

INSTITUTIONAL ACCREDITATION

Self-Study Report for Health Science Institution
Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

(An Autonomous Institution of the University Grants Commission)

P.O Box. No 1075, Nagarbhavi, Bangalore-560072, India

By

Maharshi Karve Stree Shikshan Samstha's

SMT BAKUL TAMBAT INSTITUTE OF NURSING EDUCATION

(For women)

Karve Nagar, Pune 411 052

Maharashtra.

www.mkssstine.org

**MAHARSHI KARVE STREE SHIKSHAN SAMTHAS'S
SMT. BAKUL TAMBAT INSTITUTE OF NURSING EDUCATION
KARVENAGAR - 411052**

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Preface and Chairman's Message

1. Maharshi Karve Stree Shikshan Samstha, founded by the great visionary Dr. Dhondov Keshav Karve in 1896 is committed to "women's empowerment through education". It is a registered trust under society registration act under the Charity Commission of Maharashtra. Dr. Karve founded India's first Women's University, now known as Srimathi Nathibai Damodar Thackersey (SNDT) women's university. For his contribution to women's' education he was awarded "Bharat Ratna' in 1958. The Samstha runs 62 institutions in seven locations in Maharashtra, namely, Pune, Nagpur, Wai, Satara, Ratnagiri, Vasai Bombay and Kamshet.
2. The Samstha's main campus is spread in 26 acres of prime land in Pune city. It runs eight higher education colleges on the main campus which is green, spacious with essential facilities like bank, hostels, health club and post office.
3. Smt. Bakul Tambat Institute of Nursing Education is one of the higher education branches of Samstha' started in August 2000. It runs all the State, Central Council; State Health University recognized programs in nursing. In the span of 15 years, it has grown from an intake of 20 to 600 girl students.
4. The Institute has 99 years MoU with well-known Jnana Prabodhini Medical Trust and Lata Mangeshkar Medical Foundation which runs Deenanath Mangeshkar Hospital as a parent hospital. Deenanath Mangeshkar Hospital has 1000 in-patient beds in buildings of two phases. It is a multi and super specialty hospital with all modern equipment and infrastructure.
5. The Institute is well known for its commitment to "Quality Nursing Education". It has maintained 90-100% results from the time of its

inception. The Alumnae of the Institute are well placed and respected for their quality of services.

6. The Institute is undergoing its first cycle of NAAC to maintain its quality assurance that defines the objectives of this institution, The parent institute the Samstha, has a devotion and commitment to improvement rather than mere growth and control on the institutes. The Maharshi Karve Stree Shikshan Samstha's, Smt. Bakul Tambat Institute of Nursing Education is well-known for its academic and extra-curricular achievements consistently from its inception. I am sure its quest for excellence is ensured through its quality academic education and over all development of the girl students. I wish the institute the very best and know that it will find it rightful place as a premier nursing institute in India.

Chairman,
MKSSS
Maharshi Karve Stree Shikshan Samstha

**SMT BAKUL TAMBAT INSTITUTE OF NURSING EDUCATION,
PUNE
Executive Summary**

“Maharshi Karve Stree Shikshan Samstha”, established in 1896, has a 120 years long history of dedicated work towards making women educated and self-reliant. In the year 2000, the “Samstha” in collaboration with “Jnana Prabodhini Medical Trust (JPMT)” and “The Lata Mangeshkar Medical Foundation” running a 1000 bedded “Deenanath Mangeshkar Hospital” in Pune.

The Institute is approved by ‘Indian Nursing Council (INC)’, ‘Maharashtra Nursing Council (MNC)’, ‘Maharashtra State Government’ and ‘Maharashtra University of Health Sciences’. The Institute offers:

- i)* 2-year Revised Auxiliary Nurse and Midwife Program (R.A.N.M.)
- ii)* 3 years Diploma Program in Revised General Nursing and Midwifery (R.G.N.M.)
- iii)* 4-year Degree program in Basic B. Sc Nursing B.B.Sc (N)
- iv)* 2-year Degree program in Post Basic B. Sc P.B.B.Sc (N)
- v)* 2-years Post Graduate degree program in M. Sc Nursing M.Sc (N) and
- vi)* Ph.D. program in nursing.

The institute provides educational benefits to around 600 girl students. The institute is housed in 26 acre prime location land of Pune city.

Mission:

“To develop conscientious, confident and caring quality nursing professionals of International Repute”. The institute is committed to this mission.

Vision:

“Women’s education and national development are closely related”.

Special Features:

- In the State of Maharashtra, there is only one institution which offer all the programs mentioned above mentioned. This institute is that.
- Green, spacious campus with essential facilities like bank, hostels, health club and post office.
- Own building with spacious classrooms, counseling center, a conference room and nursing arts laboratory.
- Library with latest 10,000 books from USA, UK and India on nursing and on allied general topics.
- Hostel with mess and recreational facilities.
- Experienced and committed faculty comprising of full time teachers and external lecturers.
- Spacious nursing arts laboratory with mannequins, models and audiovisual aids, from Germany and USA.
- Various co-curricular and extra-curricular activities throughout the year.
- Collaboration with “Jnana Prabodhini Medical Trust” and “Lata Mangeshkar Medical Foundation” which runs the 1000 bedded *Deenanath Mangeshkar* Hospital, in Pune.
- *Deenanath Mangeshkar* Hospital is a multi-specialty hospital.
- Practically 100% placement of students.
- Alumnae association.

Alumnae Association:

The institute has established an Association of its passed-out students. These students visit the institute frequently. Through them, good job opportunities are available to existing students, after completion of respective programs.

Examination Results:

Our Institute of Nursing Education, has achieved 90-100% results in the final examinations conducted by the "Maharashtra Nursing Council" and "Maharashtra University of Health Sciences" till date.

Criterion I: Curricular Aspects

The institute is recognized by the "Indian Nursing Council" and is affiliated to the "Maharashtra University of Health Sciences" (MHUS), Nashik, Maharashtra. It offers two Diploma programmes and two Under Graduate and one Post Graduate and PhD. (N) programs on self-financing basis. The exposure of faculty to recent advances and feedback from students, alumnae and academic experts give the right impetus and direction for necessary changes in the curriculum. For the last 15 years, the institute is functioning with the state-of-the-art facilities. The institute follows the curriculum set by the 'Indian Nursing Council' and 'MUHS'. The University makes suitable changes in the curriculum periodically, relevant to the needs of the society. This keeps the curriculum up to date. Project works, field trips, experiential type of teaching-learning methods and incorporation of value based education are the innovative components of various programs. To help the slow learners, the institute arranges remedial measures and feedback mechanisms are followed to improve faculty output. The institute constantly strives to improve its infrastructure, to provide updated

physical enrolment equipment and teaching aids. It also has high quality library and ICE facilities for effective teaching learning environment.

Criterion II: Teaching–Learning and Evaluation

Realizing the importance of institutional responsibility in teaching, learning and evaluation processes the institute gears up adequate intrinsic mechanisms and adopts new pathways in achieving the goals of academic excellence. Fresher are given adequate orientation during the introduction program. Faculty meetings and various committees meetings are conducted regularly to discuss the issues regarding teaching, learning, evaluation and research. The process of admitting students is transparent. Students are admitted on the basis to merit of their performance in MH-CET (common entrance test conducted by state government) and in the previous qualifying examination merit.

The novices are moulded to serve with compassion, care and confidence based on evidence-based practices, as they are exposed to the 1000 bed parent hospital. The distance of the hospital from institute is 2 kms. The institute is equipped with wonderful ecofriendly environment and infrastructure with all adequate facilities for effective teaching–learning process. The institute has employed 32 permanent faculty members.

Two faculty members have completed doctoral programs. Five faculty members have applied for registration to PhD (N) doctoral programs. The institute plans and organizes the teaching-learning and evaluation schedules at the beginning of the year along with academic calendar.

The institute uses the following teaching learning methods both traditional and innovative: lecture method, discussions, seminars, panel discussions, projects, participative experiential learning, under supervision for clinical learning. Interactive methods, such as bedside clinics, nursing rounds, practical demonstration, various field visits and PowerPoint Presentations are also used. Videos from You tube, modules, and open sources are used as innovative techniques of teaching. Web based teaching; simulated teaching, dummies and manikins are additionally used for teaching clinical skills.

For the effective teaching, as stated above, the institute has provided LCD projectors along with necessary computing facility and other teaching aids in every class room.

Outreach programs and field visits to milk dairy, sewage plant, water purification and supply plants and rural/urban health centers are organized as a part of community health nursing posting. Students are involved in conducting Continuing Nursing Education (CNE) programs, seminars, symposiums, workshops and conferences, with the use of audio-visual aids like LCD projector, flannel board, slide projector and overhead projector. Nursing procedures are taught through the demonstration techniques in the laboratory; re-demonstration is conducted and then the student is permitted to perform at the bedside. Students are provided with the opportunity of learning advanced nursing procedures like venous section, blood sample collection, thoracentesis, paracentesis, lumbar puncture, postural drainage, bone marrow biopsy and many other procedures. During the hospital posting, the students are supervised by the Faculty, Superintendent, Assistant Nursing

Superintendents, Coordinators, Clinical supervisors, Head Nurses and Staff Nurses of the affiliating hospitals.

The average number of students at a time in a given ward is around 12 and number of hours that the student spends in the ward per day is 8 hours. Clinical hours are planned as per the requirements laid down by INC which vary with the year of study. The hours that the faculty spends in the wards for supervision of the students are about 8 hours per day. The schedule of lectures, clinical teaching and bedside clinics is displayed on the notice boards of the class rooms well in advance.

Clinical evaluation of the students is periodically done by the faculty. Students are encouraged to attend the conferences, seminars, workshops held within and outside the institute. Guest lectures are conducted whenever the opportunity arises. Educational tours and administration tours are organized to various specialty hospitals and renowned nursing colleges such as Sassoon General Hospital, AFMC College of Nursing, Bharati Vidyapeeth College of Nursing, Yerawada Mental Hospital etc. The institute examines the feedback about various courses from students obtained by the class coordinators and the Principal on a quarterly basis and annual basis.

Formative subject evaluation is conducted by the concerned faculty member, periodically. The institute has introduced the evaluation of the faculty by the students through an evaluation proforma which is analyzed by the Principal and the feedback is then given to the concerned faculty through personal interview and in staff meetings. Feedback mechanism for the non-teaching staff is conducted yearly by the Principal.

The faculty members and students keep pace with the recent developments in various subjects by referring to journals, magazines; by attending conferences, seminars, workshops and through online resources such as PUBMED and open access to e-journals. For the use of faculty members and students, the library is updated twice a year with new books and research materials. The post graduate students are encouraged to conduct intervention-based research studies in the clinical field and the findings are applied into the clinical and community settings.

The schedule for examinations is published well in advance, on the Website of Maharashtra University of Health Sciences. Our institute, Smt. Bakul Tambat Institute of Nursing Education, is a recognized examination center and paper evaluation (CAP) center for UG and PG examinations. Students are supervised by the invigilators during the examinations and any unfair behavior during the examinations is duly reported to the Maharashtra University of Health Sciences and Maharashtra Nursing Council, Mumbai.

Criterion III: Research, Consultancy and Extension

Research, Consultancy and Extension are the three major activities of higher education. The institute promotes a research culture among faculty members and students through consultancy and collaboration.

The institute has taken an initiative to establish a collaboration with other organizations for fostering research activities, e.g. Deenanath Mangeshkar Hospital, (the parent hospital) and the other affiliated hospitals and community areas, both in urban and rural set ups.

Adequate funds are allotted for conducting seminars and other such events like various international / national conferences, regional level workshops, CNEs, guest lectures. The faculty members are encouraged to participate in conferences and to present papers. In the last five years, the teaching faculty has published many research papers and articles in national / international peer reviewed research journals. Books are regularly purchased for the library. Many research journals and foreign books are available in the library for the use of students and faculty. Faculty members and students participate in outreach programs like Pulse Polio Immunization, Malaria, Dengue, Swine Flu control programs, Blood Donation Camps, T.B program, Family Welfare, HIV-Aids Awareness, Cancer etc. The Institute also provides consultations to BPOs and other fellow higher education colleges and schools on health education and health checkups.

Under the research activity, the institute is one of the only two recognized PhD centers in the State of Maharashtra, under the affiliating university. The institute has conducted over 100 research studies and based on these studies, has published 50 research papers in national and international Journals.

The institute conducts free health camps, health checkup and health education to all the fellow students on campus. The institute has adopted the '*Adivasi Ashram Shala*' at *kamshet*, a rural community. The institute provides all health related education and assistance to this school.

Criteria IV: Infrastructure and Learning Resources

The institute has adequate physical infrastructure needed to run all the programs. The building of the institute, occupies an area of

25838 sq. ft. it is located in a multi-storied building situated in the heart of Pune city, where the city is known as "*Vidhyeche Maherghar*". The whole campus has Wi-Fi internet facility.

At present, the institute has of 13 classrooms. In addition to this, the institute has a room for paper evaluation, six laboratories, audio visual room, a multipurpose hall and library. Large multipurpose hall is situated on the ground floor of the building and it can accommodate about 400 students. The institute has a central library which consists of 8115 text books, 537 reference books, 118 journals and 8 e-journals. The institute is equipped with the administrative room, 2 offices, a conference hall, a counseling room, NSS department and sports department. Clean drinking water and wash room facility is available for all.

All the faculty rooms and the offices including the general staff room have intercom facility. For all academic activities the institute has the following facilities: LCD projectors in all the classrooms, OHP, slide projector etc. For encouraging the students to take part in sports and games, the institute has a basketball court and a big play ground. Various sports event conducted by SNA, TNAI, Damini and Intercollegiate sports competitions are conducted on this big ground. There is a provision for indoor games along with 'Tejashwini health club' which provides modern gymnasium facilities with all exercise machines. Full time physical education instructors for outdoor games coaching are available on campus. Computer laboratory is available at the vocational training center in the campus adjacent to the institute. Canteen facility, three messes and a bakery are available on campus.

Criteria V: Student Support and Progression

"Bakul Tambat Institute of Nursing Education" (MKSSSBTINE) offers diploma, graduate and postgraduate programs, along with PhD. program in nursing, for the students coming from various socio economic backgrounds. Many of the students are meritorious have secured distinctions and they are awarded merit certificates and trophies by the affiliating University. The institute provides good educational facilities and efforts are made to prevent dropouts by detecting and counseling the possible dropouts. Regular evaluation of students' academic performance is carried out and remedial measures are adopted for slow learners. Dropout rate of the institute is less than 3%.

The institute encourages the students to pursue higher education and generally 30% of the students go for the same. About 70-75% of the students join various hospitals, institutions for employment. Students after the completion of their studies are given opportunity to work in the parent hospital. Those who wish to seek jobs abroad qualify themselves for ILETS / TOFEL / NCLEX and these students are encouraged by the institute to go abroad.

Some of our students are on administrative posts like Nursing Director, Nursing supervisors, Nurse Educators and Supervisors. About sixty percentages of alumnae have successfully passed MPSC (Maharashtra Public Service Commission) examinations and have joined the Maharashtra State Government as staff nurses. The institute has published procedure manual, updated prospectus, academic calendar and has a plan to publish the annual newsletter and an institute's magazine. The institute supports all the students to acquire computer skills. As per the syllabus of the Maharashtra University of Health Sciences, both theory and practical hours have

been allotted and periodic examinations are conducted for undergraduate and postgraduate students. Value added sessions and activities are incorporated by the institute in the curriculum to develop knowledge, attitude, skills, career training, community orientation, good citizenship and good personality.

The institute has a Counseling Centre and a Student Counseling Committee which guides and counsels the students. The 'Student Grievance Redressal Committee' addresses the grievances of students and the grievances are promptly dealt by the concerned authority. The institute has active bodies such as 'Alumnae Association', 'Student Nurses Association' and 'National Service Scheme'. Most of our staff members are members of Trained Nurses Association of India, Society of Midwives, Critical Care Nursing Association and Mental Health Association of India. A batch of 10 students is associated with a faculty member as their mentor. In each program the mentor gives guidance for both academic and nonacademic issues, throughout the course.

Students have won many awards in the regional and state level cultural, sports and academic competitions. The institute has a website which provides necessary information to the students and the society.

The institute encourages and develops entrepreneurial skills of students by involving and exposing them to a wide variety of health care skills and management related seminars, workshops, conferences, rural and urban health care programs. Subsidized health care facilities are provided to all the students and faculty members to get treatment from the parent hospital. A well-established 'Security Department' is open 24 hours a day, for the

protection and safety of the students, faculty and staff on the campus. Transport facilities are provided to the students and staff whenever in need. Fire extinguishers are placed at strategic points and all electrical wires are concealed and periodically inspected.

Criterion VI: Governance and Leadership

The institute has a rich tradition of visionary and transformational leadership which has driven the institution towards the phenomenal growth and development that it has today. Such leadership facilitates in sustaining and reflecting the vision and mission of the institute through every activity of the Institution. The Principal of the institute has received **“Award of Academic Excellence - for best contribution to the parent organization” since the inception of the nursing institute.** The institute runs an Association of Managements of Unaided Private Nursing Colleges in Maharashtra and Principal and parent organization take active part in solving various problems of the private colleges. The faculty of the institute works closely with the members of the administrative team for smooth governance.

The institute is committed to provide quality nursing education by appointing competent faculty, providing adequate infrastructure for the smooth conduct of teaching learning process and providing modern teaching aids including library, with online sources. Clinical learning is taken care of by providing adequate supervision, both in the laboratories and in the hospital. Duties of the faculty and administrative staff are well defined and communicated to them through job description. Other responsibilities are communicated through circulars, notices, meetings and website of the institution. Records and reports are meticulously maintained which ensure smooth flow of information. Staff meetings, department meetings,

meetings of class coordinators' and curriculum committee meetings are conducted every month with the Principal. Decisions taken at higher level are communicated and discussed and most of the decisions pertaining to academic matters are taken at these meetings.

All the members of the institute, work hand-in-hand and support each other. Periodic meetings are held for developing team work and coordinating different activities among various programs. Master Plan of the academic activities is prepared annually. The effectiveness of implementation of the Master Plan is periodically assessed.

The objectives are communicated and deployed at all levels, to ensure individual employee's contribution for the institutional development through various ways, such as, the institute's vision and mission are displayed at prominent places, and notice boards to convey the messages and display circulars. Regular meetings ensure interactive communication among the faculty. Management Information System is in place to meet the needs of the students and faculty regarding academic and administrative aspects of the institution.

Performance assessment of faculty members and staff is done through self-appraisal where the faculty gets an opportunity to assess his / her strengths or weaknesses. Opportunity for self-assessment is given whereby good work is appreciated and rewarded and scope for improvement is realized. Process of annual appraisal / performance appraisal is carried out by superiors, class co-coordinators and Principal. Feedback about strengths and weaknesses is communicated to the staff, where corrective actions

need to be taken. Peer evaluation, evaluation of faculty by students is also carried out periodically and annually.

Welfare measures provided to the teaching staff are mediclaim, gratuity benefits, provision for medical benefits, special leave, higher study leave, maternity leave, provident fund, welfare fund loan from *patha Samstha* and festivals advance. Special leave facility is provided for the presentation of papers and for research work. Duty leaves are given for university exams and for attending workshops, seminars etc...

Faculty members are deputed on study leave with salary for their higher education such as M.Sc (N) and PhD (N). Welfare measures for non-teaching staff are provident fund, Medi claim, gratuity benefits, and provision for medical benefits, special leave, and maternity leave, welfare fund, and loan from *patha Samstha*, home loan and festival advance.

Significant best practices in Governance and Leadership carried out by the Institute are, good number of committees with clear mandate for decision making, well defined job description and open upward and downward communication channel.

Criterion VII: Innovative practices

Smt. Bakul Tambat Institute of Nursing Education pioneers innovative practices in academic and administrative matters. Over the years, the institute has adopted a number of innovative practices. There is ample encouragement and support to organize programs for students and faculty in co-curricular and extra-curricular areas, to foster innovation, creativity, social responsibilities and values. Students from various religious, ethnic,

and socio-economic backgrounds intermingle, promoting friendship and harmony among disparate groups.

The quality criterion is properly met in all functional aspects of the institute. Since students are the main stakeholders of the institution, feedback from the outgoing students, alumnae, parents meetings, self-appraisal of teachers and other interactions, has helped the institute for self- assessment and continuous improvement in academic and administrative matters.

The students play various roles in assuring the quality of the education imparted. The students' feedback mechanism improves the teaching learning methods and benefits the slow learner too.

'The Student Nurses Association' encourages them to take leadership roles and promotes overall development of the students in curricular and co-curricular activities. Students' involvement in the curriculum committee helps to achieve the institutional academic and administrative objectives. The creativity and talents are enhanced and projected through annual outcome of institute in its college week, fresher's party, elections in SNA, NSS, various job delegation and various competitions of SNA.

The best practices of the institution are extension and outreach programs wherein the national days and health related days are celebrated. The institute has an ecofriendly environment. The paper pulp is made for reusing. Parent organization has vermin compost and vermin culture plants on campus. Solar light used for lighting the campus and for water heating in hostels on campus. Water is recycled for plant and toilet use. The Principal and faculty maintain adequate networking between the parents and the alumnae for the

overall academic development of the institute and for effective administration. Alumnae meet is arranged as a get together of the passed out students. This meeting serves as a platform to have communication with them.

The institute also implements innovative practices of value based education, uniform code of dress during clinical learning and participative experiential learning. All these three programs are successful till date.

The institute with a vision to become an institution with a difference in the country is willing to attempt any pioneering effort in its onward journey towards academic excellence. The young professionals, who leave the portals of this institution, will be the people who are rooted in the core values and ethics, upholding the noble traditions of the nation, yet willing to open their minds of knowledge to become conscientious, confident, caring and quality nursing professionals of international repute.

SELF STUDY REPORT

PART – A

Profile of the Institution

1 Name and Address of the Institution:

Name :	Maharshi Karve Stree Shikshan Samstha's Smt. Bakul Tambat Institute of Nursing Education	
Address:	Karvenagar, Pune	
City:	Pin: 411052	State: Maharashtra
Website:	www.mkssstine.ac.in	

2 For communication:

Designation	Name	Tel: STD code	Mobile	Fax	Email
Principal	Dr. Meena Ganapathy	O : 020-25475020	9860407994	020-25475020	btine03@gmail.com
Vice Principal	Dr. Shubhadha Ponkshe	O : 020-25475020	9764761833	020-25475020	btine03@gmail.com
Steering Committee / IQAC Co-coordinato	Mrs. Minakshi Garud	O : 020-25475020	9689911030	020-25475020	btine03@gmail.com

3 Status of the Institution:

Affiliated College:

4 State & University:

Maharashtra University of Health Sciences, Nashik.

5 Type of university: Affiliating

6 Type of college: Nursing

7 Source of funding: Self-financing - Trust.

8 a. Date of establishment of the institution:

UG: Aug. 2000, PG: Aug. 2008

b. University to which affiliated:

Maharashtra University of Health Sciences, Nashik.

9 Vision and the mission of the institution:

Vision: "Women's education and national development are closely related".

Mission: "The institute is committed to develop conscientious, confident, caring and quality nursing professionals of international repute."

10 a. Details of UGC recognition:

Under Section	Date, Month and Year	Remarks (If any)
i. 2(f)	11/09/2015	Result awaited
ii. 12B	Not Applicable	Not Applicable
iii. 3	Not Applicable	Not Applicable

b. Details of recognition/approval by statutory/regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE, etc.) (MUHS, MNC, INC & Govt. of Maharashtra):

	Date, Month and Year	Validity	Program	Remarks
i.	Course start from August 2009		RANM	Yearly Updated
	INC: 15/01/2015	Yearly		
	MNC: 30/07/2014	Yearly		
	Govt. of Maharashtra. :31/01/2009			
ii.	Course start from August 2000		RGNM	Yearly Updated
	INC: 15/01/2015	Yearly		
	MNC:31/07/2014	Yearly		
	Govt. of. Maharashtra			
iii.	Course start from August 2010		P.B.B.Sc. (N)	Yearly Updated
	INC: 15/01/2015	Yearly		
	MUHS:22/07/2014	Yearly		
	MNC:17/09/2010 & 27/07/2011			
	Govt. of. Maharashtra 20/07/2010			

iv.	Course start from August 2004		B.B.Sc.(N)	Yearly Updated
	INC: 15/01/2015	Yearly		
	MUHS:22/07/2014	Yearly		
	MNC:25/10/2004 & 13/06/2007			
	Govt. of Maharashtra 03/12/2003			
v.	Course start from August 2008		M.Sc.(N)	Yearly Updated
	INC:15/01/2015	Yearly		
	MUHS:25/07/2014	Yearly		
	MNC:03/11/2008 & 27/07/2009			
	Govt. of Maharashtra 08/02/2008			
vi.	Course start from August 2011	Yearly	Ph.D.(N)	Yearly Updated
	MUHS : 07/08/2014			

(Enclosed the Certificate of recognition/approval)

11 Has the institution been recognized for its outstanding performance by any National, international agency such as DSIR, DBT, ICMR, UGC-SAP, YUSH, WHO, UNESCO, etc.? No.

12 Does the institution have off-campus centers? No.

13 Does the institution have off-shore campuses No.

14 Location of the campus and area:

	Location	Campus area in acres	Built up area in sq. mts.
Only one campus of the institution	Karvenagar, Pune, urban	24 acres of the parent organization	25838.90 sq. ft.

15 Number of affiliated institutions in the University:
Not applicable

16 Does the University Act provide for conferment of autonomy to its affiliated institutions?
No.

17 Furnish the following information:

Particulars	Number
a. Accredited colleges by any professional bodies	Nil
b. Accredited course / department by professional bodies	Nil
c. Affiliated colleges	Nil
d. Autonomous colleges	Nil
e. Colleges with Postgraduate Departments	Nil
f. Colleges with Research Departments	Nil
g. Constituent colleges	Nil
h. University Departments, UG, PG, Research centers	Nil
i. University recognized Research Institutes/Centers	Nil

18 Does the institution conform to the specification of Degrees as enlisted by the UGC? Yes.

19 Academic programs offered and student enrolment: (Enclose the list of academic programs offered and approval / recognition details issued by the statutory body governing the programs)

Programs	Number of Programs	Number of students enrolled
UG	02	P.B.B.Sc. (N) = 13, B.B.Sc.(N) = 111
PG	01	M.Sc. = 06
Ph.D.	01	01
Diploma	02	RGNM- 124 RANM = 36
Total	06	

20 Information on the following general facilities (campus-wise):

- Auditorium/seminar complex with infrastructural facilities
Yes
- Sports facilities Outdoor Yes
- Indoor Yes
- Residential facilities for faculty Yes
- non-teaching staff Yes
- Cafeteria Yes
- Health center Yes

- First aid facility Yes
- Outpatient facility Yes
- Inpatient facility Yes
- Ambulance facility Yes
- Emergency care facility Yes
- Health center staff Yes
- Qualified Doctor Full time
- Qualified Nurse Full time
- Facilities like banking, post office, book shops, etc.: Yes
- Transport facilities to cater to the needs of students and staff: Yes
- Facilities for persons with disabilities: Yes
- Incinerator for laboratories: Not applicable
- Animal house: Not applicable
- Power house: Yes
- Fire safety measures: Yes
- Waste management facility, particularly bio-hazardous waste: Yes
- Potable water and water treatment: Yes

21 Working days / teaching days during the past four academic years

year	Working days				Teaching days			
	i	ii	iii	iv	i	ii	iii	iv
Number stipulated by the Regulatory Authority	260	261	259	260	260	261	259	260
Number by the Institution	260	261	259	260	260	261	259	260

('Teaching days' means days on which classes / clinics were held. Examination days not included.)

22 Has the institution been reviewed or audited by any regulatory authority? If so, furnish copy of the report and action taken there upon (last four years).

Academic audit is done by MUHS. Copies attached.

23 Number of positions in the institution

Positions	Teaching faculty						Non-teaching staff	Technical staff
	Professor	Associate Professor/Reader	Assistant Professor	Lecturer	Instructor	Tutor / Clinical Instructor		
						Senior Resident		

Sanctioned by the Government Recruited / Yet to recruit	NA	NA	NA	NA	NA	NA	NA	NA
Sanctioned by the Management/ Society or other authorized bodies	NA	NA	NA	NA	NA	NA	NA	NA
Stipulated by the regulatory authority Cadre ratio Recruited/Yet to recruit	01	03	--	05	19	--	06	06
Number of persons working on contract basis	--	--	--	--	--	--	--	--

24 **Details of the teaching staff**

(All the teachers are female teachers)

	Professor	Associate Professor/ Reader	Associate Professor	Lecturer	Tutor / Clinical Instructor	Senior Resident
Permanent teachers	1	1	1	6	23	00
Temporary teachers	--	--	--	--	--	--
Contractual teachers	--	--	--	--	--	--

25 **Emeritus, Adjunct and Visiting Professors.**

	Emeritus		Adjunct		Visiting	
	M	F	M	F	M	F
Number	--	--	--	--	--	--

26 **Distinguished Chairs instituted:** Not applicable

27 **Hostels**

Boys' hostel:

Not applicable

Girls' hostel:

Yes

Number of hostels:	02
Number of inmates:	187
Overseas students' hostel:	Not Applicable
Hostel for interns:	Not Applicable

Facilities:

Phone, gas stoves, TV. Hall, festival celebration, monthly lectures, Tiffin facilities in clinical, warm water (solar water heater)

28 Students enrolled in the institution during the current academic year, with the following details:

(All the students are female students)

Students	UG	PG			Integrated Masters	M. Phil	Ph.D.	Integrated Ph.D.
		PG	DM	MC H				
From the state where the institution is located	85 %	100 %				100 %		
From other states	15 %							
NRI students	NIL							
Foreign students	NIL							
Total	100 %							

29 Health Professional Education Department

Year of establishment : AUG 2000

Number of continuing education programs conducted (with duration)

Induction: 02 -All 1st year students of P.B.B.Sc. (N) B.B.Sc. (N), M.Sc (N), RANM, RGNM and daily one for hour for RGNM internship, monthly once for faculty.

Orientation: All 1st year students of B.Sc., M.Sc., RANM, RGNM

30 Does the university offer Distance Education Programs (DEP)? No

31 Is the institution applying for Accreditation or Re-Assessment? Accreditation (cycle 1)

32 Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university. No

33 Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

IQAC, established on 21/07/2015

34 Any other relevant data, the institution would like to include: Nil.

PART – B

Criteria wise Inputs

Criterion - I

Curricular Aspects

1.1 Curriculum Planning Design and Development.

1.1.1 Does the institution have clearly stated goals and objectives for its educational program?

Yes. The goal and objectives are as under.

Goal:

'Maharishi Karve Stree Shikshan Samstha's Smt. Bakul Tambat Institute of Nursing Education' strives for developing outstanding holistic, empowered professional nurse leaders in providing excellent, compassionate health care at local, national and global level.

Objectives:

- Create an inclusive environment that reflects that vision, mission, values and goals of the Institute.
- Develop professional nursing graduates with expertise to empower health and promote health with quality and access through leadership, research, policy and provision for health care.
- Promote nursing and inter professional research and evidence based practice.
- Provide leadership in transformation of nursing education, health care and life styles.
- Increase visibility and participation of our students, faculty and other nursing colleges and academic leaders as advocates for problem solving and innovations in nursing.
- Facilitate opportunities for students, faculty and other private nursing colleges to participate in (local university), state and national academic and health policies concerned to nurses.
- Provide student centered quality nursing education to contribute to the needs of nursing manpower development of the country.
- Promote overall development of the nursing students by training in education, practice and research.
- Uphold and instill respect for life from conception to death in the faculty and students.

- Move into leadership positions in nursing, empowered to contribute towards meeting the issues and challenges confronting nursing profession
- To help students acquire knowledge of theory and principles of nursing and allied subjects in the delivery of comprehensive nursing practice.
- To provide quality care to clients at various settings such as hospital, community and other health care agencies based on problem solving approach and evidence based care.
- To promote overall development of nursing students.
- To help students to practice ethical values in their personal and professional life.
- To prepare students to assume leadership positions in nursing service, education and administration with high level of professional knowledge and competency.
- These goals and objectives are communicated to students, faculty, staff and other stakeholders. It is communicated through display of mission statement at institute and as statement in letter heads. It is communicated through induction programs to new students' and faculty. It is incorporated in the curriculum and translated in teaching and learning activities of the institute. It is communicated to other nursing colleges who are members of the Nursing Association run by the institute in regular meeting through mail and its website. It is communicated to stakeholders through letter, mails and direct communication information of meetings.

1.1.2 How are institutional goals and objectives reflected in the academic Programs of the institution?

The curriculum of all the nursing programs is planned and designed by the Indian Nursing Council. It is developed by the affiliating University, The Maharashtra University of Health Sciences (MHUS). This is done according to the health needs in Maharashtra State. The institute has incorporated its vision, mission and objectives throughout the curriculum to inculcate knowledge, skill, attitude, scientific temperament and leadership needed by the nurses.

The smooth translation of given curriculum with the institute's inputs is carried out through the curriculum committee, which looks into the course planning, implementation and evaluation of theory, practice and co-curricular activities.

1.1.3 Does the institution follow a systematic process in the design, development and revision of the curriculum?

The institute follows the curriculum prescribed by Indian Nursing Council and MHUS. However, the faculty, Principal, students and stakeholders regularly review the curriculum and inform to University regarding changes and modifications needed in the curriculum through its Board of Studies, Board of Examinations, Board of Research and Academic Council. The institute also communicates these changes and modifications to the Apex body i.e. Indian Nursing Council, regarding the need for revision of curriculum with reasons.

The Principal and the Vice Principal have recently revised the curriculum of the subjects e.g. Medical Surgical Nursing Specialty - I, II and Obstetrics and Gynecology Nursing for both UG and PG program of nursing for the University.

It is to noted that, for MHUS, Principal of the institution Dr. Meena Ganapathy is a (i) Member of Board of Studies for UG and PG programs (ii) Member of Academic Council (iii) Ex-Member of Senate (for 5 years) (iv) Member of Research.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University or other statutory agencies. How does the curriculum design and development meet the following requirement?

Community needs:

Community needs are given major importance in the curriculum in the syllabus itself. Starting from orientation to urban and rural communities, surveys on the health needs of community, teaching on prevention of illness and preservation of health, implementation of National Health Policies and Immunization etc. are integrated throughout the course.

Professional skills and competencies:

Training on professional skills is undertaken by well-planned programs of clinical teaching and by organizing visits to other health agencies. Skill laboratories such as simulated skills labs, actual exposure to patients / clients in hospitals and community, ongoing continuing

nursing education (CNE) and workshops and seminars form the methods of inculcating professional skills.

Research thrust / emerging area:

Undergraduate, post graduate and research students along with faculty are encouraged to undertake research projects as a part of curriculum. At present various research projects are being conducted in the institute. List of various research projects is stated in the summary of Criterion III.

Innovation:

Innovations in teaching and learning activities such as employing new methods of teaching such as buzz group, debates, games, multimedia, reflective journaling are encouraged in routine day to day teaching learning activities. Besides this, field visits and adventure activities, such as treks and sports events are encouraged.

Employability:

Parent hospital of the institute is "Smt. Lata Mangeshkar Foundation's Deenanath Mangeshkar Hospital". All the students of the institute are offered employment in the parent hospital. Sixty percent of the alumnae have joined the Government of Maharashtra Nursing Services after passing the 'Maharashtra Public Service Commission' (MPSC) Examinations. Some of the alumnae have taken up teaching jobs in other institutes of nursing education.

The institute conducts ongoing personality development programs, which cover value education and societal responsibilities. Great emphasis is given on compassion, civic sense, commitment, discipline, character building and social responsibilities. Experts from various external agencies such as police department, management institute, yoga teachers and women study groups are invited to deliver talks to the students.

1.1.5 To what extent does the institution use the guidelines of the regulatory bodies for developing and / or restructuring the curricula? Has the institution been instrumental in leading any curricular reform which has created a national impact?

The institute's faculty, partner with Maharashtra University of Health Sciences (MUHS) Maharashtra Nursing Council, Indian Nursing Council and other institutions in developing and updating curriculum. The

Faculty of institute is members of various Boards in Maharashtra University of Health Sciences and Maharashtra Nursing Council (MNC). They take active part in developing and restructuring the curriculum of MHUS. The institute's faculty members work as examiners and inspectors for various programs under Maharashtra University of Health Sciences (MUHS) and Maharashtra Nursing Council (MNC).

The institute is the examination center for Maharashtra University of Health Sciences (MUHS) and Maharashtra Nursing Council (MNC) for annual, summer and winter examinations. It also conducts the events of central assessment of answer papers for western Maharashtra zone for both Maharashtra University of Health Sciences (MUHS) and Maharashtra Nursing Council (MNC) examinations.

1.1.6 Does the institution interact with industry, research bodies and the civil societies in the curriculum revision process? If so, how has the institution benefitted through interactions with the stakeholders?

The institute has established collaboration with various nursing research bodies such as State Nursing Council, Society of Midwives and Nursing Research Society of India, National Psychiatric Association, Trained Nurses Association and Indian Nursing Council. Internationally, the institute is associated with Anglia Ruskin University's Nursing College, UK. The institute collaborates with the clinical fields such as affiliating hospitals, urban and rural communities and their health setups in conducting skill development programs for their staff.

The institute, its faculty members and staff are tremendously benefitted by these interactions in terms of gaining insights into the reality of nursing education at local, state, national and international levels. It has been a valuable learning and training process for all concerned.

1.1.7 How are the global trends in health sciences education reflected in the curriculum?

The theme of International Nursing Council on nursing for each year is adopted into the curriculum. The latest health issues and trends are incorporated in teaching and learning activities. The education, infrastructure, training research facilities and equipment are maintained at par with the global standards. International faculty from other countries is made available to interact with faculty and students.

These interactions have given a competitive global edge to nursing education of the institute.

1.1.8 Give details of how the institution facilitates the introduction of new programs of studies in its affiliated colleges?

No affiliated colleges, hence not applicable.

1.1.9 Does the institution provide additional skill development programs relevant to regional needs?

Yes, additional skill development programs on training the students of fellow colleges, such as, Engineering, Architecture and Fashion Designing on Basic Life Support and First Aid are conducted by the institute regularly.

The Institute also conducts regular health checkups and health education on hygiene and healthy life styles to the above mentioned students and other school children.

1.1.10. Explain the initiatives of the institution in the following areas:

Behavioral and social science:

The institute has students from all parts of Maharashtra State and other states like Kerala, Gujarat etc. The institute conducts one week of induction program for the new students. The institute also arranges lecture on women empowerment and other issues related to women.

Medical Ethics / Bio Ethics / Nursing Ethics:

Nursing ethics is an important subject. It is a part of the syllabus for both undergraduate and post graduate nursing students. These ethics are also properly informed to faculty members. There are induction program on nursing ethics to the newly trained nursing faculty. The institute has instituted an 'Institutional Ethics Committee' which addresses the ethical concerns of nursing researches conducted at the institute. Principal of our institute of the institute is also the Chair-person for 'Ethics Committee' of the Bharati Vidyapeeth Deemed University's College of Nursing' which is approved by the State Government of Maharashtra.

Practice management towards curriculum or services:

The undergraduate and post graduate students clinical practice visits and community experience are guided by master rotation and unit rotations. These rotations are discussed and evaluated every month by the curriculum committee. The feasibility and the achievement of expected outcome of the practice are checked in the committee meetings and modifications are suggested to the concerned departments.

Orientation to research:

Research is incorporated in all the nursing programs run by the institute. The design varies from program to program. Research is taught as a subject in all the programs and faculty members are actively involved in the research activity. The institute has a PhD. (N) center approved by the Maharashtra University of Health Sciences. The post graduate students are made to undergo a workshop on 'Research Methodology' conducted by the Medical Education Technology Department of Maharashtra University of Health Sciences.

Rehabilitation:

All the students are made to visit the rehabilitation unit of the Southern Command armed forces, burns center, drug de addiction center, palliative care center and limb replacement center. Students are made to visit, leprosy and tuberculosis sanatorium to learn the rehabilitation program. Students are also given the clinical exposure to the rehabilitation center at the parent hospital.

Ancient Scriptural Practice:

Not applicable.

Health Economics:

Topics related to 'Health economics' are taught to the students in the health management subject by an external lecturers specialized in this subject.

Medico- Legal Issues:

Medico-legal issues related to nursing and hospitalizations are taught to the undergraduate and post graduate students as a part of the syllabus by the subject expert.

Enhancement of quality services and consumer satisfaction:

In the institute, students as consumers are freely allowed to express their concern through verbal and written communication. Suggestion boxes are placed in each floor for students to raise their concerns confidentially. These suggestions are acted upon and feedback is given

to the students. There are various committees like sports committee, mess committee, hostel committee etc. These committee look into the issues related to students' concerns.

For satisfaction for clients / patients / in the community hospital who receive the care from students, feedbacks about students' performance are taken and these feedback / suggestions are acted upon immediately.

In addition to the above, the faculty members and students participate in:

- Swatch Bharat Abhiyan
- NSS
- Social work
- Health camps
- Adult education and literacy
- Blood donations drives
- Pulse polio immunization drives
- Screening for cataract, ENT problem, cancer
- National disease control programme.
- NRHM programme
- Family welfare programme
- Mental health awareness programme

1.1.11 How does the institution ensure that evidence based medicine and clinical practice guidelines are adopted to guide patient care whenever possible?

The syllabus of the subject 'clinical practice' is based on evidence based practice. The idea of finding out the scientific rationale behind every clinical practice is inculcated in students through day to day lectures, discussions, updates, seminars and conferences.

There is adequate supply of latest books and international journals on nursing, at institute library. Some of these journals are subscribed on the net and these are made available to students. There is good library facility with internet connection in the parent hospital, where students are allowed to refer to various books and journals.

Students are encouraged to use internet facility through their smart phones, guided by the faculty to understand and appreciate the latest clinical information and updates.

A structured program of practical training is made effective by use of mannequins, teaching aids and supervised clinical practice, to ensure achievement of required clinical skills.

There is a journal club for faculty members. In this club, faculty members meet every month and during this club meeting two latest research articles are presented by faculty. Detailed discussion on the implications of this research knowledge into local clinical practice is discussed in detail by the faculty members.

Emphasis on development of required clinical skills, latest knowledge and caring attitude to practice evidence based medicine and nursing is given from the beginning through proper guidelines and protocols. A good amount of exposure through clinical practices is given to the students. Simulated learning and field visits also form an important part of clinical curriculum.

1.1.12 What are the newly introduced value added programs and how are they related to the internship programs?

Since the internship is a time bound program, value added programs are difficult to add as a separate program. However, in the existing syllabus on research, administration and education, community practicals, advanced clinical practice, values such as nursing etiquettes, ethics, discipline, effective communication, IPR, mind control, character formation and compassion are incorporated through a personality development program. Students are supervised for their clinical practice during the internship. The faculty in charge of the internship program inculcates these added values in practice and some external lecturers are also called for additional inputs.

1.1.13 How does the institute contribute to the development of integrated learning methods and integrated Health Care management?

Vertical and horizontal integration of subject taught:

The syllabus contains subjects on biological sciences, social sciences, medicine and surgery related to adults and in children with nursing subjects in this area. The faculty members of the institute revise the lectures delivered by guest lecturers by modifying them through theoretical and clinical inputs. They add emphasis to integration of the subject matter vertically and horizontally by holistic presentation

of case studies or situations through lectures, journal presentation, case presentations, seminars, panel discussions and nursing rounds etc.

Integration and subjects taught with their clinical applications:

In the clinical areas, subjects like collaborative team care and decision making are emphasized. While taking care of patients, the bio-logical sciences, social sciences, i.e. anatomy, physiology, pathology, microbiology, psychology, sociology, economy, community and nursing care are integrated as a whole for each and every patient. By this amalgamation of subjects, students are taught to look at a patient or situation, holistically.

1.1.14 How is compatibility of programs with goals and objectives achieved with particular reference to priority of interface between Public Health, Medical Practice and Medical Education?

The nursing education is aimed at high quality nursing care of adults, children, elderly men and women, both in wellness and illness, in the hospital and in community. Therefore, the subjects are interfaced smoothly with wellness and illness aspects of nursing care. The theory and practice is integrated in such a way that both these aspects are dealt holistically. Throughout the entire curriculum, the local, national and global issues of health maintenance and early diagnosis, treatment and rehabilitation from illnesses and preservation of health are dealt with this collaborative approach.

The institute is affiliated to primary health centers and hospitals of Maharashtra Government, where promotive, preventive, curative and rehabilitative health services are provided to the local community. Here, students get a great exposure to integrate community issues and health problems with nursing care.

1.2 Academic Flexibility

1.2.1 Furnish the inventory for the following:

Programs offered on campus:

Program Level	Name of Program	Duration	Entry Qualification	Sanctioned strength	Admitted Students
UG Diploma	Revised Auxiliary Nursing and Midwifery	2 yrs	12 th std.	30	27
UG Diploma	Revised General Nursing and Midwifery	3 yrs	12 th std.	40	40
Graduate UG	Basic B.Sc. Nursing	4 yrs	12 th std. (Science)	50	31
Graduate UG	Post Basic B.Sc. (Nursing)	2 yrs	Revised General Nursing and Midwifery	30	14
Post Graduate	M.Sc. (Nursing)	2 yrs	Basic B.Sc.(N) Post Basic B.Sc. (N)	10	06
Doctorate	Ph.D. (Nursing)	3 yrs		08	01

Overseas programs offered on campus:

No overseas programs offered on campus.

1.2.2 Give details on the following provisions with reference to academic flexibility.

Core options:

The institute caters to 'professional education in nursing'. It trains nurses to become professionals by providing required knowledge, skills and attitude. It also offers two diploma programs i.e. (i) Revised Auxiliary Nursing and Midwifery and (ii) Revised General Nursing and Midwifery to meet the health needs of people in community and secondary health care setups. It also offers a research based Ph.D. program in nursing.

Elective options:

Nil

Bridge courses:

Nil

Enrichment courses:

Various programs such as personality development programs, management programs, computer technology, foreign languages, nursing conferences, nursing research methodology courses, training in Basic Life Support and Advanced Life Support are offered to students and faculty members.

Credit accumulation and transfer facility:

Not applicable.

Courses offered in modular form:

Lectures on nursing administration, education and research, nursing theories and practice and lectures on HIV / AIDS control etc. are delivered in modular form. These modules are given to both undergraduate and post graduate students.

Lateral and vertical mobility within and across programs, courses and disciplines and between higher education institutions:

Lectures on basic patho physiology, genetics, teaching and learning, pharmacology, statistics are given by logical and vertical mobility process.

Twinning programs:

Twinning of two three institutes for the subject of 'Research Methodology' for PG students is done. Workshops on research are implemented by the Medical Education Technology Department of the affiliating University i.e. Maharashtra University of Health Sciences.

This institute runs a registered 'Nursing Association' for all the private managements of unaided nursing colleges, where regular meeting are conducted to share ideas issues and information.

Dual degree programs:

Nil

1.2.3 Does the institution have an explicit policy and strategy for attracting students from related in nursing education in State Maharashtra in India?

- **Other states**
- **Socially and financially backward sections**
- **International students?**

Other states:

Admissions to the institute are executed through 'common entrance test' conducted by the Government of Maharashtra. According to this policy 85% of seats are reserved for the 'Domicile of Maharashtra' and only 15% seats are open for Non Residence Indians (NRI). In absence of NRI, the institute offers these seats to students with All India Entrance Examination within and outside Maharashtra.

Socially and financially backward sections:

The institute follows the reservation policy of State Government for students coming from categories like SC / ST / NT and OBC. Ministry of Social Welfare, Govt. of Maharashtra provides scholarships to these students. Students belonging to minority religions are given scholarship by The Directorate of Medical Education and Research (DMER). Students who are from economically backward sections are also given similar scholarships by the institute. The institute works in collaboration with well-known corporate houses, NGOs and philanthropist individuals to help girls coming from economically backward classes. Such a help is provided till the students complete their nursing education.

International students:

The institute is in the process of establishing MoUs with the International Institutes of Nursing Education on 'student exchange' basis. The Maharashtra University of Health Sciences has signed a MoU with the Sydney Children's Hospitals of Australia, for a web based core program for a 2-year 'Post Graduate Pediatric Nurse Certification' program. The institute is in the process of becoming a study center for this pediatric program.

1.2.4 Does the institution offer self-financing programs? If yes, list them and indicate if policies regarding admissions, fee structure, teacher qualification and salary are at par with aided programs?

Table No 1.2.1 (given in section 1.2 above) gives list of various programs offered by the institute. The fee structure is monitored for all the programs by the Maharashtra Government committee called 'Shikshan Shulk Samiti'. These fee structures are approved annually

based on (i) the previous year's balance sheets and (ii) affiliation from the accrediting agencies such as Indian Nursing Council (INC), Maharashtra State Nursing Council (MNC) and Maharashtra University of Health Sciences (MUHS) Nashik. Therefore the faculty qualifications and salary structures are made in par with the aided programs.

1.2.5 Has the institution adopted the Choice Based Credit System (CBCS) / credit based system? If yes, for how many programs? What efforts have been made by the institution to encourage the introduction of CBCS in affiliated colleges?

The CBCS system is going to be implemented by the Indian Nursing Council (apex council) effective from 2016-17. Our institute will also implement this system as per the apex council's guidelines.

1.2.6 What percentage of programs offered by the institution follows?

- **Annual system.**
- **Semester system.**
- **Trimester system.**

All programs offered by the institute follow the Annual System.

1.2.7 How does the institution promote multi / interdisciplinary programs? Name a few programs and comment on their outcome.

Being a professional institute in nursing, the whole syllabus and curriculum, framed by the affiliating University are interdisciplinary in nature.

1.2.8 What programs are offered for practicing health professionals for skill training and career advancement?

Skills revision sessions in relation procedures for clinical practices, are conducted periodically by the departments for faculty members. Till date, 20 faculty members were deputed on full salary for their Master's Degree in Nursing. At present, 4-5 teachers are deputed for Ph.D. in Nursing. The Principal and Vice Principal hold Ph.D. qualifications.

Students, having completed certificate program in 'Revised Auxiliary Nursing Midwifery program' can go for 'Revised General Nursing

Midwifery program' and to 'Post Basic. B.Sc. Nursing program' to M.Sc. Nursing program' and to 'Ph.D. program'. There is a concrete provision of upward career mobility in nursing education. All these programs are available at our institute.

Thus, each program has a vertical growth up to Ph.D. Nursing.

1.3. Curriculum Enrichment

1.3.1 How often the curriculum of the institution is reviewed and upgraded for making it so socially relevant and / or skill oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

The curriculum for Basic B. Sc. (N) has been revised by the University, about six years ago i.e. in 2009. Post Basic B.Sc. Nursing program has been revised 7 years ago i.e. in 2008 and M.Sc. Nursing program has been revised in 2012 i.e. 3 years ago. The curriculum / syllabus are prescribed by the Indian Nursing Council. The detailed method of implementation and evaluation of the curriculum is carried out by the affiliating University.

The Indian Nursing Council reviews the curriculum to improve the teaching learning process and also, the Council puts stress on topics of recent advances. A multi and inter disciplinary approach to the curriculum is emphasized by the apex Council. Regular updates and continuing education in the form of workshops and seminars are conducted by the affiliating University.

1.3.2 During the last four years, how many new programs were introduced at under graduate and post graduate level? Give details?

Multi / Inter disciplinary:

The institute runs all the programs of the Indian Nursing Council, where on completion; the students get a registration number to practice as independent professionals.

Programs in emerging areas:

The institute is keen on initiating skill development programs recognized by National Skill Council on home nursing. Also, the institute takes active part in incorporating the value education in the given curriculum. The faculty members contribute to the required

changes in the curriculum through Board of Studies, faculty meetings and Academic Council of the affiliating University.

1.3.3 What are the strategies adopted for the revision of the existing programs? What percentage of courses underwent a syllabus revision?

The institute conducts professional nursing programs. The syllabus is stipulated by the Nursing Council and the affiliating University. The syllabus is periodically reviewed through the University's Board of Studies, Faculty meetings and in Academic Council. The input required for revision, is provided as a feedback by the institutes of nursing education to the affiliating University. The institutes take regular feedbacks on the need for revision, from various stakeholders and they are discussed in the institutes' committee meeting before being forwarded to the affiliating University.

1.3.4 What are the valued-added courses offered by the institution and how does the institution ensure that all students have access to them?

The following value-added courses are incorporated in the curriculum of all programs.

- Courses on Personality Development.
- Courses on Basic Life Support.
- Courses of Self Protection and Self Defense.
- HIV /AIDS, ART Treatment Training Program, Yoga /Acupressure course.

The value added courses are planned and made mandatory for student to attend.

1.3.5 Has the institution introduced skill development programs in consonance with the national health programs?

The institution has adopted nearby slum areas and organizes preventive, promotive and curative health services of State Government.

- The Parent organization of our institution has provided its own land for the Urban Health Sub-Centre under the city's corporation to run a clinic for a preventive, promotive and curative health science of the people living around the institute.

- Student's organized and participated in the National Pulse Polio program. Mental Health Day, WHO day, National Breast Feeding Week, Family Planning, Drug de addiction and Alcoholism Prevention Camps, Blood Donations Camps, Health Checkups for urban and rural communities adopted and school children and for students of higher education colleges on campus.
- The institute has an active NSS cell. One student of the institute was sent by the affiliating University as a representative to China.
- The institute conducts health checkups, health education camps for the employees of the parent organization.
- The students conduct regular street plays both in urban and rural areas on hygiene and health and they carry out social service such as Swatch Bharat Abhiyan, tree plantation etc.
- The institute collaborates with traffic police on weekends to manage the traffic in key crowded areas of the city.
- The institute took part in rehabilitation activities at Bhuj, Gujarat, after earth quake and also conducted swine flu prevention education programs in schools and colleges, during the epidemic in the city

1.3.6 How does the institution incorporate the aspect of overall personality development addressing physical, mental and emotional and spiritual well-being of the student?

The institute incorporates physical aspect of personality development through regularly conducted sports activities at local and state level. Spiritual and emotional developments are addressed through regular yoga lectures, demonstrations and meditation. Students are counseled regularly and PTA meetings which are conducted twice a years. Parents are allowed and encouraged to meet and discuss with the teachers, the progress of their wards.

Every year, institute celebrates one week as a 'college week', in which around 20 to 30 extracurricular activities are conducted. The institute organizes every year, the 'Student Nurses Associations' sports competitions and cultural activities for Pune city nursing students. The institute have organized in January 2015, a 5-day program on

intercollegiate sports competitions for 10 higher education colleges of parent organization.

Various facilities like gymnasium, basketball court, volley ball courts, playground for athletics, badminton, facility for organized physical coaching and training are available on campus.

The yoga classes are conducted for the students by the *Sharada Mutt* on their campus. Students and faculty members are encouraged to attend the classes.

The parent organization has a 'cell for women studies' and a 'counseling center' where students with some problems / issues are encouraged to seek help.

1.3.7 Does the curriculum provide for adequate emphasis on patient safety, confidentiality, rights and education?

Yes.

- The institute was instrumental in hosting online education module on infection control for patients in the parent hospital.
- The institute had made education manuals on 'Diabetes Mellitus', Hypertension and Cardiac Care in local language and in English, as an education kit for the parent hospital.
- The students had developed a video assisted learning module on endoscopy for patients.
- The rights and facilities charter for patients at parent hospital is made by the institute.
- Display boards, brochures and poster are made on patient's rights and are made available for all patients.
- Regular updates and seminars are conducted twice a year, by experts on student's rights, anti-ragging, sexual harassment at work places.

1.3.8 Does the curriculum cover additional value system?

- Institute has arranged a two-day conference at state level on holistic nursing, free of cost, for all participants. All the alternative

and complementary therapists were invited to deliver lectures on skill training.

- Institute organized a 3-day workshop on "Women's Health" where all eminent specialist were invited to deliver lectures on woman related health issues and diseases. The institute organizes free health checkups, health education for the adopted school students, twice a year.
- The institute organizes annual sports competition for the 'Student Nurses Association' of Pune City.
- Lecture series on 'women empowerment' covering topics like '*Beti Bachao and Beti Padhao*', female feticide, harassment and violence and health etc. are conducted for the adopted urban communities.
- Festivals of all religions are celebrated by the institute.
- Institute offers 50% concession in education fees for girl students coming from 'North East' tribal area.
- Institute conducts and provides health education and materials for general public education during Ganesh festival, every year.

1.4 Feedback System

1.4.1 Does the institution have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes. Students of each batch have an education committee with a faculty representative. They are freely allowed to voice out their views and suggestions on curriculum.

- Every month faculty meeting is conducted and faculty members discuss feedback on curriculum received from students.
- Every month and at the end of academic year, students give a feedback on the curriculum and their suggestions are put up at the Board of Studies meetings at University.
- Students feedback on examinations, eligibility etc. are discussed with University officials and authorities periodically.

The Principal is a member of Board of Studies, Faculty meetings and Academic Council. She discusses issues concerning syllabus and curriculum in these meeting.

1.4.2 Does the institution elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions etc. and their impact.

Not applicable, as the curriculum is mandated by Indian Nursing Council.

1.4.3 Specify the mechanism through affiliated institutions to give feedback on curriculum and the extent to which it is made use of.

Not applicable.

1.4.4 Based on the feedback, what is the quality sustenance and quality enhancement measure undertaken by the institution in ensuring the effective development of the curricula?

Based on the feedback from faculty, students and stakeholders, the institute uploads the PPTs of lectures on the website.

1.4.5 What mechanisms are adopted by the management of the institution to obtain adequate information on feedback from faculty, students, patients, parents, industry, hospitals, general public, employees, alumni and interns etc. and review the activities of the institution?

Students:

Both undergraduate and post graduate students give their feedback and at the end of the course.

Faculty:

Monthly faculty meetings are conducted, where faculty members discuss the issues with teaching learning activities at institute and clinical practice conducted in the past month, health issues, discipline issues and difficulties in implementing curriculum are also discussed in detail.

Parents:

Parents-teachers meetings are conducted twice a year and the feedbacks are acted upon.

Industry:

Parent hospital administrators interact with Principal and faculty periodically about the present students and performance of passed out student of the institute.

Alumnae:

Alumnae students meet during get-togethers and give their feedback regarding their work experience in different places.

General Public:

Students get community health postings, mental health postings. During these postings they come in touch with the public. Health rallies are also conducted for the general public.

Academic peers:

During workshops, conferences and CNE's, students and faculty members meet their peers. The interactions and feedbacks are discussed in detail. The institute runs 'The Association of Private Nursing Colleges in Maharashtra'. In this association's meetings all issues related to affiliating agencies, *Shikshan Shulk Samiti*, *Pravesh Niyamtran Samiti* and problems faced by the colleges are discussed and resolved.

1.4.5 Any other information regarding Curricular Aspects which the institution would like to include:

Nil.

Criterion II

Teaching, Learning and Evaluation

2.1 Student Enrolment Profile

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

Students who have appeared for State Government CET for Medical Entrance Examination MH-CET are admitted to nursing programs on merit. The 'Pravesh Niyamtran Samiti' (PNS) a committee appointed substantiates the merit list by State Govt. for regulation of admissions in the state. After PNS approval, the affiliating University MUHS authenticates the admitted students' certificates and grants eligibility.

The Maharashtra Government's Directorate of Medical Education and Research (DMER) give publicity for admission in leading state level newspapers. After the admissions through the DMER, the institute is permitted to fill up the vacant seats by giving advertisement in two leading state level newspapers, through Institutional web site and through institute's prospectus. On receipt of the application forms with relevant documents, a merit list is prepared and displayed on institute's notice board. All three criteria of transparency, fairness and merit based admissions carried out at the institute.

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

B.B.Sc. (N): Admission to B.B.Sc. (N) program is based on MH-CET (Maharashtra Common Entrance Test). The minimum criteria is 50% marks in PCEB and scores in MH-CET.

P.B.B.Sc.(N): Admissions to P.B.B.Sc. (N) program and to M. Sc. (N) program are executed through college aptitude test and interview.

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

Not applicable.

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

Until 2013-14, there were 30-40% vacancies in the admission due to the criteria of admission only through CET. Due to the efforts of the 'Association of Managements of Private Nursing Colleges in Maharashtra' run by our institute, the criteria has been converted to admission rounds through State CET, from 2014-15. Due to this change, the institute is empowered to fill-up the vacant seats by giving due publicity, following merit of MH-CET and qualifying marks in PCEB on merit.

Pursuant to this new change through a Government Resolution in 2014-15, admissions to our institute are full.

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

- SC / ST – 14% seats are reserved
- OBC – 10 % seats are reserved
- Women – the institute admits only girl students as per the objectives of the managements.
- Persons with different disabilities – No reservation
- Economically weaker section – The institute admits 40% seats through economically weaker section and provides financial support through donations from well-wishers and through bank loans.
- Outstanding achievers in sports and other extracurricular activities – 10% of the seats are reserved to such students.

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

Course	Categories	Year 1	Year 2	Year 3	Year 4
		11-12	12-13	13-14	14-15
B.B.Sc (N)	SC	2	3	3	7
	ST	2	3	1	2
	OBC	3	4	1	4
	General	20	21	14	18
	Others	--	--	--	--
P.B.B.Sc (N)	SC	4	3	No	--

	ST	--	--	Batch	--
	OBC	--	--		--
	General	26	7		13
	Others	--	--		--
M.Sc (N)	SC	1	--	No Batch	--
	ST	--	--		--
	OBC	2	--		--
	General	6	8		6
	Others	--	--		--

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

No such program has been conducted by the University.

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

The institute had initiated a postgraduate Diploma program PGDMLT. Since there were no students to seek admission for the program, as the Government of Maharashtra had withdrawn registration of such students for independent practice. Thus, the program had to be discontinued without starting it.

2.2 Catering to Student Diversity.

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

Yes, for the fresher, one-week program for orientation, induction and counseling is organized every year. After this program, every month, classes on anti-ragging, sexual harassment protection (Vishaka Committee), mind control, yoga and self-defense etc. are conducted. For all the above, external experts are invited to deliver lectures.

Every month and at the end of the academic year, all the students communicate their feedback on their experience in the institute. The suggestions given by them are acted upon immediately before the next academic year beginning for next batch of students.

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

Yes. With the help of colleague institutes, training is organized for English, Marathi languages for the students lacking fluency in these languages.

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

Advanced Learners:

Following strategies are adopted for advanced learners.

- Special projects / assignments of students’ interest, related to preparation of A. V aids, small research activities, are given to them.
- Students who are good in academics and clinical practice are encouraged to join the institute as clinical instructors.
- Students who are exceptionally good in extracurricular activities are sent for inter collegiate, inter zonal and interstate competitions on institute funding.
- The affiliating University provides an addition of five marks in the final mark-sheet, for different awards in curricular (research activities) and extracurricular activities.
- Medals and trophies have been instituted for high achievers in academics and clinical practices.
- Seven students were awarded university medal, certificate and awards for meritorious academic performance from 2012 to 2014.

Slow Learners:

The following strategies are adopted for facilitating slow learners:

- Faculty members organize extra classes in the evening for students who are weak in studies.
- These classes are arranged in the form of remedial drills, tutorials, counseling, special lectures and assignments.
- These students are assigned to a mentor who closely interacts with them, counsels them and helps them to cope with studies.

2.2.4 Does the institution offer bridge / remedial / add on courses? If yes, how are they structured into time-table?

Give details of the courses offered, department-wise or faculty-wise.

All PG students are given basic medical-surgical revision capsules on admission. This is structured in the training program.

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

The institute has been sponsoring court committed (orphan) girl children in the programs and empowering through education as professional nurses. Some of these students come back to sponsor or help financially similar students like them who are newly admitted to the programs.

2.2.6 Is there a provision to teach local language to students from other states / countries?

Yes, orientation lectures are arranged in English, Hindi and Marathi languages, for students coming from other states.

2.2.7 What are the institution's efforts to teach the students moral and ethical values and their citizenship roles?

Lectures on ethics etiquettes, communication, civic sense, hygiene and legal issues are incorporated in the syllabus of 'Foundations of Nursing' for undergraduates and as 'Advanced Nursing' for postgraduates.

Lectures on citizenship roles, self-protection, and self-defense are organized in the form of panel discussion, lectures and symposium by experts of external agencies.

2.2.8 Describe details of orientation / foundation courses, which sensitize students to national integration, constitution of India, art and culture, empathy and women's empowerment etc.

Vision of the institute's founder is 'empowerment of women for national development through education'. Courses on abovementioned topics are integrated as part of the curriculum, as the institute strives to make the students as holistic professionals.

2.2.9 Has the institution incorporated the principles of Life Style Modifications for students based on eastern approaches in their day-to-day activities?

Principles of life style modification, involve lectures on nutrition, exercise, stress management and genetics. Training in all these four areas is incorporated in the curriculum to promote health of the learners and the public they will serve through their learning.

Practicals on nutrition, exercise like walking, yoga are incorporated in the curriculum. Simple prayer, breathing exercises and relaxation exercises are encouraged between starting instances of two consecutive classes.

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

Yes, students practice yoga and meditation voluntarily.

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

Medical checkup on admission, vaccination against tetanus, hepatitis B and swine flu etc. are given to the fresher. Only medically fit fresher are allowed to continue the course.

Annual medical investigations and check-ups are arranged for all the students and staff. The deviations identified are treated immediately. At the beginning of the academic year, for all the students, a report regarding Hemoglobin and Mean Cell Volume (MCV) is sent to the affiliated university, every year.

Mental health: Regular lectures on mind control, spirituality, yoga, meditation, alternative and complementary therapies are conducted for both students and faculty members.

Counseling centers manned by clinical psychologists are present on campus. Students and faculty members with issues are given free counseling sessions at these centers.

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

- All the students are divided in to a group of 10 and a mentor is assigned to them. The mentor is responsible for counseling and motivating the students on personal and academic matters.
- A close watch is kept by the class faculty and discipline committee representative on attendance and discipline related issues.
- The Discipline Committee meets as a focused group and discusses solution and action on deviations of discipline by students.
- A committee on Anti-ragging measures monitors the comfort and safety of the fresher inducted into each program.
- Students having some health issue during evenings or nights are always accompanied by a fellow student and rector of the hostel.
- Institute's faculty member, in charge of hostel committee supervises the mess issues and other issues related to hygiene, safety etc. of the hostel. The faculty member makes a surprise visits twice a month and submits the findings to the principal.
- Once in a month, meeting of hostel in charge, mess contractors along with students is conducted to address food, hygiene and health related issues.

2.3 Teaching – Learning Process

2.3.1 How does the institution plan and organize the teaching, learning and evaluation schedules such as:

- **Academic calendar**
- **Master plan**
- **Teaching plan**
- **Rotation plan**
- **Course plan**
- **Unit plan**
- **Evaluation blue print**
- **Outpatient teaching**
- **In-patient teaching**
- **Clinical teaching in other sites**
- **Teaching in community**

Academic calendar:

Academic calendar is prepared for an academic year i.e. from 1st Aug- to 31st July. The faculty members and the Principal prepare this, for each program and then for the whole institute. It also specifies details of curricular and extracurricular activities, examinations and vacations planned for the whole year.

Master plan:

The plan for the whole year's teaching and learning activities, both theory and practicals are prepared by the class faculty, checked and approved by the principal. All the class coordinators make a weekly timetable for the teaching and clinical practice and follow it.

Teaching plan:

For the yearly program, each class coordinator formulates his / her aims, objectives, learning activities, modules, lesson plan and evaluation schemes such as assignments, projects etc. (The class coordinator makes the course plan for each subject).

Rotation plan:

Rotation plan of the clinical practice with master rotation and unit rotations are made by the class coordinator and approved by the Principal.

Course plan:

Prior to each clinical posting, aims and objectives of the postings are discussed with the head nurse who is the clinical in-charge of the clinical area.

Evaluation plan:

At the beginning of the academic year, all class coordinators plan for the formative and summative evaluations, their blue prints, schemes and scoring sheets etc. These are also checked and approved by the Principal. These valuation plans are carried out as per the University's examination pattern. The internal assessment marks for summative evaluation are obtained from the coordinators.

Teaching in community:

Plan for teaching-learning activities for theory and practice in community is carried out ahead of time. Permissions are sought for postings in urban and rural areas from concerned authorities. Students and faculty stay in the village for rural posting.

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

Yes, the institute makes course objectives, course outline and schedule at the commencement of an academic session. The

implementation is ensured by sticking to the plan, unless there is an unexpected emergency or deviation. The effect of the plan and its implementation is discussed and presented by the class faculty in the faculty meeting conducted every month. If any difficulty arises in implementation, the same is discussed with other faculty members and Principal and corrective action is taken by the concerned class faculty member.

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

No, the institute is able to complete the curriculum within the stipulated time.

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

All the teaching and learning activities are learner centric rather than faculty centric. Students are made to participate in teaching learning activities by innovative teaching strategies, well-structured objective, effective teaching-learning modules and interventions with well-structured evaluations. The acquirement of clinical skills are made learner centric by close supervision and guidance by the faculty member.

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

The institute appoints experts with excellence in respective fields, as guest lecturers. The institute invites them to deliver lectures on their area of specialty. They are given adequate time to interact with the students, so that students can clarify their queries and learn new ideas and knowledge.

Experts from Medicine, Nursing, Allied Subjects, Education, Legal field are invited to share their knowledge with students regularly.

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

Yes, e-learning modules on HIV / AIDS, communicable diseases etc. are made available in the form of CDs (400 in number) and they are available in the audiovisual room and in the library. Concerned faculty members and students are issued these modules for use.

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

The following technologies and facilities are made available at the institute for effective teaching-learning activities:

- LCD projector and computers fitted in each class room and common hall
- Slide projectors
- Documentary projection camera
- High speed internet facilities
- CD Rom's on different medical conditions and diseases.
- OHP with transparency sheets on anatomy, physiology, obstetrics and gynecology etc.
- On-line cadaver dissection practical modules
- Multimedia facilities
- Online nursing journals
- Digital library
- Wi-Fi assisted learning modules.
- Well-equipped library with large number of books, journals and e-learning facilities.
- Well-equipped library with large number of on-line journals in the parent hospital.

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

Each class-teacher faculty and her associated faculty members regularly monitor the trends and issues through Journal Clubs and other forums.

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

The institute is an exam center for the University. University makes available the question papers through internet and they are printed just before commencement of the examination.

The institute has skill based learning approach through its skills labs, e-learning modules and e-journals. The mentor and students form groups and undergo brainstorming sessions and critical analysis of a clinical situation and reflection techniques to analyze the learning scenarios of clinical practice.

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

All the students are divided into groups of ten each. A faculty member works as guardian / mentor for the group and she is responsible for socio economic survey, psychological profiling and for guidance and counseling of each of them in both personal and academic matter throughout the academic year. In addition to this, the class faculty member also keeps a close watch on the students' health, attendance and performance in theory and practical sessions. Sometimes, the guardians or parents of the students are called for discussion. Besides this, three qualified counselors are present on campus to counsel and advise students with specific psychological issues.

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

The curriculum is always a selection of knowledge and skills that are considered important for the learners. Here, at the institute, following methods are implemented to improve teaching-learning process:

- Independent learning – in terms of practice teaching sessions by students.
- Enquiry based learning
- Critical analysis and reflective learning techniques are adopted by faculty members to provide in depth understanding of the practical experience to the students. In the individual or personalized

learning modules, students are given media literacy, communication and assertiveness training and are given freedom for self-learning.

In the thinking skill modules, students are taught about creative thinking, reflective learning, teamwork, self-management and effective communication.

Since the beginning of the institute, the examination results have been 80-100% in all programs.

Faculty members are appreciated for their valuable efforts in teaching and their names are forwarded to management of the parent organization and to Trained Nurses Association of India, for 'best faculty awards' and 'excellence in academics awards'.

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

- The institute has an 'Association of Students'. This association organizes college week activities for seven days culminating into an award ceremony. During this week around 25-30 extracurricular activities like dancing, singing, fine arts, literacy, cultural competitions, sports activities are arranged.
- Learner centered teaching methods: All teaching learning activities are learner centric and in accordance to the principles of modern education. The faculty is sensitized on this.
- ICT enabled teaching system: The institute uses online e-modules, PPTs and cadaver dissection modules etc. for teaching the students.
- Independent learning: The institute encourages group project work and individual assignments where students are made to have independent learning experience. Permission to use smart phones for finding out information and access to internet in library has facilitated self-learning.
- Experiential learning: Nursing is an art and a science. Here, field practice is an important training element by which students receive their first hand practical experience in dealing human beings, sick and well both, in the hospital and in the community.
- Problem based learning: The unfolding case studies in medical-surgical nursing and midwifery help faculty members to describe a clinical scenario and then pose questions to the students to

answer. This type of learning is used in live situations in the clinical area during nursing rounds and nursing case presentations.

- Narrative based learning: Narrative based learning is adopted in qualitative areas like psychiatry nursing, community nursing and management. Here, in this approach of thinking, learning is viewed as an experience of participative and interpretative experience that, at end concentrates not only to issues of concern, but on the multiple perspectives of an issue and its significance.
- Evidenced based nursing: There is a major thrust on inculcating evidenced based nursing practice for both UG and PG students. Both the students and faculty members of the college conduct nursing research projects in the hospital and in the community. These findings are discussed and relevant changes are brought in the existing clinical practice based on these findings.

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

- ***Numbers of projects executed by the institution***
- ***Names of external institutions for student project work.***
- ***Role of faculty in facilitating such projects.***

Yes. Student's projects are mandatory as per university curriculum. All UG students have to conduct and submit group projects. All PG students have to conduct an individual research project and submit the report to the University for the Successful Completion of the course.

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

Yes, adequate human resources are available.

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

The institute has a skill-based learning approach i.e., our students have skill labs, e-learning modules, well-equipped library with internet connection and mentoring groups. Problem solving sessions are available at institute. The faculty is also introduced and encouraged to implement various innovative technologies for effective and

learning experience. Teaching nursing education and Research workshops are conducted on these newer technologies for both faculty and students.

2.3.16 Does the institution have a mechanism for evaluation of faculty performance by the student / alumnae? If yes, how is the evaluation feedback used to improve the quality of the teaching learning experience?

Yes, the institute collects the students' feedback as a method of evaluation of faculty member's performance. The feedback is analyzed, discussed and communicated to the faculty for remedial measures.

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

Not applicable.

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

- **ICT enabled flexible teaching system** : Yes
- **Reflective learning** : Yes
- **Simulations** : Yes
- **Evidenced based medicine** : Yes
- **Emphasis on development of required skills adequate knowledge and appropriate attitude to practice medicine** : Yes
- **Problem based learning (PBL)** : Yes
- **Student assisted teaching (SAT)** : Yes
- **Self-directed learning and skills development (SDL)** : Yes
- **Narrative based medicine** : Yes
- **Medical / Nursing humanities** : Yes
- **Drug and poison information assistance center** : No
- **Ayurveda practices** : No
- **Yoga practices** : Yes, but optional
- **Yoga therapy technique** : No
- **Naturopathy and its practices** :
No, but acupressure and its practices.

2.3.19 Does the institution have an 'Electronic Medical Records' facility, slatted by trained and qualified personal? Is it used for teaching-learning process?

The parent hospital, which is a partner in the management of the institute, has an Electronic Medical Records Facility, which is well staffed and equipped. It is used by the nursing students for case learning and as reference material for their case studies.

2.3.20 Does the institution have well documented procedure for case writing, obtaining internal consent and the discharge process of the patients?

Yes, the parent hospital provides these facilities.

2.3.21 Does the institution produce videos of clinical cases and use them for teaching-learning processes?

Yes. With the consent and privacy issues, this process is stopped. However, the faculty members download the videos on 'You-tube' and use them in clinical learning purposes.

2.3.22 Does the institution perform medico-legal / postmortem procedures with a view to train the undergraduate and post-graduate students in medico legal procedures?

Not applicable.

2.3.23 Does the institution have drug and poison information and poison detection centers? How are these used to train students?

The parent hospital has these facilities. The doctors working in these departments conduct lectures for the students.

2.3.24 Does the institution have a pharmaco vigilance / Toxicology center / clinical pharmacy facility / drug information center / center for disease surveillance and control / prevention through yoga / promotion of positive health / well-equipped psychology laboratory / naturopathic diagnostic center etc?

Yes and these centers are available at the parent hospital.

2.3.25 How is the student's learning process in the laboratories / diagnostics monitored?

Staff student ratio in the laboratories / diagnostics.

The parent hospital has well equipped hematology, microbiology biochemistry and pathology laboratories. Students are posted in a group of two by rotation in the areas.

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

All these procedures are performed as per the guidelines of the curriculum. The students maintain casebooks / logbooks / assignments, which are checked and evaluated by the faculty.

2.3.27 Does the Institute provide patients on information on complementary and alternative systems of medicine?

Yes, the parent hospital has OPDs for Ayurveda, Homeopathy and Naturopathy. Patients are informed regarding these facilities and are guided as per their preference.

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

- Regular clinical experience on patients bedsides are carried out in the morning where students are assigned to patients by the mentor / faculty and their performance is guided and supervised by the mentors / faculty.
- In the afternoon bedside nursing rounds, case presentations and case discussions are carried out on certain days.
- On certain days, the students attend the 'Continuing Nursing Education' program, conducted by the parent hospital.
- In the afternoon, students also conduct incidental or planned health teaching for their patients and other patients in the area.
- Students maintain the procedure books and relevant logbooks for their clinical postings.
- Critical analysis reflective thinking of a case is carried out by a student in a group, guided by the faculty.
- Mobile learning / use of internet for understanding the disease condition and pathology is encouraged under the supervisions of the faculty.

The above methods are used for teaching-learning process in the clinical settings.

2.3.29 Do students maintain logbooks of their teaching-learning activities?

Yes, students maintain the following records:

- i) Case studies
- ii) Casebook
- iii) Care plans
- iv) Procedure books
- v) Log books
- vi) Activity plan book
- vii) Process records

Depending on the area of posting, the students maintain one or two of these records.

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

Yes. Structured process such as regular classroom teaching, clinical rotations, clinical presentation, planned teaching demonstrations, research guidance and conducting of research, journal clubs, seminar, workshops and conferences are structured mechanisms for PG teaching-learning process.

2.3.31 Provide the following details of the teaching programs.

Number of didactic lectures:

Complete master rotations, unit rotations, block teaching and sample of weekly tracing programs.

Basic B.Sc (N) program:

(50 students in a batch)

S. No	Subject	Theory Hours	Practical Hours
A. First year -- No. of students 50 for 2015-16			
1	English	60	
2	Anatomy	60	
3	Physiology	60	
4	Nutrition	40	
5	Biochemistry	60	
6	Nursing Foundations	265+200	450
7	Psychology	80	
8	Microbiology	60	
9	Introduction to computers	55	
	Total	940	450

S. No	Subject	Theory Hours	Practical Hours
B. Second year-- No. of students 25 for 2015-16			
1	Sociology	60	
2	Pharmacology	45	
3	Pathology	30	
4	Genetics	15	
5	Medical Surgical Nursing (Adult including Geriatrics-I)	210	720
6	Community Health Nursing-I	90	135
7	Communication and Educational Technology	90	
	Total	540	855

S. No	Subject	Theory Hours	Practical Hours
C. Third year-- No. of students (17 + 7) for 2015-16			
1	Medical Surgical Nursing (Adult including Geriatrics-II)	120	270
2	Child Health Nursing	90	270
3	Mental Health Nursing	90	270
4	Midwifery and Obstetrical Nursing	90	180
	Total	390	990

S. No	Subject	Theory Hours	Practical Hours
• Fourth year-- No. of students 23 for 2015-16			
1	Midwifery and Obstetrical Nursing	20	420
2	Community Health Nursing-II	100	330
3	Nursing Research and Statistics	55	45
4	Management of Nursing Services and Education	60	30
5	Medical Surgical Nursing with Nursing administration	30	430
6	Mental Health Nursing	10	95
7	Child Health Nursing	10	145
	Total	285	1495

Post Basic B.Sc (N) program: (30 students in a batch)

S. No	Subject	Theory Hours	Practical Hours
A. First year-- No. of students 20 for 2015-16			
1	Nursing Foundation	45	---
2	Nutrition and Dietetics	30	15
3	Biochemistry and Biophysics	60	---
4	Psychology	60	15
5	Maternal Nursing	60	240
6	Child Health Nursing	60	240
7	Microbiology	60	30
8	Medical and Surgical Nursing	90	270
9	English (Qualifying)	60	---
	Total	1330	810
B. Second year-- No. of students 13 for 2015-16			
1	Sociology	60	----
2	Community Health Nursing	60	240
3	Mental Health Nursing	60	240
4	Introduction to Nursing Education	60	75
5	Introduction to Nursing Admn	60	180
6	Introduction to Nursing Research and Statistics	45	120
	Total	345	855

M. Sc (N) Program (10 students in a batch)

S. No	Subject	Theory Hours	Practical Hours
A. First year-- No. of students 5 for 2015-16			
1	Nursing Education	150	150
2	Advance Nursing Practice	150	200
3	Clinical specialty-I	150	650
4	Nursing Research & Statistics	150	100
	Total	600	1100
B. Second year-- No. of students 6 for 2015-16			
1	Nursing Management	150	150
2	Nursing Research (Dissertation)	300	---
3	Clinical Specialty-II	150	950
	Total	600	1100

• **Number of rotations**

Number of rotations is as per the curriculum specified by the affiliating University and Indian Nursing Council.

- **Details of student case study/ drug study:**

Basic B.Sc (N) program

Sr. No.	Batch	No. case studies	No. of drug studies
1	I year	02 care plan	---
2	II year		
	Medical Surgical Nursing	02 case study	01
3	III year		
	Medical Surgical Nursing-II	01	01
	Child Health Nursing	01	01
	Mental Health Nursing	01	01
4	IV year		
	Obstetrics and Gynecology Nursing	03 Case study 01 case presentation	01
	Community Health Nursing	01	---

Post Basic B.Sc (N) program

Sr. No.	Batch	No. case studies	No. of drug studies
1	I year		
	Medical Surgical Nursing	02	----
	Maternal Nursing	02	----
	Child Health Nursing	02	----
2	II year		
	Community Health Nursing	02	----
	Mental Health Nursing	04	01
	Research Project	01	---

M.Sc (N) program

Sr. No.	Batch	No. case studies	No. of drug studies
1	I year		
	Nursing Education	---	----
	Clinical Specialty -I	2X3=6	1(Psychiatric Nursing)
2	II year		
	Dissertation and Viva		
	Clinical Specialty-II	01	---

Nursing care conference (NCC)

Basic B.Sc (N) program

Sr. No.	Batch	Nursing care conferences
1	I year	1
2	II year	
	Medical Surgical Nursing	1
3	III year	
	Medical Surgical Nursing-II	
	Child Health Nursing	
	Mental Health Nursing	1
4	IV year	
	Obstetrics and Gynecology Nursing	1
	Community Health Nursing	1

Post Basic B.Sc (N) program

Sr. No.	Batch	Nursing care conferences
1	I year	
	Medical Surgical Nursing	02
	Maternal Nursing	02
	Child Health Nursing	02
2	II year	
	Community Health Nursing	01
	Mental Health Nursing	01
	Research Project	01

M.Sc (N) program

Sr. No.	Batch	Nursing care conferences
1	I year	
	Nursing Education	01
	Clinical Specialty -I	02
2	II year	
	Dissertation and Viva	01
	Clinical Specialty-II	02

Number of procedures that the students get to do:

Basic B.Sc (N) program

Sr. No.	Batch	No. of procedures
1	I year	45

2	II year	
	Medical Surgical Nursing	74
3	III year	
	Medical Surgical Nursing-II	25
	Child Health Nursing	20
	Mental Health Nursing	10
4	IV year	
	Obstetrics and Gynecology Nursing	70
	Community Health Nursing	20

Post Basic B.Sc (N) program

Sr. No.	Batch	No. of procedures
1	I year	
	Medical Surgical Nursing	30
	Maternal Nursing	30
	Child Health Nursing	30
2	II year	
	Community Health Nursing	30
	Mental Health Nursing	10
	Research Project	01

M.Sc (N) program

Sr. No.	Batch	No. of procedures
1	I year	
	Nursing Education	7
	Clinical Specialty -I	MSN-25,PSY-18,OBS-17
2	II year	
	Dissertation and Viva	7
	Clinical Specialty-II	MSN-25,PSY-18,OBS-17

Mannequins / Simulation / skills laboratory for student teaching:

Sr. No.	Laboratories	Number of mannequin	No. of models	No. of articles	No. skill labs
1	Foundations of Nursing lab	6	2	685	5
2	Anatomy & physiology		269	34	
3	Biochemistry				
4	Obstetrics and gynecology	1	22	475	
5	Pediatrics	1			
6	Nutrition			525	

7	Community Health Nursing				
8	A.V. Aid room				

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

Sr. No.	Type of operation theatre	No. of OT tables	No. of students	No. of rotations
1	General surgery	01	03	04
2	Ophthalmology	01	--	--
3	ENT	01	02	04
4	Orthopedics	01	03	06
5	Nero surgery	01	--	--
6	OBG	01	--	--
7	Cardio-thoracic	02	--	--
8	Transplants	02	--	--
9	Pediatrics	01	--	--
10	Urology	01	03	04
11	Oncology	01	01	12
12	Septic OT	01	--	--
	Total	14	12 per group	24

- **Average number of procedures in the ORs per week, month and year:**

Sr. No.	Area of	Number of procedures		
		Weekly	Monthly	Per Year
1	General surgery	57	225	2700
2	Ophthalmology	53	212	2544
3	ENT	24	94	1128
4	Orthopedics	70	280	3360
5	Nero surgery	09	35	420
6	OBG	52	209	2508
7	Cardio-thoracic	15	58	696
8	Transplants	00	00	00
9	Pediatrics	16	64	768
10	Urology	35	141	1692
11	Oncology	11	45	540
12	Septic OT	69 (Already included in General Surgery)		
	Total	342	1363	16356

Autopsy and postmortem facility:

The parent hospital being a private hospital is not allowed to have autopsy and postmortem facilities. However, these facilities are available in the state government hospital, which is 6 km. away. Our institute takes permission from Govt. hospital to visit the mortuary and postmortem facility.

2.4 Teacher Quality

2.4.1 How does the institution plan and facilitate its faculty to meet the changing requirement of the curriculum?

The faculty members are recruited through the staff selection process of the affiliating University. The faculty members are given induction training and regular ongoing training on curriculum, the methods of teaching and evaluations and on microteaching and various teaching technology. The faculty members are counseled and guided to meet the changing requirement of the curriculum. Their HOD, peers and students evaluate their performance annually.

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

Department	% faculty from the same institution	% faculty from other Institutions within the state	% faculty from institutions outside the state	% faculty from other countries
I st Year	60%	40%	---	---
II nd Year	60%	40%	---	---
III rd Year	60%	40%	---	---
IV th Year	100%	---	---	---

Some faculty members have been trained in the institutions within the state. However, all the faculty members are registered with Maharashtra Nursing Council (State Nursing Council) and are recognized by the affiliating University.

2.4.3 How does the institution ensure that qualified faculty are appointed for new programs / emerging areas of study?

How many faculty members were appointed to teach new programs during the last four years?

As per the norms of the University, the faculty members are checked for their qualifications and experience before their appointment. It is also ensured that they are registered under state nursing council. The selection committee appointed by the University interview and assesses the faculty members for their knowledge, attitude and skills towards teaching and administration.

2.4.4 How many emeritus / adjunct faculty / visiting professors are on the rolls of the Institution?

Nil.

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

The institute provides utmost importance to the professional development of faculty members. The following measures are adopted for this purpose.

- Permanent teachers are given deputation for completing their 'Master in Nursing' and 'Ph.D. in Nursing' programs.
- Faculty members are encouraged and supported to attend conferences, seminars and to present papers. The registration and travelling charges for such conferences are borne by the institute.
- The institute conducts a national / state level conference annually.
- There are regular monthly Continuing Nursing Education (CNE's) journal club, research critique sessions and in-service education for the faculty.
- The faculty members also conduct and participate in Continuing Nursing Education conducted every day in the parent hospital.

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

- The Principal is awarded the 'excellence in academics' award by the parent management, in the year 2011.

- The Trained Nurses Association of India, Pune branch, nominated the Vice Principal for best teacher award.
- Around 15-20 students have topped at the University level, in the field of education.
- Students for sports and extracurricular activities have won around 100 prizes.

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

Faculty Development Programs	Number of Faculty Attended
Induction Programs	All the Faculty members
Re-orientation Programs CNE / Workshops	All the Faculty members
Refresher courses (Research, Micro teaching, critiquing)	All the Faculty members
Capacity building programs Soft-skills, personality development	All the Faculty members
Programs by regulatory / Apex bodies (HIV-AIDS online course)	All the Faculty members

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

- All faculty members attend journal club and in-service education programs organized once in a month at the institute.
- All faculty members have undergone research methodology classes.
- Faculty members are encouraged to conduct research projects in the parent hospital, in community and publish their findings in the nursing journals.
- Monthly faculty meetings are conducted to assess curriculum teaching-learning methods and content / knowledge management.

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

- Faculty members are paid salary at par with the latest UGC scales.
- PF and gratuity facilities are made available to faculty members.

- Medi-claim facility to faculty members, their families and their parents is made available by the parent management.
- Study leaves and sabbatical leave facilities are extended for faculty for abroad visits or work experience.
- Annual increments are paid as per the latest UGC norms.
- Fully paid attendance to national / state level conferences and seminars etc.
- The annual attrition rate is nil.

2.4.10 Does the institution have mechanism to encourage?

- **mobility of faculty between institution / university for teaching / research?**
- **faculty exchange programs with national and international bodies.**

Yes.

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

Yes. The policy as per government and university norms.

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

- There are provisions for studies in other universities or institutions for super specialty programs.
- Under the university, there is post graduate 'Board of Studies' which has outlined the synergy mechanism of sharing guides for institutions who have deficiency in their student guide ratio.

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

- The affiliating University conducts 'Research Methodology Module' as and when required through its Medical Education and Technology Department.
- The faculty members are encouraged to become members of 'Nursing Research Society of India', 'Society of Midwives' and Association of Indian Psychiatric Nursing etc.

- The faculty members are permitted to attend meetings and conferences arranged by these association and societies.

2.5 Evaluation Process and Reforms:

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

- The evaluation methods are communicated to students, stakeholders, and other members of the institute by displaying the written scheme of evaluation in prominent places.
- The pattern of evaluation is explained in detail to the students and their parents. Guidance is given to them during the induction week, while counseling them about the program.
- All the students are encouraged to visit the websites of the Council and the University to understand the evaluation process and their rights.
- All formative evaluations are informed well in advance and the criteria for evaluation are discussed with them.
- All formative evaluations in the form of internal assessments are displayed on the notice board, a grievance committee is set up for the students comprising of the faculty, to address issues related to evaluation.
- After summative evaluation, results are declared and a summary of results is presented to the management along with the areas of strengths and weaknesses.

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

- Until last year, the students were allowed to pass with combined score of internal and external assessment score (i.e. formative and summative assessment scores in total), however from this year, there will be separate passing criteria for formative and summative evaluation. This reform is made to improve the quality of education at the affiliating university.
- Central assessment programmes are conducted for summative evaluation assessment with model answer system by the University to bring objectivity, timely result and transparency.
- The OSCE / OSPE system is used for skill assessment in formative evaluation to bring in objectivity and feedback.

2.5.3 What is the average time taken by the University for declaration of examination results? In case of delay, what measures are taken to address them, indicate the mode adopted by the institution for the publication of examination results (e.g. website, SMS, e-mails etc.)

The results are declared by the University in 2-3 months after the examinations. The results are published by university on their website.

2.5.4 How does the institution ensure transparency in the evaluation process?

- The institute follows the evaluation system prescribed by the affiliating university.
- University conducts the summative evaluation and it has brought in changes such as double masking, CAP assessment, optical mark recognition, online paper setting, dual assessment and computerization.
- The practical examinations are conducted in a transparent manner by appointing external examiners of proven integrity and stature.
- Any issues regarding question papers, methods of conduction and evaluation etc. are brought to the notice of BOE (Board of Examination) of the University and timely appropriate actions are taken on them.
- Students have a well-documented and online redressal of their evaluation grievances, to the University.

2.5.5 What are the rigorous features introduced by university to ensure confidentiality in the conduct of the examination.

- Online paper setting to maintain confidentiality, paper setters is to make their own password to set the paper and this has improved confidentiality.
- Centralized Assessment Program (CAP): The answer papers are assessed through a CAP, where two examiners evaluate the masked papers independently.
- CAP coordinator and vigilance team: University appoints a CAP coordinator along with vigilance team to ensure the transparency and to detect malpractices if any, in the conduction and correction of examination papers.
- Examinations are conducted in a CCTV monitored examination hall; answer sheets are stored in a strong room with 24 hrs. of

CCTV vigilance and transport of answer sheet is arranged through the university vehicle.

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

Pre-examination process:

- Time table generation : Yes
- Hall ticket generation : Yes
- OMR(Optical Mark Recognition) : Yes
- Student list generation : Yes
- Invigilators, squads : Yes
- Attendance sheet : Yes
- Online payment gateway : Yes
- Online transmission of questions and marks : Yes

Examination process:

- Examination material management : Yes
- Logistics : Yes
- Post examination process : Yes
- Attendance capture : Yes
- OMR based : Yes
- Auto processing : Yes
- Result processing : Yes
- Certification : Yes

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

Formative evaluation

Formative evaluation carries 25% weightage of the total 100 marks. These evaluations are also checked by the University appointed Internal Assessments Auditor and by an inter disciplinary faculty.

Summative evaluation

The question paper and its skeleton including MCQS, SAQS and LAQs are modified periodically based on yearly evaluations.

2.5.8 What is the mechanism for redressal of grievances with reference to examination?

As per the affiliating University, the 'Grievance Redressal Cell' and 'Board of Examinations' handle all the grievances.

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

Yes, the malpractices are dealt with as per the University's notification and ordinance 11/2003 and 1/2002. In addition to this, the college observes code of conduct for students and faculty during examinations.

2.5.10 What efforts have been made by the university to streamline the operational at the office of the 'Controller of Examination'? Mention any significant efforts, which have improved the process and functioning of the examination divisions/ section.

There is a detailed process of operation at the office of 'Controller of Examination'. Details are available at the www.muhs.ac.in.

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

- Compatibility of educational objectives and learning methods exists with assessment principles, methods and practices.
- The institute believes in holistic development of a student to become a conscientious, confident and caring quality-nursing professional of international repute.
- All the educational objectives, learning methods, practices have this value base incorporated in it. Faculty members, staff and students are made aware of this value education and its incorporation in syllabus.
- Balance is obtained between formative and summative evaluations for UG and PG programs. Formative assessment carries 25% weightage in theory and 50% weightage in practice.
- Clear objectives, effective teaching learning activities, well-structured and effective evaluation throughout the studies and at the end of academic year, balance the evaluation system..
- Ongoing and summary evaluations of each activity through regular meetings and discussions also balance both assessments / evaluations.
- Increasing objectivity exists in formative assessment. Each evaluation format is discussed thoroughly for its aim, objectives

and distribution of weightage. It is also assessed for practicality and ability to achieve its aim. It is modified periodically.

- Formative (theory/orals/clinical/ practical) internal assessment: Choice based credit system: grading and marking.
- Periodical written examination (twice a year) for theory assessment.
- Periodical OSCE / OSPE are done for practical performance.
- Summative (theory/oral/clinical/practical): Final theory exam and final practical examination are set and conducted with the help of external faculty.
- All formative and summative theory papers are set on the pattern of MCQs, SAQs and LAQs. A blue print is made based on the topics to be covered for the examination with clear weightage for each unit. Various faculty set question papers. A pool of question papers are kept ready and this pool form the question bank. Each paper setter is instructed to make the model answer key for the questions set by them.
- The University standardizes this pattern and all affiliated institutions follow it uniformly.
- Objective Structured Clinical Examination OSCE and OSPE have their formats with weightage scheme. All the colleges follow those to patterns for practical examination.

2.5.12 Describe the methods and presentation of mal practice, and mention the number of cases reported and how they are dealt with.

There have been no cases of malpractices in the institute. However, as an examination center of the University, some malpractices like copying were found in other faculty students. They were caught by the flying squad (Invigilators) and were debarred from continuing the examination; their respective principals were informed regarding this malpractice.

2.6 Students Performance and Learning Outcomes

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

Yes, all the attributes are articulated in its mission, objectives and values.

2.6.2 Does the institutions have clearly stated learning outcomes for its academic program departments? If yes, give details on how the students and staff are made aware of there?

Yes, Details of learning outcome are made clear by the faculty to the students at the beginning of the course. The students are made aware of it through counseling sessions and monthly meetings. Even, the parents are made aware of the learning outcomes in the parent teacher meetings.

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

- The teaching learning assessments take place separately for theoretical learning and practical learning.
- Theory is learned through lectures, modules, continuing nursing education, seminars, workshops etc. Whereas, the clinical practice is taught through skill labs, experiential learning, clinics in the hospital, problem solving approaches to issues. Critical thinking and reflection on problems, quiz, etc. are incorporated in clinical teaching to improve practical learning.
- These are tested through the periodical evaluation that are prescribed by the university and followed by the institute.

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

- The institute uses the evaluation outcomes and periodical assessment as indicators for evaluating students, performance.
- The institute also takes periodical meetings on monthly basis for faculty to assess whether all planned outcomes are achieved or not.
- Many of the students are rank holders of the affiliating university. More so, the institute has been consistently having 80-100% results in all programs, until date.

2.6.5 Any other information regarding Curricular Aspects which the institution would like to include:

Nil.

Criterion - III

Research, Consultancy and Extension

3.1. Promotion of Research

3.1.1 Is there an Institutional Research Committee which monitors and addresses issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

There is an Institutional Research Committee (IRC) which monitors all the research projects such as PhD, M.Sc (N), P.B.B.Sc (N), B.B.Sc (N) and dissertations. All research projects conducted in the institute are submitted to this cell, and the members look into the study focus, design, sample, size, sampling technique, data collection technique, analysis and ethical aspects of the study. This committee headed is by the Principal. Faculty members with Master's degree in Nursing, Experts from sociology, law and statistics are co-opted members of the committee. Research scholars make a presentation to this committee, detailing with the design, instruments, sample and ethical aspects of the study. This committee also supervises the research studies of the faculty. After this committee's approval the researchers make a detailed presentation of their proposal to the institution's ethical committee. After both the committees' approval the research project, synopsis is submitted to the University for Approval.

3.1.2 Does the institution have an institutional ethics committee to monitor matters related to the ethics of inclusion of humans and animals in research?

Yes, the institute has an "Institutional Ethical Committee". This committee is chaired by the expert who comes from the parent hospital. Other members of the committee include Principal, faculty members and experts who are outsiders. This combination prevents bias in the judgment of ethical aspects of the research.

3.1.3 What is the policy of the university to promote research in its affiliated / constituent colleges?

The institute encourages research activities of its faculty members and students. The university provides funding for such research projects, if they are approved by the University.

3.1.4 What are the proactive mechanisms adopted by the institution to facilitate the smooth implementation of research projects?

The mechanism adopted by the institute is as under.

- Advancing funds for sanctioned projects through its research and ethical committees.
- Faculty members are relieved from regular work and given study leave to conduct research.
- Training on research methodology, critiquing and research writing are conducted annually.
- Faculty members are relieved from day-to-day work for presentations of their research studies in conferences, workshops etc.
- During performance evaluation of a faculty member, extra credits are given to the faculty member for their contribution to research.
- The institute subscribes to 'International Nursing Research Journals' in all specializations of M. Sc (N) program.
- The institute also extends free internet connection and digital library facility to facilitate easy reading and referencing.

3.1.5 How is multidisciplinary / interdisciplinary / transdisciplinary research promoted within the institution? (i) among different departments and collaboration with national/international institutes / industries.

The institute runs Master's program in Nursing with various specializations. Therefore, the research topics may be interdisciplinary in nature. Students of UG program are encouraged to take multidisciplinary research projects using surveys and descriptive designs to gather data on the urban and rural communities. The institute is in the process of collaborating with nursing colleges of UK and USA. The Anglia Ruskin University at Cambridge and Chelmsford of UK and Kentucky College of Nursing of USA are keen on collaborating with the institute.

3.1.6 Give details of workshops, training programs, sensitization programs conducted by the institution to promote research culture in the institution.

Various workshops on research methodology, research critiquing and writing styles are conducted frequently in the institute to promote the

research culture and maintain uniformity and standards in the writing style of researches projects.

Students and faculty members attend the workshop on 'Research Methodology' conducted by the Medical Education Technology Department of the University.

3.1.7 How does the institution facilitate researchers of eminence to visit the campus? What is the impact of such efforts on the research activities of the institute?

Guest faculty and eminent researchers coming from the fields of Nursing, Sociology and experts on qualitative studies etc. are invited to the institute on regular basis. The discussions with them with the faculty and students have encouraged the institute to adopt mixed design and qualitative researches in nursing.

3.1.8 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization?

Since the institute is self-financing, there is no separate provision on research. However, the affiliating University provides grants for PG and faculty research projects. At the institute level, faculty members are sponsored for their higher education and on study leave with salary. Faculty members are relieved from their work for data collection and research writing.

3.1.9 In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.

Not applicable.

3.1.10 Does the institution encourage research by awarding Post-doctoral Fellowships, Research Associate ships? If yes, provide details like number of students registered, funding by the institution and by other sources.

Not applicable

3.1.11 What percentage of faculty have utilized facilities like

sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the institution monitor the output of these scholars?

Details about faculty members deputed on sabbatical leave are as under.

Sr.No	Name of staff	Course	Name of college	Duration
1	Bijayalaxshmi Devi	M. Sc (N)	Bharati Vidypeeth College of Nursing, Pune	2 years
2	Sainath Athare	M. Sc (N)	Gautam College of Nursing , Bangalore	2 years
3	Pratibha Athare	M. Sc (N)	Gautam College of Nursing, Bangalore	2 years
4	Ajay Magar	M. Sc (N)	Sinhagad College of Nursing	2 years
5	M. Romila Devi	M. Sc (N)	Bharati Vidypeeth College of Nursing, Pune	2 years
6	L. Smita Devi	M. Sc (N)	Bharati Vidypeeth College of Nursing, Pune	2 years

On completion of their higher studies, they joined the institute and they are teaching subjects related to their specialization.

3.1.12 Provide details of national and international conferences organized by the institution highlighting the names of eminent scientists/scholars who participated in these events.

Sr.No.	Name	No. of days
1	Holistic Nursing Conference	2
2	Syllabus revision for B.B.Sc(N) for state of Maharashtra	5
3	Syllabus revision for M.Sc(N) for state of Maharashtra	3
4	International Neonatal Nursing Conference	2
5	State level conference on Infection control	2
6	State level conference on Personality Development	2
7	State level conference on Future of Nursing: Leading the change	1
8	International conference on women's	3

	health (Sakti)	
9	State level conference on Nursing Research	2
10	State level conference on Stress Management	1

There were many eminent scientist / Scholars participated in the above conference organized by the institute.

3.1.13 Mention the initiatives of the institution to facilitate a research culture in the below mentioned areas:

Training and research methodology, research ethics and biostatistics:

The UG and PG students study a subject on nursing research with a final examination conducted at institutional level and also at university level. They also study a subject on statistics. This subject is taught by expert teachers in statistics. The PG students, during their 1st year program, attend the 'Basic Workshop on Research Methodology' organized by the Medical Education Technology Department (MET) of the affiliating University. Even, the PhD scholars get enrolled with MET department to undergo a 2-days conference on 'Research Methodology'.

Development of scientific temperament:

The institute takes keen interest in inculcating scientific enquiry temperament amongst its students. The whole course is inclined towards finding the scientific reasons for every action undertaken by the students. They are encouraged to take up small research projects in the area of their interest as individuals and in groups.

Presence of Medical/ Bioethics Committee:

The institute has an institutional research committee and ethical committee. All the research proposals are presented for approval to these two committees.

Research linkages with other institutions, universities and centers of excellence (national and International):

Research collaborations with other institutions and universities are done for conducting studies in their hospitals or in the educational institutions. The researchers apply for permission to conduct the research through proper channels and obtain required permission for the conduct of their studies.

Research programmes in Basic Sciences, Clinical, Operational Research, Epidemiology, Health Economics etc.

Yes, Basic Nursing Research Capsule, Research Methodology Workshops, Microteachings Workshops, and Operational Research Lectures are carried out regularly.

Promotional avenues for multidisciplinary, inter-disciplinary research:

Students and faculty members take up both multidisciplinary and interdisciplinary research projects. Projects involving complementary and alternative therapies are encouraged. At the institute research is used as medium to integrate all the pathies of medicines i.e. Allopathy, Ayurveda, Homeopathy into professional nursing practice.

Promotional avenues for translational research:

Yes. Avenues are provided for such research activities.

Instilling a culture of research among undergraduate student:

Undergraduate students are made to take up research in groups. They are guided to undertake simple action research projects besides the group projects in the area of clinical postings to foster the research temperament.

Publication based promotion/ Incentives:

Faculty members and students having published research papers at national and international levels are eligible to contest elections for membership in Board of Studies and Academic Council. Besides this, best faculty awards are given based on contribution to research and publications.

Providing travel grant to attend national/international conferences and workshops:

Yes, according to the rules and regulations prescribed by the affiliating University travel grants are provided to students as well as to faculty members.

3.1.14 Does the institution facilitate

- ***R&D for capacity building and analytical skills in product development like diagnostic kits, biomedical products, etc. for the national / international market***

- **Development of entrepreneur skills in health care**
- **Taking leadership role for stem cell research, organ transplantation an harvesting, Biotechnology, Medical Informatics, Genomics, Proteomics, Cellular and Molecular Biology, Nanoscience, etc.**

Yes, except in fields like Genomics, Proteomics, Cellular and Molecular Biology and Nanoscience, students and faculty members are encouraged to work in the parent hospital, for other fields of specialization.

3.1.15 Are students encouraged to conduct any experimental research in yoga and or naturopathy?

Yes. The list of experimental researches in yoga/naturopathy is as under.

S. No	Faculty	Course	Topic	
1	Dr. Meena Ganapathy	PhD (N)	Effect of pranayam and savasan on stressors of hospitalization	PhD (N) in 2007
2	Mrs. Diana Pillai	M.Sc(N)	Effects of camphor oil on arthralgia in patients with hematological cancer	M.Sc(N) 2012
3	Ms. Rehman Jungare	M.Sc(N)	Effect on honey on non-surgical wound healing	M.Sc(N) 2012
4	Mrs. Pragati Thakur	M.Sc(N)	Effect on progressive muscle relaxation on hypertension	M.Sc(N) 2015

3.2 Resource Mobilization for Research

3.2.1 How many departments of the institution have been recognized for their research activities by national / international agencies (ICMR, DST, DBT, WHO, UNESCO, AYUSH, CSIR, AICTE etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

The M.Sc (N) and PhD cells are recognized by the Indian Nursing Council, Nursing Research Society and Society of Midwives of India. However, no funding facilities are provided by these organizations.

3.2.2 Provide the following details of ongoing research projects of faculty

	year	Number of the projects	Name of Funding agency	Total grant received
A. University awarded projects	---	---	---	---
Mini project	---	---	---	---
Major project	2014	6	Self-financing	
B. Other agencies				
Minor projects	---	---	---	---
Major projects	---	---	---	---

3.2.3 Does the institution have an Intellectual Property Rights (IPR) Cell?

The Institution has a Research Cell which acts as the Intellectual Property Rights (IPR) Cell.

3.2.4 Has the institution taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

No patents have been filed so far.

3.2.5 Does the institution have any projects sponsored by the industry, corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

No, all the research projects are self-financed, therefore there are sponsored by the industry or corporate houses.

3.2.6 List details of

- **Research projects completed and grants received during the last four years (funded by Nation/international agencies)**
- **Inter institutional collaboration projects and grants received**
- **National collaborations**
- **International collaborations**

All research projects are self-financed as the institute is a self-financing institute.

3.2.7 What are the financial provisions made in the institution's budget to support students' research projects?

There is a budget head for research projects. UG and PG research projects are supported through this budget head.

3.3 Research Facilities

3.3.1 What efforts have been made by the institution to improve its Infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

- There are 25 computers with internet facility. These computers are being used for research projects. Also, the library has latest books in nursing and health sciences.
- The institute subscribes to various international and national nursing journals in sub specialties with online journals facility. There are around 170 bound research study copies and articles for budding researchers to read.
- The institute is associated with a well-equipped parent hospital. Research scholars can conduct their research activities in the hospital.
- The institute has a well-established urban and rural community set up for researchers to conduct their promotive and preventive research studies.
- Adequate computers facility with statistical software support is made available for research projects.
- Well-equipped library in institute and in the parent hospital with latest books, medical and nursing journals and e-journals.

3.3.2 Does the institution have an 'Advanced Central Research' facility? If yes, have the facilities been made available to research scholars? What is the funding allocated to the facility?

The parent hospital has the 'Advanced Central Research' facilities. These facilities are made available to PG and PhD (N) research scholars.

3.3.3 Does the institution have Drug Information Centre to cater to the needs of the researchers? If yes, provide the details of the facility?

The parental hospital has a Drug Information Centre to cater to the needs of the researchers.

3.3.4 Does the institution provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellow of various academics and visiting scientists (National/International)?

Yes.

3.3.5 Does the institution have centers of national and international recognition / repute? Give a brief description of how these facilities are made use of by researchers from other laboratories?

Yes, all the facilities are available at the institute can be utilized by outside research scholars after taking due permission from the authorities.

3.3.6 Clinical trials and research

- **Are all the clinical trials registered with CTRI (Clinical Trials Research of India)?**
- **List a few major clinical trials conducted with their outcomes.**

Not applicable

3.4 Research Publications and Awards

3.4.1 Does the Institution publish any research journal ? If Yes, Indicate the composition of the editorial board, editorial policies.

No, the Institute does not publish any research journals however; the Principal and some faculty members are on the editorial board of 4-5 national nursing journals. The details are as under.

Sr. No.	Name of faculty	Position	Name of the Journal
1	Dr. Meena Ganapathy	Editorial board member	Nurses of India
2	Dr. Meena Ganapathy	Editorial board member	Rural Nursing

3	Dr. Meena Ganapathy	Scientific Committee member	Indian Critical Care Nursing Journal
4	Mrs. Pratibha Athare	Editorial board member	Indian Pediatric Nursing Journal

3.4.2. Give details of publication by faculty and students.

- **Number of papers published in peer review journals (national/international)**
- **Monographs**
- **Chapters in books**
- **Books with ISBN with details of publishers.**
- **Number listed in International Data base (for eg., web of science, Scopus, humanistic, International complete, IBSCO host, Google scholar etc.....)**
- **Citation Index-range/average**
- **Impact factor range /average**
- **Source normalized Impact per paper (SNIP)**
- **SC Imago Journal Rank (SJR)**
- **H-Index.**

The relevant details are mentioned in the evaluative reports of the departments.

Sr. No.	Name of Journal	Name of Publisher	Place	Name of Faculty
1	The Nursing Journal of India	Trained Nurses Association of India	New Delhi	Dr. Meena Ganapathy
2	International Journal of Nursing Education	International Journal of Nursing Education	New Delhi	Dr. Meena Ganapathy
3	IOSR Journal of Nursing and Health Science	IOSR Journals: International organization of scientific research	Ghaziabad. UP. INDIA	Dr. Meena Ganapathy
4	IOSR Journal of Nursing and Health Science	IOSR Journals: International organization of scientific research	Ghaziabad. UP. INDIA	Dr. Meena Ganapathy

5	National Conference on Gift of life Organ Transplant	Grant Medical Foundation	Pune	Dr. Meena Ganapathy
6	National Conference on Qualitative Research in Nursing	Bharati Vidyapeeth College of Nursing	Pune	Dr. Meena Ganapathy
7	Workshop on Nursing Research: Expanding frontier of knowledge	D.Y. Patil College of Nursing	Pune	Dr. Meena Ganapathy
8	Souvenir: Scientific abstracts: Towards safer cardiac nursing	Deenanath Mangeshkar Hospital and Research Centre	Pune	Dr. Meena Ganapathy
9	3 rd International Conference on Critical Care	Bharati Vidyapeeth College of Nursing	Pune	Dr. Meena Ganapathy
10	Nightingale Nursing Times	Nightingale Nursing Times	New Delhi	Dr. Meena Ganapathy
11	The Nursing Journal of India	Trained Nurses Association of India	New Delhi	Dr. Meena Ganapathy
12	Indian Journal of continuing Nursing Education	Christian Medical College of Nursing	Vellore	Dr. Meena Ganapathy
13	Nightingale Nursing Times	Nightingale Nursing Times	New Delhi	Dr. Meena Ganapathy
14	Nurses of India	Nurses of India	Bangalore	Dr. Meena Ganapathy

3.4.3 Does the institution publish any reports, compilations, clinical round-ups as a part clinical research to enrich knowledge, skill and attitudes?

The institute arranges continuing nursing education and journals clubs on the research projects conducted by the faculty to parent hospital staff and various affiliated agencies nursing staff to enrich their knowledge, skill and attitude on clinical researches.

3.4.4 Give details of faculty serving on the editorial boards of national and international journals.

Sr. No.	Name of faculty	Position	Name of the Journal
1	Dr. Meena Ganapathy	Editorial board member	Nurses of India
2	Dr. Meena Ganapathy	Editorial board member	Rural Nursing
3	Dr. Meena Ganapathy	Scientific Committee member	Indian Critical Care Nursing Journal
4	Mrs. Pratibha Athare	Editorial board member	Indian Pediatric Nursing Journal

3.4.5 Faculty serving as a steering committee of national and international conferences by reputed organization and societies.

Sr. No.	Name of the faculty	Name of the committee	Name of conference
1	Dr. Meena Ganapathy	Indian Critical Care Nurses Association	1 st national scientific conference committee chairperson

3.4.6 Indicate the average number of post graduate and doctoral scholars guided by each faculty during the last four years.

M.Sc. Nursing Theses

Sr No.	Year	Speciali- zation	Topics	Written by
1.	2013-14	Medical surgical Nursing (CVTs)	Effect of structured teaching programme on bundle protocol regarding prevention of ventilator associated pneumonia on knowledge attitude and practices of nurses working in critical care unit in selected hospitals.	Ms.Thokcho m Niroda
2.	2013-14	Medical surgical Nursing (CVTs)	Effect of information education communication package on Knowledge attitude and practice regarding DOTS on adult patients receiving DOTS in selected health care centers.	Ms.Neethu John Bosco
3.	2013-14	Medical surgical Nursing (CCN)	Effect of self-instructional module on knowledge attitude and practice regarding prevention of stroke among hypertensive patients in selected hospitals.	Ms.Sane Priyanka
4.	2013-14	Obstetrics & Gynecological Nursing	Study to identify the factors associated with anemia among rural and urban antenatal women.	Ms.Dethe Avnee
5.	2013-	Obstetrics &	Effect of audio teaching tool on knowledge of	Ms.Naik

	14	Gynecological Nursing	menstrual health among visually impaired adolescent girls in selected blind schools of city.	Vaishnavi
6.	2013-14	Mental Health Nursing	Effect of information education communication package on knowledge and attitude regarding oppositional defiant disorder among school teachers in selected educational institutes of the city.	Ms.Toppo Esther
7.	2013-14	Mental Health Nursing	Assessment of level of stress and coping abilities adopted among BPO employees in selected BPO institutions of the city to develop self-instructional module.	Ms.Jinu Babu V Thomas
8.	2013-14	Mental Health Nursing	Effectiveness of structured play therapy on social skills among the mentally challenged children residing in selected institutions.	Ms.Needhu Cherian
9.	2012-13	Medical surgical Nursing (CVTs)	Effect of foot and hand massage on post-operative pain of patients with chest surgery in selected hospital of Pune city.	Ms.Kale Vaishali
10	2012-13	Medical surgical Nursing (CVTs)	Effect of decontamination of the nasopharynx and oropharynx by chlorhexidine gluconate on prevention of nosocomial infection in cardiac surgery patients in selected hospital of the city.	Ms.Nerurkar Vinaya
11.	2012-13	Medical surgical Nursing (CCN)	Effect of castor oil application on patients with intravenous infiltration in selected hospital of Pune city.	Ms.Patil Jayashree
12.	2012-13	Medical surgical Nursing (CCN)	Effect of honey dressing on non-surgical wound healing in selected hospital of Pune.	Ms.Junghare Reman
13.	2012-13	Medical surgical Nursing (Oncology)	Effect of camphor oil massage in reduction of joint pain cancer patients in selected hospital of the city.	Ms.Pillay Diana
14.	2012-13	Obstetrics & Gynecological Nursing	Effect of rocking movement on labor pain perception and duration of labor amongst primipara in selected hospitals of Pune city.	Ms.Chopade Mrunalini
15.	2012-13	Mental Health Nursing	Assessment of factors related to job stress and coping ability among staff nurses in the selected hospitals of selected city to develop self-instructional module.	Ms.Kakade Sneha
16.	2012-13	Mental Health Nursing	Assessment of impact of social networking sites usage on psychosocial aspects of adolescents in selected institution of city.	Ms.Rukadika r Neha
17.	2012-13	Mental Health Nursing	Assessment of knowledge attitude and practice related to mental illness among selected population in order to develop a self-instructional module.	Mrs.Sagvekar Shraddha
18.	2011-12	Medical surgical Nursing (CVTs)	Effect of Slow Deep Breathing Relaxation Exercise on Pain and Anxiety during Chest Tube Removal among Patients Admitted in Selected Hospitals of City.	Ms.Dhanu Gayatri

19.	201 1-12	Medical surgical Nursing (CVTs)	Effect of Back Massage on Night Sleep among Post-Operative CABG Patients in Selected Hospitals of the City.	Ms.Varghese Jyothi
20.	201 1-12	Medical surgical Nursing (CCN)	Effect of Behavioral Training in Reducing Anxiety and Discomfort among Patients Undergoing Upper Gastro Intestinal Endoscopy in Selected Hospitals of Pune.	Ms.Sebastian Shithu
21.	201 1-12	Medical surgical Nursing (CCN)	Effect of Warm Humidified Oxygen on Thermoregulation of Post-Operative Patients with Abdominal Surgery in Selected Hospitals of Pune.	Mrs.Karande Jyoti
22.	201 1-12	Medical surgical Nursing (Oncology)	Effect of Turmeric Mouth Wash on Healing of Oral Ulcers among Patients Undergoing Radiotherapy in the Selected Hospitals of the City	Betsy Joy
23.	201 1-12	Obstetrics & Gynecological Nursing	Effect of head cap on the newborn body temperature after birth in selected hospitals of the city	Ms.Badekar Varsha
24.	201 1-12	Obstetrics & Gynecological Nursing	Effect of selected maternal positions on non-stress test parameters among antenatal mothers in selected hospitals of the city	Mrs. Mathews Shailaja
25.	201 1-12	Mental Health Nursing	Assessment of Knowledge Attitude and Practices Regarding Psychiatric Emergencies among Relatives of Schizophrenic Patients in Selected Hospitals to Develop a Self Instructional Module	Ms.Gorinta Aksa
26.	2011- 12	Mental Health Nursing	Effect of Guided Imagery on Stress among Haemodialysis Patients attending Dialysis Unit in the Selected Hospitals of City.	Ms.Lincy Samuel
27.	2011- 12	Mental Health Nursing	Assessment of Awareness of Child Abuse amongst Health Team Members Working in Selected Hospitals of the City to Prepare a Self Instructional Module.	Mary Jose
28.	2010- 11	Medical surgical Nursing (CVTs)	Effect of Reiki Therapy on Pain Reduction in Terminally Ill Cancer Patients of Selected Health Care Setups in Pune City.	Mrs.Akut Priyanka
29.	2010- 11	Medical surgical Nursing (CVTs)	Effect of Basic Life Support Training on Knowledge Skills and Perceived Control of Immediate Relatives of Patients Diagnosed with Ischemic Heart Disease Admitted in Selected Hospitals of Pune City.	Ms.Kadam Rajashree
30.	2010- 11	Medical surgical Nursing (CVTs)	Assessment of Risk Factors for Coronary Artery Disease in Employees of Selected Educational Institutes of Pune City in View to Prepare and Validate a SIM	Ms.Gaikwad Manisha
31.	2010- 11	Medical surgical Nursing (CVTs)	Effect of Music Therapy on Pre-Operative Anxiety of Cataract Patients Undergoing Cataract Surgery in Selected Hospitals of Pune City.	Ms.Tembhur ne Vishakha
32.	2010- 11	Medical surgical	Assessment of Knowledge and Skills of Critical Care Registered Nurses on Inotropic Drug	Mrs.Sreelath a M R

		Nursing (CVTs)	Calculation in Order to Prepare and Validate a SIM.	
33.	2010-11	Obstetrics & Gynaecological Nursing	Effectiveness of Progressive Muscle Relaxation Versus Oral Intake of Ginger Powder on the Selected Symptoms of Dysmenorrhea amongst the Nursing Students at Selected Educational Institutes in Pune.	Ms.Halder Annesa
34.	2010-11	Obstetrics & Gynaecological Nursing	Study to Assess Premenopausal Symptoms and Coping Strategies Adopted by Registered Nurses of Selected Hospitals of Pune City.	Ms.Tathavad ekar Bharati
35.	2010-11	Mental Health Nursing	Effectiveness of Progressive Muscle Relaxation Technique on Generalized Anxiety of Elderly Orthopedics Patients in Selected Hospitals of Pune City	Ms.Barde Sheetal
36.	2010-11	Mental Health Nursing	Assessment of Anxiety Level and Coping Strategies amongst Students from Selected Undergraduate Professional Colleges of Pune to Develop a Self Instructional Module	Mrs.Mahajan M. S.
37.	2010-11	Mental Health Nursing	Assessment on Factors Influencing Suicidal Ideation and its Coping Strategies among Adolescents of 15-17 years from Selected Educational Institutes at Pune City	Mrs.Apte Sundari
38.	2010	Medical surgical Nursing (CVTs)	Effect of Pre-Operative Orientation Programme on Pre and Post-Operative Anxiety of CABG Patients in Selected Hospitals of Pune.	Mrs. Roy Bhowmik Suchana
39.	2010	Medical surgical Nursing (CVTs)	Effect of Cold Application on Selected Side Effects of Injectable Anticoagulants in Hospitalized Adult Patients in Selected Hospitals of Pune.	Mrs.Bhambid Nupoor
40.	2010	Medical surgical Nursing (CVTs)	Effect of Communication Board on Selected Parameters of Comfort in Mechanically Ventilated Patients in Selected Hospitals of Pune.	Mrs.Chavan Sharada
41.	2010	Medical surgical Nursing (CVTs)	Effect of Foot Massage on Selected Side Effects of Cancer Chemotherapy in Hospitalized Adult Patients of Selected Hospitals of Pune.	Ms.Anchom Anupama
42.	2010	Medical surgical Nursing (CVTs)	Knowledge Attitude and Practice of Registered Staff Nurses on Intramuscular Injection with a View to Prepare a Self Instruction Module in a Selected Hospital of Pune City.	Ms.Lendhe Mousamee
43.	2010	Obstetrics & Gynaecological Nursing	Knowledge Attitude and Practices of Family Planning Methods Amongst the Eligible Couples in Selected Area of Pune.	Ms.Thokcho m Nivedita
44.	2010	Obstetrics & Gynaecological Nursing	Effectiveness of Patterned Breathing on Progress of Labor During First Stage of Labor in Primiparas in Selected Hospitals of Pune.	Ms.Jadhav Ujwala
45.	2010	Mental Health Nursing	Assessment of Psychosomatic Symptoms of Menstruation Among Adolescent Girls Studying in Selected Educational Institutes of Pune.	Ms.Barbatkar Siddheshwari Suryabhan

46.	2010	Mental Health Nursing	Assessment of the Causes of Psychiatric Readmissions Selected Inpatient Mental Health Setups of Pune in View to Prepare Psycho Educational Module.	Mrs.Garud Minakshi
47.	2010	Mental Health Nursing	Role of Media and Telecommunication on Behavioral Patterns among School Going Children of Selected Educational Institutes of Pune.	Ms.Tambat kar Poonam

3.4.7 What is the official policy of the institution to check malpractices and plagiarism in research? Mention the number of plagiarism cases reports and actions taken?

No plagiarism cases have been reported so far. The Institution's Research Committee monitors all the research projects (both UG/PG). The entire proposals are checked for its originality, design, sampling and its citations. The projects approved by this committee go to the (IEC) Institutions' Ethical Committee. The proposals approved by both the committees are sent to the affiliating University. The University checks the synopsis and approves them through its three member research committee.

3.4.8 Does the institution promote multi-disciplinary and interdisciplinary research projects? If yes, how many such research projects have been undertaken and mention the number of department in such endeavors.

Yes. Being a professional nursing college with a motto of holistic development of the lady student, the research work is of multidisciplinary and interdisciplinary in nature, and is promoted by the institution.

3.4.9 Has the university instituted any research awards?

The university has instituted a research award named "Avishkar." There are eight faculty members of the institute who have submitted their research projects for this award. All eight were selected to make a presentation with posters at MUHS.

Sr. No.	Year	Name of the research study	Faculty name	Guide's Name
1	2011-12	Effect of Warm Humidified Oxygen on Thermoregulation of Post-Operative Patients with Abdominal Surgery in Selected Hospitals of Pune.	Ms. Jyoti Karande	Dr. Meena Ganapathy

2	2011-12	Effect of selected maternal positions on non-stress test parameters among antenatal mothers in selected hospitals of the city	Mrs. Shailaja Mathews	Dr. Shubhada Ponshe
3	2010	Effect of Cold Application on Selected Side Effects of Injectable Anticoagulants in Hospitalized Adult Patients in Selected Hospitals of Pune.	Mrs. Nupoor Bhambid	Dr. Meena Ganapathy
4	2010	Effect of Foot Massage on Selected Side Effects of Cancer Chemotherapy in Hospitalized Adult Patients of Selected Hospitals of Pune.	Ms. Anupama Achom	Dr. Meena Ganapathy
5	2010	Knowledge Attitude and Practices of Family Planning Methods Amongst the Eligible Couples in Selected Area of Pune.	Ms. Nivedita Thokchom	Dr. Shubhada Ponshe
6	2010	Effectiveness of Patterned Breathing on Progress of Labor During First Stage of Labor in Primi Paras in Selected Hospitals of Pune.	Ms. Ujwala Jadhav	Dr. Shubhada Ponshe
7	2010	Assessment of the Causes of Psychiatric Readmissions Selected Inpatient Mental Health Setups of Pune in View to Prepare Psycho Educational Module.	Mrs. Minakshi Garud	Ms. Bijayalaxshmi Devi
8	2010	Role of Media and Telecommunication on Behavioral Patterns among School Going Children of Selected Educational Institutes of Pune.	Ms. Poonam Tambatkar	Ms. Bijayalaxshmi Devi

3.4.10 What are the incentives given to the faculty and students for receiving state, national and international recognition for research contribution?

In terms of awards and felicitations, due incentives are given by the institute. There is an incentive of Rs.3000/- p.m. for a faculty with PhD in Nursing.

3.4.11 Give details of the post graduate and research guides of the institution during the last year.

Four faculty members are approved as post graduate and research guides by the affiliating University. Besides this, there are 16 faculty members who have PG degree in Nursing.

3.5 Consultancy:

3.5.1 What are the official policy/rules of the institutions for structured consultancy? List a few important consultancies undertaken by the institution during last four years.

- All consultations extended to fellow colleges under parent organization are given free of cost.
- Consultations to outside agencies for monetary purpose are not encouraged as they may reduce quality of the work put in by the faculty member.
- Outside consultations as members of Board of Studies, Chairperson / member of Ethical Committee of Research, member of Faculty and Board of Research etc. are encouraged and leave on duty is granted for such work.
- The Institute takes up the work of revision of syllabus for the Nursing Faculty in Maharashtra for B.B.Sc (N) and P.B.B.Sc (N) and M.Sc (N) through the University. Our institute has given full the office support to University required for this purpose.

3.5.2 Does the university have an industry institution partnership? If Yes, What is its scope and range of activities?

Not applicable

3.5.3 What is the mode of publicizing the expertise of the institution for consultancy services? Which are the departments from whom the consultancy has sought?

The expertise is publicized through its quality and quality of students who pass out from the institute. No other advertisement and publicity is given. The publicity it receives is by mouth to mouth publicity.

3.5.4 How does the institution utilize the expertise of its faculty with regard to consultancy?

- The faculty members and students conduct regular health checkups, health camps and health education for students of all the branches of the parent organization.
- They also conduct community programs on prevention and promotion of health, both in urban and rural areas.

- They also conduct BLS (Basic Life Support) and stress reduction workshops for BPOS (Business process Outsourcing Units) and other higher education colleges on campus.
- The faculty members conduct Continuing Nursing Education for parent hospital nursing staff and for other hospital who seek its help.

3.5.5 Give details regarding the consultancy services provided by the institution for secondary and tertiary health care centers and medical/dental practitioners.

The institute conducts regular CNEs for smaller health set ups who seek help in updating the knowledge of their nursing staff.

3.5.6 List the broad areas of consultancy services provided by the institution and the revenue generated in the last four years.

- Health education
- Health checkups
- Health camps
- Street plays
- Environmental cleanliness drives.
- First aid and basic life support.

No revenue has been generated, as all consultancy services have been provided free of cost.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the Institution sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programs which have created impact on students' campus experience during last four years.

Health Education:

Students and faculty members conduct regular health education camps for other higher education college students on hygiene, first aid, BLS and common epidemics. These health education activities are done in both urban and rural communities adopted by the institute. Students and faculty members also give planned and incidental health education to patients admitted in the parent hospital and other affiliated hospitals.

Health check-up:

Students and faculty members conduct regular health checkups and hemoglobin testing for anemia, for few higher education college students, school children and *adivasi* children studying in the school and living in the hostel run by the management. The students who have health deviations are referred to the doctors for further management.

Health camps:

Students and faculty members also conduct health camps such as pulse polio camps, national health program drives, diagnosis of eye disorder, hypertension and sterilization camps etc.

Street plays:

Students conduct street plays on social issues like alcoholism, drug addiction and environmental cleanliness etc. in both urban and rural community.

Environmental cleanliness drive:

The need of keeping the surrounding environment clean and pollution free is highlighted by the students to public through *shramadan* and *Swatch Bharat* Abhiyan, the cleanliness drive.

Health rallies:

Students and faculty conduct health rallies on social and health issues on topics like violence against women and children, swine flu, dengue, malaria etc. The purpose is to educate common public on preventive and promotive aspects of health.

First aid and basic life support:

Students and faculty members conduct drills to few higher education college students, on common first aid measures and basic life support etc.

Adoption of Adivasi School for children:

The management has adopted a village called 'Kamshet' and has established a school known as 'Ashram Shala' for children coming from 'Adivasi' community. For these children, health checkups and education camps on health are carried out by our students and faculty members.

Miscellaneous activity:

Our students and faculty members participate in the implementation of National Health Programs, such as, control of tuberculosis, leprosy, family planning, population control, immunization, family welfare, HIV/AIDS control, blindness control, anemia control, malaria, dengue and swine flu control in both urban and rural settings. Students and faculty members also organize health checkups and health camps related to menstrual hygiene, anemia control, birth control devices, breast self-examination, cervical cancer detection, awareness and prevention of violence against women and children, etc. for both urban community women and children. Students and faculty members take active part in pulse polio eradication program.

3.6.2 How does the Institution promote university neighborhood network and student engagement, contributing to the holistic development of students and sustained community development?

- Students are part of NSS (National Social Service) scheme and they take active part in it.
- Students and faculty members also implement all the university suggested health awareness programs like swine flu control, *Swatch Bharath Abhiyan*, *APJ Kalam week*, prevention of harassment against women and children etc. in the community.
- Consultancy: The Institute provides consultation on education on health to fellow colleagues, colleges, industries, affiliated hospital and community.
- Students take active part in *Vivekananda Kendra* and *Sharada Mutt* activities on yoga and personality development programs.
- Students and faculty members also refer poor patients admitted in parent hospital to social workers and do follow-up for concessions in their hospital charges.
- Students have promoted *Jeevan Suraksha* and PM's Insurance policies for poor people, both in the urban and rural community.
- Students and faculty members take active part in generating donation through "*Bhaubeej*" fund for court committed orphan girls. Around 1600 such school girls study on the campus.

3.6.3 How does the institution promote participation of the students and faculty members in extension activities including participation in NSS, NCC, YRC and other National and International programs?

Few UG students take part in NSS program and few more participate in *Savitribai Phule* education program, earn & learn scheme etc. The students also participate in campus cleanliness drives and health education to public, in urban and rural community.

3.6.4 Give details of social surveys, research or extension works if any, undertaken by the institution to ensure social justice and empower the under privileged and most vulnerable sections of society.

- The students and faculty members have adopted the *Adivasi Ashram Shala* for health checkups, health camp and health education. Students and faculty go in rotation to follow-up this activity throughout the year.
- Students and faculty members collect donations as '*Bhaubeej* fund' to support education and hostel stay of court committed orphan girls, staying on campus.
- Students and faculty members help these girls with health checkups.
- In the urban community of Pune city, students have conducted research on "The rate of treatment compliance by open tuberculosis patients" to spread awareness among open tuberculosis patients on the ill effects of defaulting the treatment. Students and faculty members make home visits in both adopted urban and community areas to promote, preserve health and prevent illness.

3.6.5 Does the institution have a mechanism to track the students' involvement in various social movements / activities that promote citizenship roles?

- Community work like *Swatch Bharat Abhiyan*, laying of roads through *shramadan*, tree plantation drives, immunization drives for home to home coverage, are the opportunities for personality development and value based learning for students, both in urban and rural community adopted by the institute.
- The community activity of adopting the '*Adivasi* school' for health checkups and health education and collecting donation for education of orphan girl students are the involvements of students on social movements, as responsible citizens of India.

3.6.6 How does the institution ensure the involvement of the community in its outreach activities and contribute to

community development? Give details of the initiatives of the institution that have encouraged community participation in its activities.

- The institute takes an active involvement in the community outreach programs, both in urban and rural communities.
- The selected representatives of the community also participate in the social activities such as environmental cleanliness, sanitation drives and tree plantation drives. Along with them, the local representative students make the villagers and school children responsible for their environmental cleanliness, health promotion and preservation.

3.6.7 Give details of awards received by the institution for extension activities and contributions to social and community development during the last four years.

A student representative of NSS program was selected as the best faculty volunteer of the affiliating university and was sent to China along with other students, with a central government representative for a 'Youth Exchange Program' of 10 days.

3.6.8 What intervention strategies have been adopted by the institution to promote the overall development of students from rural / tribal backgrounds?

- The strategies of adopting an *adivasi* school and taking active part in health care delivery of the adopted urban and rural communities is the institute's activities towards the development of students from rural and urban backgrounds.
- The students conduct rallies on promotion of mental health, pulse polio immunization prevention of swine flu and prevention of dengue and malaria.

3.6.9 What initiatives have been taken by the institution to promote Social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?

- Students from reserved categories are given scholarship for their studies by the Ministry of Social Welfare. By this facility, reserved category students are fully or partially supported financially throughout their education.

- Amongst the faculty, the reservation categories are filled up and there is equal representation as per the 'Government Reservation Policy' amongst faculty.
- Students and faculty collect donation for court committed orphan girl students staying on campus, for their education.
- All the festivals are celebrated and given due credit for social equality.
- Students and faculty are taught and made to preserve nonrenewable resources such as electricity.
- The institute's mission of developing conscientious, (committed and passionate) caring and confident professionals of international repute is noteworthy. Every aspect of curricula is incorporated with these values for permanent personality change amongst the students.

3.6.10 How does the institution align itself with the annual theme, programs of WHO / ICMR?

Regular conferences and workshops are conducted on the themes of WHO and International Nursing Council and ICMR. The WHO themes on hand washing and prevention of vector borne diseases were celebrated. The INC's theme on Access and Equality in Health Care was propagated amongst students. Lectures on Road Safety for the general public and Patient Safety from infection at the hospitals, were conducted in the parent hospital for public fellow students and patients.

Important days of WHO on themes like prevention of vector borne disease was celebrated on 7/4/2014, schizophrenia on 10/10/2014 and closing gap in HIV and AIDS on 1/2/2014. During these celebrations, exhibitions and health stalls were arranged for public and fellow students.

3.6.10 What is the role of the institution in the following extension activities? Community outreach health programs for prevention, detection, screening, management of diseases and rehabilitation by cost effective interventions.

Awareness programs for prevention of diseases and promotion of health were carried out regularly with the help of 'Information, Education and Communication (IEC)' programs.

The institute has conducted various screening programs for anemia, dental caries, malnutrition, hypertension, mental illness etc. in both adopted urban and rural communities.

Awareness creation regarding potable water supply, sanitation and nutrition.

- Regular community awareness programs on clean, potable water, sanitation and nutrition were arranged through street plays and demonstration. Importance of breast feeding was propagated in community during breast feeding week by students and faculty members by educating 'Anganwadi' teachers. Health camps on cataract surgeries (eye surgeries), anemia detection, and breast cancer prevention were arranged periodically in both the communities.
- Awareness programs on rainwater harvesting, soak pits, potable water and environmental sanitation were regularly demonstrated and delivered to both urban and rural communities adopted by the institute.

Awareness creation regarding water borne diseases and air-borne communicable diseases.

Waterborne diseases like Acute Gastro Enteritis, Typhoid and Cholera and their preventive measures were demonstrated through health surveillance and health checkups in both urban and rural communities.

Awareness programs on cause, spread and prevention of diseases such as swine flu, dengue, malaria, pneumonia and tuberculosis were carried out through street plays and health camps.

Awareness creation regarding non communicable diseases – cardio vascular, diabetes, mental health, accident trauma etc.

Need for healthy life style catering to healthy nutrition, exercise, mental relaxation, stress reduction, integration of yoga is taught to the fellow college students and adopted communities.

Students and faculty members have conducted researches on diabetes mellitus, hypertension, mental health, prevention of road traffic accidents and education on Basic Life Support to fellow college, students, employees and to community. They had also arranged health education drives, street plays and rallies on prevention of these non-communicable diseases.

Awareness creation regarding healthy life styles and physical exercise for promotion of health and prevention of diseases.

Yoga, physical exercise, prevention of obesity are inculcated among students and faculty and also in the fellow college students, fellow employees and the people of both adopted communities through health exhibitions, demonstrations, street plays and health education.

Awareness creation regarding AYUSH system of medicine in general and or any system of medicine in particular

Students and faculty are aware and keen on integration of all systems of medicines for holistic health care for people. All the systems are given its due recognition and credit in the curriculum.

Complementary and alternative medicine

The nursing syllabus prescribed by the apex council has a unit on complementary and alternative therapies. The curriculum empowers the nurse practitioners to implement these therapies with due knowledge and skills.

Pharmaco economic evaluation in drug utilization

Not applicable.

Participation in national health programs like Family Welfare, Mother and Child Welfare, Population Control, Immunization, HIV/AIDS, Blindness Control, Malaria, Tuberculosis, School Health, Anti-Tobacco Campaigns, Oral Health Care etc.

Students and faculty members participate actively in the awareness and implementation of all the above mentioned health programs in community, schools and fellow colleague colleges and employees. Besides, they also participate in Swine Flu screening, Dengue prevention campaigns etc.

Promotion of mental health and prevention of substance abuse.

Students and faculty are exposed to various aspects of mental health, prevention of mental illness and care and rehabilitation through the curriculum. Students and faculty also closely work with "Mukatangan" a center for rehabilitation of drug abusers and substance abusers. They also hold rallies and awareness programs on these topics through street plays and entertainment activities.

Adoption of population in the geographical area for total health care.

The institute has adopted selected urban and rural areas for providing total health care with the Municipal Corporation and Maharashtra Government. The institute works in coordination and collaboration with these two agencies.

Research and extension work to the marginalized population.

The institute has adopted the 'Kamshet Adivasi Ashram Shala' for education and health care of its students.

3.6.11 Do the faculty members participate in community health awareness programs? If yes, give details.

Since the community health is a part of the curriculum, all the faculty members are involved in teaching these programs.

3.6.12 How does the institution align itself and participate in National programs for prevention and control of diseases?

The National Health Programs provide an opportunity for personality and value based learning experiences to students, through community work. The extension activities are incorporated in the curricular activities. The institute has adopted selected urban and rural communities and it takes care of health needs of people in these areas and also implements the 'National Programs' through their Village Panchayat and Block Development Office. Regular IEC activities and clinics are assisted by the students in community, leading to practical experience on handling the major diseases in community.

The institute organizes seminars, workshops, conferences, street plays on the National Health Programs on WHO Day, May 12th – the International Nurses Day and the days planned by the Central and State Governments.

3.7 Collaborations:

3.7.1 How has the institution's collaboration with other agencies impacted the visibility, identity and diversity of campus activities? To what extent has the institution benefitted academically and financially from such collaboration.

The institute has signed a MoU for 99 years with the 1000 bedded parent hospital. The parent hospital has excellent infrastructure and clinical learning experience facility. Because of this, students are able to learn effectively and perform well in the practical fields. The students have 100% placement due to a good demand because of this experience and collaboration. However, there are no financial benefits due to this collaboration.

3.7.2 Mention specific examples of how these linkages promote:

Curriculum Development:

Hospital learning and community experience form a part of clinical curriculum.

Internship:

All the students undergo 6 month's internship at the parent hospital. During this period, they are rotated in two major areas. Head nurses and faculty members of the institution supervise their work experience.

On-the job training:

The PG program students who take-up specialized subjects, are able to contribute more effectively. On job, they are taught 'Advanced Cardiac Life Support'.

Faculty exchange and development:

The faculty members also take active part in teaching the nurses and students from fellow colleague colleges and hospitals. This improves their IPR and knowledge.

Research:

Regular research projects in hospital oriented topics are conducted in the parent hospital. Some research projects are conducted in the community setup.

Publication:

The clinical collaboration and research studies conducted thereof, help faculty to publish their findings in national and international journals. The institute is in a process of publishing a procedure manual which will be like a 'Ready Reckoner' for the hospital staff.

Consultancy:

The institute provides consultation on health education to fellow colleague colleges, industries and affiliated hospital and community. However, all these consultations are extended free of cost.

Student Placements:

Some students were placed as staff on completion of their studies at parent hospital. All the students are employed, and they find no difficulty with placement.

3.7.3 Has the institution signed MoUs or filed patents with institutions of National, International importance, other universities, industries corporate houses etc.? If yes how have they enhanced the research and development activities of the institution?

The institute has signed a MoU with the parent hospital and with a corporate house. The MoU with parent hospital is for 99 years. The hospital has agreed to provide clinical learning to this institute for 99 years. This MoU ensures that students get excellent clinical learning in a hospital without overcrowding as other similar institutes are not permitted in the parent hospital. Another MoU is signed with a corporate house is for financial sponsorship to economically challenged girl students, till completion of their education without any payback or expectations. These two MoUs have tremendously improved the learning facilities in the institute.

3.7.4 Have the institution, industry interactions resulted in the establishment / creation of highly specialized laboratories facilities?

The interaction between the institute and parent hospital has resulted in highly specialized learning facilities.

3.7.5 Give details of the collaborative activities of the institution with the Following:

Local bodies / Community:

The institute has adopted an urban and a rural setup to provide preventive, promotive, creative and rehabilitative health services along with the local and state sponsored corporation, block development, PHC and state government.

State Government / Central Government / NGOs :

The institute collaborates with NGO called '*Lila Poonawalla Foundation*' for Women Empowerment. It conducts personality development and nursing related lectures to students sponsored by this NGO.

National Bodies:

The institute runs an 'Association of Managements of Unaided Private Nursing Colleges in Maharashtra' from 2008. Through this, the institute has solved the issues faced by the private nursing colleges till date, in their management.

International agencies:

The institute is in the process of signing a MoU with University of Sydney in Australia for an International Post Graduate Pediatric Certificate Program (IPPC).

Health care industry–biomedical, pharmaceutical, herbal, clinical research organization (CRO):

The institute is an active member of the 'Nursing Research Society of India', 'Oncology Nursing Association of India', 'Society of Midwives of India', 'Indian Psychiatric Nursing Association of India', 'Trained Nurses Association of India and the 'Student Nurses Association of India'.

Service Sector:

The institute provides health education on Healthy Life Styles and Basic Life Support to Business Processing Offices and industrial houses who seek for such training at free of cost.

3.7.5 Give details of the activities of the institution under public private partnership.

The institute uses primary health center, rural hospital, the urban sub center, and urban health center of the state government, for the curative services clinical experience to its students.

3.7.6 Any other information regarding Curricular Aspects which the institution would like to include:

Nil.

Criteria IV

Infrastructure and learning resources

4.1 Physical facilities.

4.1.1 How does the institution plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The campus is meticulously planned and all buildings are constructed to provide all basic amenities required for effective teaching learning process, health care and research. On the campus, the Parent organization is running various educational units such as, Cummins Engineering College, Management Institute, College of Architecture, Vocational Training Institute, Arts / Science / Commerce College, High schools, primary schools, etc. In addition, there are hostels for college girls; three big auditoriums, a big sports ground, badminton court, bank, dispensary, museum, post office, canteens, bakery, crèche and a gymnasium etc. All the educational units are meant for girls only.

Off Campus institutes:

The parent organization runs various educational institutions at Satara, Wai Ratnagiri, Nagpur, Ambegaon (Pune), Kamshet, of Maharashtra.

The institute of nursing education has its own physical structure of 25,000 sq.ft situated in parent organization's Pune campus. The institution has excellent infra-structure facilities such as multipurpose hall / auditorium, lecture halls, library, and laboratories, etc.

The lecture halls are well furnished and well equipped with A.V. aids, LCD, OHP projectors, black boards, notice boards, models & charts, etc. for high quality teaching-learning experience to the students. The entire campus is provided with generator backup.

In the campus, we have our own Health Club equipped with modern Gymnasium machinery, (Tejashwini Health Club), post office, bank and play grounds and dispensary block. All the students are allowed to utilize modern gymnasium facilities and attend yoga classes. A huge sports ground with expert coaches is available on campus.

4.1.2 Does the institution have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment ? If yes, mention a few recent initiatives.

Yes, the institute has a policy for the creation and enhancement of infrastructure in order to promote a good teaching – learning environment. The parent organization and the local managing committee, give emphasis on up-gradation and creation of infrastructural facilities and learning resources to keep pace with academic growth.

So far, more than Rs. 3 crores has been spent on creating and augmenting the infrastructural facilities. The institution has sufficient budgetary allocation for improving infrastructure facilities and upgrading the existing facilities in order to promote a good teaching learning environment.

Separate hostel building for nursing students at the cost of Rs. six crores has been provided since yr 2004. Rs. seven lakhs has been spent in 2014-15 for renovation of whole institute building and Rs. Six lakhs has been spent on purchasing equipment, models, journals & library books.

4.1.3 Has the institution provided all its departments with facilities like office room, common room and separate rest rooms for women students and staff?

The institute has provided facilities like staff rooms, common room and separate rest room for staff and students.

4.1.4 How does the institution ensure that the infrastructure facilities are barrier free for providing easy access to college and hospital for the differently-abled persons?

As all the students admitted to this institute are physically well fit, there are no differently able students admitted in the institute. However all facilities of the institute are friendly towards all types of students.

4.1.5 What special facilities are available on campus to promote students' interest in sports and cultural events /activities?

The institute has extensive sports facilities available to the students. Moreover, all these facilities are absolutely free of cost. The sport activities are under the care of faculty member with good record in sports who is designated as 'sports in charge' and is assisted by other faculty members.

The sports / physical facilities available are for Cricket, Volley ball, Basketball, Handball and Football, Disc throw, Javelin throw, Shot-put and 400 meters running. A well maintained sports ground is available on the campus.

Gymnasium: fully equipped with modern gymnasium with equipment such as, fixed exercise stations, moveable weights, treadmills etc. with coaching facility are available.

Indoor sports facilities are provided for table tennis, shuttle badminton, carom board and chess. The parent organization arranges 'Damini an inter - collegiate sports event' every year through a member college. Maximum students are encouraged to take active part in various indoor and outdoor sports competitions. In 2014 – 15, this competition was organized by the institute. The students are trained by separate coaches for various games.

Since last 3 - 4 years, our institute hosts various intercollegiate competitions for sport of TNAI, and SNA of city branch, where all nursing students get vast exposure and experience of arranging and participating in games.

The affiliating university, MUHS, gives extra five marks in final year mark sheet for the students who participate in NSS and inter collegiate competitions. The institute organizes various indoor and outdoor sports competitions every year, as a part of college week where maximum students participation of takes place and they receive various awards for the same.

The students are encouraged to take active part in various inter collegiate as well as inter university sports competitions. In the institute, every class coordinator gives sports hour regularly to all the students.

Cultural events:

The college has functional and active cultural committee. The cultural events are under the care of a faculty member who organizes various events and guides the students for various cultural activities. She is designated as 'in charge' for cultural committee and is associated with an assistant and student representatives from each class.

The institute organizes college week where maximum students take part in different cultural competitions like group dance, solo dance, solo singing, role play, elocution, one act play, fashion show, salad decoration, hairstyle, mehanadi, rangoli etc. The students are trained and encouraged to take active part in various cultural competitions at intercollegiate and interuniversity level. The institute organizes separate musical events by providing them various instruments as per need of the students and the event.

Through NSS activity, various cultural programs are being implemented for the rural and urban communities. Popular national leaders, sports, cultural celebrities are invited regularly by the parent organization to inspire the students during occasion like Independence Day, Damini event, Baya Karve Puraskar, and Bhaubeej Nidhi programs etc.

4.1.6 What measures does the institution take to ensure campus safety and security?

Continuous CCTV coverage of the entire campus and of the institute is done. The security guards are present at all important locations and gates for 24 hours. Students and faculty members are provided with ID cards. The entry to campus is based on ID card. Fire extinguishers are located at all important locations in the campus. Uniform with ID cards are provided to all class IV workers to ensure their identity in the campus, especially in hostels to ensure safety of students.

Attendance is recorded in the hostels by wardens. Rules and regulations regarding night passes, late comings have been informed periodically to all the students. In campus, vehicles are provided with passes for security purpose. Microbiological assessment of water sample is carried out periodically. Purification of water is regularly done by the parent organization and clean potable water is supplied to the institute. Health checkup of cooks is done regularly. Health insurance scheme is provided to the staff. For the students, counselor

is appointed to address personal and academic problems. 24x7 uninterrupted power supply is ensured in the campus.

4.1.7 Facility of Animal House:

There is no animal house in this institute.

4.1.8 Provide the following details on the use of laboratories / museums as learning resources:

The institution has total eight laboratories including a museum. They all are developed as per guidelines given by statutory bodies like INC, MNC and University. Regular maintenance and up-gradation of laboratories and museum is done. All the articles and equipment in different laboratories are properly labeled. Independent faculty member 'in-charge' is assigned for each lab. This faculty member is responsible for regular inventory checking, maintenance of articles, purchasing new articles as per need through proper channel including condemnation of articles. Internal and external auditing is done by the institute for all the labs. Descriptive catalogues are available in museum.

All the labs and museum are utilized by all PG and UG students.

4.1.9 Dentistry:

Not applicable.

4.1.10 Pharmacy:

Not applicable.

4.1.11 Yoga and Naturopathy:

Scheduled yoga classes are conducted for teachers and students in 'Tejashwini health club' to cater to their health needs. Yoga classes and personality development programs are organized at *Sharada mutt*. Students and faculty members are encouraged to attend these classes. Adequate books and magazines are available on yoga and naturopathy in the library.

4.1.12 Homeopathy:

Not Applicable.

4.1.13 Details about areas of different nursing laboratories:

- Nursing foundation laboratory --- 2500 sq. ft.
- Medical surgical Laboratory
- Community health nursing laboratory --- 900 sq. ft.
- Maternal and child health laboratory --- 900 sq. ft.
- Nutrition laboratory --- 900 sq. ft.
- Pre-clinical laboratory (anatomy, physiology, Microbiology, specimens, models and mannequins/ museum) --- 1000 sq. ft.
- Computer lab --- 1500 sq. ft.
- A.V. aids lab --- 1000 sq. ft.

4.1.14 Ayurveda:

Not applicable.

4.1.15 Does the institution have the following facilities? If so, indicate its special features, if any.

Meditation Hall : yes.

Naturopathy blocks : yes.

4.1.16 Details of sophisticated equipment procured during last four years.

2011-12 --- PGDMLT, Biochemistry, Microbiology and Pathology equipment.

2012-13 --- LCDS, CCTVS, Mike systems and camera

2013-14 --- Computers, Pediatric lab articles

2014-15 --- UPS, Computers, All in one printer and scanner, bar code machine.

4.2 Clinical Learning Resources:

Clinical learning resources are available in the parent hospital: Deenanath Mangeshkar Hospital (DMH) and *Mai Mangeshkar* Hospital.

4.2.1 Year of establishment and distance between hospital and institution:

- 2001: Deenanath Mangeshkar Hospital (DMH) – 2 km.

- 2012: Mai Mangeshkar. Hospital institution distance- 2 km.

There is a MoU between Lata Mangeshkar Foundation (LMF) and the institute for 99 years. LMF runs Deenanath Mangeshkar Hospital (DMH) and Mai Mangeshkar Hospital. Both the hospitals provide maximum clinical facilities to our students. Other affiliated hospitals are as follows.

- Kamala Nehru Hospital – It is a hospital owned by Municipal Corporation and students get experience about obstetrics cases as well as medical and surgical cases.
- Kothrud and Karvenagar Dispensary – for urban health posting, the students are posted in above dispensaries.
- For rural health experience, Paud and Kamshet villages have been adopted by the institute. Students are posted at PHCs, sub centers and rural hospital.
- Chaitanya Mental Health Institute – for psychiatry experience.

4.2.2 Details about the parent hospital, i.e. Deenanath Mangeshkar Hospital

Number of beds:

Phase I – 450, Phase II – 600, but new phase beds are opened in a phased manner.

Number of specialty services:

All the basic specialty services are available. E.g. Cardiology, Nephrology, Medicine, Surgery, Pediatric, Gynecology, Eye, ENT, Skin etc. (total 40).

Number of super specialty services:

Transplant unit, Oncology, Spine clinic, Cardiac and Thoracic surgery, Endoscopy, Intensive care units, NICU, Breast milk bank, Neurovascular etc. (total 10).

Number of beds in ICU, GICU, HDU, etc.

ICU, GICU – 18, HDU – 12, Private ICU – 12, New phase ICU – 22 (super specialty), ICCU – 11, Cardiac Recovery – 16, PICU – 10, NICU – 30.

Number of OT:

Special OTs is available for General Surgeries, Cardiac, Gynecology, Orthopedics, ENT, Ophthalmology, Urology, Neurology cases etc. (total – 15).

Number of diagnostic service departments:

There are various diagnostic service departments like, Pathology, Microbiology, Biochemistry, Radiology, Endoscopy and Cardiac investigations.

Clinical laboratories:

Available at parent hospital.

Service areas viz. laundry, kitchen, CSSD, Backup power supply, AC plant, Manifold Rooms, pharmacy services:

All the above services are available at parent hospital.

Blood Bank services:

Available at the parent hospital.

Ambulance services:

Available (08 ambulances) at the parent hospital

Hospital Pharmacy services:

Available with facility of delivering medicine directly to patient's room (door service) and online prescription facilities, no service tax on medicine.

Drug poison information service:

Available at the parent hospital.

Pharmaco vigilance:

Available with department of Pharmacy at the parent hospital.

Mortuary, cold storage facility:

Available at the parent hospital.

Does the teaching hospital display the services provided free of cost?

In each general ward, free beds are available. The patients, who are below poverty line group, get those facilities through charity office. Every day, certain OPDs like medicine, surgery, cardiac, neurology are run on free of cost.

Mechanism for effective redressal of complaints made by patients:

In each ward, feedback form is filled by patients at the time of discharge. Also suggestion boxes are available on each floor. Both are

checked by HR department and effective actions are taken by the related department.

Statistics of inpatient and outpatient services provided, for four years.

Statistics for 4 years of inpatient and outpatient services for parent hospital

Year	IPD (DMH)	IPD(MMH)	OPD (DMH)	OPD(MMH)
2011	443	60	450	150
2012	547	65	1410	200
2013	443	63	1600	160
2014	600	62	2000	180

Does the hospital display charges levied for the paid services?

Yes.

Are the names of the faculty and their field of specialization displayed prominently in the hospital?

Yes.

Is pictorial representation of the various areas of the hospital displayed in a manner to be understood by illiterate patients?

Yes.

Is there a prominent display of ante-natal, mother and child health care facilities?

Yes.

How does the hospital ensure dissemination of factual information regarding rights, responsibilities and the health care costs to patient and the relatives/attendants?

Yes, factual information regarding rights, responsibilities of patients is displayed on the notice boards.

How does the hospital ensure that proper informed consent is obtained?

Hospital has proper informed consent format and policy for taking consent, from patients and their relatives.

Does the hospital have well-defined policies for prevention of hospital- acquired infections?

The hospital has infection control committee which runs actively in formulating and implementing various policies to prevent and control

hospital acquired infection. They conduct training to all staff and students regularly, various research activity and implement evidence based practice.

Does the hospital have good clinical practice guidelines and standard operating procedures?

Yes, all the departments have good clinical practice guidance and standard operating procedure. The institute has made a nursing procedure manual and it is used by the hospital.

Does the hospital have effective systems for disposal of bio-hazardous waste?

Yes, as per biomedical waste management and handling rule -1988.

How does the hospital ensure the safety of the patients, students, doctors and other health care workers especially in emergency department, critical care unit and operation theatres? Are the safety measures displayed in the relevant areas?

All the safety measures are displayed in all departments. The hospital provides orientation program where all safety measures are informed and demonstrated. Also pre-placement medical checkup, medical facility, universal safety precautions and vaccination are conducted for staff and students. Adequate equipment is provided to all areas including displaying of charts regarding immediate actions to be taken in case of emergencies. The hospital has four open safety areas for evacuation in fire or natural calamities.

How are the casualty services/Accident and Emergency Services organized and effectively managed?

The hospital has an EMS system in place for all types of emergencies , Code Blue and Mass Casualty Incidence. Frequent drills are conducted to train and update staff and students to handle emergencies. The hospital organizes quarterly training on BLS and ACLS and ATLS for staff and students.

Facilities are available for Basic and Advanced Life Support and resuscitation. Minor OT treatment rooms in emergency departments are available with adequate manpower and articles. Training to staff in ER department follows code blue system along with courses like advance critical care nursing and ACLS for permanent staff.

Whether the hospital provides patient friendly help-desks at various places?

Help desks are available at various places. Medical insurance help desk is available.

The measures to make the hospital patient friendly; various help desks, displaying patient list at reception area and also at the entrance of each ward and on ground floor and on each floor location of department are displayed on board, charity office, feedback forms, suggestion boxes are available.

4.2.3 What specific features have been included for clinical learning in the out-patient, bedside, community and other clinical teaching sites?

Specific feature for clinical learning are as under.

Hospital:

Case presentation, nursing care plan case study, drug study, case method, comprehensive care, demonstration of procedures by faculty, posting evaluation, procedure evaluation are done periodically. The posting and posting objectives are planned in advanced and informed to staff, students regularly. The students attend and organize various conferences, workshop, CNE in hospital.

Community:

Surveys, health talks, family care analysis, street plays, visits, exhibitions, puppet shows, participation in celebration of various health days and national health programs are done regularly.

Quality improvement:

Through various quality control measures like audits, regular meeting, CNEs, workshop and conferences, quality is maintained in patient care.

Measures for collecting feedback information:

Through patients feedback form and from suggestion box the necessary actions are taken by related department along with HR department.

Uniformity in treatments:

Uniformity in treatments is done by following standard protocols in each department.

Ayush: Not applicable.

4.3 Library as a learning resource:

Yes.

4.3.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been implemented by the committee to render the library student/user friendly?

The institute believes that library is a necessity in one's academic life. The library provides an ideal environment for study and is indeed the room for birth of ideas. The library committee has following members:

- Chairperson – Dr. Meena Ganapathy (Principal)
- Library in charge – Mrs. Manjiri Agarkar., Clerk – Mrs. Jayanti Kadam.
- Faculty in charge – Mrs. Ujwala Jadhav.
- From each class, 2 student representatives.

The duties and responsibilities of the librarian are:

- Maintain an efficient library system with latest resources to enhance optimum learning.
- To prepare the annual budget of library and proposals for development of library.
- To prepare the annual report of library.
- To procure books, journals, e-books and e-journals.
- To arrange annual stock verification.
- To maintain book bank system.
- To visit various book exhibitions.
- To organize current awareness services like updating notice board, new arrivals display and subject display.

Initiatives taken for the library are as under.

- Procured SLIM-21 software.
- Library has been automated with help of SLIM -21 software.
- This software also provides WebOPAC to access all e-journals and reference materials online.
- E-learning resources available for all staff and students.
- Book bank facility is available in the library.
- Conducting book exhibitions by different publishers regularly.
- Displaying articles regularly along with paper clipping.

4.3.2 Other details of the library:

Library Area: 2500 to 3000 Sq.feet
 Library Timings: 9.00AM. To 6.00 PM.
 Library Collection:
 Books: 8115 Donated Books: 429
 Titles: 3296
 Journals: National: 14 Magazines: 17
 International: 3
 CDROM: 322
 Thesis: 169
 Newspapers: 6

Subject wise Library Collection

Sr. No	Subject Name	Volumes
1	Administration and Management./Nursing Education/Ethics	499
2	Anatomy & Physiology.	444
3	Basic Nursing Books	786
4	Community Health Nursing.	609
5	Dermatology	16
6	Diseases	187
7	Economics	36
8	E.N.T.	40
9	English.	210
10	Foundation of Nursing.	823
11	Genetics	36
12	Medical Surgical Nursing.	575
13	Medicine	164
14	Microbiology.	179
15	Midwifery.	576
16	Miscellaneous.	497
17	Nursing Research.	175
18	Nutrition/Biochemistry/Bio Physics	425
19	Ophthalmology.	46
20	Orthopedics	39
21	Pathology	73
22	Pediatrics.	376

23	Pharmacology.	143
24	Psychiatry.	435
25	Psychology.	307
26	Sociology	217
27	Surgery	201
	Total	8115

Library is never closed during vacation.

Lounge for group reading is available and the library provides a well-ventilated and lighted space. Each library member have spacious and comfortable seat in the library. Clear and prominent display of board is available at the entrance of the library along with sign boards in prominent areas.

There is a system of searching books and journal through KIOSK and the library ensures open access system which is utilized by all staff and students for books journals, thesis.

List of Library staff with qualification.

S. No	Name	Qualifications	Experience in years
1	Mrs. Manjiri Agarkar	BA, MLISC	14
2	Mrs. Jayanti Kadam	BA, MLIBSC	9
3	Mr. Anil Gaware	BA	25

4.3.3 Give details of the library holdings:

- Books : 7490.
- Theses : 170
- Journals : 118
- Magazine : 17
- Total : 8115
- Average number of books added during the last 3 years : 600.
- Electronic (e-books, e- journals) : 10 and 8.

Special collections

- Reference books : 537.
- Book bank : 1074.

Facilities available for students:

Students have to pay Rs. 500 as refundable amount and take a set of books which are recommended by the University for that year as book bank. After examination they have to return the set and get the amount back.

Question bank:

Available for all programs in the library.

4.3.4 To what extent is ICT deployed in the library? Give details with regard to Library automation:

Total number of computers	:	04.
Printer	:	01.
Internet bandwidth speed	:	0.70 mbps.
Institutional repository	:	Available.
Content management	:	Available.
Participation in resource sharing network	:	Available.

4.3.5 Details of specialized services provided by library.

Manuscript	:	NA
Reference books	:	yes (537 books)
Reprography	:	NA.
Interlibrary loan service	:	not available.
Information deployment and notification	:	yes.
OPACS	:	yes.
Internet access	:	Yes
Downloading	:	yes
Printouts	:	yes
Reading list	:	yes
In house / remote access to e-resources	:	yes.

There is provision of facility of KIMBUS – Digital library for all student and staff for accessing online books, journals etc.

User orientation: Orientation classes are conducted in the library for faculty and students especially for 1st year student and new staff.

Assistance in searching databases	:	yes
INFLIBNET I HELINET	:	not available.

4.3.6 Details of annual library budget and amount spent for purchasing new books and journals.

	Year	No	Cost (Rs.)
Books	2011	252	2,27,914
	2012	228	1,18,002
	2013	224	1,29,387
	2014	170	1,15,293
Journals	2011	21	2,15,777
	2012	16	2,33,997
	2013	17	1,12,305
	2014	8	52,918

4.3.7 Strategies used by library:

The feedback from students about library facilities, adequacy of books, internet facility is taken every year by each class coordinator and it is discussed in library committee meeting for remedial measures.

4.3.8 Efforts made towards the infrastructure development in library:

- Latest volumes and latest edition text books are purchased.
- New software i.e. SLIM have been installed.
- Newspapers reading section has been formed.
- Updated rules and regulation are displayed.
- Various day celebrations e.g. AIDS DAY, WHO DAY, MENTAL HEALTH DAY related articles are displayed on notice board.
- Separate registers are made and kept at entrance for staff and students.
- Proper labeling for all subjects has been done on each cupboard.
- Reference books are kept separately.
- For staff, separate room is available.
- CCTV is installed in library.
- Web OPACS are available.

4.4 IT infrastructure

4.4.1 Comprehensive IT policy

- IT service management : yes
- Information security : yes
- Network security : yes

- Risk management : yes
- Software assets management : yes
- Green computing : yes

4.4.2 How does the institution maintain and update the following services? Hospital management information system (HMIS):

There is a well-organized management information system in hospital. The department of medical information collects and stores data regarding patient related activities. It also has a data base for all procurement, maintenance and distribution of computers and other IT equipment.

- Electronic Medical Records System (EMR): yes
- Digital diagnostic and imaging systems including PACS: is available in department of radiology

4.4.3 Give details of the institution's computing facilities i.e., hardware and software.

Number of systems with individual configurations:

- Institutions computing facilities : Institution has up to date computer facility
- Total computers : 25
- Computer-student ratio: 1:1 (at Vocational Institution)
- Dedicated computing facilities : yes
- LAN facility : yes
- Internet, Wi-Fi facility : yes
- Proprietary software : window 7

4.4.4 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Most of the faculty members have basic knowledge of computer and computer-aided learning. Most of the class rooms have facility of computer with LCD projection for teaching.

4.4.5 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching-learning and research.

All the faculty and students are encouraged to avail the computers and internet facility to access other knowledge and information database / packages.

4.4.6 What are the new technologies deployed by the institution in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges ?

The institute has high speed 0.7 mbps broadband internet. The campus is equipped with latest computer configuration with the new operating system and applications, which are useful to students to learn through internet.

4.4.7 What are IT facilities available to individual teachers for effective teaching and quality research?

All the faculty members are provided with adequate number of computers with internet facility, printer and scanning facility for effective teaching and quality research.

4.4.8 Give details of ICT-enabled classrooms/learning spaces available within the institution. How are they utilized for enhancing the quality of teaching and learning?

Yes, maximum class rooms are equipped with computer, LCD projectors, OHPs to enhance quality of teaching and learning.

4.4.9 How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the institution for such initiatives?

All the faculty members have basic knowledge of computers and computer aided learning. The institute has provided adequate computers with internet facility to each staff room to help them in accessing various learning materials and updating their knowledge.

4.4.10 Does the institution have annual maintenance contract for the computers and its accessories?

Annual maintenance contract for computers is given to M/s *Vedh Infotech*. The amount payable is approx. Rs. 25,300/- per year. They conduct monthly visit, respond to calls and install new software and antivirus software.

4.4.11 Does the institution avail of the National Knowledge Network (NKN) connectivity? If so, what are the services availed of?

National Knowledge network (NKN) – Not applicable. MKCL – Maharashtra Knowledge Corporation Ltd connectivity is in place.

4.4.12 Does the institution avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

Yes. All above web resources are accessed to enhance teaching and learning. The username and password to browse internet for students and faculty members are created and informed to them on time for maximum access to learning purpose.

4.4.13 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the institution.

There is sufficient budgetary support for the update, deployment and maintenance of computers in the institution. The budget is sanctioned in the central purchase meeting, every year.

4.4.14 What plans have been envisioned for the transfer of teaching and learning from closed institution information network to open environment?

The institute has computers of their own. In addition, all the administrative departments of this institute are fully equipped with computers and accessories. Internet facility is available.

4.5 Maintenance of campus facilities.

4.5.1 Does the institution have an estate office, designated officer to look for maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

The parent organization has a branch known as 'Vastuyvastha' (Estate Department) which looks after campus structure, land, gardens, furniture; other branch 'Bandhkam Vibhag' (Civil Department) is responsible for maintenance of buildings in campus.

4.5.2 How are the infrastructure facilities, services and equipment maintained? Give details.

Maintenance is a responsibility of 'Bandhkam Vibhag' of the parent organization. 'Bandhkam Vibhag' looks after the buildings, furniture, electrical fittings, generators etc.

4.5.3 Is the institution insured its equipment and buildings?

The institute's vehicles are insured by 'New India insurance company limited'.

Any other information regarding Curricular Aspects which the institution would like to include:

Nil.

Criterion - V: Student Support and Progression

5.1 Student mentoring and support

5.1.1 Does the institution have a system for student support and mentoring? If yes, what are its structural and functional features?

The institute provides following support facilities to the students:

- Students from SC, ST, NT, OBC and economically weaker sections are admitted in all programs.
- Admissions are provided to reserved category students as per the norms laid down by Government of Maharashtra and University (MUHS).
- Students are allowed to pay fees in three installments, annually.
- Scholarships are provided to eligible and meritorious students.
- Reimbursement of 50% of the fees from Ministry of Social Welfare, for economically backward and minority students.
- Poor students and other students get free books and book bank facility at free of cost is provided to these students.
- Assistance to needy students provided for availing education bank loan.
- Revision classes and extra classes are conducted for academically weaker students. Individual counseling and motivation is given by faculty members to these students.
- The faculty members give psychological support to the new comers to alleviate their anxiety and fear.
- The faculty members give counseling and guidance to other senior students to solve their problems in various aspects.
- Students are mentored at the ratio of ten students to one faculty and overall guidance and counseling is provided to them throughout the year.
- The students have liberty to talk to / open up with the faculty members regarding various problems such as academic, personal, family, anxiety, fears etc...
- The final year students are given guidance regarding higher studies and employment.
- The institute ensures quality of education which opens opportunities for employment in government and private sector, in the organizations and health sector at local, national and international levels.

- Our parent organization has a counseling cell and counselors are present on full time basis. They offer counseling to the students who have problems / issues.

5.1.2 Apart from classroom interaction, what are provisions available for academic mentoring?

- The institute encourages the students by involving and exposing them to a wide variety of health education, workshops, and conferences.
- The institute frequently organizes seminars workshops, conferences, projects, exhibitions, personality development programs, life skills workshops etc. where the students get opportunities to interact with experts and resource persons, in the specific field of expertise.
- Students participate in intercollegiate local, state and national level extracurricular competitions like sports, cultural programs and essay writing etc.
- The institute develops students' entrepreneurial skills in health care industry.
- The institute provides facilities for interaction with distinguished entrepreneurs in all extracurricular and curricular events and participation in various community outreach programs through NSS, SNA etc.
- Books, magazines and journals pertaining to competitive examinations are made available in the institute's library.

In addition to classroom interaction, the purpose of academic mentoring is to support the professional development of students in their careers and to promote excellence in teaching, learning, research and academic leadership. The students of undergraduate level are encouraged to carry out action research projects to get exposure on problem solving and fact findings techniques which in turn help them for job placement / higher studies.

5.1.3 Does the institution have any personal enhancement and development schemes such as career counseling, soft skills development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

The institute caters only to girl students.

- Each group of ten students get a faculty member as a mentor and this mentor helps them in personal enhancement.
- Orientation program for fresher is arranged to orient the infrastructure and policies of the institute and the parent organization.
- Soft skill development and personality development programs, communication and team work sessions are organized annually. Experts in these areas are invited to share their experience with students.
- Regarding career counseling, many students join the parent hospital and campus interviews are arranged by the hospital. Some of our passed out students get an opportunity to join in the nursing schools / colleges as clinical instructors.
- Value added sessions and activities are introduced by the institute to develop life skills, career training, community orientation, good citizenship and personality development.
- Annual health checkup facility is provided to the students.

5.1.4 Does the institution have facilities for psycho social counseling for students?

Yes, the institute has the facilities for psychosocial counseling for the students in the areas of academic, personal problems. The parent organization has counseling center and students are guided and counseled for their problems.

5.1.5 Does the institution provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes, the institute provides all kinds of assistance to students to obtain educational loans from banks and other financial institutions. The institute provides assistance to obtain bank loans. Bona fide certificates are issued to them and details about their fee structure and academic performance are informed regularly to banks for continuation of scholarships. The institute has signed MoU with CSR wing of some corporate offices, for student scholarship.

5.1.6 Does the institution publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

Yes.

- Updated information is posted on the websites of the institute, www.mksssbtime.org and mksssbtime.ac.in
- The prospectus contains the profile of the parent organization, vision, mission statements, information about constituent units and parent hospital, details regarding various programs offered, tuition fees, hostel facilities, library, etc...
- It also has information on the layout of the campus, the colleges, hostels, hospitals, auditorium, indoor and outdoor sports ground and various amenities available to the students.
- Important addresses, telephone and fax numbers, important e-mail IDs are mentioned.
- Yearly college report is published in the annual report of our parent organization.
- The institute's website is accessible to the student and society.
- Academic achievements are published on the website.

5.1.7 Specify the type and number of institution scholarships / free ships given to the students during the last four years. Was financial aid given to them on time? Give details. (in a tabular form)

Yes, the institution provides financial aid to students.

- Social Welfare Ministry / *Samajkalyan* scholarships are given to SC, ST and OBC category students.
- Students who are from economically challenged background and students belonging to minority status get scholarships from State Government's minority department, annually.
- Cash awards to outstanding students are given through '*Bhaubeej fund*' and through donations generated by parent organization.
- Students who are needy get scholarship from the parent organization.
- Institute makes provision for the students to get scholarship from NGOs like *Brihad*, *Shyamchi Aai* Foundation, *Khushboo* Trust, *Lila Poonawalla* Foundation, and *Savitribai Phule* Earn and learn scheme, MUHS scheme etc...
- Also, students get TNAI and SNA scholarship annually.

5.1.8 What percentage of students receive financial assistance from state government, central government and other national agencies?

Nearly about 40% - 50% of students receive financial assistance through SC, ST, OBC, minorities and economically backward scholarship schemes.

5.1.9 Does the institution have an International Student Cell to attract foreign students and cater to their needs ?

No. The institute does not have an international student cell. Health sciences institutes are not permitted to admit foreign national as per Maharashtra Government's admission norms.

5.1.10. What types of support services are available?

Types of support services available are as under:

Overseas students:

There are no overseas students in the institution.

Physically challenged / differently- abled students:

As per the norms of Indian Nursing Council and Maharashtra Nursing Council, Nursing being a professional program, the institution does not admit students who are physically challenged / differently- abled.

SC/ST/OBC and economically weaker sections:

- Nearly about 40% - 50% of students receive financial assistance through SC, ST, OBC, minorities and economically backward scholarship schemes.
- The institute provides information and guidance regarding scholarships and concessions in the fee structure, for SC/ST/OBC students.
- SC/ST/OBC students are given 10% relaxation in their percentage of marks, for admission eligibility criteria.

Students participating in various competitions, conferences in India and abroad:

Yes.

- Financial assistance and travel grants are provided to students participating in various cultural, sports, NSS and other extra curriculum activities. Official leave is granted for these students.
- The faculty member accompanying the students who participate in various inter collegiate state level and national level competitions, get financial assistance and travel grants.

Health center, health insurance etc...

- Subsidized health care facilities are provided to all the students for treatment at the parent hospital, Navale hospital and Kothrud dispensary.
- First aid and emergency care is given in the in house dispensary of the parent organization. This is available on 24 x 7.

Skill development (Spoken English, computer literacy):

- The institute avails the ICE facility on campus in vocational training center for students to acquire basic computer knowledge.
- The institute has appointed external faculty for spoken English and computer literacy classes.
- Workshops and regular classes are conducted for skill development.

Performance enhancement for 'slow learners':

- The institute has established a mechanism to identify slow learners based on the results of their first midterm examination following which the students are counseled regarding their academic performance and guided for improvement in the same.
- Extra classes are conducted for slow learners.
- Remedial classes in theory and practicals are held for slow learners after regular lecture hours.
- Assignments are given for performance enhancement.
- Small group discussion and solving of question papers of previous examinations are arranged to improve the performance of weak students.
- Individual attention and ongoing counseling is given by the faculty members for slow learners.

Exposure to students to other institutions of higher learning /corporate / business houses etc...

Yes. Students are posted to various specialty hospitals like Regional Mental Health Hospital, Chaitanya Mental Health hospital, Kamala Nehru Hospital for Midwifery, Paud and Kamshet for rural community Lakshminagar, Wadar vasti and Karvenagar Sub center for urban community, etc....

Various visits and field trips are arranged to expose the students to government and nongovernment organizations. Students are encouraged to participate in conferences, seminars and workshops.

Publication of student magazines newsletter:

- The institute is in the process of publishing an institute magazine which will include scientific articles, poems short stories, photographs and annual reports etc...
- The institution is in the process of publishing a newsletter named: "Nurse Innovator".

5.1.11 Does the institution provide guidance and/or conduct coaching classes for students appearing for competitive examinations (such as USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS)? If yes, what is the outcome ?

Yes. Students are encouraged by faculty members by providing them guidance to qualify the above competitive examinations. Students are allowed to have access to library and refer the books and online materials.

5.1.12 Mention the policies of the institution for enhancing student participation in sports and extracurricular activities.

- The institute has excellent infrastructure for sports and games.
- Students are encouraged to participate in sports events and competitions held at various levels.
- The institute bears all the expenditure incurred by the students when they take part in these activities.
- The institute has hosted "Damini" inter collegiate sports competitions for all the students of various colleges of the parent organization.
- The institute hosts annually the Trained Nurses Association, (TNAI) and Student Nurses Associations (SNA) competitions and intercollegiate competitions of Pune branch.
- The institute organizes annual sports and cultural programs during college week.

5.1.13 Does the institution have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interviews, and develop entrepreneurship skills?

- Career guidance is provided through mentors
- Timely recommendations / reference letters to alumnae are given by the institute for their higher education and abroad job placements.

- Job vacancies are displayed regularly on the notice board for the benefit of students.
- Letters of enquiry for credential verification of alumnae, who go abroad for higher studies or for employment, are promptly replied to help them.
- Specially designed certificate courses are offered which are useful for their day-to-day practice e.g. ACLS, BLS, E-learning in GFATM.
- The quality of education provided by the institute ensures quality employment opportunities in India and abroad, both in private and government sectors.

5.1.14 How does the institution provide an enriched academic ambience for advanced learners?

- Enriched academic ambience for advanced learners is provided by honoring them with awards for any outstanding achievements like best all-rounder, best clinical student nurse, and best outgoing student.
- High achievers are encouraged by motivating and guiding them for higher studies.
- Scholarships, library facilities and free participation in scientific meeting conferences workshops are awarded to the advanced learners.
- Few high achievers are given the clinical instructors job at the institute.

5.1.15 What percentages of students drop-out annually? Has any study been conducted to ascertain the reasons and take remedial measures?

- Dropout rate has been minimum or nil, since the beginning due to well established strategies for selection and retention of the students.
- To prevent dropout the institute has following remedial measures: It conducts PTA meeting twice a year to inform the parents about the progress of students.
- Periodical parent teachers' meets are conducted, as when needed for students who have issues with studies, health, personal life etc.....
- Financial, psychological support is given to economically challenged students.
- Counseling is done to help students for smooth transition and progress.

- Students' academic performance is evaluated in departmental meetings by the faculty and remedial measures are modified as per need.

5.1.16 Give the number of students selected during campus interviews by different employers. List the employers and the number of companies who visited the campus during the last four years.

- The programs offered by the institute are professional in nature. Therefore majority of graduates opt for higher studies, join government or private sector or work abroad.
- Most of the students get placement in the parent hospital, and in hospitals run by Government of Maharashtra.

5.1.17 Does the institution have a registered Alumnae Association? If yes, what are its activities and contributions to the development of the institution?

- The alumnae association conducts alumnae meets for the UG batches.
- The suggestions and feedback given at alumnae meets are taken into cognizance and needed actions are implemented for constructive changes in the institution.
- The alumnae directory is updated every year.

5.1.18 List a few prominent alumni of the institution.

- Swati Zachariah / Shweta Zachariah
- Rupali Salvi
- Shweta Parab
- Sonali Lakade
- Rebecca Joy

5.1.19 In what ways does institution respond to alumnae requirements?

- The alumnae association helps all ex-students to maintain positive contact with the institute.
- Recommendation letters are given to alumnae for higher education within and outside the country.
- Maintains website and facilitates alumnae meet.

5.1.20 Does the institution have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

- The university (MUHS) has set up a 'Grievances Redressal Cell' to redress various grievances of the students.
- This committee addresses the grievances of the students in relation to academic and personal problems in a systematic way.
- On receipt of a complaint, the institutional committee initiates the investigations and enquiry on the issue.
- Verbal and written grievances related to hostel, mess and academics are addressed by institutional committee.
- The university has also provided grievance redressal for examination by providing facilities like verification of marks, giving photocopy of evaluated answer sheets and re totaling of marks.
- The institute runs an 'Association of Managements of Unaided Nursing Colleges at Maharashtra'. This association addresses grievances of the students, faculty and the managements of the institutes to State Government, MUHS, INC, and MNC etc...

5.1.21 Does the institution promote a gender-sensitive environment by (i) conducting gender related programs (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

Yes. The institute caters only to girl students. It promotes gender sensitization programs regularly to educate public.

- A well-established security system is available 24x7 for the protection of all members in the campus.
- Transport facilities are provided to students and faculty whenever needed.
- CCTVs are installed in various places.
- Self-defense lectures and demonstrations are arranged every year.
- Institute maintains the faculty student ratio of 1:10 in clinical areas.
- Topics like sexual harassment, rights of women, women empowerment, female feticide, preventive measures for violence against women are discussed. Issues like women's safety and self-defense are also discussed with students, faculty and staff.
- Students participate in rallies and perform street plays on gender sensitization to educate public.

- In these programs, behavior, language and environment that promotes gender sensitivity, are discussed.

5.1.22 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Yes, No cases have been reported.

- There is a strict code of conduct laid down by the institute and university (MUHS) to prohibit ragging within or outside the institute's campus.
- Display boards on the consequences of ragging are put up at prominent places in the campus and hostel.
- CCTV camera and security personnel have been placed at prominent places in the campus to prevent and untoward incidences.

5.1.23 How does the institution elicit the cooperation of all its stakeholders to ensure the overall development of its students?

- The main stakeholders are parents, students, alumnae, employers, external academic experts, management and community leaders etc...
- The institute has well established Alumnae Association and Parent Teacher Association.
- Feedback is obtained from students periodically and annually regarding academic and extra curriculum activities.
- The Principal interacts with the faculty, student and office staff (non- teaching) on regular basis for effective administration.
- Parents of the fresher's undergo orientation program regarding rules and regulations of the institute through PTA meetings.
- Well-wishers of the institute have contributed funds for prizes, trophies and scholarships for the advanced and deserving learners.
- Syllabus and curriculum, campus amenities have been upgraded based on feedback from stakeholders.

5.1.24 How does the institution ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

- All the students of this institute are women.

- The students are encouraged to participate in intra and inter institutional sports and cultural activities.
- All the physical, manpower facilities for in-door and outdoor sports are available on campus.

5.1.25 Does the institution enhance the student learning experience by providing for rotation from the teaching hospital to the community and district hospital during the internship period?

Yes. The students are rotated in different clinical and community areas during the internship period.

5.1.26 Does the institution has immunization policy for its students and staff?

- Immunization facility is available to all the students and faculty.
- All the students are immunized in first year for Hepatitis-B, T.T. and Swine Flu.

5.1.27 Does the institution give thrust on students growth in terms of:

- **Physical development,**
- **Emotional control,**
- **Social dimension and**
- **Spiritual growth.**

Physical development:

- The institute conducts weekly sports to facilitate physical fitness of students.
- The student Nurses Association (SNA) of Pune city conducts sports and cultural meet once in a year and students are encouraged to take part.
- Students are given sports hour during the weekdays.
- The institute's sports ground is utilized for by annual sports competitions of SNA, Pune

Emotional control:

- Practice of yoga and meditation are encouraged in the campus.
- Student friendly atmosphere is created in the campus by compassionate staff in institute and hostel.
- Faculty members give academic counseling and personal counseling.

Social dimension:

- The institute encourages students' participation in NSS camps, health awareness rallies and health exhibitions for fellow students.
- Students are posted in urban and rural communities.
- National days are celebrated.
- Social awareness among community members regarding social issues like females feticide, dowry, domestic violence, child abuse, child marriage, child labor, illiteracy are propagated for public education through street plays, exhibits and health education.
- Regular visits to old age homes, blind schools, orphanages and destitute homes are organized to sensitize students on these social issues.

Spiritual growth:

- The institute has provision (facility) for yoga and meditation facilities.
- Students have liberty to participate in their religious activities.
- Holistic development of the students is encouraged.
- Students are given leave to celebrate major festivals.

5.2 Student Progression:

5.2.1 What is the student strength of the institution for the current academic year? Analyze the program-wise data and provide the trends (UG to PG, PG to further studies) for the last four years.

Students' strength:

Sr. No.	Course	Year	No. of students
1	B.B.Sc(N)	2010-11	128
		2011-12	148
		2012-13	127
		2013-14	121
		2014-15	122
2	P.B.B.Sc(N)	2010-11	012
		2011-12	042
		2012-13	040
		2013-14	010
		2014-15	031
3	M.Sc(N)	2010-11	020
		2011-12	020
		2012-13	017
		2013-14	008
		2014-15	012

5.2.2 What is the number and percentage of students who appeared/qualified in examinations for Central / State services, Defense, Civil Services, etc.?

Percentage of student who appeared for examination:

Sr. No.	Year	Course	% students
1	2007-2015	B. B.Sc (N)	60%
2	2010-2015	P.B.B.Sc (N)	50%
3	2008-2015	M.Sc (N)	50%

The institute encourages students to appear for the examination of central / state services, defense and civil services. Students appear for examination conducted by State Government's Department of Medical Education and Research (DMER), Directorate of Health Services (DHS) and civil services.

5.2.3 Provide category-wise details regarding the number of post graduate dissertations, Ph.D. and D.Sc. theses submitted, accepted, rejected in the last four years.

Category wise details regarding P.G. dissertations and PhD submitted, accepted and rejected in last four years, are as under.

Year	P.G. Dissertations	Submitted	Rejected
2011	10	10	NA
2012	10	10	
2013	09	09	
2014	---	---	

Extensive list of various M.Sc (N) Theses, from 2010 onwards, is already given in section 3.4.6.

5.2.4 What is the percentage of graduates under AYUSH programs employed in the following?

- **AYUSH departments/Hospitals,**
- **Multinational companies,**
- **Health clubs,**
- **Spas,**
- **Yoga wellness centers,**
- **Yoga studios,**
- **Health clubs,**
- **Own Yoga cubes/studios?**

Not applicable.

5.3 Student Participation and Activities:

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the program calendar and provide details of students' participation.

The students of this institute have participated in large number of sports, cultural, co- curricular and extracurricular activities. The details are as under.

Workshops, programs conducted by the institute

Sr. No.	Subject	Place	Date	No. of participants	No. of resource persons
01	Personality Development workshop	Our institute Pune	17/06/2014 to 04/07/2014	300	15
02	Disaster management workshop	Our institute Pune	05/02/2014	200	02
03	Damini intercollegiate Sports competition	Our institute Pune	8,9 th , 27 th 28 th 29/01/2015	550	30
04	CNE on Pre operative & post-operative patient care, hospital acquired infections its prevention, Emergency care	Kanya Shala Satara	20/03/2015	100	06
05	Road to Future Nursing: Leading change and Advancing profession	Cummins College Pune	07/04/2015	190	11

National level workshops/ programs attended

Sr. No.	Subject	Place	Date	No. of participants	No. of resource persons
01	"Teaching Methodologies"	NIMHANS Bangalore	22/09/2014 to	25	06

	Module for the nursing tutor		26/09/2014		
02	Training of Trainers' in Neonatal Resuscitation program, "First Golden Minute Project" Indian Academy of pediatrics.	Bharati Vidyapeeth College of Nursing, Pune	Nov 2014	30	06

State level workshops, attended

Sr. No.	Subject	Place	Date	No. of participants	No. of resource persons
01	Training of trainers for TB and AIDS	J. J. Hospital, Mumbai	06/08/2014 to 10/08/2014	100	05

National level workshops, attended.

Sr. No.	Subject	Place	Date	No. of participants	No. of resource person
01	Competency based nursing education and practice	Sinhagad college of Nursing, Narhe, Pune.	19 th -20 th December 2014		07

Publications: At International Journals.

Sr. No.	Name the First Author	Subject of paper	Name of Journal	Date of Publication
01	Dr. Shubhadha Ponshe	English reading comprehensive as a predictor for academic success in first year B.Sc Nursing course	International organization of scientific research Journal of nursing health science	Issue .no 2320/ April 2014
02	Dr. Meena Ganapathy	Methods of qualitative research	International organization of scientific research Journal of nursing	Volume No.4 Issue No.3 May-June 2015

			health science	
03	Dr. Meena Ganapathy	Mentoring young minds: Focusing on the educators students at institutes of nursing education	International organization of scientific research Journal of nursing health science	Volume No.4 Issue No.4 July-August 2015

Publications: At National Journal.

Sr. No.	Name of the First Author	Subject of paper	Name of Journal	Date of Publication
01	Mrs. Pratibha Athare	Lead poisoning in children	Indian Journal of trauma and emergency pediatrics	Vol. 5 ,page no 3-4/July 2014

State/National level awards in academic, cultural and sports.

Sr. No	Name of the teacher	Name of the Award	State/National/ International	Place
01	Dr. Meena Ganapathy	Excellence award for employee of the Samstha	-----	Pune

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University, State, Zonal, National, international, etc. during the last four years.

For overall development of students, the institute has always encouraged participation of students in co-curricular, extracurricular and cultural activities. The students have won many prizes at the university, state, national and local levels. The details are as under.

B. B.Sc Nursing students:

- Ms. Tinu Thomas : All-rounder students
- Ms. Praisya Daniel : Best Bed side Nurse

Best outgoing student:

Ms Purna Kharat

RGNM Nursing students:

- Ms Prajakta Kalbhore
- Ms Jenisa Pereira

Sinhagad Karandak Intercollegiate competition 2014-15:

Ms. Tinu Thomas and Ms. Tintu Thomas got first prize for duet singing cash prize of Rs 30,000/-, certificate and a trophy.

Bharati Vidyapeeth XPRESSION Intercollegiate competition 2014-15:

Got first prize for duet singing a cash prize of Rs 2000/- and certificate.

- Ms Sonali Magar
- Ms Sonam Motirave

Name of the Student	Name of the Award	State, National/ International	Place
Radha Ubale	1 st prize (Essay competition)	State	Sri Saradha Math
Shivani Bhagat	2 nd Prize (Essay competition)	State	Sri Saradha Math
Manisha Majji	1 st Prize (Javelin)	National	Surat
Manisha Majji	1 st Prize (Javelin)	National	Nagpur
Manisha Majji	1 st Prize (Javelin)	State	Pune
Manisha Majji	1 st Prize (Javelin)	State	Shevgoan
Manisha Majji	1 st Prize (Javelin)	State	Nashik
Manisha Majji	1 st Prize (Javelin)	State	Ratnagiri
Tinu Thomas, Riya sasi Pornima Bhambure, Jinu Mathew	2 nd Prize (Relay)	State	Pune
Ashiya Mujawar	1 st prize (Kabbadi)	State	Shevgoan

NSS Activities:

- Visit to historical places: on 22nd March 2014, visited Shivneri fort at Junnar. Twenty five participants and 3 resource persons.
- NSS camp was conducted at Kamshet from 9th- 15th Feb 2014, 25 participants and 3 teachers participated. Various activities arranged were school health checkup, Rally, Mahila Melava and street play.
- Candle light rally was arranged on 26th Nov 2014 at Balgandharv Chowk. 40 participants were present.
- NSS camp conducted at Kamshet from 10th - 17th March 2015, 25 participants and 3 teachers attended. Various activities arranged were school health checkup, Rally, Mahila Melava and street play.

TNAI and SNA activities:

Our institute hosted TNAI and SNA activities 2014, in the month of February 2014 including various cultural and sports activities. Total participants were 500.

Zonal Trial Sports Competitions, AFMC Pune:

- Kho kho: Sandhya Yelgandhal
- Kabaddi: Ashiya Mujawar, Sharddha Ravlekar, Rupa Hinge, Neeta Kale.
- Volley Ball: Rani Tilote.

Out of above students following 2 students were selected for state level coaching camp- Ashiya Mujawar and Rani Tilote.

5.3.3 Does the institution provide incentives for students who participate in national, regional levels in sports and cultural events?

Yes.

- The institute has well laid policies for providing student support not only in academics but also for sports, co-curricular and cultural activities.
- Financial assistance such as registration fees, travelling, accommodation and food expenses are provided to the students representing the institute.
- The winners of extracurricular activities are awarded trophies during college week celebration, lamp lighting ceremony.
- The university has a provision of extra 5 marks in the final results, for participation in NSS / Sports.
- Awards, prizes, participation details are added in cumulative / transcript records of the students.

5.3.4 How does the institution involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications, materials brought out by the students during the last four academic sessions.

The institute is in the process of publishing a magazine and newsletter to encourage creativity.

5.3.5 Does the institution have a Student Council or any other similar body? Give details on its constitution, activities and funding.

Yes. There is an association called 'Student Nurses Association (SNA)'. SNA consists of elected and nominated student members based on merit and extracurricular activities. There are various committees under SNA like cultural, discipline, sports, project, inventory, editorial, finance, hostel, mess, anti-ragging, health etc. Further details about SNA are as under.

Students' Nursing Association

SNA is an associate organization of trained nurse association of India. The main idea behind the establishment of the SNA is to uphold in the dignity and honor of the nursing professionals and to promote team spirit. SNA unit encourages the budding nurses to participate in various activities and helps in physical, mental and spiritual health and growth of every individual. SNA unit in MKSSS Bakul Tambat Institute of Nursing Education has been established in the year 2001 under the guidance of the Principal Dr. Meena Ganapathy.

Activities of the SNA unit:

- The students express their views and ideas for planning of various activities in General body meeting of SNA.
- SNA conducts educational activities such as Quiz competitions, AIDS day celebration, etc..
- SNA also conducts sports, cultural and fund raising activities. In addition, professional programs such as college week, TNAI competitions and various other activities, are also conducted.

Activities Implemented in (2014-15)

Sr.No	Name	Date	Description & participant
1.	Essay competition organized by Sharada Math, Pune.	Aug 2015	Easy competition was organized by Sri Sharada Math. Our 82 students have participated in this competition. Various colleges have participated from Pune and outside the Pune and 4 students have won the prize.
2.	Teacher day celebration	Sept 2014	The MKSSS BTINE SNA unit had celebrated teacher's day at our institute. We had given greeting, gift and flower to each teacher.
3.	Fresher day	Oct 2014	Theme of our fresher party was " Caterpillar to monarch butterfly ". Every year we welcome

	celebration		our newly admitted students. Our principal Dr. Meena Ganapathy welcomed the fresher's with her motivating speech. Our chief guest LMC chairperson Dr. Sahasrabudhe, welcomed the our new students. We had organized entertainment program for students, Ms. Fresher round, games for fresher, fresher response was followed by high tea for all.
4.	SNA Election 2014 - 15	Oct 2015	Every year we elect new office bearers for SNA unit. SNA election is conducted by SNA advisor and other faculty i.e. Mrs. Pratibha A., Ms. Komal A., Mrs. Poonam S., and Mrs. Romiladevi M. along with old office bearers. The selected members were; general secretary Ms. Reshma Tanpure and Ms. Tashi Chonzom , as cultural secretary Ms. Ruchita Shinde and Ms. Merrin Philip, as a Treasurer Ms. Sanskruti Sonawane and Ms.Swati Gaikar, for sports secretary, Ms. Seema Shendge and Ms. Priyanka Kawankar.
5.	SNA meeting	Oct 2015	Trice a year we arrange the SNA meetings, where all the students of the institute are members. Agenda of meeting was to inform the students regarding rules and regulation of institute and the various activities of SNA unit, and welfare programmes for the students. And also to clarify doubts of students. Apart from this meeting every month. SNA office bearers meet to discuss the problems faced by the students and its solution. For the year 2014 -15 during the first meeting of SNA the old office bearers, handed over their portfolios to the newly elected office bearers.
6.	Anti ragging meeting	Oct 2015	Our institute had formed an anti-ragging committee to prevent ragging in the institute and in hostel. In this meeting the rules and regulations of the committee, introduction of committee members to all students were done. Students were encouraged to freely express their concerns regarding ragging.
7.	World Mental Health day	Oct 2015	Our 63 students and 5 faculty had participated in World Mental Health day celebration organized by Chaitanya Mental Health Care center, Pune at Lokshahir Annabhao Sathe Smarak Sabhagruh , Bibevevadi.
8.	World AIDS day	Dec 2014	Our students participated in world AIDs day celebration organized by Sadhu Vaswani mission on 01-12-2014. Our students performed a group

	celebration		dance at Pheonix mall, Pune on prevention of HIV and AIDS.
9.	Inter Medical College competition.	Feb 2014	Rashtriya Shikshan Mandal had organized late V. D.Nanal memorial national level medical college competition in 2015. Our 4 students had participated in competitions on PPT presentation on spiritual medicine, essay competition on genetic counseling, poster competition on yoga in life style modification. Our students got the participation certificates and motivation from this competition.
10.	Sinhagad Karandak 2015	Jan 2015	Our 3 students had participated in solo singing and duet singing in Sinhagad Karandak 2015 organized by Sinhagad college at Vadgaon, Pune. Ms. Tinu Thomas and Ms. Tintu Thomas got first prize in duet singing competition.
11.	Expression 2015	Jan 2015	An inter collegiate competition named "Expression" was organized by Bharati Vidyapeeth in Kothrud campus, Pune, in which our student had participated in various competitions such as mehendi, poster painting, rangoli, best out of west, solo singing, duet singing, solo dance, group dance and fashion show. About 760 students all over the Pune participated in this competition. Student got good experience from this competition. Our two students won first prize in duet singing.
12.	Essay competition (Rasta Suraksha Abhiyan 2015)	Jan 2015	Essay competition was organized in our college on road safety; about 242 students had participated in same and students got the participation certificates.
13.	Rasta Suraksha Abhiyan 2015	Jan 2015	Our students and teachers had rally on road safety from college campus Karvenagar to Sinhagad road which is of 2 km distance. During rally different slogans, placards, charts, posters were used; apart from this our students also performed street play on road safety and displayed the exhibition to create awareness among general population.
14.	Panache 2015	Feb 2015	Our student had participated in carom, suryanamaskar competition, rangoli and singing competitions in "Panache 2015" organized by Hiraben Nanavati Vocational Institute Karvenagar .

15.	Pulse polio program	Feb 2015	Third year RGNM students had participated in pulse polio programme with Kothrud dispensary in Kothrud region Pune. We had three areas Kothrud bus stand, karve putla and kothrud udhyan. Student had got good experience.
16.	TNAI sports and cultural competition 2015	Feb 2015	Our college had hosted the Trained Nurses Association of India, sport competitions organized by TNAI, Pune city branch. All nursing colleges of Pune city had participated in this competition. On 17 th & 18 th Feb. 2015 cultural events were conducted in B. J. Medical College of Nursing, Pune, and on 23 rd & 24 th Feb. 2015 sports competitions at our institute. Our 41 students had participated in same and 5 students won in individual events and 1 group event. Also our institute was awarded the "Best Organizer" trophy from TNAI city branch.
17.	College week 2015	Mar 2015	We are organizing every year the college week for our students, in which students can show their talents in various areas such as arts, dance, sports, knowledge etc. This year theme of college week was "Expressions". We started college week by sports day in which student had participated in individual and group events, as 100 meter running, relay, lemon and spoon, javelin throw, discuss throw, kho kho, kabaddi, volleyball, cricket and tug of war. Second day was traditional day, and second day onwards we started cultural events followed by yellow day, Halloweens day and signature day. These days were decided by students under faculty's guidance. College week ended with prize distribution for winners in all competitions.
18.	Women's day celebration.	Mar 2015	We had celebrated women's day on 7 th march 2015. Our chief guest Mrs. Mrunalini Chitale and LMC chairperson Dr. Sahasrabudhe had enlighten us with their inspired speech on that occasion. Our students had performed excellent fashion show on women's participation in various professions.
19.	Midwifery and obstetrics nursing quiz competition	Apr 2015	TNAI Pune city branch has organized Midwifery and obstetrics nursing quiz competition for undergraduate nursing students at AFMC College of Nursing, Pune. Our 4 students, Ms. Aditi Shirke, Ms. Tinu Thomas, Ms. Linta Thomas, Ms. Akshada Tendulkar had participated in quiz competition and won the prize.

20.	Workshop On "Road to Future Nursing: Leading Change and Advancing Profession"	Apr 2015	Our second year M.Sc Nursing had organized state level workshop on "Road to Future Nursing". A total of twelve resource people gave lectures on scope, future. and challenges and opportunities in professional nursing. Fifteen other institutes students participated in this workshop. It was well organized and highly informative.
21.	TNAI Awards 2015	Apr 2015	We had sent nominations for different awards for nursing from our institute. Ms. Tinu Thomas as best B.Sc nursing student, Ms. Ruchita Shinde as a best GNM Nursing student, Ms. Dillara Mulla as best ANM nursing student, Ms. Rao as a best PB Bsc nursing student and from teachers side best teacher Mrs. Meenakshi Garud , Smt Shubhada Ponkshe as a best researcher from our college. From which Ms. Ruchita Shinde and Ms. Tinu Thomas got selected and awarded with trophy and certificate.
22.	IAP Quiz competition	May 2015	IAP Quiz was organized by TNAI city branch Pune in Symbiosis College of Nursing at 11 am on 7 th may 2015. Our 4 students, Ms. Riya Sasi, Ms. Tinu Thomas, Ms. Linta Thomas, Ms. Merin Philip had participated in quiz competition
23.	Nurses Day celebration	May 2015	Our students had participated in Nurses' Day celebration organized by TNAI, Pune city branch at Symbiosis International College, Pune.
24.	International Yoga Day celebration	June 2015	Under SNA & NSS Unit our 2 nd & 4 th year B.Sc nursing students had celebrated yoga day on 26 th June 2015.
25.	Workshop on Life Skill Development 2015	July 2015	Workshop on Life Skill Development 2015 was organized for all students in MKSSS BTINE in MP hall. Sessions were organized on self-defense, women safety, diet & nutrition, spiritual healing, disaster management, firefighting, mind control, soft skills, hygiene & care and acupressure therapy. Various experts ranging from Deputy Police Commisnor, Doctors, Lawyers, Martial art teachers etc. delivered lectures on the topics of their specialty.
26.	Social Work		Throughout the year we were sending 5 students to MKSSS Samstha dispensary, they help after college time at dispensary.
27.	SNA & TNAI	Aug 2015	We had sent 38 students application for SNA & TNAI scholarship. From 4 students got selected

scholarship	and getting Rs. 17000/- per month.
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Activities Implemented in 2015-16

Sr.No	Name	Date	Description & participant
1.	Teacher day celebration	Sept 2015	In MKSSS BTINE SNA unit had celebrated teacher's day in our college. We had given greeting, gift and flower to each teacher.
2.	Fresher day celebration	Oct 2015	Theme of our fresher party was " blooming buds ". Every year we welcome our new fresher's in fresher party. Our principal has enlightened fresher with her motivating speech. We had organized entertainment programme for students, Ms. Fresher round, games for fresher, fresher response followed by snacks.
3.	SNA Election 2015 - 16	Oct 2015	Every year we are electing new office bearers for SNA unit. SNA election was conducted by Mrs. Pratibha A., Ms. Komal A., and along with old office bearers. the selected members were; General secretary Ms. Sanskruti Sonawane and Ms. Sayli Kashilkar, as a cultural secretary Ms. Shruti Bishwas and Ms. Shradha Padhyal, as a Treasurer and Ms. Pooja Bhosale and Ms. Mayuri Depolkar, for sports secretary, Ms. Rani Telote and Ms. Rasika Dubale.
4.	SNA meeting	Oct 2015	Agenda of meeting was to inform the students about rules and regulation of college, various activities of SNA unit, and welfare programmes for the students. And also to clarify doubts of students. Apart from this meeting every month SNA office bearers meeting we are conducting to know the problems and suggestions of students. For the tear 2015 -16 all responsibilities of SNA unit are handed over to new office bearers.
5.	Anti ragging meeting	Sept 2015	Our institute's anti ragging committee met to prevent ragging at our institute. In meeting, the rules and regulations of committee, introduction of committee members to all students were done. Also video show on ragging was displayed, following which students were given time to discuss on the video show.
6.	Indradanush 2015		Our institute has participated in the Inter University Cultural Competitions organized by Maharashtra University of Health Sciences. A total of 19 students participated in western group song,

			folk dance, solo vocals singing, light vocal and semi classical singing competition.
A7. c h i	XXVI SNA biennial state conference 2015	Oct 2015	Our students participated in rangoli, poster painting, health education, 100 meter running. Javelin throw, discuss throw competition organized by TNAI state branch.

event

The details of the representatives of the committee are as under.

S. No	Designation	Position	Name
1	President	Principal	Dr. Meena Ganapathy
2	SNA advisor	Lecturer	Mrs. Pratibha Athare
3	Vice President	Student representation	Sayali Shelke
4	Secretary		Sanskriti Sonawane
5	Treasure		Pooja Bhosale
6	Discipline		Merin Mathew
7	Anti-ragging i/c		Reshma Tanpure
8	Health i/c		Aditi Shirke
9	Sports i/c		Bhima Nile
10	Hostel i/c		Pornima Bhambure
11	Mess i/c		Priyanka Takalkar
12	Cultural i/c		Shruti Bhiswas
13	Project i/c		Swati Gaikar
14	Inventory i/c		Sonali Magar
15	Editorial		Rau, Amruta Phale

5.3.6 Give details of various academic and administrative bodies that have student representatives in them. Also provide details of their activities.

Various academic and administrative bodies having students' representatives are as under.

- The students are members of various academic and administrative bodies at institute level. The student members provide suggestions for conducting various activities.
- Any other information regarding student support and progression which the institute would like to include:
- The institute has published book at institute level on "Procedure Manual" for all nursing procedures done by professional nurses in all areas of practice.
- Earn and learn scheme is provided to students.
- Various scholarships are provided.

- Book bank facility provided to the students.
- Institute has NSS and SNA units.
- Adequate infrastructure facilities for clinical, teaching, learning, research etc...

Any other information regarding Curricular Aspects which the institution would like to include:

Nil.

Criterion - VI

Governance, Leadership and Management

6.1 State the vision and mission statements of the institution.

The vision and mission statements are reflected in the profile of the institution. They are as under.

Vision:

“Women’s education and national development are closely related”.

Mission:

“To develop conscientious, confident and caring quality nursing professionals of international repute”. The institute is committed to this mission.

To translate these statements into practice the institute has incorporated both, curricular and extracurricular activities, throughout the academic year. The institute places greater emphasis on the holistic development of the students by incorporating education, sports and personality development into the curriculum.

6.1.2 Does the mission statement define the institution’s distinctive characteristics in term of addressing the needs of the society, the students seek to serve, the institution’s tradition and value orientation, its vision for the future etc.?

Yes. The founder of our parent organization Dr. Dhondov Keshav Karve was a visionary who believed in women’s education and social transformation. In 1926, he started the first women’s university in India known as ‘Srimati Nathibai Thackersey Women’s University (SNDT)’.

The institute being one of the branches of the parent organization is “committed to develop conscientious, confident and caring quality nursing professionals of international repute”. The mission statement addresses, knowledge, skill and attitude required for the professional education, which is of international quality. This mission is achieved by well-discussed and implemented curriculum and extracurricular activities that includes cultural activities, sports, projects, trips, personality development programs and lectures from experts from different fields, which are incorporated in the curriculum throughout the year.

6.1.3 How is the leadership involved in:

- **developing e-governance strategies for the institution?**
- **ensuring the organization's management system development, implementation and continuous improvement?**
- **interacting with stakeholders?**
- **reinforcing a culture of excellence?**
- **Identifying organizational needs and striving to fulfill them?**

Developing e-governance strategies for the institution:

The institute and its affiliating University have developed the software (e-management system) where information about students is recorded, ranging from admission, eligibility, internal assessment, final examination and the process extends up to transcription of their learning. The institute has software packages for staff attendance, salary, PF, TDS, accounting, budgeting etc.

Ensuring organizations management system development Implementation and continuous improvement:

In the beginning, at the start of the institute, the ISO system has been implemented for its management. Following ISO system, the teaching-learning activities, infrastructure development and management, finance management and quality control have been planned, implemented and evaluated systematically, until date. The institute conducts periodical formal and informal meetings to assess weaknesses, strengths, challenges and opportunities for overall improvement of the institution.

Interacting with stakeholders:

The stakeholders of the institute are students, their parents, faculty members (full time faculty and guest lecturers); affiliating agencies such as University, Indian Nursing Council, State Nursing Council; other clinical agencies such as hospital, community setups, and the management of the organization, internal and external auditors, other nursing colleges and the society. Various meetings are conducted with each of these groups separately and at times collaboratively, to discuss new strategies and challenges, if any. These meetings are documented and kept for reference. The top management, Principal, staff and faculty take an active part in the governance and management of the institute. Every year, at the beginning of the academic year, logistic planning is done. At the

beginning and end of financial year, the auditing of previous financial year and budgeting for the coming financial year are carried out.

There are frequent meetings and correspondence with the affiliating agencies for smooth continuation and affiliation of each program, run by the institute.

Reinforcement of culture excellence:

Reinforcing culture of excellence and identifying needs and fulfilling them through periodical, formative and summative evaluation are done. There is 360-degree performance appraisal of staff, faculty and principal and students done annually. All the changes needed and weakness are identified and acted upon immediately. Regular meetings and discussions to improve the ownership and team spirit within the institute is encouraged.

6.1.4 Were any of the top leadership positions of the institution vacant for more than a year? If so, state the reason.

Not applicable.

6.1.5 Does the institution ensure that all positions in its various statutory bodies are fulfilled and meetings conducted regularly?

Yes.

6.1.6 Does the institution promote a culture of participative management? If yes, indicate the level of participative management.

The participative management starts from consumers i.e. the parents, students to the highest top management. The parents are called for parent faculty meetings twice a year. The institute has an open forum with the parents. The students have an association named 'Student Nurses Association' (SNA) which elects representatives such as president, secretary, treasurer and committee members. The SNA meets regularly and solves issues related to students, curricular, extracurricular and financial activities. The 'SNA Advisor' who is a faculty representative guides the Association. The faculty conduct an informal meetings amongst the

HODs once in a month and a formal staff and faculty meetings is conducted once a month under the chairmanship of the Principal.

6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges / constituent units and support and encouragement given to them to become autonomous.

Not applicable.

6.1.8 Have any provisions been incorporated / introduced in the 'University Act' and statutes to provide for conferment of degrees by autonomous colleges?

Until date, the affiliating University has not established any provisions for permanent affiliation and autonomous status to its affiliated colleges. This is done as per the earlier University Act (MUHS Act 1998). However, through the Association of Managements of Unaided Private Nursing Colleges, run by this institute, an initiative is taken to incorporate statutes for both, permanent affiliation and autonomous status, in forthcoming MUHS Act. The changes are in process.

6.1.9 How does the institution groom leadership at various levels? Give details.

- Forecasting and planning of academic and extracurricular activities:
With the help of Principal, these activities are planned in the beginning of the academic year by the departments. In this process, vacations, cultural activities and evaluation schemes etc. are planned along with regular academic planning.
- Decentralizing of day to day administrative activities:
The clerks and the administrative officer are given portfolios like accounts, university related work, students related work, inward and outward registers, handling of documents, correspondence etc. Principal, on day-to-day basis supervises these activities.
- Conduction and consultation with local managing committee, human resource development, purchase committee, anti-ragging committee, institutional research committee, quality control committee etc. are done regularly. The institute has formulated advisory committees who meet periodically and advise the Principal on the issues concerned.

- Standard operating procedures as per ISO systems are available.
- Biannual internal audit and annual statutory audit of finances are carried out every year.
- Regular formal and informal committee meetings of the departments are held.
- Regular formal and informal meetings with students are conducted every month.
- Regular formal and informal meetings with parents are conducted once or twice a year.

6.1.10 Has the institution evolved knowledge management strategy which encompasses the following aspects such as access to

- ***Information technology***
- ***National knowledge network***
- ***Data bank***
- ***Other open access resources with effective intra net facilities with unrestricted access to learners.***

If yes, give details.

The institute is a part of Maharashtra Knowledge Corporation Ltd (MKCL). All the information about students, faculty members is uploaded on the internet through MKCL. The institute has internet facility. It also has facilities for conducting examination of the affiliating university and Government's BARTI "Babasaheb Ambedkar Research and Training Institute" (BARTI). Institute regularly conduct faculty examinations of BARTI in the institute's premises. The library has a software system called SLIM, which is connected to Web-OPAC, and has a digital library membership of the affiliating University and membership of well-known publishing houses such as 'ELSVIER'. There is LAN connection in the college for intranet communications.

6.1.11 How are the following values reflected in the functioning of the institution.

Contributing to national development:

The institute took active participation in the science innovation and 'SMART CITY PLANNING' of the city, hosted by the local Municipal Corporation and Government of Maharashtra.

Students and faculty members also took active participation in the rehabilitation of Bhuj earthquake relief measures. The institute and its parent organization are well known for their contribution to women's education.

Fostering global competencies among students:

Faculty and professors visiting the city from nursing institutions of developed countries like UK and USA are invited to share their experiences with the students. Student and faculty members attend important national and state level conferences and contribute towards these conferences. The parent hospital has collaboration with hospitals from Germany, UK and UCLA of USA. The faculty members visiting from these institutes share their experiences with faculty and students of the institute.

Inculcating sound value system among students:

Regular personality development programs, yoga lectures and demonstrations, on self-defense and confidence building measures are conducted as part of academics implementation throughout the year.

Promoting use of technology:

LCDs, computers, laptops, digital library, internet connection, etc. are available at the institute.

Quest for excellence:

The quest for excellence is incorporated in the vision, mission, objectives and values of the institution. It is planned, implemented and evaluated throughout the year.

6.1.12 Has the institution been indicted / given any adverse reports by National Regulatory bodies? If so, provide details.

No adverse reports until date.

6.1.13 What are the projected budgetary provisions towards teaching, health care services, research, faculty development etc.?

In the budget, financial provisions and allocations under different heads such as salary, deputation for study leave, Medi - claim policy, provisions for PF, PPF, gratuity, budget for staff development, finances for seminars and conferences are made in the beginning of the financial year and the budget is sanctioned, utilized and audited at the end of the financial year.

6.2 Strategy Development and Deployment

6.2.1 Does the institution have a perspective plan for development? If yes, what aspects of the following are considered in the development of policies and strategies?

- **Perspective plan for development**
- **Vision and mission**
- **Teaching and learning**
- **Research and development**
- **Human resource planning and development**
- **Industry interaction**
- **Internationalization**

Yes, the institute has a perspective plan for five years. All the above aspects are given due importance in its policies and strategies.

6.2.2 Describe the institutions internal organizational structure (preferably through) an organograms and decision-making process and their effectiveness.

Both vertical and horizontal fluid communication systems are encouraged and followed.

Is there a system of auditing healthcare quality and patient safety? If yes, describe.

At the institute, there is an academic auditing system, which is carried out periodically and annually. At the parent hospital, there is a quality auditing system, which covers patient's safety, negligence committed if any and their resolutions.

How often these review meetings are held with administrative staff?

There are regular departmental meetings and faculty meetings and they are conducted twice in a month.

6.2.3 Does the institution conduct regular meetings of its various authorities and statutory bodies? Provide details.

The institute has well-organized and coordinated departments and statutory bodies. The institute has made the following provisions:

- The institute has an excellent coordination with the parent organization. The Local Managing Committee comprising of the members of the parent organization, advise the Principal on policies and strategies of the institute.

- For better coordination, Standing Operating Procedures (SOPs) are available on various functional aspects and specific activities of each department.
- Regular monthly meetings chaired by the Principal are conducted for coordinating academic, administrative and financial activities of the institute.
- Various committee meetings are held regularly to coordinate and monitor extracurricular activities.
- Specific meetings on anti-ragging, sexual harassment, institutional research committee; HRD and ethical committee are conducted as and when required.
- Periodical inspections are conducted by the affiliating agencies such as university, apex council, state council and state government.
- SOP – Standard operating procedure manuals for day-to-day activities are made available to all the concerned and are implemented by the departments.
- Course planning is done for different subjects with evaluation strategies.
- Various conferences and meetings are conducted with involved authorities.
- Various committees for anti-ragging, sexual harassment (Vishaka Committee), Institutional Research Committee, Institutional Ethics Committee, Discipline committee meet regularly and on need basis.
- Meeting at affiliating university, such as BOS, Board of Examination, Faculty meeting are held regularly. Faculty members of the institute, appointed on these bodies, attend these meetings.
- Meeting with hospital authorities and authorities of other affiliating agencies, are conducted.
- Periodical annual inspection takes place, by the affiliating agencies such as university, Indian Nursing Council and State Nursing Council.

6.2.4 Does the institution have a formal policy to ensure quality? How is it designed, driven, deployed and renewed?

Yes, the institute has a formal policy to ensure quality.

Quality of curriculum:

Quality of the curriculum is checked periodically, topics that are obsolete are informed to Board of Studies (BOS) and new topics are

included by BOS. The institute takes active part in BOS for both UG and PG programs of the university.

Quality of teaching and learning:

The institute appoints faculty members of caliber; they work on their continuing education and interests through regular counseling, conferences and workshops. The institute pays the faculty members their salary, according to latest central and state government pay commissions. Students are given freedom to express and discuss the smoothness and difficulties with the theoretical learning and clinical skills. Periodical formative and summative evaluations about faculty and education process are conducted and evaluated. The institute takes cognizance and improves on its weaknesses.

Research:

The institute has an active 'Institutional Research Cell and Ethical Cell'. Faculty members are encouraged to conduct research in their areas of interest. Students are taught and motivated to conduct action research projects in their area of work.

Infrastructure:

All required infrastructure is made available for smooth functioning of the institute. The infrastructure is regularly checked, monitored, repaired, and maintained.

Student progress:

Students are made members and leaders of their self-governing committees. Regular meetings with faculty and students are conducted to tackle issues arising from theory and clinical learning and to implement the corrective actions.

Best innovative practices:

Newer perspectives of teaching methods are added in implementing the curriculum.

Feedback from alumni and employees:

The alumnae students express their views about the quality of training received by them at the institute.

Annual meetings of Academic Award Committee are held to reward proficiency in academics, sports, extracurricular activities and clinical skills. The above points are the strategies and policies of the institute. They are implemented and evaluated to ensure quality at the institute.

6.2.5 Does the institution encourage its academic departments to function independently and autonomously and how does it ensure accountability?

There is significant decentralization and autonomy to each department. Definite roles and responsibilities are assigned to each department and the departments are guided, as and when needed. Faculty is also assigned additional responsibility of heading a committee of their interest. The institute encourages free and open discussions of faculty, students and staff at various meetings. Outstanding contributions are appreciated through certificates and honor. Overall, the institute works as a team to ensure quality.

6.2.6 During the last four years, have there been any instances of court cases filed by and / or against the institution.

Nil. Not applicable.

6.2.7 How does the institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

Yes, all the grievances are addressed promptly through the defined redressal mechanism. There are standard operating procedures to address the grievances for promoting better stakeholder relationship.

6.2.8 Does the institution have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

Yes, periodical and summative feedbacks are taken from the parents, students, faculty, guest lecturers, management, alumnae and employees. All feedbacks are positively acted upon to improve and sustain quality.

6.2.9 Does the institution conduct performance audit of the various departments?

Yes, there are regular audits done in terms of:

- Monthly audits by faculty and Principal.
- Six monthly financial audits by internal auditor.
- Annual financial audit by external auditing agency.

- Audit on the proposal about the fees decided by the '*Shikshan Shulk Samiti*', appointed by Govt. of Maharashtra.
- Auditing on the admission procedure carried out at the institute by the '*Pravesh Niyamtran Samiti*' (a government body).
- Academic auditing is done annually, by the affiliating university
- State and central nursing councils do periodical academic audit.
- The state and central nursing councils do renewals of the validity of the programs annually.

6.2.10 What mechanisms have been evolved by the institution to identify the developmental needs of its affiliated / constituting institutions?

Our institute does not have any affiliated constituent units. However, considerable amount of autonomy is given to departments and decentralization of the institutional processes has been accorded.

6.2.11 Does the institution and hospital have their own updated websites? If so, is the information regarding faculty and their areas of specialization, days of availability, timings and consultation charges available on the web?

Yes, the institution and hospital have their own updated websites and the websites have information about the faculty and their details.

6.2.12 What are the feedback mechanisms and documentations to evaluate the outcomes of different exercises?

Feedback and written reports about activities of each department are taken on monthly basis. Feedback on health status of each student is taken at the time of admission and after annual medical checkups. They are discussed in every faculty meeting on monthly basis.

- Feedbacks on attendance of faculty, staff and students are discussed
- Feedbacks from regular monthly faculty meetings are taken on various academic and non-academic issues.
- Principal makes management appraisal, annually.
- Appraisal and validity renewal from the affiliating agencies and institutions are made annually.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff? What is the impact of continuing professional development programs in enhancing the competencies of the faculty?

The institute actively promotes nonteaching staff and faculty development on continuing basis. Both are actively encouraged and relieved from work to participate in continuing educations, workshops, seminars and symposium in their field of specialization. Official support and financial support are extended to faculty for higher education and to participate in state, national and international conferences etc. Faculty and staff are encouraged to visit and learn from fellow institutes of national and state repute. For such activities, on duty leave with full financial support is provided.

6.3.2 What is the outcome of the review of various appraisal methods used for by the institution? List the important decisions.

- The performance appraisal leads to increase in motivation and skill development for staff and faculty. Under performers are counseled in a formal way and reports are documented.
- Successful faculty members are approved by the affiliating university through its staff approval process. They are encouraged to take active parts in the BOS, BOE and BOR of the University.
- Results of the final examination of students are reviewed and suitable changes are discussed in detail and implemented in the teaching and learning activities.
- The students' evaluation of the teaching activities, infrastructure facility, discipline, guidance, counseling and health support received from the institute helps in making necessary changes in the SOPs.
- The appraisal from management has helped and motivated the institute to continue to be a self-financing unit.
- The peer evaluation of faculty has helped the faculty to collaborate positively as a healthy team and to work towards excellence of institute's quality.

6.3.3 What are the welfare schemes available for the teaching and non-teaching staff? What percentage of staff have benefitted from these scheme in the last four years. Give details.

- The co-operative society scheme run by the parent organization has helped the nonteaching and permanent faculty to get loans for financial need on a low interest basis.
- The management offers Diwali advance, which is deducted on monthly basis for 12 months, has helped staff to bear the additional expense for Diwali functions.
- The management offers group insurance facility for staff, faculty and their dependents to the tune of Rs. one lakh per person.
- The management also has the PF, PPF, gratuity schemes for permanent staff.
- The staff and faculty are paid as per the latest pay commission's recommendations..
- The institute pays TA, DA and registration charges to the staff and faculty attending any official work like attending conference, meetings etc.
- Full paid vacation, sick and maternity leaves are provided to staff and faculty.
- Annual medical examination and free OPD consultation at the parent hospital is provided to faculty and staff.

A total 75-80% of the staff and faculty are benefitted from these schemes in the last four years.

6.3.4 What are the measures taken by the institution for attracting and retaining eminent faculty?

A healthy and positive working environment, motivation and appreciation for excellence, a transparent appointment scheme, timely monetary rewards and payments, deputation to higher studies, an excellent research opportunity, high quality institutional support staff a good team-spirit environment, attract and retain the faculty and staff.

The staff turnover is less than 10% in the last four years at the institute.

6.3.5 Has the institution conducted a gender audit during the last four years? If yes, mention a few salient findings?

The institute and its management's prime object is empowerment of women through quality education. The institute caters only to girl students. However, the faculty and stakeholders are of both genders.

6.3.6 Does the institution conduct any gender sensitization program for its faculty?

Yes, the organization has its own women's study cell. This cell conducts periodical lectures on:

- Women's safety
- Vishaka committee – sexual harassment redressal mechanism
- Women empowerment initiatives
- Leadership development series
- Personality development series
- Premarital counseling sessions for couples etc.

6.3.7 How does institution train its staff in better communication skills with patients?

Yes, the institute trains its staff, students and faculty on effective communication, soft skills, life skills and personality development etc. through workshops, conferences, seminars and symposium conducted by eminent faculty from these areas.

6.3.8 Whether the research interests of teaching faculty are displayed in the respective department?

Yes.

6.3.9 Do faculty members mentor junior faculty and students?

Yes.

6.3.10 Does the institution offer incentives for faculty empowerment?

Yes. Incentives in the form of recognition and certificates are issued for state, national and international paper presentations, article publishing and research.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

- Annual budget allocation for various activities.

- Monthly cash flow summary to monitor the expenditure.
- Local Managing Committee, comprising of the members of the management of parent organization, members of the affiliating hospital, advise the principal on day-to-day management and sanction the expenditures exceeding the budget, if any.
- Purchase committee checks tenders, quotations, meets vendors, bargains, and place purchase orders, checks goods received and checks dead stock entries and inventory, twice a year.
- Internal audit takes place twice a year, by the auditors appointed by the parent organization.
- External audit is done once in a year, by a firm, which prepares the balance sheet.
- Based on the balance sheet, the '*Shikshan Shulk Samiti*' approves the fees to be charged to students, by the institute,.
These mechanisms keep a check on the effective, efficient and optimal use of the financial resources.

6.4.2 Does the institution have a mechanism for internal and external audit? Give detail.

Yes. The details are as under:

Internal audit:

- Monthly in terms of monthly cash flow summary and its evaluations.
- Quarterly audit
- Biannual audit

External audit:

- By a CA, of an external auditing firm once in a year, ending in RP and Balance Sheet.
- By the affiliating agencies, such as University, state and national nursing councils.
- Auditing of fee proposed by the *Shikshan Shulk Samiti* once a year.
- Auditing of the annual admission procedure by the *Pravesh Niyantran Samiti* once a year.

6.4.3 Are the institutions accounts audited regularly? Have there been any audit objections, if so how here they addressed?

Yes. Accounts are audited regularly and there are no objections until date.

6.4.4 Provide the audited statement of accounts with details of expenses for academic research and administrative activities of the last four years.

Audited statements are annexed for last four years.

6.4.5 Narrate the efforts taken by the institute for resource mobilization.

- The institute generates income through tuition fees and development fees fixed by the *Shikshan Shulk Samiti* (a Government Committee) for regulating fee.
- The institute also generates scholarship for economically challenged students through scholarships given by NGOs and CSR of corporate houses.
- The institute applies for the scholarship given by the social welfare ministry for the reserved category students.
- The institute generates incomes through sale of prospectus in the miscellaneous income category.

6.4.6 Is there any provision for the institution to create a corpus fund? If yes, give details.

No. The institute does not have provision to create a corpus fund except through fees, scholarships etc.

6.4.7 What are the free / subsidized services provided to the patients in the hospital?

The parent hospital is a charitable hospital; hence, 30% of the patients are given free treatment. The parent hospital organizes free eye surgeries camp, heart surgery camp, orthopedic surgery camps etc. for economically challenged population. Experts and specialists from other developed countries come to perform free surgery for poor patients as social service contribution. The institute's students take active participation in the conduct of these free surgeries.

6.4.8 Does the institution receive funds from Philanthropic organizations / individuals towards patient care? If yes, give detail.

The parent hospital receives funds from Philanthropic Organization towards its building fund and for infrastructure facility, but not towards patient care.

6.4.9 Do patients from other states / abroad come for the treatment, reflecting the unique quality health care provided by the institution.

Yes, the parent hospital is well known for its quality care and charity services. As such, patients from other states and abroad come for treatment.

6.5 Internal Quality Assurance System

6.5.1 Does the institution conduct regular academic and administrative audits? If yes, give details.

Yes. The institution conducts bimonthly formal and informal academic and administrative audits. It has various committee chaired by the faculty and governed by the students. This is done to maintain quality. The institute has a well-established IQAC.

6.5.2 Based on the recommendations of the Academic Audit, which specific follow-up measures have been taken by the institution to improve its academic and administrative performance?

Academic improvements:

- Recently, the institute has gone for faster and better quality internet services, as the earlier internet system had poor service facilities.
- For better performance, the computers have been updated with the latest licensed Microsoft Software.

Administrative improvements:

- The library is managed through a latest software system where indexing, issue of books etc., are automated.
- The institute's office has newer software for accounting, TDS calculations, salary calculations and other official documentation systems.
- The computers are updated with latest software for virus protection to prevent contamination through pen-drives used by faculty and students.
- The institute is planning to go for a bigger and newer transport facility for ferrying the students to clinical areas for learning.

6.5.3 Is there a central unit within the institution to review the teaching-learning process in an ongoing manner? Give

details of its structure, methodologies of operations and outcome.

Yes, the curricular committee of the institution and the IQAC review the teaching and learning process in an ongoing monthly basis at the institute. It has both formal and informal meetings twice a month. It scrutinizes the course plan, the master rotation, unit internal rotation, aims and objectives of the lesson plans and other learning activities with clear-cut evaluation strategies.

It also has SOPs for supervising the clinical practice / learning of the students through discussions, supervision and guidance with clinical assignments.

6.5.4 How has the IQAC contributed to institutionalizing quality assurance strategies and processes?

- IQAC guidelines have lead to formulations of standard operating procedure (SOPs) for various committees.
- These guidelines updated the policies and protocols from time to time.
- The guidelines of IQAC have given various timetables and trends to the processes of the committees. In short, it has streamlined the working and output of these committees.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the Institution for implementation?

The management has approved almost all the decisions of IQAC and all of them are implemented efficiently and effectively.

6.5.6 Are external members represented in the IQAC, if so, mention the significant contribution made by such members.

An eminent sociology professor, a legal expert and a professor of medicine are appointed as IQAC as co-opted members. Their suggestions have improved the institute's quality by giving a newer perspective processes to earlier activities.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged section of the society?

No, not yet.

6.5.8 Are there effective mechanisms to conduct regular clinical audit of the teaching hospital? Give detail.

The teaching hospital or the parent hospital runs the DNB and M.Ch. courses for super specialty doctors and post-doctoral fellowship programs. Therefore, the Delhi National Board, the Medical Council of India, and the affiliating University that is MUHS, Nashik, regularly audit them annually. The outcomes are communicated to the respective departments and regular feedbacks are taken.

6.5.9 Has the institution or hospital been accredited by any other national / international body?

Yes. The hospital has NABL accreditation for its various investigation facilities and blood bank.

6.5.10 Does the hospital have institutional and individual insurance schemes to cover indemnity claims?

No.

Any other information regarding Curricular Aspects which the institution would like to include:

Nil.

Criterion - VII

Innovations and Best practices

7.1 *Environment Consciousness*

7.1.1 *Does the institution conduct a 'Green Audit' of campus?*

- The institute is housed in a green campus with lawns, trees and plants.
- Sprinklers and drip irrigations are used for watering plants to prevent wastage of water.
- Vermi-compost and vermin-culture pits are in campus; wet garbage is segregated and used for vermin-compost.
- Students are given bicycles to commute to the parent hospital, which is 2 kms away from the institute.
- Rain water harvesting is done in the building and rain water is directed to replenish the bore well area.
- The institute is designed in such a way that it is naturally well ventilated and well lit, this design was made to prevent wastage of electricity.
- The institute was awarded the best architect design award in 2002, for its efficiency to use natural light and ventilation.
- In the campus, there is a water recycling plants, used water is recycled to water plants and for toilet facilities.
- The used papers are pulped and sold for reuse.

7.1.2 *What are the initiatives taken by the institution to make the campus eco-friendly?*

- ***Energy conservation.***
- ***Water harvesting.***
- ***Solar pond.***
- ***Plantation.***
- ***E- waste management.***
- ***Efficient treatment and water recycling unit.***
- ***Recognition/certification for environment flintiness.***

Almost all the above mentioned measures are instituted on campus to make it environment friendly.

Energy conservation:

Large windows and high ceilings of the institute provide natural light and ventilation. The use of electricity is minimized.

Use of renewable energy:

The campus and the nursing student's hostel use solar power for water heating and light.

Water harvesting:

The institute's terrace is designed in a way to save rain water through proper drainage system. This channelized rain water is diverted to replenish the bore wells on campus.

Solar panels:

Solar panels are installed for water heating and light facilities.

Efforts on carbon neutrality:

The green campus keeps the carbon neutrality stable.

Plantation-botanical and medicinal significance:

Some of the shrubs, plants and trees are planted about 100 years ago. These trees give shade to the students. Among the newer planted shrubs and plants, some of them are herbs of medicinal value.

Bio hazardous waste management:

There is no hospital on campus, except a dispensary which has a small in patient department. Therefore bio-hazard waste management is not applicable.

E-waste management:

All the old CDs, old computers, electronic equipment are sent as scrap to the estate management department. These scraps are auctioned and disposed of, according to the recent e- waste management protocols.

Efficient management and recycling plants:

Human effluence is disposed through proper sanitary system. Water used for kitchen and bath facilities is treated and reused for plants and toilets.

7.1.3 How does the institution ensure that robust infection control and radiation safety measures are effectively implemented in campus?

- The parent hospital has an efficient infection control committee. The infection control protocols are displayed on the intranet for reference of all staff. Standard precautions and bundle protocol strategies are displayed as posters, in prominent places. There is easy availability of disinfectants with dispensers available at each bedside of the patients. There is regular continuing education on infection control. The infection control committee members monitor the infected cases and report through proper documentation system. Regular immunization is given to staff, against epidemics. The hospital is certified by the authorities of government for annual pollution control and biomedical waste management. Radiation safety guidelines given by AERB are strictly followed.
- In the institute, regular checkups are carried out for prevention of water stagnation and mosquitoes.
- The surrounding area is regularly disinfected by Municipal Corporation for prevention of dengue and malaria.
- Students, faculty and staff are made to undergo annual medical checkups and all identified health issues are dealt with treatment and timely follow up, till complete recovery.
- Students, faculty and staff are immunized periodically for infectious diseases such as swine flu, hepatitis B and tetanus.

7.1.4 Has the institution been audited /accredited by any agency such as NABL and NABL etc....?

Yes. The parent hospital's laboratories are accredited by NABL. All the investigation rooms and blood bank are accredited by NABL.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the institution.

- The institute has its unique and innovative practices for faculty, students and society for quality and excellent education.
- Evidence based practices are adopted.
- English language and computer classes are regularly arranged.
- Lectures for soft skills, communication skills and personality development are arranged.

- Biometric attendance for teaching and non-teaching staff is made mandatory.
- Orientation and induction programs are arranged for new recruits regarding communication, teaching methodology, lesson plans etc...
- Since students are the main stakeholders of the institution, feedback from students' alumnae, parents-teachers meetings, self-appraisal of teachers and interactions with stakeholders have helped in self-analysis and continuous academic and administration improvement.
- The faculty members are recruited on particular posts, based on their experience and qualification.
- Audit meetings, purchase committee meetings, LMC meetings, staff meetings, parent-teacher meetings, are regularly conducted.
- LCD monitors, power points, OHP and other various A.V. aids are used in teaching.
- The institute is focusing on patient centered, evidence based practice in nursing.
- The best practices of institution are extension and outreach programs to celebrate national days.
- The institute has collaboration with *Khushboo* Trust and *Lila Poonawalla* Foundation. Both of these corporate houses give scholarships to deserving economically challenged students with good academics.
- Baby crèche facility is provided by the parent organization for staff children.
- Anti-ragging committee is instituted.
- Grievance redressal cell is instituted.
- NSS activity is in place.

7.3 Best Practices

7.3.1 Give details of any two best practices that have contributed to better academic and administrative functioning of the institution.

Title of the Practice - 1:

'Implementation of uniform dress code for students'.

Objectives of the Practice:

- The objective behind the uniform dress code among the students is to inculcate a sense of professionalism with respect to their professional status in the society.

- The uniform dress code is also useful in identifying the students of this institute and those from other institutes during the period of examinations, as our institute is the examination center for the university (MUHS) and state nursing council final examinations.
- It also helps the institute's faculty in identifying the students in clinical set up from outsiders.
- It gives a sense of responsibility and professional identity to the students.
- It helps to prevent infection from the hospital.

The Context:

There is a system of uniform dress code for all nursing students to control of infection and to develop a sense of discipline, responsibility and professionalism. The resolution to implement the uniform dress code was passed in management meeting, staff meeting of the institute.

The complete uniform is as follows:

- Cream color salwar and kurta with white apron in clinical area (hospital).
- Cream color salwar and kurta with maroon color duppatta in community area.
- Black shoes and cream socks, identity card and hair pinned up is the complete uniform.
- To maintain and continue this practice, the discipline committee, class coordinators and class monitors keep a regular check on uniform of fellow students. Students who are found to be in incomplete uniform are sent back to wear complete uniform for clinical learning. The practice is running successfully.

Evidence of success:

The evidence of success with regards to the target set up by the college administration can be clearly observed by the decrease the infection and increased the sense of professionalism and sense of responsibility among of the students. Students are treated as professionals by the other health team members and by patients in the uniform and have respect for it.

Problems encountered and resources required:

No problems are encountered as the financial resources not required for the implementation of this practice. The cost of uniform is borne by the students at the time of admission.

Uniform dress code is implemented successfully in the institute.

Title of the practice - 2:

'Value based education of holistic development of the students towards quality professionalism'.

The institute's mission is to develop conscientious, confident, caring and quality nursing professionals of international repute. This mission is mainly a value based education to inculcate a sense of morality and ethics in the practice of nursing profession. This value based education is incorporated in the curriculum in all appropriate places throughout the course.

Objectives of the practice:

- Implementing and practicing quality education to the students.
- Providing value based education.
- Developing knowledge, attitude and skills to students to inculcate delivery of patient care of good quality.
- Developing and inculcating professional ethics and code of conduct.
- Inculcating moral and values based education for holistic self-development.

Context of the practice:

- The institute believes in women's education and holistic development of the students to serve the society without any discrimination.
- The institute provides competent faculty, good infrastructure and excellent clinical practice in the multispecialty parent hospital for clinical learning.
- The institute strives continuously to make the students to become competent nursing professionals to deliver quality, holistic care to their patients.
- The institute emphasizes on discipline, character building and all around development through inculcation of the values of professionalism and ethics, manifested in students as conscientiousness, compassion confident and caring attitude.
- The values for holistic care are incorporated in the curriculum in all the aspects throughout the course.
- The institution offers an excellent and safe campus life that is compatible to the development of values among the students.
- Students practice supervised hands-on-skills in the demonstration room and faculty teaches and supervises the procedures in the clinical area. By this guided practice, students are able to develop compassion and caring qualities.

- Teacher student ratio of 1:10 is always maintained for clinical learning.
- Students attend various seminars, conferences, workshops in and out of the institution.
- Students participate in co-curricular and extra-curricular activities.

Evidence of success:

- The institute runs an 'Association of Management of Unaided Nursing Colleges of Maharashtra' that deals with the grievances of all the private nursing colleges, faculty and nursing students in Maharashtra.
- The institute is well established since 2000. It has all the nursing programs. They are RANM- 2-years, RGNM – 3-years, B.B.Sc (N)– 4 years, P.B.B.Sc (N)-2 years, M.Sc (N)-2 years and PhD (N).
- The institute is recognized by government of Maharashtra, MUHS, INC, and MNC.
- Students of the Institutes are toppers in MUHS, MNC examinations and in curricular/academic, co-curricular and extra-curricular activities. Students have participated in SNA, TNAI, MUHS local, state and national level conferences, seminars and sports.

Problems encountered and resources required:

- Balancing core curricular and cultural activities requires effective time management.
- Many students are financially poor so getting various scholarships is a challenge.
- To boost students' attitudes, such as compassion and caring, requires constant mentoring through committed faculty. If a faculty goes on long leave, this kind of close mentoring becomes difficult.
- It requires more finance to have more faculty members to manage maternity leaves, long leaves and study leaves of the faculty.
- Intangible values like compassion, conscientiousness are difficult to measure quantitatively. However, the institute has made some indicators of qualitative measures which are quantified for evaluation of these values in the students.

Title of the practice - 3: Curriculum for experiential learning

Title: Clinical learning or clinical practice is an imported aspect in nursing education, where students receive their firsthand experience in dealing with the patients/ clients system.

Objectives of this practice:

- Demonstrate abilities of critical thinking and analysis by responding to the clinical situation
- Facilitate experience based teaching – learning by practicing and enhancing students professional skills.
- Contribute to generation new approaches of teaching in classroom and allow testing of this knowledge in clinical field.
- Develop self-confidence and proficiency in the student for independent practice.
- Develop models of collaborative, community and hospital based curriculum to enable students to have smooth transition in caring for both.

The Context:

Clinical learning of skills is very important ground for a nursing student; here students are exposed to the actual situation under the guidance of the teacher to develop skill to deal with complex organizational system of hospital and the client system.

The Practice:

- As per the curriculum students are sent to the clinical field along with a faculty as mentor at the ratio of one teacher for ten students.
- According to their level of learning they are gradually exposed from a simple to complex clinical and community situation and reality.
- Each area of clinical experience is earmarked with required assignment to be completed in the area prior to the clinical posting, the faculty/ mentor explains to the students the aim, objectives, duration and assignments required to be completed along with the evaluation scheme.
- Students are gradually weaned to perform independent activities under the supervision of the faculty
- At the end of each clinical experience or posting the student and the mentor evaluate the student's positive strengths, weakness and challenges.

Evidence of success:

- Students are able to smoothly fit into the complex system of hospital services and community services under guidance.
- They respond and learn effectively the skills required and are able to face crises in these areas with critical and analytical thinking.

- Students are able to work in a group where their peer learning is facilitated.
- Student and faculty relationship becomes meaningful and deep.
- Effective collaboration with the hospital and community health personnel is achieved.

Problem encountered and resources needed:

- There should always be the lesser teacher and student ratio; especially for the novice students the lesser teacher and student ratio is preferable.
- There are problems when the teacher/mentor/faculty proceeds on the long leave like maternity leave.
- It requires 30% surplus teachers/mentors to have smooth clinical learning experience.

Notes:

- We require well experienced and committed faculty who are themselves proficient or excellent with clinical skill.
- Finance for salary of extra faculty required.

Any other information regarding Curricular Aspects which the institution would like to include:

Nil.

II - Evaluative Report of the Department

1 Name of the Department :

Nursing.

Maharshi Karve Stree Shikshan Samstha's, Smt. Bakul Tambat Institute of Nursing Education, Karvenagar, Pune – 411052, Maharashtra.

2 Year of establishment : 1st August 2000.

3 Names of programs offered:

Sr. No.	Name of Program	Duration of the program
1	RANM	2 Years
2	RGNM	3 Years
3	B. B. Sc. (N)	4 Years
4	P. B. B. Sc (N)	2 Years
5	M. Sc. (N)	2 Years
6	Ph.D. (N)	3 Years

4 Interdisciplinary programs and departments involved:

Nil

5 Courses in collaboration with other universities, foreign institutions, etc.

Nil

6 Details of programs discontinued, if any, with reasons :

Nil

7 Examination System:

Annual

8 Participation of the department in the courses offered by other departments:

Nil

9 Number of teaching posts sanctioned, filled and actual (Professors, Associate Professors, Asst. Professors, others)

Designation	Sanctioned	Filled	Actual
Professor	01	01	01
Associate Professor / Reader	03	02	02
Assistant Professor	--	--	--
Lecturer	05	05	05
Tutor / Clinical Instructor	19	18	20
Senior Resident	--	--	--

10 Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Sr. No.	Name	Qualification	Designation	Specialization	No. of Years of Experience	
					UG	PG
1.	Dr.Meena Ganapathy	M.Sc.(N) Ph.D.(N)	Professor Cum Principal	Medical Surgical Nursing	25 yrs	11 yrs
2.	Dr.Shubhada Ponshe	M.Sc.(N) Ph.D.(N)	Associate Professor cum Vice Principal	Gynecological & Obstetrical Nursing	14 yrs	7 yrs.
3.	Bijayalaxmi Devi	M.Sc.(N)	Associate Professor	Psychiatric Nursing	4 yrs	6 yrs. & 4 mths
4.	Maisnam Romila Devi	M.Sc. (N)	Lecturer	Community Health Nursing	5 yrs	3 yrs & 8 mths
5.	Mrs.Nupoor Bhambid	M.Sc.(N)	Lecturer	Medical Surgical Nursing	7 yrs & 5 mths	4 yrs & 11 mths
6.	Minakshi Garud	M.Sc. (N)	Lecturer	Mental Health Nursing	13 yrs.	1 yr
7.	Pratibha Athare	M.Sc(N)	Lecturer	Pediatrics Nursing	2 yrs & 6 mths	6 yrs & 6 mths
8.	Ujwala Jadhav	M.Sc.(N)	Lecturer	Gynecological & Obstetrical Nursing	8 yrs	3 yrs & 10 mths
9.	Poonam Tambatkar	M.Sc. (N) Mental Health Nursing	Clinical Instructor	Mental Health Psychiatric Nursing	3 yrs	4 yrs
10.	Anupama Achom	M.Sc.(N)	Clinical Instructor	Medical Surgical Nursing	4 yrs & 6 mths	4 yrs & 11 mths
11.	Lisham Smita Devi	M.Sc. (N)	Clinical Instructor	Community Health Nursing	5 yrs	3 yrs & 8 mths

12.	Jyoti Karande	M.Sc. (N)	Clinical Instructor	Medical Surgical Nursing	4 yrs	3 yrs & 4 mths
13.	Shailaja Mathews	M.Sc. (N)	Clinical Instructor	Gynecological & Obstetrical Nursing	14 yrs	3 yrs & 6 mths
14.	Rajani Mahajan	GNM, P.C.B.Sc.	Clinical Instructor	---	15 yrs & 6 mths	---
15.	Dipali Awate	P.B.B.Sc. (N)	Clinical Instructor	---	7 yrs & 9 mths	---
16.	Shital Padalkar	B.Sc. (N)	Clinical Instructor	----	6 yrs	----
17.	Ashwini Lande	B.Sc. (N)	Clinical Instructor	----	5 yrs & 11 mths	----
18.	Deepali Khaire	GNM, P.C.B.Sc.	Clinical Instructor	----	5 yrs & 1 mths	---
19.	Ashwini Sutar	P.B. B.Sc.(N)	Clinical Instructor	-----	6 yrs & 11 mths	---
20.	Samina Mulani	P.C. B.Sc.(N)	Clinical Instructor	----	7 yrs & 2 mths	----
21.	Madhuri Bhopale	B.Sc.(N)	Clinical	----	4 yrs & 10 mths	----
22.	Mangal Temgire	GNM P.B.B.Sc.(N)	Clinical Instructor	----	4 yrs, 1 mths	---
23.	Avantika Anturkar	B.Sc. (N)	Clinical Instructor	----	5 yrs & 8 mths	---
24.	Kanchan Shinde	B.Sc (N)	Clinical Instructor	----	5 yrs & 8 mths	----
25.	Rupali Dhume	GNM P.B.B.Sc.(N)	Clinical Instructor	----	5 yrs & 1 mths	----
26.	Pragati Thakur	GNM, P.C.B.Sc. (N)	Clinical	----	11 yrs	---
27.	Shital Chirke	GNM P.B.B.Sc(N)	Clinical Instructor	----	5 yrs	---
28.	Ravina Ranaware	B.Sc. (N)	Clinical	----	1 yr & 4 mths	----
29.	Ms.Nishigandha Shelar	B.Sc. (N)	Clinical	----	1 yr & 4 mths	----

30.	Ms.Komal Awsare	B.Sc. (N)	Clinical Instructor	----	1 yr & 4 mths	---
31.	Mrs. Ashwini Bhosale	GNM, P.B.B.Sc.(N)	Clinical Instructor	----	2 yrs	---

11 List of senior Visiting Fellows, adjunct faculty emeritus professors.

Sr. No.	Name	Qualification	Subject
1.	Dr. Ganesh Khemnar	M.D.	Anatomy
2.	Dr. Pranita Patole	M.D.	Physiology
3.	Mrs. Isha Kadabey	M.Sc.	Microbiology
4.	Mrs. Sheetal Pashankar	M.A.	Psychology
5.	Mrs. Tusharika Limaye	M.A. M.Ed. D.S.M.	English
6.	Mrs. Swati Bhuskute	M.C.M. M.B.A.	Computer
7.	Mrs. Sumati Unkule	M.A. M. Phil.	Sociology
8.	Mrs. Pallavi Deshpande	M.Sc.	Medical Pharmacology
9.	Dr. Shefali Purandare	M.D.	Pathology
10.	Mr. Yogesh Dehpande	M.Sc.	Bio-Physics
11.	Ms. Neeta Vaidya	Ph.D.	Bio-Chemistry
12.	Ms. Bhairavee Thosar	M.Sc.	Food Science Nutrition
13.	Mr. V.J. Godbole	M.A.	Economics
14.	Ms. Bhawana Samudre	M.Sc.	Statistics

12 Percentage of classes taken by temporary faculty: Nil

13 Program-wise Student Teacher Ratio:

10: 1 – UG, 10: 1 – PG

14 Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual.

Sr. No.	Posts	Sanctioned	Filled	Actual
1.	Assistant Admn Officer	01	01	01
2.	Senior Clerk	01	01	01
3.	Junior Clerk	02	02	02
4.	Junior Account Clerk	03	03	03

5.	Assistant Librarian	01	01	01
6.	Junior Library Clerk	01	01	01
7.	Library Attendant	01	01	01
8.	Driver	01	01	01
9.	Peon	03	03	03

15 *Research thrust areas as recognized by major funding agencies.* Nil.

16 *Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.*
Not Applicable.

17 *Inter-institutional collaborative projects and associated grants received a) National collaboration b) International collaboration.* Nil.

18 *Research center with recognition at state level :*
The research center is recognized by Maharashtra University of Health Sciences, Nashik, Maharashtra Nursing Council, Mumbai and Government of Maharashtra.

19 *Research center with recognition at National level :*
The research center is recognized by Indian Nursing Council, New Delhi.

20 *Special research laboratories sponsored by / created by industry or corporate bodies:* Nil.

21 *Publications:*

- Number of papers published in peer reviewed journals (national /international) : 14
- Monographs : Nil
- Chapters in Books : 4 volumes in procedure manuals of institute.
- Books edited : 03 (Logbook, casebook, procedure book and manual)
- Books with ISBN with details of publishers : Nil
- Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.) : Nil

- Citation Index – range / average : Nil
- SNIP : Nil
- SJR : Nil
- Impact Factor – range / average : Nil
- h-index : Nil

23 *Details of patents and income generated:* Nil

24 *Areas of consultancy and income generated:*
Consultancy provided free of cost.

25 *Faculty selected nationally, internationally, to visit other laboratories, institutions, industries in India and abroad:* Nil

26 *Faculty serving in a) National committees, b) International committees, c) Editorial Boards d) any other:*

Four faculty members work on editorial boards of some publications. In addition, faculty members serve for “Maharashtra University of Health Sciences, Nashik” on University’s Board of Studies for UG and PG programs, Chairperson of PG programs committee, Member of Board of Research, Member of Academic Council and Senate, PG teacher, Research Guide, Paper setter, Examiner etc.

27 *Faculty recharging strategies (Refresher programs, orientation programs, workshops, training programs and similar programs).*

- MET is compulsory for the entire faculty for Research.
- Research workshops are compulsory.
- Regularly attending seminars and conferences.
- E-learning module of GFATM is compulsory for all faculty.
- Induction and orientation programs organized for fresh staff.
- Attendance to skill development programs, workshops, demonstration, etc. is compulsory for the faculty members.

28 *Student projects :*

For all the PG students, research project mandatory. All UG students have mandatory group research project. Details about various projects are as under.

Project Activities in the year 2014-2015

Sr. No.	Yr	Specialty	Topics	Guide and Student
1.	2014 -15	Medical Surgical Nursing (CCN)	Effect of progressive muscle relaxation technique on immediate reduction of blood pressure in hypertensive employees of selected educational institute of the city.	Guide, Dr. Meena Ganapathy Taken by, Mrs. Pragati Thakur
2.	2014 -15	Medical surgical Nursing (CCN)	Effect of traditional method Vs. video assisted programme on Basic Life Support on knowledge and practice among internship students in selected educational institute of the city.	Guide, Dr. Meena Ganapathy Taken by, Ms. Rashmi Patkar
3.	2014 -15	Medical surgical Nursing (Onco)	Assessment of factors influencing and the coping strategies adopted by cancer patients with sexual dysfunction in selected hospitals of the city.	Guide, Dr. Meena Ganapathy Taken by, Mrs. Samina Mulani
4.	2014 -15	Obstetrics & Gynaecological Nursing	A study to assess the effect of sleep hygiene on quality sleeps of premenopausal women in educational institute of the city.	Guide, Dr. Shubhada Ponkshe Taken by Ms. Priyadarshini Gaikawad
5.	2014 -15	Obstetrics & Gynaecological Nursing	A study to assess the association between maternal nutritional status and newborn anthropometric measurements.	Guide, Dr. Shubhada Ponkshe Taken by Ms. Sangeeta Singh
6.	2014 -15	Mental Health Nursing	Assessment of discharge planning strategies adopted by mental health team regarding prevention of mentally ill patients readmissions in order to construct discharge protocol module.	Guide Bijayalakshmi Taken by, Ms. Monica Hatagle

7	2014-15	Community Health Nursing Department	To explore the need for government approved skill based short term courses among selected small health institutions in Pune city.	
8	2014-15	Community Health Nursing Department	To explore the need of health scheme package among the employee of selected industrial area in the Pune city.	
9	2014-15	Community Health Nursing Department	A project on planned health teaching on balanced diet among people residing in rural area of Paud	
10	2014-15	Community Health Nursing Department	A project on awareness campaign about environmental sanitation to prevent communicable disease among urban slum of Pune city.	
11	2014-15	Community Health Nursing Department	A project on prevention of Dengue among people living in rural area of Kamshet.	
12	2014-15	Chart Laminated	Uterine changes in pregnancy	1 st Year M.Sc. (N)
13	2014-15	Chart Laminated	Partograph	1 st Year M.Sc. (N)
14	2014-15	Model	Dengue fever	1 st Year M.Sc. (N)
15	2014-15	Flex	Interpretation of ECG changes	1 st Year M.Sc. (N)
16	2014-15	Flex	Post resuscitation care	1 st Year M.Sc. (N)
17	2014-15	Transparency and CD'S	Cardiopulmonary Resuscitation in Adult	1 st Year M.Sc. (N)
18	2014-15	Transparency and CD'S	Cardiopulmonary Resuscitation in Pediatric	1 st Year M.Sc. (N)
19	2014-15	Transparency and CD'S	Cardiopulmonary Resuscitation in Neonate	1 st Year M.Sc. (N)
20	2014-15	Model	PHC	
21	2014-15	Model	Urban and Rural health set up	3 rd Year RGNM
22	2014-15	Model	Millennium development goals	2 nd Year B. B. Sc. (N)
23	2014-15	Chart	WHO growth chart male and female (under five year)	2 nd Year B.B.Sc. (N)

24	2014-15	Chart	Immunization schedule	2 nd Year B.B.Sc.(N)
25	2014-15	Model	Male and Female family planning methods	2 nd Year B.Sc.(N)
26	2014-15	Booklet	Myocardial Infarction	2 nd Year RGNM

29 % of students doing projects in collaboration with other universities, industry, institute Nil

30 Awards / recognitions received at the national and international level by Faculty: Nil

31 Doctoral, post-doctoral fellows: Two

32 Seminars, Conferences, Workshops organized and the source of funding from national / international organizations: Nil

33 Code of ethics for research followed by the departments:

Ethical committee has been appointed to approve research projects. Initially, faculty research committee closely scrutinizes the research topics.

34 Student profile program-wise:

Name of the Program	Applications received	Pass percentage	
Basic B.Sc. (N)	105	50	100%
Post Basic B.Sc. (N)	28	20	100%
M.Sc. (N)	10	6	100%

35 Diversity of students:

Name of the Program	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of Students from other countries
Basic B.Sc. (N)	90%	---	10%	0%
Post Basic B.Sc. (N)	90%	---	10%	0%
M.Sc. (N)	100%	---	---	0%

36 How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations?

Since 2007 -2015	Civil Services	– 01
	NCLEX	– 40
	CGFNS	– 30
	IELTS	-- 15
	MPSC	-- 500

37 Student progression:

Student progression	Percentage against enrolled
UG to PG	50%
PG to M.Phil., DM / M Ch. / DNB	NA
PG to Ph.D.	40%
Ph.D. to Post-Doctoral	NA
Employed, Campus selection -----	40%
Other than campus recruitment --	40%
Entrepreneurs	20%

38 Diversity of staff:

Percentage of faculty who are graduates	
From the same university	60%
from other universities within the State	40%
from universities from other States	Nil
from universities outside the country	Nil

39 Number of faculty who were awarded M.Phil. DM, M Ch., Ph.D., during the assessment period: Nil

40 Present details of departmental infrastructural facilities with regard to:

a) Library:

The library holdings include books, journals and other learning materials and technology aided learning mechanisms that will enable students to acquire information knowledge and skills required for their course library has

- 8115 textbooks
- 537 reference books
- 10 open access e-books
- 118 Journals and 08 E-Journals.

b) Internet facilities for staff and students:

- 3 Computers for students with internet facility
- 6 Computers for faculty with internet facility
- 8 Computers for non-teaching staff with internet facility.

c) Total number of class rooms with L.C.D. projectors:

Eleven (11)

d) Class rooms with ICT facility and 'smart' class rooms:

Five (05)

e) Laboratories for students:

Six (06)

f) Research laboratories:

Yes

41 List of doctoral, post-doctoral students and Research Associates

a) from the host institution/university : Nil

b) from other institutions/universities : Nil

42 Number of post graduate students getting financial assistance from the university. Nil

43 Was any need assessment exercise undertaken before the development of new program(s) ? If so, highlight the methodology.

- Visited various under graduate and post graduate institutions.
- Various meetings were conducted with the experts of managing committee, LMC and other institutes, on the economic, material and manpower feasibility of the new programs.
- Scrutinization of strengths and weaknesses was done.
- Fulfillment of lacunas and updating department under the guidance of experts from the Parent organization was done prior to start of the new programs.

44 Does the department obtain feedback from faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

- **Feedback obtained from staff members is utilized:**
- To upgrade/update as per recent advancements.
- To assign regular assignments and project works to the students.
- To give special remedial coaching to slow learners.
- To regular update, modify and revise of curriculum
- For updating of teaching methods.

- **Feedback obtained from students is utilized:**
- To implement the suggestions given by them regarding changes needed in all the areas of work of the institute.
- To organize regular parents' teachers meetings, at least twice a year to seek their cooperation.
- To monitor students' and to take corrective measures.
- To assess overall progress of students, their weaknesses and implement the suggestions.

- **Feedback from alumnae and employers on the programs offered is utilized:**
- To use the knowledge of alumnae or employers working in different fields to improve quality of all activities of the institute.

45 List the distinguished alumnae of the department (maximum 10):

- Anju James
- Silvia John
- Shweta Zachariah
- Rupali Salve
- Sonali Lakade
- Shweta Parab
- Jincy Thomas
- Rebeca Joy
- Aksa Gorinta
- Shithu Sebastian

46 Give details of student enrichment programs (special lectures, workshops, seminar) involving external experts.

Institute makes efforts to involve experts from different organizations in the following events.

- Seminars
- Skill workshops
- Guest lectures
- Personality development programs
- Journal club
- Nursing education
- Yoga and meditation classes
- Computer classes
- Road safety classes
- Life skills workshop
- Training on women's safety

47 *List the teaching methods adopted by the faculty for different programs including clinical teaching.*

Lecturers, seminars panel discussions, chalk and talk methods, discussions, demonstrations, skill training, presentations and projects, use of video clipping, web lectures. Use of OHP, LCD's, models, charts and field visits etc.

48 *How does the department ensure that program objectives are constantly met and learning outcomes are monitored?*

- Regularly assessing the students' performance and organizing parents meetings.
- One to one counseling and motivation.
- Arranging extra classes as per students' requirements
- Students' progress report
- Regular departmental meetings and follow up
- Regular tests, surprise tests.

49 *Highlight the participation of students and faculty in extension activities:*

- Participation in public health checkup camps.
- Participation in research activities.
- Rallies on health related to picks.
- Collaboration with *Lila Poonawalla* foundation.
- Extension activities of lectures on health topics at Satara, Paud, Kamshet, Pune
- Arranging health checkup and health educations for Cummins Engineering students.

- First aid lectures for 'vision English medium primary school' students.
- Faculty as resource persons in other institutes.
- Faculty members as trainers of trainees, for skill workstations.
- Articles writing in various journals
- Participation in NSS
- Earn and learn activities in the dispensary of parent organization.

50 Give details of "beyond syllabus scholarly activities" of the department.

- Various projects assigned to students.
- Street plays conducted on health topics.
- Research orientation lectures conducted by university authorities.
- Various visits and field trips conducted for students.
- Community health activities.
- Participation in NSS, SNA, TNAI activities and *Damini*, cultural events by Maharashtra University of Health Sciences, SNA etc.

51 State whether the department is accredited, graded by other agencies?

Not accredited

52 Briefly highlight the contribution of the department in generating new knowledge, basic or applied.

- Interdisciplinary academic activities
- Improving quality of nursing activity.

53 Detail five major Strengths, Weaknesses, opportunities and Challenges (SWOC) of the department.

Strengths:

- Good management support to organize academic and all the other activities of the institute.
- Running the "Association of Private Nursing Colleges in Maharashtra" to have a sense of 'esprit de corps' in Nursing Education
- Working parallel with government policy towards health for all.
- Active participation of institute in NSS activity and emergency services.

- Well qualified and experienced teaching faculty.
- Has very good infrastructure with necessary facilities.
- Institute gained its place among best nursing colleges of the country.
- Active SNA unit, represented by students.
- Attendance of students is well maintained.
- The institution is one of the two Ph.D. centers in Nursing, in Maharashtra.
- The institute has a multispecialty parent hospital of 1000 beds.
- The institute is centrally located in the heart of the city.
- Institute provides extensive health services to urban and rural area. Helping at PHC's sub center to arrange medical health camps, street plays, exhibitions etc.
- Well disciplined, character forming moral and value education to students.
- Holistic quality education and training is provided to UG and PG students.
- Low turnover of the faculty.
- College is a CAP center and examinations center for examinations of Maharashtra Nursing Council and Maharashtra University of Health Sciences.
- Team work is important aspect of the Institute.
- The department has 3 different specialties in PG programs.
- The institute has the best career mobility of students as all the programs in nursing RANM to Ph. D are available in the institute.

Weaknesses:

- Fund generating services need to be improved.
- Scope for improving research / dissertation publications internationally.
- Collaboration's with international agencies, to be initiated.

Opportunities:

- Nurses have opportunity to work with government agencies under NRPHS.
- Under continuing education program, there are opportunities for students to go for RANM-RGNM, RGNM-P.B.B.Sc.(N), B.B.Sc.(N)- M.Sc.(N) and M.Sc.(N) to Ph.D.(N)
- Evidenced based nursing researches are possible with the help of parent hospital to increase the status of nursing.
- To participate in all state and national conferences.

- Faculty is in examination panel for CAP, practical examinations, inspections etc.
- Institute has opportunity to host TNAI and SNA, *Damini* sports and cultural events programs.
- Nomination of our faculty for secretary post Indian Nursing Council, New Delhi.
- To make the society become aware about healthy life style through continuing education on promotion, preservation and protection of health at all levels.

Threats:

- Traditional attitude of caring for the clients may reduce due to the attitude of professionalism among the young nurses in India.
- Lack of interest among 12th passed students to join nursing due to the poor salary structure, working conditions in private hospitals of India.
- Funds are limited for the making over of professional image of nursing in India.
- To separate funding agencies like ICMR for nursing research activities.
- Lack of strong professional bodies to stand up for the issues affecting image and status of nursing in India.
- Lack of political will and political participation of nurses in India.

54 *Future plans of the department:*

- More research projects and publications in journals of high impact factor.
- Establish collaborations internationally and nationally.
- Construction of one more floor on the existing building.
- To start M.Sc. (N) in pediatric and community health Nursing specialties.

III - Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge. This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced. I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal:

Place: Pune

Dr. Meena Ganapathy,
Principal

Maharshi Karve Stree Shikshan Samstha's

Date:

Smt. Bakul Tambat Institute of
Nursing Education, Pune 411052