easy for exam and helpful.

9/1/23



9/6/23  
Student Teacher Feedback

- The sessions were conducted well
- Use of different AV aids
- Lots of discussion activities were conducted
- The explanation was done very well
- Provided Notes referred from various references

9/6/23 Student-Teacher Feedback

- Explanations are clear & concise
- Language is precise, engaging and understandable
- use of AV-aids to make learning easy
- Friendly way of teaching makes it more easy to ask doubts.
- Makes sure everyone is actively participating in class

9/6/23

Student Teacher Feedback.

All of them were very thorough with the topic they were going to teach us. Solved all the doubts that was asked in the class.

Some of them can include more of relevant examples for better understanding of the topic.

Overall had a good experience, learning from all of them.



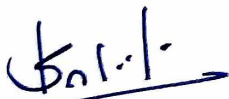
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## Pulse PAL (Peer Assisted Learning) Programme

2023-2024

SR.NO	STUDENT TEACHER NAME	CLASS	SUBJECT	UNIT
1.	Ms. Ann Roy	1 <sup>st</sup> semester	Anatomy and Physiology	Cardiovascular System
		1 <sup>st</sup> GNM		
2.	Ms. Alina Saji	1 <sup>st</sup> semester	Anatomy and Physiology	Endocrine System
		1 <sup>st</sup> GNM		
3.	Ms. Christy G.	1 <sup>st</sup> semester	Anatomy and Physiology	Digestive System
		1 <sup>st</sup> GNM		
4.	Ms. Sandra	1 <sup>st</sup> semester	Anatomy and Physiology	Sensory System
		1 <sup>st</sup> GNM		
5.	Ms. Snoviya	1 <sup>st</sup> semester	Anatomy and Physiology	Neurological System
		1 <sup>st</sup> GNM		
6.	Ms. Simran	1 <sup>st</sup> semester	Anatomy and Physiology	Genitourinary System
		1 <sup>st</sup> GNM		
7.	Ms. Khushi	1 <sup>st</sup> Semester	Anatomy and Physiology	Blood
8.	Ms. Deanne	1 <sup>st</sup> semester	Anatomy and Physiology	Reproductive System
		1 <sup>st</sup> GNM		



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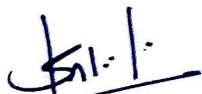
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**REPORT 2023 – 2024**

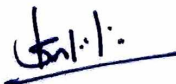
*"Education is not the filling of a pail, but the lighting of a fire." - William Butler Yeats*

The "Pulse PAL" (Peer Assisted Learning) program in the academic year 2023-2024 witnessed significant engagement and positive outcomes. This initiative was taken by the institution, where senior students conducted lectures for their junior counterparts, and received commendable responses and constructive feedback from participants. Both the teaching and learning groups had a good experience.

The PAL program was initiated with the core objective of fostering collaborative learning among peers. By leveraging the knowledge and experience of senior students, the program aimed to enhance the academic journey of junior students. Through interactive sessions and peer-led discussions, the initiative sought to create an environment conducive to active engagement, academic improvement, and skill enhancement. The Pulse PAL program was a resounding success. Through interactive lectures and discussions, senior students imparted valuable knowledge to their juniors, contributing to their academic growth.

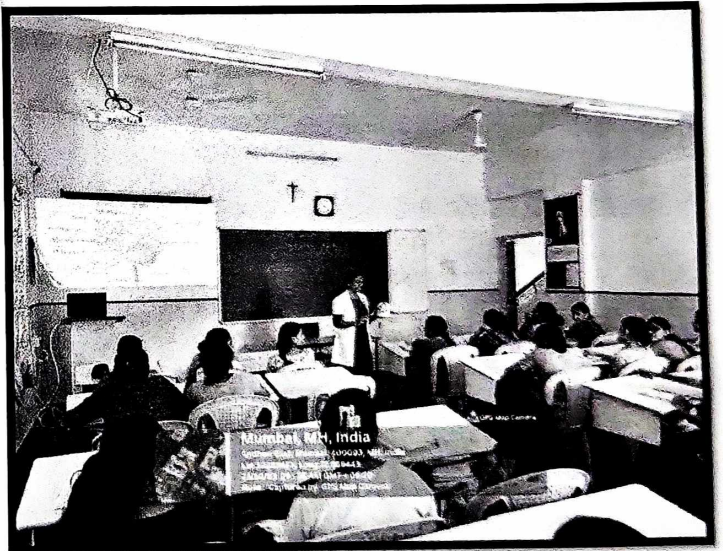
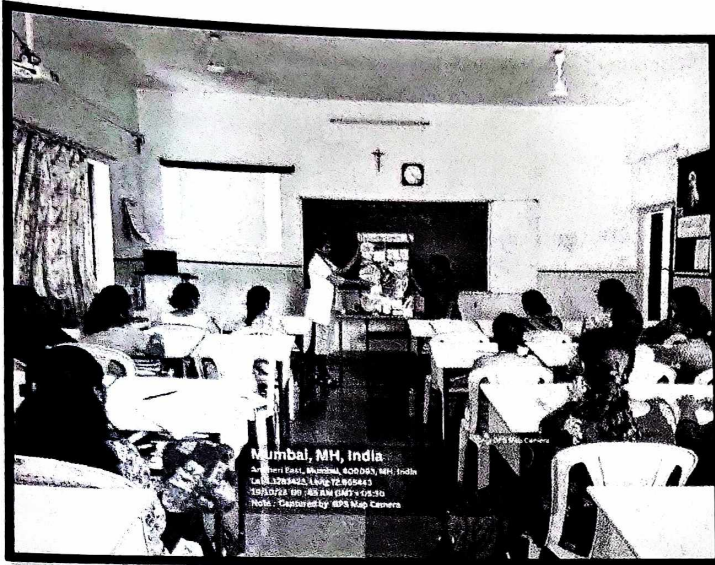


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# PICTURES





## FEEDBACK

Studying and learning during the student-teaching period of 4<sup>th</sup> BSc (N) had been an immense pleasure. Newer ways were introduced to us to memorise and learn quickly like speed-dating and group explaining. PPTs as well as hand made notes were provided for easy learning. Drawings were made on the board and it was the first thing before the lecture begins. We used to make them, which fetched us extra marks during exams. Overall it was a great experience and a fun one too. We studied, learned & also scored well in our exams. The only thing that could've been changed in the TIME: It could have been more. They were great at teaching!  
24/10/23

### Student-Teacher Feedback

24/10/23

I really like the way you explained and made us understand every concepts of the topic. More of it was you encouraged us during teaching which made us remember those concepts clearly.

24/10/23

- All Teachers are really very good!
- Their teaching method is very well and understandable
- all are very friendly while they are teaching
- all concepts are clear.
- Yacheta sister heart chapter now also we are remembering,
- Dish a maam also teaching well & very skillfully understanding us
- Tahia maam also Teaches good & also clear the concepts
- marlin maam also teach very well

### STUDENT TEACHER FEEDBACK

Overall teaching was very good. We like the way you'll taught us by using AV aids, models. Improvement is that more group participation.

24/10/23

### Student Teacher Feedback

24/10/23

The sessions that were conducted were very well thought. All the topics were covered. By explaining it through the models.

Lots of discussions were done on the topic.

The seniors taught very well using different teaching methods. They taught us how to write MCHS exam. All the doubts were cleared and all concepts were taught very nicely. Different AV aids, pictures were used to teach and so the lectures were interactive. It was very good experience :-)

## **TITLE:**

### ***“Skill up-Empowering Students for Career Triumph”***

## **PRACTICE**

"Skill Up" is an innovative educational program designed to empower nursing students for career success by providing them with comprehensive training on essential skills. These skills include leadership qualities, time management, conflict resolution, fostering healthy relationships with colleagues and superiors, tackling exam phobia, and personality development. Through a series of workshops, seminars, and interactive sessions, the program equips nursing students with practical knowledge and strategies to enhance their professional competencies and thrive in their careers.

## **OBJECTIVES**

- **Develop Leadership and Professional Competence:** Equip nursing students with essential skills, including leadership qualities and effective team management, to excel in healthcare settings and meet professional challenges confidently.
- **Enhance Time Management and Conflict Resolution:** Improve students' ability to prioritize tasks, manage time efficiently, and resolve conflicts constructively, fostering a harmonious and productive work environment.
- **Promote Personal Growth and Stress Management:** Foster personal growth and self-awareness, teach strategies to build healthy professional relationships and provide techniques to manage exam-related anxiety, ensuring academic and career success.

## **CONTEXT**

- In the demanding field of nursing, possessing a diverse skill set beyond clinical knowledge is crucial for career advancement and professional success. Recognizing this need, "Skill Up" was developed to complement traditional nursing education by providing students with practical training in key areas essential for personal and professional growth.
- By addressing topics such as leadership, time management, conflict resolution, relationship building, exam anxiety, and personality development, "Skill Up" prepares nursing students to navigate the complexities of their future roles with confidence and competence.

## **UNIQUENESS**

"Skill Up" stands out due to its holistic approach to nursing education, focusing on the development of both professional skills and personal attributes. Unlike conventional nursing programs that primarily emphasize clinical skills, "Skill Up" integrates experiential learning and skill development across a broad spectrum of areas vital for nursing success. The program's unique combination of leadership training, time management, conflict resolution, and personality development ensures that nursing students are well-equipped to handle the multifaceted challenges of their profession.



## **EVIDENCE OF SUCCESS**

The qualities developed through "Skill Up" are instrumental not only in navigating the complexities of clinical practice but also in delivering quality care to patients. The success of "Skill Up" is evidenced by positive feedback from participants, who report increased confidence and effectiveness in their professional roles. Evaluations and surveys conducted among students consistently indicate significant improvements in leadership abilities, time management skills, conflict resolution capabilities, and overall personal development. Additionally, they have demonstrated better stress management during exams and improved relationships with colleagues and superiors, contributing to a more supportive and collaborative work environment. We have also received positive feedback from various stakeholders indicating that our graduates, now employed as staff in their hospitals, consistently demonstrate exemplary qualities and competencies.

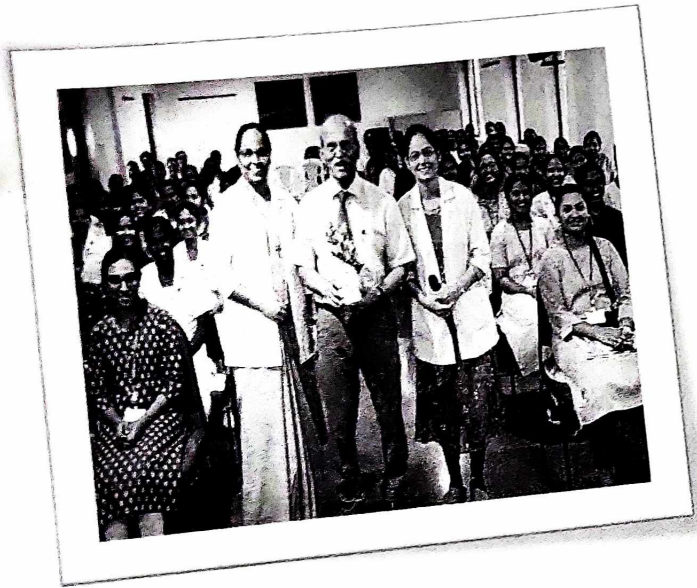
## **PROBLEMS ENCOUNTERED ON BEST PRACTICES**

Despite its numerous benefits, "Skill Up" may face challenges such as resource limitations, scheduling conflicts, and ensuring student engagement. Securing experienced instructors and providing adequate time for comprehensive training can be complex. Additionally, maintaining high levels of student participation and engagement requires innovative program delivery methods and incentives. Addressing these challenges involves continuous program evaluation, proactive planning, and flexibility in scheduling to accommodate the diverse needs of nursing students. Also, the compact semester system has challenged the academic system to complete these sessions in a limited time. With effective management and adaptation, "Skill Up" can continue to provide valuable and transformative learning experiences for nursing students.

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**REPORT ON PERSONALITY DEVELOPMENT**

On 7th December 2023, Dr. Antao conducted an engaging session for the 83 Semester students. Focusing on personality development and the cultivation of leadership qualities. The session, held from 3:00 PM to 4:00 PM in the Conference Hall, aimed to equip participants with essential skills for personal growth and effective leadership.



**The session focused on: Understanding Personality:** Dr. Antao began by elucidating various personality and their impact on personal and professional life. He emphasized the importance of self-awareness in identifying one's strengths and areas for improvement.

**Effective Communication:** The session delved into the significance of effective communication skills in fostering better relationships and career advancement. Practical tips and strategies were shared to improve verbal and non-verbal communication.

**Building Confidence:** Techniques to boost self-confidence were discussed, including positive self-talk, setting achievable goals, and stepping out of comfort zones.

**Emotional Intelligence:** Participants gained insights into emotional intelligence and its role in understanding and managing emotions effectively.

**Leadership Development:** The session concluded with a focus on leadership qualities and how personality development contributes to effective leadership. Also underscored the importance of integrity, empathy, and vision in leadership roles.

**Conclusion:** Dr. Antao's session on personality development was insightful and enriching, providing attendees with practical tools and knowledge to enhance their personal and professional lives. Participants expressed satisfaction with the content. The session concluded on a positive note with a commitment from attendees to apply the learnings in their daily lives.

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GPS Map Camera



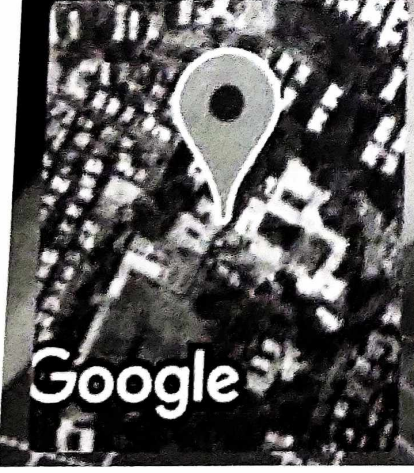
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Andheri East, Mumbai, Maharashtra 400093, India  
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Long 72.865867°  
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8



GPS Map Camera



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## REPORT ON GROUP DYNAMICS

Venue: GFATM

Date : 14<sup>TH</sup> October,2022

Theme: GROUP DYNAMICS

Group Dynamics was conducted on 14<sup>TH</sup> October 2022 at GFATM from 9am to 4pm in two sessions. The group dynamics was organised by Fr Daniel. The programme was divided into two batches that is from 9am to 12pm and from 1pm to 4pm . Sessions began with a welcome speech and an introductory session about Fr Daniel . " IT IS NOTHING BUT THE QUALITY OF TEAM WORK.:. Was the main focus of the session . The session began with the group activity which were very creative and innovative.The entire session provided knowledge regarding teamwork, gratitude, loyalty, respect, and confidentiality.The programme ended with gratitude expressed by Ms Jestina 2<sup>ND</sup> yr Basic BSC Nursing student to Fr Daniel for sharing his knowledge and lifting spark of teamwork among us. A bouquet and a card was given to father as a token of love and respect from HSINE family by Sr Sejal 2<sup>ND</sup> PBBSC student and Sr Vijitha 1<sup>ST</sup> Sem Basic BSC student .

Thankyou .

C.N.G.I Advisor

*Sr. Ghais*  
Sr . Bharti . C

C.N.G.I Secretary

*Carol*  
Carol. Pinto

*Sr. Ghais*

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## HEALING WITH A CHANGE.

On Wednesday, 19/02/2020, we had a session on healing with a change in Janseen Delight at 3:00 pm by Dr Susan Sodder. It was also accompanied by Mrs Sandra Alex. A Welcome speech was done by Sr. Beena Varghese. Mrs Sandra Alex taught us to empathized towards our patient and to understand them. She also shared here logo i.e "EACH ONE, REACH ONE, BE ONE." Then we had a session with Dr. Sushan Sodder, who with her experience taught us how to be skillfull professional and compassionate to the patient at the same time she provided us an knowledge about 'Sympathy, Empathy and Companion'. The session ended at 4:00 pm with the vote of Thanks by Sr. Sneha (Chief executive of A.S.I.N.E).

Principal  
Holy Spirit Institute of Nursing Education,  
Holy Spirit Hospital,  
Chakabali Caves Road, Andheri (East),  
Mumbai - 400 059



TOPIC : Healing with a change.  
 DATE AND TIME : 19/02/20, 3-4pm  
 VENUE : Janssen Auditorium  
 BATCH : All the BSC, PBBSC & ANM batches  
 RESOURCE PERSON : Dr. Susan Sodder.

SR. No	Name of the students	Batch	Signature
1	Ms. Stevina. Langeimasi	1 <sup>st</sup> PBBSC	<u>Stevina</u>
2.	ms. shikha kumali	1 <sup>st</sup> PBBSC	<u>Shikha</u>
3.	ms. Deepika Saldipog	1 <sup>st</sup> PBBSC	<u>Deepika</u>
4.	Ms. Shweta. More	1 <sup>st</sup> PBBSC	<u>Shweta</u>
5	Ms. Natalie. Baenetto	1 <sup>st</sup> PBBSC	<u>Natalie</u>
6.	Ms. Sandhya. Gupta	1 <sup>st</sup> PBBSC	<u>Sandhya</u>
7.	ms. Chinnu. Jose	1 <sup>st</sup> PBBSC	<u>Chinnu</u>
8.	ms. Shweta. Tatkare	1 <sup>st</sup> PBBSC	<u>Shweta</u>
9.	Mrs. Mansi M. chavan	1 <sup>st</sup> PBBSC	<u>Mansi</u>
10	Mrs Shalaka Fernandes	1 <sup>st</sup> P.B.Bsc	<u>S.R. Fernandes</u>
11.	Mrs. Priety Praganza	1 <sup>st</sup> PBBSC	<u>Priety</u>
12	Ms Archana Mawrya	3 <sup>rd</sup> GNM	<u>Archana</u>
13.	Ms. Silvia. P. Pawish	3 <sup>rd</sup> GNM	<u>Silvia</u>
14.	Ms. UDAIA. SAMUEL	3 <sup>rd</sup> GNM	<u>Udaia</u>
15.	Ms. Fleminga Dunga	3 <sup>rd</sup> GNM	<u>Fleminga</u>
16.	Ms. Stalina Munis	3 <sup>rd</sup> GNM	<u>Stalina</u>
17	Ms Benita Bandya	3 <sup>rd</sup> GNM	<u>Benita</u>
18.	Dr. Karmela	3 <sup>rd</sup> GNM	<u>Karmela</u>
19	Sr. Carol	3 <sup>rd</sup> GNM	<u>Carol</u>
20	Luisan	3 <sup>rd</sup> GNM	<u>Luisan</u>
21	Karishma Shetty	3 <sup>rd</sup> GNM	<u>Karishma</u>
22	Kadambari Salunke	3 <sup>rd</sup> GNM	<u>Kadambari</u>
23	Sadicha Patil	3 <sup>rd</sup> GNM	<u>Sadicha</u>
24	Komal Huar	3 <sup>rd</sup> GNM	<u>Komal</u>
25	Alvina Mallapali	3 <sup>rd</sup> GNM	<u>Alvina</u>

PRINCIPAL  
 Holy Spirit Institute of Nursing Education,  
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 Mahakali Caves Road, Andheri (East),  
 Mumbai - 400 093.



26	Ms. Priyanka Gore	2 <sup>nd</sup> Bsc	<del>Shinde</del>
27	Ms. Abhiram Shirsalkar	2 <sup>nd</sup> Bsc	<del>Shinde</del>
28	Ms. Shobhika Tatuskar	3 <sup>rd</sup> GNM	<del>Shirsalkar</del>
29	Ms. Agnes Marina Augustine	3 <sup>rd</sup> GNM	<del>Shirsalkar</del>
30	Sr. Tad Naho SSES	2 <sup>nd</sup> Bsc	<del>Shinde</del>
31	Ms Divya shinde	2 <sup>nd</sup> Bsc	<del>Shinde</del>
32	Ms. Smita Paul	2 <sup>nd</sup> Bsc	<del>Shinde</del>
33	Ms. Divina Anna. Torpe	2 <sup>nd</sup> Bsc	<del>Shinde</del>
34	Ms. Aghila. Murugadoss	2 <sup>nd</sup> Bsc	<del>Shinde</del>
35	Ms. Meghalesmi. M. Gounder	2 <sup>nd</sup> Bsc	<del>Shinde</del>
36	Ms. Jenifa Siluvai Selvar	2 <sup>nd</sup> Bsc	<del>Shinde</del>
37	Ms. Xenia. Kshirsagar.	2 <sup>nd</sup> Bsc	<del>Shinde</del>
38	Ms Riga Corveia	2 <sup>nd</sup> Bsc	<del>Shinde</del>
39	Ms Derricka Dsouza	2 <sup>nd</sup> Bsc	<del>Shinde</del>
40	Ms Ehoonika Pushpajan	2 <sup>nd</sup> Bsc	<del>Shinde</del>
41	Ms. Christina Mathew	2 <sup>nd</sup> Bsc	<del>Shinde</del>
42	Ms. Sneha Stanley	2 <sup>nd</sup> Bsc	<del>Shinde</del>
43	Ms. Varghese Christina	2 <sup>nd</sup> Bsc	<del>Shinde</del>
44	Ms. Jewel Padalab	2 <sup>nd</sup> Bsc	<del>Shinde</del>
45	Ms. Shalini Azeespaal	2 <sup>nd</sup> Bsc	<del>Shinde</del>
46	Ms. Brenda Kulliah	2 <sup>nd</sup> Bsc	<del>Shinde</del>
47	Ms. Neha Chandrakant Patel	2 <sup>nd</sup> GNM	<del>Shinde</del>
48	Ms. Josephine Anthony	2 <sup>nd</sup> GNM	<del>Shinde</del>
49	Ms. Nisha Sanyal	2 <sup>nd</sup> GNM	<del>Shinde</del>
50	Ms. KIRTHI KRISHNA MOORTHY	2 <sup>nd</sup> GNM	<del>Shinde</del>
51	Ms. Priti Petras Waghmare	2 <sup>nd</sup> GNM	<del>Shinde</del>
52	Sr. Anny	2 <sup>nd</sup> GNM	<del>Shinde</del>
53	Sr. Maxina	2 <sup>nd</sup> GNM	<del>Shinde</del>
54	Ms. Nikita	2 <sup>nd</sup> GNM	<del>Shinde</del>
55	Ms. Alisha	2 <sup>nd</sup> GNM	<del>Shinde</del>
56	Sr. Jenifa	2 <sup>nd</sup> GNM	<del>Shinde</del>

PRINCIPAL  
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57	Ms. Anjali	2nd GNM	<i>Anjali</i>
58	Ms. Princesa	2nd GNM	<i>Princesa</i>
59	Ms. Donita	2nd GNM	<i>Donita</i>
60	Ms. Ronica	2nd GNM	<i>Ronica</i>
61	Ms. Sonia	2nd GNM	<i>Sonia</i>
62	Ms. Bonisha	2nd GNM	<i>Bonisha</i>
63	Ms. Lizelle	2nd GNM	<i>Lizelle</i>
64	Ms. Lynne	2nd GNM	<i>Lynne</i>
65	Ms. Richa	2nd GNM	<i>Richa</i>
66	Ms. Dhanashri	3rd BSc	<i>D. U. Kamore</i>
67	Ms. Mansi Thorat	3rd BSc	<i>Mansi Thorat</i>
68	Ms. Vanita Prajapati	3rd BSc	<i>Vanita</i>
69	Ms. Prajakta Amolik	3rd BSc	<i>Prajakta</i>
70	Ms. Shama Rgi	2nd GNM	<i>Shama</i>
71	Ms. Megha Dodmani	3rd GNM	<i>Dodmani</i>
72	Ms. Papiya Das Mustararam	2nd GNM	<i>Papiya</i>
73	Ms. Annaarel Dennies D'silva	2nd GNM	<i>Annaarel</i>
74	Ms. Busmi Areesa Sebarlan	2nd GNM	<i>Busmi</i>
75	Ms. Anu Babu	2nd GNM	<i>Anu</i>
76	Ms. Carol fernandes.	2nd GNM	<i>Carol</i>
77	Ms. Rishal D'souza	2nd GNM	<i>Rishal</i>
78	Ms. Anjali katwar	1st GNM	<i>Anjali</i>
79	Ms. Mahima patil	1st GNM	<i>Mahima</i>
80	Saachi Craikwad	1st GNM	<i>Saachi</i>
81	Javita Marbis	1st GNM	<i>Javita</i>
82	Poga Suryavanshi	1st GNM	<i>Poga</i>
83	Maya Sakat	1st GNM	<i>Maya</i>
84	Venila Jhopelya	1st GNM	<i>Venila</i>
85	Priniciya Pakya	1st GNM	<i>Priniciya</i>
86	Shweta katwar	1st GNM	<i>Shweta</i>
87	Blessy Cheryan	1st GNM	<i>Blessy</i>

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 Mahakali Caves Road, Andheri (East).  
 Mumbai 400 093.



88	Snehal Gaurde	11	<del>Sh.</del>
89	Priya Dhangar	11	<del>Angulya</del>
90	Angelija Rajan	11	<del>Angulya</del>
91	Melan John	11	<del>Melan</del>
92	Anu Varghese	11	<del>Anu</del>
93	<del>Pooja Suryawanshi</del>	11	
94	Shaiikh Shifa	11	<del>Shifa</del>
95	Sr. Navina	11	<del>Sr Navina</del>
96	Sr Meenalshi	11	<del>Sr Meenalshi</del>
97	Karishma Vadar	11	<del>Karishma</del>
98	Sacha B	11	<del>Sacha</del>
99	Sacha G	11	<del>Sr</del>
100	Bharika M.	11	<del>Sh</del>
101	Karina Dalvi	11	<del>Karina</del>
102	Manali P.	11	<del>Manali</del>
103	Chaya	11	<del>Chaya</del>
104	Arpita	11	<del>Arpita</del>
105	Swapnali	11	<del>Swapnali</del>
106	Stephi	11	<del>Stephi</del>
107	Sonali Tarapurkar	3 <sup>rd</sup> B &	<del>Sonali</del>
108	Sr. Amuth	3 <sup>rd</sup> B.Sc	<del>Sr Amuth</del>
109	Dipalee Gangad	3 <sup>rd</sup> B.Sc	<del>Dipalee</del>
110	Christina D' Souza	3 <sup>rd</sup> B.Sc	<del>Christina</del>
111	Keimika Nun	3 <sup>rd</sup> B.Sc	<del>Keimika</del>
112	Snehal Patil	3 <sup>rd</sup> B.Sc	<del>Snehal</del>
113	Vanessa Bandya	3 <sup>rd</sup> B.Sc	<del>Vanessa</del>
114	Sinran Gaurde	3 <sup>rd</sup> B.Sc	<del>Sinran</del>
115	Steffi M	3 <sup>rd</sup> B.Sc	<del>Steffi</del>
116	Neha Dixit	3 <sup>rd</sup> B.Sc	<del>Neha</del>
117	Steffi G	3 <sup>rd</sup> B.Sc	<del>Steffi</del>
118	Sonali G	3 <sup>rd</sup> B.Sc	<del>Sonali</del>
	Sheela Susan	3 <sup>rd</sup> B.Sc	<del>Sheela</del>

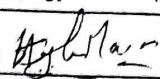
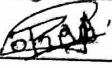
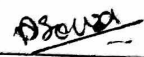
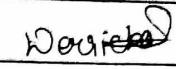
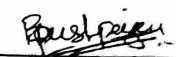
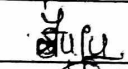

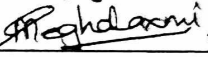


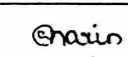


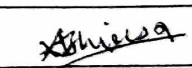
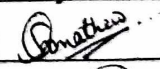
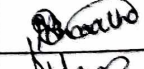

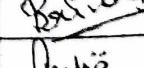

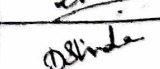
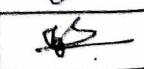
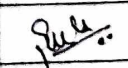



PRINCIPAL  
Holy Spirit Institute of Nursing Education,  
Holy Spirit Hospital,  
Mahakali Caves Road, Andheri (East),  
Mumbai - 400 087

TOPIC - VALUE EDUCATION

DATE & TIME - 28/2/19 1-4 pm

VENUE - GFATM

BATCH - 1<sup>st</sup> Bsc & 1<sup>st</sup> GNM.

SR.NO	NAME OF THE STUDENT	SIGNATURE
1	MS. Aghila	
2	MS. Riya	
3	MS. Daisy	
4	MS. Demiska	
5	MS. Bhoomika	
6	MS. feby	
7	MS. priyanka	
8	MS. Meghalakshmi	
9	MS. Jenita	
10	MS. Jeso	
11	MS. Sharin	
12	MS. Shejal	
13	MS. Sneha.S	
14	MS. xenia	
15	MS. Christina. M	
16	MS. Daniya	
17	MS. Merlin	
18	MS. Brinda	
19	MS. Shalini	
20	MS. Sharlet	
21	MS. Divya	
22	MS. Shirley	
23	MS. Sneha.P	
24	Sr. Naho	
25	MS. Christina V	
26	MS. Shruti	



# VALUE EDUCATION

DATE - 28/02/19

VENUE - GEATM

TIME - 1:00 pm - 4:00 pm

We the students of 1<sup>st</sup> year Basic BSc (N) and 1<sup>st</sup> year GNM had gathered in GEATM for value Education session

Firstly, Ms. Preeti. S introduced us to Fr. Henry. Further Fr. Henry began his session by showing inspiring videos on various value of life and guided us on different aspects of life, for example, he told us, "If you stand for nothing, then you fall for anything".

He interacted with us about the important values such as empathy, commitment, dignity, altruistic and Integrity. He made us aware of 'Antirragging', 'Personality Development', good student-teacher relationship and effective communication.

Also Fr. Henry guided us about the values of a nurse she must possess like cleanliness, honesty, to be loyal, patriotic, etc. He also gave us knowledge on, how to achieve our goals and to be happy in our life.

lastly, I would like to thank our Principal, Sr. Feby, for giving us a wonderful opportunity to know ourselves better and realize our goals in life.

SIGNATURE OF RESOURCE PERSON

SIGNATURE OF PRINCIPAL

PRINCIPAL  
Holy Spirit Institute of Nursing Education,  
Holy Spirit Hospital,  
Manakill Caves Road, Andheri (East),  
Mumbai - 400 093.

TOPIC - VALUE EDUCATION

DATE & TIME - 4/3/19 1-4pm

VENUE - GFATM

BATCH - 2<sup>nd</sup> B.Sc & 2<sup>nd</sup> GNM

S.NO	NAME OF THE STUDENT	SIGNATURE
1	Ms. Christy Saji	<i>Christy</i>
2	Ms. Anshuliy Daniel	<i>Anshuliy</i>
3	Ms. Sruthy Shabu	<i>Sruthy</i>
4	Ms. Shweta Beg	<i>Shweta</i>
5	Ms. Stalina Munis	<i>Stalina</i>
6	Ms. Sadichea Patil	<i>Patil</i>
7	Ms. Femina Dunga	<i>Dunga</i>
8	Sr. Smita	<i>Smita</i>
9	Ms. Shesin Susan Matthew	<i>Shesin</i>
10	Sr. Kammela	<i>Kammela</i>
11	Darshna L. Sable.	<i>Sable</i>
12	Shamli P. Shingade	<i>Shamli</i>
13	Preethi Ann Johnson	<i>Preethi</i>
14	Ms. Sweedal A. Patil	<i>Patil</i>
15	Ms. Simran Gauseeq	<i>Gauseeq</i>
16	Ms. Steffi Mary Mathew	<i>Steffi</i>
17	Ms. Vanessa Bandea	<i>Bandea</i>
18	Ms. Aarti Tadhar	<i>Aarti</i>
19	Ms. Leah Jonah Balapnor.	<i>Leah</i>
20	Ms. Meshini Thankdurai	<i>Meshini</i>
21	Ms. Sonali Tarapurwade	<i>Sonali</i>
22	Ms. Dhanashri Vijay Kamble.	<i>D.V. Kamble</i>
23	Ms. Dipalee Shushilkant Gangaul	<i>Dipalee</i>
24	Ms. Sonali Sunil Grawali	<i>Sonali</i>
25	Ms. Silvia Rudolf Parvish	<i>Silvia</i>
26	Ms. Shobhika Umesh. Tabuokas	<i>Shobhika</i>



# VALUE EDUCATION

DATE :- 5<sup>th</sup> March, 2019

VENUE :- G.F.A.T.M Hall

TIME :- 1pm - 4pm

We the students of 3<sup>rd</sup> Year BSc(N) and 3<sup>rd</sup> Year ANM had gathered in the G.F.A.T.M hall for the value education session. Through this session Fr. Henry taught us about various values in life, necessary in the nursing profession.

Fr. Henry started the session on a high note with a personality test for student to depict their characters which were continued with a lecture on important lessons in life through three different aspects; I, YOU and the CONTEXT.

He showed inspiring videos regarding the inculcation of various values in life that include

"When you handle yourself, use your brain."

"When you handle others, use your heart."

While interacting with us, he discussed regarding various topics related to personality development, anti-ragging, good student-teacher relationship, effective communication and the qualities required in nursing service.

Fr. Henry also included the topics considerative of professionalism, empathy, personal growth, selfless service, self image along with the etiquettes of nursing profession.

Fr. Henry concluded the topic with the quotation  
"It is not necessary to do things right  
but it is important to do right things"

Finally the programme came to an end at around 4pm.

SIGNATURE OF RESOURCE PERSON

SIGNATURE OF PRINCIPAL

PRINCIPAL

Holy Spirit Institute of Nursing Education,  
Holy Spirit Hospital,  
Maheshwari Ganes Road, Andheri (East),  
Mumbai - 400 093.