

# UTKARSH

*Flourishing Education*

**BOMBAY HOSPITAL COLLEGE OF NURSING,  
INDORE (M.P.)**

**\*NAAC ACCREDITED\***

Ring Road, Indore - 452010,

Ph: 0731-2552525, Fax: 0731-4266571

Website: [www.bhinursingcollege.com](http://www.bhinursingcollege.com), E-  
mail: [bh.coni@gmail.com](mailto:bh.coni@gmail.com)



# NURSES PLEDGE



**“I solemnly pledge myself before God and in the presence of this assembly to practice my profession with dedication.**

**I will serve mankind with love and compassion, recognizing their dignity and rights, irrespective of colour, caste, creed, religion, and nationality. I will endeavour to maintain up to date knowledge and skill, to uphold the standards of nursing care to individual, family, and community in all settings and in all aspects of holistic care as a member of the health care team.**

**I will hold in confidence all personal matter of my patients committed to my care and help them to develop confidence in care rendered by me.**

**I will refrain from any activity that will harm my personal and professional dignity as a nurse.**

**I will actively support my profession and service towards its advancement.**

**I will fulfil my responsibilities as a citizen and encourage change towards optimum care.”**



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## VISION



Bombay Hospital College of Nursing, Indore aims to be a center of academic excellence, based on sound educational principles and fostering values to prepare competent professional nurses to deliver quality services in health for a global society.

## MISSION



- To promote excellence in nursing education to build a strong and diverse nursing workforce to advance the health of our nation and the global community.
- To create an environment for the generation of new knowledge through meaningful research, adopting latest methods of pedagogy and incorporating modern principles of academics integrated with highest ethical stands.
- To uphold respect for human life from the moment of conception to its natural end and cultivate a genuine feeling of compassion for the patients.
- To extend the knowledge acquired and new knowledge generated for the development of community and execute social services.
- To empower professionals to face the future health care challenges of the society.
- To promote leadership qualities amongst the student nurses for professional advancement.
- To foster teamwork and cooperative effort in the institution.
- To nurture young minds to excel as better human beings in all endeavours, and to empower the women's society.

# CHAIRMAN'S MESSAGE



Charity and pursuit of excellence are the two fundamental ideals that provide us the impetus to focus on the well being of the patient who is our primary responsibility. We have an obligation to provide the best possible treatment, delivered most efficiently, in the shortest possible time span and at minimum cost.

**Shri. B. K. Taparia**  
**Chairman**  
**Bombay Hospital Trust**

# DIRECTOR'S MESSAGE



Bombay Hospital and Medical research centre ranks among the finest super multi specialty hospital and tertiary level medical centres in the country. Bombay Hospital Mumbai is a 734 bedded multi specialty hospital at Mumbai. Bombay Hospital was started by in 1950's by the philanthropist Shri Rameshwar Das Ji Birla.

Bombay Hospital Indore is the first NABH (National Accreditation Board for Hospitals & Healthcare Providers) accredited hospital in Madhya Pradesh.

Bombay Hospital College of Nursing, Indore is the 1<sup>st</sup> NAAC (National Assessment and Accreditation Council) accredited Nursing College in Madhya Pradesh established in 2008.

The Progress of the country depends on the health of its citizens and the educational preparation of the nurses contributes a lot to promote and maintain health of the nation as a whole. Bombay Hospital College of Nursing expects to be at the forefront in professionalism, excellence, leadership and innovations that advance humane and quality health care for all people.

I am happy to know that the faculty and the students of Bombay Hospital College of Nursing, Indore are coming out with 1<sup>st</sup> edition of their College E-magazine "UTKARSH". I congratulate all those who have worked hard for getting this E-magazine released. E-Magazine will contribute to get the hidden talent and the creativity out of the student's mind on to print. It is like a document compiling the wisdom of the students. My best wishes to each one of you and I hope the nursing college faculty will continue to encourage their students to get many more editions of such wonderful magazines in future.

**Dr. R.V. Patil**  
**Director Medical Services**  
**Bombay Hospital Trust**

# PRINCIPAL'S MESSAGE



We at Bombay Hospital College of Nursing Indore strive to be together in reflecting on the entire system of education and equipping our students to face the challenges in nursing services that the future holds. I am aware that our institution plays a vital role in nurturing creativity and innovations among students to enrich nursing services. We take every step that provides a supportive environment to foster critical thinking and collaboration and empower students to explore their talents. The annual E-magazine UTKARSH reflects the achievements and growth of our college community, let us celebrate the collective efforts and dedication that have led to the release of the next issue of this magazine for the year 2022-23. I would like to conclude with these words from the former President and Visionary education is of India, Shree Sarvepalli Radha Krishnan "Education, to be complete, must be humane, it must include not only the training of the intellect but the refinement of the heart and the discipline of the spirit. No education can be regarded as complete if it neglects the heart and the spirit".

**Prof. Dr. M. S. Vinsi**  
**Principal**  
**Bombay Hospital College of Nursing,**  
**Indore (M.P.)**



# VICE PRINCIPAL MESSAGE



We believe in an effective student centric education that concentrates on all round development to face the challenges of health care services.

We want our students to raise the standards of nursing services and also to become resident and confident individuals. Our team of qualified and experienced teachers not only focuses to strive academic excellence but also to motivate and empower students to be lifelong learners, critical thinkers and productive members of nursing fraternity.

It is a matter of pride and joy that pens of our students and faculty have found expression once again through their thoughts and ideas outcome in current issue, of UTKARSH.

**Prof. Dr. Amita Paul**  
**Vice Principal**  
**Bombay Hospital College of Nursing,**  
**Indore (M.P.)**



# CHIEF EDITOR'S MESSAGE



An e-magazine is a valuable resource that serves as a joyful archive of accomplishments and events as well as a forum for showcasing academic and student ideas.

The institution's mirror is its annual e-magazine. The magazine can reach a global audience, allowing it to showcase the quality of the school, faculty, and students to a global audience.

The work of editing the magazine's details is both fascinating and quite difficult. It boosts one's energy and fosters constructive creativity in individuals. I am grateful that Prof. Dr. M. S. Vinsi, Principal of Bombay Hospital College of Nursing, trusted me enough to give me this task. I would also like to thank all of the people who helped to bring out the E-magazine: seniors in the office, colleagues, students, staff from the office and printers, and well-wishers.

**Prof. Dr. Asha Sreenivasan**  
**Chief-Editor**  
**HOD OBG Department**  
**Bombay Hospital College of Nursing,**  
**Indore (M.P.)**

# THE EDITORIAL BOARD



**Prof. Dr. Asha Sreenivasan**  
**Chief -Editor**



**Asst. Prof. Ishtiyak Khan**  
**Co- Editor**



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**Member**



**Prof. Jinny Abey**  
**Member**



**Asso. Prof. Kavitha A.S.**  
**Member**



**B.Sc. Nursing Student**



**B.Sc. Nursing Student**



**B.Sc. Nursing Student**

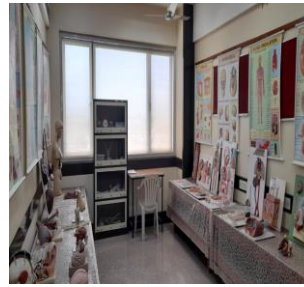
# COLLEGE FACILITIES



**Advanced Skill Lab**



**FON Lab**



**Anatomy Lab**



**Nutrition Lab**



**Child Health Nursing Lab**



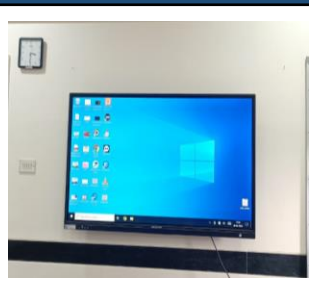
**Obstetrics and Gynaecological Nursing Lab**



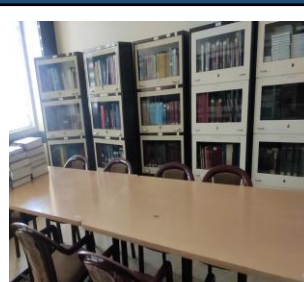
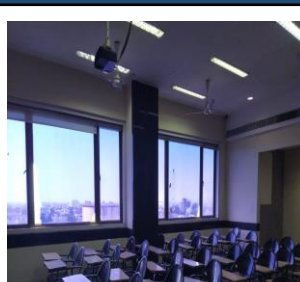
**Community Health Nursing Lab**



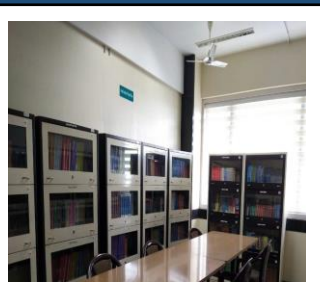
**Computer lab**



**Class Rooms**



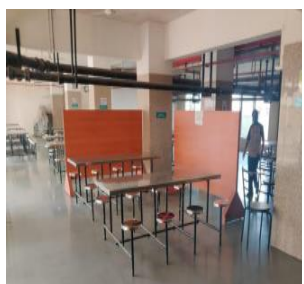
**Library Facilities**



**Hostel**



**Ground**



**Mess**



**Bank**



# ACHIEVEMENTS



## Teacher's Achievements



**National Intellectual Property Awareness Mission**



**Institution Innovation Council (IIC)**



**Nursing Honor Society**



**Certificate of Appreciation from Danam**

## Students Achievements



**1st Price in On the Spot Painting**



**Certificate of Participation as a Member**



**Second Prize in 100 Mt Race**



**3rd Price in Extempore**



**Participation in Debate Competition**



**Participation in Debate Competition**



**Participation in Debate Competition**



**SNA Conference participation**

# DEPARTMENTAL ACTIVITIES



## DEPARTMENT OF COMMUNITY HEALTH NURSING



**Sanchi Milk Plant Visit**



**Role play on menstrual health**



**Pulse Polio Prog.**



**School Health Prog.**

## DEPARTMENT OF MEDICAL SURGICAL NURSING



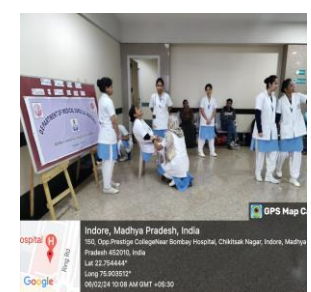
**World Diabetes Day**



**World Heart Day**



**Pressure area care management**



**Role Play on world cancer day**

## DEPARTMENT OF MENTAL HEALTH NURSING



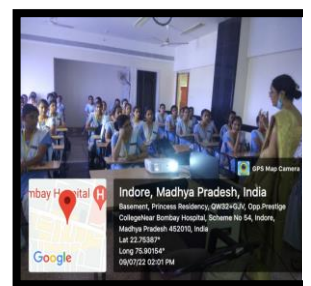
**Self Defence Training Prog.**



**World Mental Health Day**



**Flourish Mental Wellness Association**



**World Epilepsy Day**



## DEPARTMENT OF OBSTETRICAL AND GYNECOLOGICAL NURSING



**Quiz competition on world contraceptive day**



**Comprehensive Antenatal Check-up**



**IMNCTP**



**Classes with external Expert**

## DEPARTMENT OF CHILD HEALTH NURSING



**NRP Training Programme**



**Pediatric Nurses Day**



**Breast Feeding week**



**Dental hygiene Awareness**

## DEPARTMENT OF FOUNDATIONS OF NURSING



**BLS Training prog.**



**Demonstration on PPE**



**First Aid Module**



**OSCE**

# IQAC ACTIVITIES



**IIC 2 Star**



**BLS Training Program**



**Vacation Intern Training Programme**



**MOU**



**MOU**



**Placement cell**



**HSTP**



**Self Defence Training Program**



**Mentor mentee**



**Anti-Ragging**



**Fire Safety Training**



**Best Practice**



**Best Practice**



**Soft Skill Training Program**



**Pressure Area Care management**



# COLLEGE ACTIVITIES



**Seminar on organ donation by NSS**



**International Nurses Day**



**Activity by Equal Opportunity cell**



**International Women's Day**



**Independence Day Celebration**



**Republic Day Celebration**



**Burn Unit Visit**



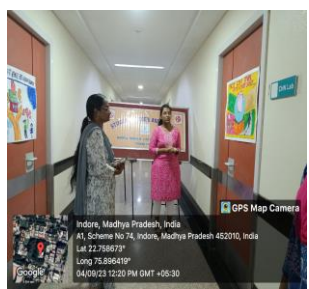
**Visit NEPRA Resource**



**Sports Competition**



**Yoga and Game Based Learning**



**Poster Competition**



**Poster Competition**



**Nutrifest**



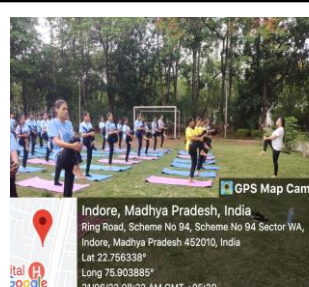
**Art & Craft**



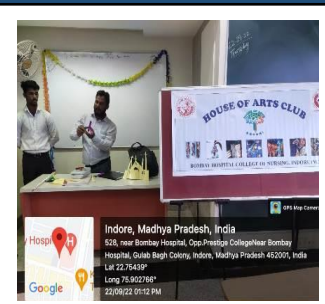
# CLUB & UNIT ACTIVITIES



## Eco-Green Club



## Yoga Club



## House of Art Club



## NSS Unit



# ALUMNI ACTIVITIES



**Nurses Week Celebration**



**Book Launch: April, Mauve June**



**Nurses Communication Module Launch**



**Inauguration of Sanitary pad vending machine sponsored by Alumni association**



**Alumni as a speaker**



**Alumni as a speaker**



**Alumni as a speaker**



**Alumni as a speaker**



**International Nurses Week Celebration**



**International Nurses Week Celebration**



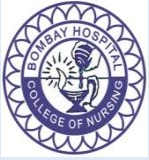
**Garba Fest**



**Garba Fest**







# BOMBAY HOSPITAL COLLEGE OF NURSING, INDORE, (M.P.)



President  
Alumni  
Association

## ALUMNI NEWSLETTER

Greetings to all my alumni!

Another fantastic year has passed in Bombay Hospital college of Nursing, Indore with loads of achievements from our alumni. This newsletter, we believe, is simply one method to honor and acknowledge the contributions made to the field of serving humanity. I'd want to extend my congratulations to the alumni.

### ALUMNI ACHIEVEMENTS

-Mrs. Priya V. Nair wrote two books: **Tara a Tale of Resurrection** and **The Muted Males**.

-Ms. Angel Jose had written a book on April, Mauve, Issue.

-Ms. Rupali Rajput is currently working as ayou-tuber alongside her regular nursing job and has received Silver button.

-State Government selection: Ms. Vaishali Jadon (Nursing Officer) & Ms. Shraddha Kale (Nursing Officer) & Ms. Arachana Chirotkar (CHO).

-Many of the students got foreign placements: Ms. Kevi jsman, Ms. Merlin Jose, Ms. Jesteena George, Ms. Ann Treasa Joy, Ms. Surya Jose, Ms. Ann Mariya Joy, Ms. Teena Jose Ms. Anjali Ann, Ms. Jishna Morve, and Ms. Feba Charles.

- Ms. Eti Sharma completed Bolulinum Toxin (Botox) & dermal fillers training from Chellsey Institute of Beauty and Health.



### SPONSORSHIPS

-22/06/2022-Alumni Association donated Burn cage & notice board.

-18/01/2023-Blanket distribution for the needy was sponsored by alumni association

-10/02/2023-Alumni association sponsored International Conference on Patient Safety.

-14/02/2023-Alumni Association rendered sponsorship to advance learner for attending HealthCon'23.

-03/05/2023 B.Sc. Nursing 2018-2022 batch Donated 3 Gas Stoves & Small Gas Cylinders & Dari to college.

-Ms. Jyothish Kurian (2008-2012) is sponsoring tuition fees for Ms. Priya Tomar student of B.Sc. Nursing (Batch- 2021-2025) for 2<sup>nd</sup> year and 3<sup>rd</sup> year



## SPONSORSHIPS

- 08/05/2023**-Alumni association rendered sponsorship for International Nurses Week Celebration.
- **09/09/2023**- Alumni Association sponsored the money to Ms. Sweety Joshi B.Sc. Nursing 4<sup>th</sup> year Students towards fees.
- 21/10/2023**-Alumni association sponsored the celebration of Garbha Fest.
- 13/01/2024**-Alumni Association sponsored part of expenditure of Surgery of Ms. Ashly Susan, B.Sc. Nursing 3<sup>rd</sup> year.
- 12/02/2024**- Alumni Association sponsored NSS Camp of B.Sc. Nursing students.
- 03/02/2024**- B.Sc. Nursing 2019-2023 batch donated Newborn baby model & Metal Board Stand on.

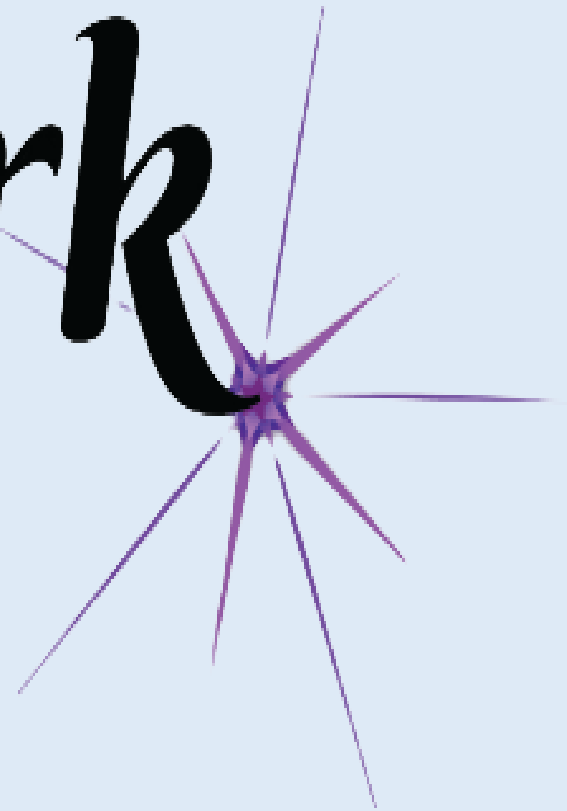


## COLLEGE UPDATES

- Teachers had undergone various certification programs such as **Prof. Dr. Amita Paul (Forensic Nursing), Mr. Lovelesh Singh (BLS & ACLS Trainer)**.
- 16<sup>th</sup> Nov.2022**- Alumni Association got registered under state Govt. and annual audit was done.
- In the year **2022-23** four **Memorandum of Understanding (MOU's)** were created with various institutions like Bombay Hospital Mumbai, Index Nursing College Indore, Jain Art Academy, Danam Foundation, Renaissance University, Indore and Khudel Khurd Village.
- 5 students** got selected and cleared up to three levels in **Zone 5 (Central) Model G-20 initiative** held at the National level.
- 28<sup>th</sup> Aug. 2023**-Smart Board was added in one of the classroom. Also internet connectivity is made available in all the classrooms for better learning.
- 05<sup>th</sup> Oct. 2023**- In State SNA Conference Ms. Sharon Richardson B.Sc. Nursing 4<sup>th</sup> year student, took first prize in the on-the-spot painting competition, Ms. Divya P.V. B.Sc. Nursing 3<sup>rd</sup> year student, got second prize in the 100-meter race, and Ms. Alna Elizabeth Jose B.Sc. Nursing 1<sup>st</sup> Year student, and took third prize in the extempore competition.
- 16<sup>th</sup> Oct. 2023**- Khudel Khurd Village was adopted.
- 27<sup>th</sup> Nov. 2023**- Ms. Sharon Richardson, BSc Nursing 4<sup>th</sup> year student, took part in the **National SNA Conference's on-the-spot painting competition**, which took place in New Delhi.
- Filmnurdication and game based learning was also introduced in the year.
- 12<sup>th</sup> Feb.2024**- **1<sup>st</sup> NSS camp** was successfully conducted in **Khudel Khurd village** from **12/02/2024 to 18/02/2024**.
- 18/02/2024**.Ms. Anisha Ram got selected in **state level leadership training camp** for NSS.
- Two apps were launched **Ms Angel Jose**, BSc Nursing 5<sup>th</sup> year (**The vacci mania**), and **Study guide for family planning** app was launched by **Ms. Pragya Patidar, Ms. Jaya Patidar** and **Ms. Jenet Singh** B.Sc. Nursing 4<sup>th</sup> year.

***T A L E N T***

***Spark***



## **BUTTERFLIES ARE NOT CALLED BUTTERFLIES OVERNIGHT**



**Ms. Megha S Mammen**  
**B.Sc. Nursing 4<sup>th</sup> year**

Once I heard **“just when the caterpillar thought that world was over it became butterfly.”**

Oh! I felt it was easier but the process was way too complex. If you took a caterpillar, there is nothing that you could tell in them, that one day it would become a butterfly. But the fact is that the beautiful butterfly will not emerge if the caterpillar has not lived his life, hidden himself, eaten and done all this work, unconscious of what was to be.

It is hard work what matters and makes a person successful, it is not something that we could gain overnight. Every day we have opportunities to learn new skills and every day the earth is giving a chance to grow and evolve us into a stronger, wiser, and better version of ourselves. Just like a caterpillar grow in stages and taking a step at a time is key to learning and growing.

Every process and tiny things we change, learn, and adapt in our lives make us successful. That is why it is said “butterflies are not called butterflies overnight.” They must undergo tons of change to acquire that name.



## WOMEN'S STRONGEST WEAPON



**Ms. Merin Sebastian**  
**B.Sc. Nursing 4<sup>th</sup> year**

There was a period when it was considered that women didn't need to be educated. We've now realized the importance of women's education. The modern era is the phase of women's awakening.

In every aspect of life, women are striving to compete with males. Many individuals reject female education, claiming that women's rightful domain is the home, and therefore that money spent on female education is squandered. This viewpoint is incorrect since female education has the potential to bring about a silent revolution in society.

As Dr.APJ Abdul Kalam said "If you educate a man you educate an individual, but if you educate a women you educate a nation"

They may contribute to society as teachers, lawyers, physicians, and administrators, as well as play a key part in wartime. Everyone has hope for a better life if they have an education. It's a type of magic that works in a person's life to make it far better than it would be if he didn't have knowledge.

Education makes a people easy to lead but difficulty to drive. Easy to govern impossible to enslave.

# ECHOES OF MIND



**Ms. Angel Shaji**  
**B.Sc. Nursing 3<sup>rd</sup> year**

*In the sky, where thoughts take flight,  
The mind ascends a stray of light.  
A cloth woven with dreams untold,  
In its vast space, mysteries unfold.*

*It navigates oceans of memories past,  
And dreams of futures, saved to last.  
The mind explores both known and unseen,  
The mind travels the reality of self.*

*So honour the mind, wondrous place,  
Where ideas arise and vision grace.  
For within its depths, lies endless treasure,  
A boundless sky is waiting for a rain of hope.*

# “ART AND ACTIVISM: INSPIRING CHANGE THROUGH CREATIVITY.”



**Ms. Shweta Bhalrai**  
**B.Sc. Nursing 3<sup>rd</sup> Year**

## **INTRODUCTION –**

In a world where social and political issues are often seen, artists have powered their creativity as a powerful tool for activism and social change. From visual art and music to literature and performance, art has the unique ability to provoke unique thoughts.

## **THE POWER OF VISUAL PROTEST-**

Visual art has a big history for serving for social and political movement. Artists use their talent to depict their struggles and aspirations of marginalized communities, challenging viewers to stand for injustice.

## **MUSIC AS A MEDIUM OF RESISTANCE –**

Music has long been recognized as a potent medium for expressing solidarity. Musicians have lent their voice to causes ranging from civil rights to environmental justice.

## **LITERATURE AS A MIRROR FOR SOCIETY-**

Literature serves as a mirror to society reflecting its tribulations while offering hope and possibility. Playwrights use story as a means of shedding light on social issues.

## **CONCLUSION-**

Art and activism are forces that have the power to inspire change, challenge norms and shape the course of history. It is a navigator for the modern world, advancing the cause of human rights, equality and dignity for all.

# JOURNEY OF NSS AS A VOLUNTEER



**Ms. Anisha Ram**

**B.Sc. Nursing 2<sup>nd</sup> Year**

## **INTRODUCTION**

The National Service Scheme is popularly known as NSS, the scheme was introduced in 1969 as it aims in improving the identity and personality of the student through community services. The motto of NSS is “NOT ME BUT YOU” which represents the selfless service that means placing the needs of others and of the society first than ours. Today 37 universities involving 40,000 students, NSS is an extension dimension to the higher education system to orient the student youth to community service while they are studying in educational institutions. It has been implemented by the Ministry of Youth Affairs and Sports, Government of India.

## **THE NEED OF NSS**

Young generation have the privilege, as well as the duty to actively engage in national growth and shape the nation’s destiny which is the point of truth, their own destiny. The need is to establish growing opportunities for them to improve their personalities and capacity to work, making them economically efficient and socially valuable. India’s future destiny lies in the powerful, committed, and devoted role of young people. It is also important to arouse the student’s social consciousness and provide them with an opportunity to engage with the people in the villages and slums.

## **EXPERIENCE OF BEING NSS VOLUNTEER**

Working as a NSS volunteer is one of the greatest experience of my life and I will say, “all people should think to give a little part of their life to help, you will lose nothing but get a different type of happiness”. I am so grateful for myself that I decided to be an NSS volunteer. It is a social Organization for youths to develop their own personality through community services. “ youths power is the Nation’s power”. In my almost two years of experience says that the youths power is being channelized in the right direction through NSS. The best part about NSS is that it gives you the opportunity to talk to the people from the different social strata- the poor, the rich, the needy, the humiliated, the successful ones, the struggling ones and many more and you learn something or the other from every one of them you meet.

The benefits of joining NSS in college or being a volunteer is being disciplined, understanding ground realities, team work, time management, improving social skills and many more I came to know that I am a privileged girl, because there are my friends who come from the remotest places to the nearby towns and cities for the sake of education. I learnt how hard they work to get better lives for themselves and their families.

I found out the depressing fact that the things we consider as daily necessities are luxuries to many people out there.

I learnt how better we can be as humans if we can live harmoniously. My institute made us attend a unit camp of 50 volunteers which was organized in Ramu Khedi in February after that I got the opportunity to represent the nursing discipline among 700 volunteers from various academic sectors during the state level 1 week training camp which was organized in Pachore, Rajgarh [M.P.] by the Directorate of Higher Education where there were campmates from different backgrounds who were made to be with us in performing the assigned tasks. You will understand how to do things better and how to get things done.

As an individual I have become a better leader and have been in the forefront in all the activities, I have become more confident, optimistic and hopeful about my future. I have gained some very beautiful souls in my life as friends because of NSS. I became more fascinated about my country and that motivated me to think creatively, it helped me to enhance and enrich my intellect as well. I have become more ambitious. I can surely say that NSS taught me more than any textbook can, it taught me to live life happily and make others' lives happier. In today's scenario please help as much as you can, be compassionate and be kind to others.

We live in the era of planning millennial and sustainable development goals. The resources available from our ancestors in ample quantities have now become luxuries for us and our future generations. The trait that needs to be incorporated into all our lives during this time is "MINIMALISM". That is to live comfortably without exerting inconsistent stress on our environment. NSS teaches us the value of living harmony, coexisting, and using resources judiciously.

At last I would like to say that "NOTHING IS IMPOSSIBLE, THE WORD ITSELF SAYS I'M POSSIBLE".



# PESTILENCE



**Ms. Anu Anna Mathew**  
**B.Sc. Nursing 2<sup>nd</sup> Year**

Pestilence pestilence.....  
Pandemic Pestilence its time has come  
The world does not know where are going  
The doors of death are opening

A pestilence has come  
like fog and darkness;  
Despair has spread its ashes  
and becomes happy in life.

All worldly pleasures fall  
Like lightning for a moment on hot metal;  
Life is ephemeral  
like a drop of water.

Happiness, love and joy  
have come to the homes;  
Plague is roaming without peace & darkness  
society is spreading fear in the human mind.

Time does not know  
where it will go;  
Nature does not know  
what its changes are.

Nature scatters changes in appearance  
changes in the human mind;  
And faith increases in everyone  
voice of prayer is raised throughout the world.

No one can see you leaving  
even the closest ones  
How cruel your mind's cries are to nature.

Let's live together  
Let's all survive  
Let's pray for everything....



**Ms. Stuti Thomas**  
**B.Sc. Nursing 1<sup>st</sup> Year**

***'Just a nurse'***

Oh you're just a nurse?

They asked, with a half hearted curiosity, oblivious to the sting of their words.

Yes, I say I am a 'Nurse', with the most confident, integrated and highest peaks of professionalism that is obviously developed with 'Critical thinking'.

***of course I am a nurse.***

I have endlessly worked hard for years. I have made myself capable to stand out on the designation to be called a '***Nurse***'.

The journey of being a 'Nurse' has taught me skills which neither a book nor any source could have provided. Skills of Excellent communication, Commitment to patient advocacy, Sense of resilience and more are a reward of my journey.

I have held the hands of those walking with death; I have heard the rhythmic heartbeat of patients.

I seamlessly flow between evidenced based science and an empathetic creative approach.

***"So, Yes I am proud to be 'Just' a nurse."***





**Ms. Alna Elizabeth Jose**  
**B.Sc. Nursing 1<sup>st</sup> Year**

### **HOW VERY LITTLE CAN BE DONE UNDER THE SPIRIT OF FEAR**

**-Florence Nightingale**

The wind swirled around me and I went into the darkness, but! an unbent light of hope, of happiness and of expectations came across me giving humanitarian service that no one could ever give, being selfless that no one else could be rather than God himself.....was it God? no that was angel of God, A NURSE.

During one of the hardest periods in healthcare, nurse have responded to help where needed during COVID-19 pandemic, even which meant to step into unfamiliar role and units, they didn't stop.

Maya Angelou once said "As a nurse we have the opportunity to heal the mind, soul, heart and body of our patients. They may forget your names but they will never forget how you made them feel".

Whenever people where in need of someone who could help them in their difficulties nurse was someone who gave an individual the homely and comfortable environment to speak out and release out all their difficulties. Nurses have come a long way in few short decades, from being a person who concentrated allopathically to being a holistic nurse who cares for the whole wellness of a patient, from physical illness to mental stability, from being there when the first breath is taken to being there when it's there last breath, from just minding our own business to take care of patient to helping them in their needs by talking to them and letting their whole emotions out, some here able to connect with them and helping them to find a solution together, from having a heart that never hardens a temper that never tires ,to sleep peacefully in night after knowing that one breath lasted when you worked hard.

Sometimes it even hard to be a nurse, to hold our emotions all your own tears and start drawing smiles on people's faces....to be honest I wouldn't call it being insensible or coward but rather being BOLD.

Nurses are Daring, Courageous, Audacious, Optimistic, Hopeful and apart from everything a human who is confident that she could save someone.



**Prof. Dr. Amita Paul & Mr. Ishtiyak Khan  
Vice Principal & Asst. Prof.  
Department of Community Health Nursing  
Bombay Hospital College of Nursing, Indore**

**INTRODUCTION:-**

Anemia is one of the most important public health problems that persist worldwide, not only among pregnant women, infants and young children but also among adolescents of developing countries. The term nutritional anemia comprises all pathological condition in which the blood hemoglobin concentration drops to an abnormally low level due to a deficiency in one or several nutrients. The main nutrients involved in the synthesis of hemoglobin are iron, folic acid and Vit. B12 but in public health terms iron deficiency is the most common nutritional disorder in the world affecting nearly 2 billion people with an adverse impact on health, education and productivity of entire nation.

Anaemia is a condition that develops when your blood lacks enough healthy red blood cells or haemoglobin. Haemoglobin is a main part of red blood cells and binds oxygen. If you have too few or abnormal red blood cells, or your haemoglobin is abnormal or low the cells in your body will not get enough oxygen.

Adolescence is a coming of age as children grow into young adults. These teen years are a period of intense growth, not only physically, but also mentally and socially. During this time, 20% of final adult height and 50% of adult weight are attained. According to WHO estimates, India is one of the countries in the world that has highest prevalence of anaemia. WHO estimates that 27 percent of adolescents in developing countries are anaemic; the Inter National Centre of Research for Women (ICRW) studies documented high rates in India (55 percent), Nepal (42 percent), Cameroon (32 percent) and Guatemala (48 percent). Anaemia prevalence in young adolescent girls continues to remain over 70% in most parts of India and Asia despite a policy being in place and a program that has been initiated for a long time.

**NEED OF THE STUDY**

Anaemia is one of the most universally prevalent diseases in the world today. Iron deficiency anaemia is the most common micronutrient deficiency. WHO studies show higher rate in developing countries. The iron deficiency anaemia is common 52 % of pregnant women and about 35-40% of non-pregnant women. In globally, a cross-sectional method was used to study a group of 100 high school students in Kocaeli, Turkey, aged 14 to 19 years, identified among 65 high school students. Students from 5 high schools were selected using a random sampling method for detecting the haemoglobin level. Nutrition ball was given to adolescents with anaemia for 30 days. Out of 65 participating students (mean age, 14.72±0.71 y), anaemia (haemoglobin <12 g/dl for girls and <13 g/dl for boys) was detected in 17/36 girls (49.7%) and 6/164 boys (3.6%). Anaemia was detected in 20/23 (86.9%) of anaemic children [15/17 (88.2%) girls and 4/6 (66.6%) boys]. The prevalence of adolescent anaemia in Kocaeli is almost equal to that in developed countries.

**PROBLEM STATEMENT**

An interventional study to identify the anaemic adolescent's girls and to evaluate the effectiveness of iron combo to improve anaemic condition among adolescents girl's at selected community area of Indore city".

**OBJECTIVES OF THE STUDY**

1. To identify the anaemic adolescents girl's before and after given iron combo in selected community area.
2. To evaluate the effectiveness of iron combo to improve anaemic condition among adolescents girl's in selected community area.
3. To find out the significant association between the pre assessment haemoglobin level among adolescent girls with their selected demographic variables.

## HYPOTHESES

**H<sub>0</sub>:** There is no significant difference between the mean pre and post assessment Hemoglobin level among adolescent girls in selected community area.

**H<sub>1</sub>** There will be a significant difference between the mean pre and post assessment Hemoglobin level among adolescent girls in selected community area.

## ASSUMPTIONS

Adolescent girls are prone to developing anaemia due to menstruation, insufficient iron in the diet, and poor absorption of iron in the body. Dietary intake of an iron supplement in the form of an iron combo will improve haemoglobin levels among adolescent girls.

## REVIEW OF LITERATURE

**Ms. Deepti, Dr. Priyanka Choudhary et al 2021** experimental study was conducted in Mohali Punjab of 100 adolescent girls. The result shows that majority 58(58%) adolescent girls had inadequate knowledge, 40 (40%) had moderate knowledge and 02 (2%) had adequate knowledge in pre-test before administering structured teaching program. After getting structured teaching program, 15 (15%) of adolescent girls had moderate knowledge and 85 (85%) of adolescent girls had reported adequate knowledge. It significantly shows that there is association between knowledge levels of adolescent girls regarding prevention and prevalence of anemia and demographic variables. It concludes that gain in knowledge after teaching program and there is significant association between level of knowledge and demographic variables.

## MATERIAL AND METHODS:-

### Study Design and approach

A pre experimental study was conducted, to identify the anaemic adolescents girls and to evaluate the effectiveness of iron combo to improve anaemic condition among adolescents girls. In this study quantitative approach was used.

### Study Area and Population and criteria

The study was conducted at Bicholi hapsi village, Indore. Madhya Pradesh India. The population for this study was anaemic adolescent's girls.

#### Inclusion criteria-

- Adolescents girls who were willing to participate in the study,
- Adolescent's girls with anemia (Hemoglobin less than 11.9mg/ dl) during the time of data collection.

#### Exclusion criteria-

- Adolescent's girls who were not available at the time of data collection.
- Adolescent's girls having any other blood disorders.
- Adolescents girls who were not willing to participate in the study

### Sample Size and Sampling Procedure

The sample size was for the study is 60. Probability simple random sampling technique was used to select samples.

Two types of variables were used in this study Independent variable Iron Combo,  
Dependent Variable is Improve anaemic condition

**RESULT-**After 21 days of daily supplementation of Iron Combo (150gm), researchers observed that the analysis of the demographic data in the study post assessment 10.36 SD±1.13 is higher than mean pre assessment 8.75 SD±1.35 and calculated t value  $t = 18.72^*$  (df = 59) is found to be significant at the level of 0.05. Hence research hypothesis H<sub>1</sub> is accepted. I.e. there is significant difference between the mean pre and post assessment Hemoglobin level among adolescent girls in selected community area and null hypothesis is rejected.

**Table- Comparison between Mean, SD, Mean Difference and 't' Value of Pre assessment and Post assessment hemoglobin level (N=60)**

Haemoglobin level	Mean	S. D.	D. F.	t-value	Significance
Pre assessment haemoglobin level	8.75	1.35	59	18.72	P<0.05
Post assessment of haemoglobin level	10.36	1.13			

The table result show that mean and SD of pre and Post assessment hemoglobin level were compared and 't' test was applied. It can be clearly seen that 't' value was 18.72 and p value was 0.05 which clearly show that intervention (iron combo) was very effective in increasing the Hemoglobin level of adolescents girls.



## CONCLUSION

The outcome of this study proved the effective role of the iron combo in improving the haemoglobin status among adolescents' girls. Combination of beetroot, jaggery and amla proved to be a better natural food supplement to improve haemoglobin level among adolescents' girls. The advantage of this preparation is that it does not have any significant adverse effects as observed with oral and parenteral iron preparations. It can also be used as a prophylactic strategy to combat iron deficiency in vulnerable population. Similar studies in school going children with longer follow-up time, to evaluate the efficacy of this nutritional supplement is necessary.

## RECOMMENDATIONS

On the basis of findings of the study the following recommendations were made.

- A similar study can be replicated on a larger sample.
- An experimental study can be under taken with control group.

## ACKNOWLEDGEMENT

Firstly my gratitude to all the Participants who enthusiastically participated in carrying out the research project. I appreciate their keen interest patience and cooperation evidenced in a different phase of the study for its successful completion. I express my heartfelt thanks to **Dr. Priyanka Chouhan** dietician at Bombay Hospital, Indore, for all her suggestions and Advice. The authors are also grateful to authors / editors of all those journals, and books from where the literature for this article has been received and discussed. I express my deep sense of gratitude to **Prof. Dr. M.S. Vinsi**, Principal Bombay Hospital College of nursing, for guidance, constant and continuous availability and continuous inspiration right from the planning phase till the completion of the study. I am deeply obliged to **Dr. Ritu Biswas** medical officer for granting permission and extending their full cooperation help and support in the execution of my research project. I extend my thanks to the **Nirmala Tomar** Senior staff Nurse **Ms. Harsha Kolhe**, Laboratory Technician at **PHC Bicholi Hapsi** for their continued support.

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**KEY WORDS**-Iron combo, anaemia, adolescent's girls, Effectiveness.

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# SEED BANK



**Mrs. Sukriti Swangre**  
**Asst. Professor**  
**Department of Foundation of Nursing**

**“Don’t judge each day by the harvest you reap but by the seed you plant”**

**-Rober Louis Stevenson**

## **Introduction:**

The seed bank at our institution is a dedicated facility focused on the collection, preservation, and study of seeds from various fruit-bearing plants. As a valuable asset to our institution, the seed bank plays a crucial role in conserving genetic diversity, supporting agricultural research, and promoting sustainable practices. Through careful seed collection and preservation methods, the seed bank ensures that the unique traits and genetic information of a wide range of fruit species are protected for future use.

## **Aim:**

The primary aim of our institution's seed bank is to preserve the genetic diversity of fruit-bearing plants. This preservation supports ongoing research, breeding programs, and educational outreach to encourage sustainable agriculture and environmental stewardship. By maintaining a comprehensive seed repository, we aim to safeguard our agricultural heritage and provide resources for innovation and resilience in the face of environmental challenges.

## **Objectives:**

- **Conservation of Genetic Diversity:** Our seed bank is committed to conserving a wide range of seeds to maintain genetic diversity. This objective ensures that we have a reservoir of genetic material to draw from for various purposes, including breeding and ecological restoration.
- **Breeding and Crop Improvement:** By providing a diverse collection of seeds, our institution's seed bank enables plant breeders to create improved fruit varieties. These improvements can focus on various aspects, including taste, nutritional value, resistance to pests and diseases, and adaptation to changing climate conditions.
- **Education and Public Awareness:** We aim to promote awareness of the importance of seed conservation and sustainable agriculture through educational programs and community outreach. By engaging with schools, farmers, and local communities, we aim to foster a greater appreciation for the role of seed banks in preserving our agricultural heritage.

This objective helps to maintain agricultural biodiversity and supports efforts to reintroduce these varieties into cultivation. .By pursuing these objectives, our seed bank plays a vital role in promoting agricultural sustainability, supporting research and breeding, and conserving the genetic resources of fruit-bearing plants for future generations. This effort contributes to a resilient agricultural system and fosters a deeper understanding of the importance of biodiversity and genetic conservation

### **Practice:**

Seed bank practice for students can be an engaging and educational way to introduce them to concepts related to plant biodiversity, agriculture, sustainability, and conservation. Here are some activities and practices that can be implemented in an educational setting to give students hands-on experience with seed banking:

- Preparing the seed wall for planting which is help to create green environment.
- Develop way to raise funds for either the group (possibly to purchase any relevant materials that the seed bank needs) or to be used for maintenance of seed bank.
- On the occasion of International seed day, Earth day etc. Students will celebrate with new creativity with seeds, and preparing new seed walls.
- Spread awareness regarding how to prepare seed wall itself.
- Encourage the people for plantation.
- Arrange visits for students to the community areas to give workshops and exhibition.
- Students focused on the collection, preservation, and study of seeds from various fruit-bearing plants.

# ENHANCING NURSING STUDENTS' CLINICAL

## LEARNING EXPERIENCE: EAPP



**Asso. Prof. Kavitha A.S.**  
**(Mental Health Nursing Department)**

### **INTRODUCTION**

Learning is a lifelong process and is strongly influenced and shaped by experience in practice. Hospitals and other health care centres that provide such experiences to nursing students need to be assured that practice-based learning meets the required standard.

Practice learning is fundamental to the education of all students in nursing. The need for a rigorous and effective educational audit process is vital to ensure the continuous improvement of the quality of the clinical learning experience for nursing students during their clinical posting with the number of student nurses increasing nationally, placement capacity being stretched and further placements being sought, it is time to make sure the quality of placements in clinical areas does not deteriorate due to the pressures.

### **EDUCATIONAL AUDIT OF PRACTICE PLACEMENT (EAPP)**

To evidence the quality and enhancement of practice-based learning is a process of educational audit. Educational audit has proved to be an effective way of reviewing current activities and learning opportunities available to nursing students. It highlights good practice, identifies where there is a need for change as well as providing information for future planning.

(Burke & Smith 2000 p475)

A practice placement is where learning opportunities are available for student nurses to undertake practice under supervision. A practice placement has a direct bearing on the ability to work effectively and integrate theory to practice.

Learning in the contextual setting of clinical practice enables you to confront many of the challenges and issues related to caring. Practice is where lifelong learning is promoted & enhanced.

### **THE MAIN STAKEHOLDERS IN PRACTICE PLACEMENTS**

1. Patients/Clients cared for within all sectors where health care is provided.
2. Nursing Students
3. Service Providers- They are Clinical Placement facilitators, link tutors (Clinical Instructors/ Lecturers, clinical in charges linked to their allotted clinical areas) and other members of clinical team.

#### **The Student**

Student's responsibility is to:

##### **Before Placement**

- Recognise the purpose of the practice placement experience and ensure you are clear about the expectations of the clinical instructors in that you are there to learn nursing.
- Act professionally with regards to punctuality, attitude and image and dress according to uniform policy.
- Maintain confidentiality



- Maintain effective communication with patients, clients, staff nurses and other healthcare team members.
- Know how you are going to meet your learning needs, using learning tools, assessment, learning contracts and learning logs, diaries or action learning sets.
- Identify your specific learning needs and work towards the achievement of knowledge and the required outcomes and competencies.

### **During Placement**

- Be proactive in seeking out experiences for your level of practice and competence with the support of your mentor.
- Demonstrate willingness to work as part of the team in the delivery of safe patient care.
- Learn to express your needs and adopt a questioning, reflective approach to your learning within the multidisciplinary team.
- Seek help from appropriate clinical managers or link lecturer to enable the achievement of the learning outcomes.
- Ensure that clinical skills required at each stage in the programme are attempted under the supervision of Clinical Instructor.
- Give and receive constructive feedback.
- Reflect on your progress to increase self-awareness, confidence and competence.

### **After Placement**

- Evaluate your achievements, looking at what you enjoyed and benefited from during your practice placement.
- Evaluate the placement itself.
- Ensure that all practice placement documentation and assessments of practice submitted and completed on the due date.
- Support the quality monitoring system for the practice placement with feedback, completing all the documents provided.

### **Clinical Instructors**

Clinical Instructors responsibility is to:

- Ensure that the environment has a philosophy of care and appropriate policies and guidelines for care.
- Ensure that practice is, wherever possible, underpinned by research.
- Provide students with an effective orientation and induction to the practice area, including policies on sickness, uniform etc.
- Identify the students learning needs at the start of the placement and jointly create an action plan to meet those needs.
- Arrange rotation plan to ensure that students fulfil the objectives of clinical posting areas.
- Encourage students to make decisions about nursing interventions and to participate in the delivery of nursing care that reflects their level of experience.
- Provide students with appropriate learning opportunities
- Give constructive feedback
- Have a system of monitoring and evaluating feedback from students.

### **Clinical In charges**

Clinical In charges responsibility is to:

- Contribute to a supportive learning environment and quality learning outcomes for students.
- Be approachable, supportive and aware of how students learn best.
- Have knowledge and information of students' programme of study and practice assessment tools.

- Identify specific learning opportunities that are available with the placement area..
- Encourage the application of enquiry based learning and problem solving to situations as well as giving factual information.
- Build into the daily routine adequate break times to enable students to enjoy the whole practice learning experience.
- Offer encouragement to students and work in partnership with the multi-disciplinary team in order to provide holistic care.
- Ensure that students have constructive feedback, with suggestions on how to make further improvements to promote progress.
- Seek evaluative feedback from students at the end of their practice placement experience.

### **EAPP: TEAM MEMBERS AND HOW IT WORKS**

- Audit team coordinator
- Link Tutors
- Auditors
- Clinical Placement Facilitator

### **Results after implementations EAPP**

- The whole process was continuing to prove highly successful for several reasons. It provided a concentrated focus on placement quality.
- Each report clearly identified good practice and made recommendations. All link tutors responded with appropriate action plans for improvements.
- All allocations areas provided the same forms of evidence to meet the standards. This gave the auditors a clear organizational and allocation overview for each audit standard before they made any visits.
- All minimum standards were being consistently achieved each year.
- Student support and supervision was generally very good across all placements and individual areas requiring improvements can be easily identified and supported appropriately.
- Issues raised by nursing students and teaching staffs of nursing college related to clinical posting were dealt with promptly and/or passed onto the relevant person for further action.

### **CONCLUSION**

The successful implementation of this initiative has provided a clear focus for improvements to the students learning experience, clinical instructor and student's support. It has also made the whole process more effective and efficient. It allowed the audit team to focus on the education, supervision and assessment of students in practice in each placement.

## “ONE HEALTH MISSION



**Ms. Sharmila Singh**  
**Lecturer, BHCONI**



**Ms. Kirti Chitambre**  
**Asst. Prof., BHCONI**

One Health is gaining recognition in the United States and globally as an effective way to fight health issues at the human-animal-environment interface, including zoonotic diseases. CDC uses a One Health approach by involving experts in human, animal, environmental health, and other relevant disciplines and sectors in monitoring and controlling public health threats and learning about how diseases spread among people, animals, plants, and the environment.

Successful public health interventions require the cooperation of human, animal, and environmental health partners. Professionals in **human health** (doctors, nurses, public health practitioners, epidemiologists), **animal health** (veterinarians, paraprofessionals, agricultural workers), **the environment** (ecologists, wildlife experts), and **other areas of expertise** need to communicate, collaborate on, and coordinate activities. Other relevant players in a One Health approach could include law enforcement, policymakers, agriculture, communities, and even pet owners. No one person, organization, or sector can address issues at the animal-human-environment interface alone.

The One Health approach can:

- Prevent outbreaks of zoonotic disease in animals and people.
- Improve food safety and security.
- Reduce antimicrobial-resistant infections and improve human and animal health.
- Protect global health security.
- Protect biodiversity and conservation.



# Basic Life Support (BLS): The Crucial Steps That Can Save Lives



**Asso. Prof. Lovelesh Singh**  
**Dept. of Medical Surgical Nursing**

Basic Life Support (BLS) is a set of fundamental procedures used in emergencies to preserve life. It's particularly crucial when someone experiences a cardiac arrest, respiratory arrest, or choking. BLS focuses on maintaining circulation of oxygenated blood until advanced medical care arrives. It's particularly crucial when someone experiences a cardiac arrest, respiratory arrest, or choking. BLS focuses on maintaining circulation of oxygenated blood until advanced medical care arrives.

## **Why is BLS important?**

During a cardiac arrest, the heart stops functioning effectively, depriving the brain and other organs of oxygen-rich blood. Brain cells begin to die within minutes without oxygen. Prompt and proper BLS interventions, including CPR (Cardiopulmonary Resuscitation), can significantly increase the chances of survival. Several studies have recently shown that CPR, both performed by bystanders and medical professionals, is often not done well enough. In response to this, the latest BLS guidelines have been updated to address these shortcomings and improve the quality of CPR.

## **What are the keys of BLS skills?**

BLS training equips individuals with the ability to:

- **Recognize a life-threatening emergency:** This involves assessing the scene for safety, checking for responsiveness, and identifying signs of breathing and circulation.
- **Activate the Emergency Medical Services (EMS):** Calling for help is a critical first step.
- **Perform CPR:** CPR involves chest compressions to keep blood flowing and rescue breaths to deliver oxygen. BLS courses train participants in proper hand placement and compression depth and rate.
- **Use an Automated External Defibrillator (AED):** An AED is a portable device that analyzes the heart rhythm and can deliver an electrical shock (defibrillation) to restore a normal rhythm in certain cases. BLS training teaches proper AED use.

## **Who can benefit from BLS training?**

BLS training is valuable for anyone who wants to be prepared to help in an emergency. It's particularly recommended for healthcare professionals, first responders, teachers, coaches, and anyone who works with the public.





Indore, Madhya Pradesh, India  
A, Bombay Hospital Service Rd, Opposite Prestige Management College,  
Bark Camp, Scheme No 114, Indore, Madhya Pradesh 452010, India  
Lat 22.754411°  
Long 75.902959°  
26/09/23 03:14 PM GMT +05:30



Khudel Khurd, Madhya Pradesh, India  
H.N - 121, Khudel Khurd, Khudel, Khudel Khurd, Madhya Pradesh 452011  
Lat 22.724018°  
Long 78.048298°  
16/10/23 12:00 PM GMT +05:30



Indore, Madhya Pradesh, India  
PV7H+GJF, CRP Line, Indore, Madhya Pradesh 452001,  
Lat 22.713801°  
Long 75.87889°  
09/10/23 03:16 PM GMT +05:30



Indore, Madhya Pradesh, India  
95, Eastern Ring Rd, Opp Prestige CollegeNear Bombay Hospital, Tiki Nagar, Vijay Nagar,  
Indore, Madhya Pradesh 452010, India  
Lat 22.754411°  
Long 75.902959°  
09/08/23 10:29 AM GMT +05:30



Indore, Madhya Pradesh, India



# GLIMPSES OF BHCONI



Indore, Madhya Pradesh, India  
Tillore Rd, Ralamandal, Madhya Pradesh 452020, India  
Lat 22.846628°  
Long 75.910605°  
21/03/23 10:52 AM GMT +05:30



Indore, Madhya Pradesh, India  
PW8Q+QP4, Bicholi Hapsi, Indore,  
Madhya Pradesh 452016, India



Indore, Madhya Pradesh, India  
bombay hospital, Indore, Madhya Pradesh  
453771, India  
Lat 22.792723°  
Long 75.90295°  
23/01/23 12:41 PM GMT +05:30



Indore, Madhya Pradesh, India  
Room no 14, Bombay Hospital, Eastern Ring Rd, Opp Prestige  
CollegeNear Bombay Hospital, Scheme No 94 Sector WA, Ind  
Madhya Pradesh 452010, India  
Lat 22.754394°  
Long 75.903636°  
05/04/23 11:47 AM GMT +05:30



Indore, Madhya Pradesh, India  
PV7H+GJF, CRP Line, Indore, Madhya Pradesh 452001,  
Lat 22.713801°  
Long 75.87889°  
09/10/23 03:16 PM GMT +05:30



Indore, Madhya Pradesh, India  
Room no 14, Bombay Hospital, Eastern Ring Rd, Opp Prestige  
CollegeNear Bombay Hospital, Scheme No 94 Sector WA, Ind  
Madhya Pradesh 452010, India  
Lat 22.754394°  
Long 75.903636°  
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# ADMISSION TERMS AND CONDITIONS



1. The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought; the maximum age limit for admission shall be 35 years.
2. Minimum educational qualification-
  - Candidates with science who have passed the qualifying 12th standard examination (10 + 2) and must have obtained a minimum of 45% marks in physics, chemistry, and biology, taken together and passed in English individually.
  - Candidates are also eligible for State Open School recognized by the state government and National Institute of open school (NIOS) recognized by the Central government. Having science subjects and English only
3. English is a compulsory subject in 10 + 2 for being eligible for admission to B.Sc. Nursing.
4. Only female candidates are eligible for admission.
5. Candidates shall be medically fit.





**BOMBAY HOSPITAL COLLEGE OF NURSING, INDORE (M.P)**

**(Approved by Indian Nursing Council, New Delhi, Madhya Pradesh Nursing Council, Bhopal & Affiliated to Madhya Pradesh Medical Science University, Jabalpur)**

**Ring Road, Indore - 452010, Ph: 0731-2552525, Fax: 0731-4266571**

**Website: [www. bhinursingcollege.com](http://www.bhinursingcollege.com)**

**E-mail:[bh.coni@gmail.com](mailto:bh.coni@gmail.com)**