



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S SMT. BAKUL TAMBAT INSTITUTE OF NURSING EDUCATION

**MKSSS CAMPUS, KARVENAGAR, PUNE
411052**

<http://www.mksssbtine.ac.in/>

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Maharshi Karve Stree Shikshan Samstha's Smt. Bakul Tambat Institute of Nursing Education (MKSSS BTINE) was started in the expansive campus of the parent organization in Pune in August 2000. The institute is approved by the Indian Nursing Council, Delhi, the Maharashtra Nursing Council, Mumbai, Maharashtra State Board of Nursing and Paramedical Education, Mumbai, Maharashtra University of Health Sciences, Nashik, and Government of Maharashtra.

Our institute is one the best nursing educational institute in India. It has excellent infrastructure, clinical field, and full-time faculty and guest lecturers. We are the pioneers of private graduate nursing education in the state of Maharashtra. We are striving to 'develop outstanding holistic, empowered professional nurse leaders in providing excellent, compassionate health care at the local, national, and global level.

.Our Objectives are:

- Create an inclusive environment that reflects the vision, mission, goals, and values 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 interprofessional research and evidence-based practice.
- Provide leadership in the transformation of nursing education, health care, and lifestyles.
- 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 (a local university), state, and national academic and health policies concerning nurses.
- Provide student-centered quality nursing education to contribute to the needs of nursing manpower development of the country.
- Promote the 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 the 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 hospitals, communities, and other health care agencies based on a problem-solving approach and evidence-based care.

- To promote the 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 the display of the mission statement at the institute and as a statement in letterheads. It is communicated through induction programs to new students and faculty. It is incorporated in the curriculum and translated into the 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 meetings through the mail and its website. It is communicated to stakeholders through letters, emails and direct communication information of meetings.
- We have all the required infrastructure facilities for achieving the above goal and objectives at the Institute.

Vision

“Women’s empowerment through education”.

Maharshi Karve Stree Shikshan Samstha, (MKSSS)

The 125-years-old parent body has been committed to “**Empowerment of Women through Education**”. The Institution works relentlessly towards educating the women and thereby making them self-reliant. The Samstha was established in 1896 by the great visionary and social worker **Bharat Ratna Maharshi Dhondo Keshav Karve** to provide shelter to destitute women.

Prof. Karve founded this Institution with the objectives of upliftment, emancipation, and education of women who formed a major section of the socially downtrodden. Maharshi Karve dedicated his whole life to this humanitarian cause with great determination and courage. For his sacrifice and dedicated social work and his contribution to the noble cause, he was awarded “**Bharat Ratna**” the highest National Civilian Award.

Mission

The institute is committed to developing conscientious, confident, and caring quality nursing professionals of international repute.”

Goal:

‘Maharshi 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 levels.

Core professional values:

Integrity: quality of consistently adhering to code of honesty and accountability and being ethically moral.

Certainty is the ability to transcend traditional ideas, pillars, and rules as well as having the capacity to construct meaningful new ideas, methods, and interpretations.

Competent: having the expertise, knowledge, and skills to successfully and efficiently perform the roles of their profession.

Core personal values:

Courage: is the aptitude to uphold one's convictions and demonstrate confidence to speak and act in accordance with one's beliefs and responsibilities.

Compassion: is an active desire to alleviate another's distress through caring, empathy and supporting and helping others.

Caring: is best demonstrated by a nurse's ability to embody the five core values of professional nursing. Core nursing values essential to nursing education include **human dignity, integrity, autonomy, altruism, and social justice**. The caring professional nurse integrates these values into clinical practice.

Here students receive an education of the highest grade in the art and science of nursing and to equip with the spirit of holism, ethics, empathy, and courage to serve the community locally, nationally, and internationally.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 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 first 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.
- Institute is a CAP center and examinations center for examinations of Maharashtra Nursing Council and Maharashtra University of Health Sciences.
- All the classrooms are having ICT facilities
- Team work is important aspect of the Institute.

- The department has three different specialties in PG programs.
- The institute has the best career mobility of students as all the programs in nursing ANM to Ph. D are available in the institute.
- Active NISP cell for innovations among students.
- Various Government and non-governmental scholarships for needy and poor students.
- Hundred percent placement of passed out students
- Strong Alumini Association
- Active participation of Faculty in curriculum planning in the affiliating agencies

Institutional Weakness

- Fund generating services need to be improved.
- Scope for improving research / dissertation publications nationally and internationally in UGC care and Scopus journals.
- Collaboration's with international agencies, to be initiated.

Institutional Opportunity

- Nurses have opportunity to work with government agencies under NRPHS.
- Under continuing education program, there are opportunities for students to go for ANM-GNM, GNM-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.
- To make the society become aware about healthy life style through continuing education on promotion, preservation and protection of health at all levels.

Institutional Challenge

- 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.
- No separate funding agencies like ICMR for nursing research activities.
- Lack of strong leaders and professional bodies to stand up for the issues affecting image and status of nursing in India.

1.3 CRITERIA WISE SUMMARY

Nursing Part

“Maharshi Karve Stree Shikshan Samstha”, established in 1896, has a 125 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” started the Institute of Nursing Education 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:

1. 2 years Auxiliary Nurse and Midwife Program (A.N.M.)
2. 3 years Diploma Program in General Nursing and Midwifery (G.N.M.)
3. 4 years Degree program in Basic B. Sc Nursing (B.B.Sc (N))
4. 2 years Degree program in Post Basic B. Sc (P.B.B.Sc (N))
5. 2-years Post Graduate degree program in M. Sc Nursing (M.Sc (N)) and
6. Ph.D. program in nursing.

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”. The institute provides educational benefits to around 600 girl students.

Special Features:

- In the State of Maharashtra, there is only this institution which offers all the programs mentioned above.
- 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.

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 D. (N) programs with 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 21 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 environment, equipment and teaching aids. It also has high quality library and ICT facilities for effective teaching learning environment. The institute ensures that the curriculum developed has a thrust on promoting value based education, women empowerment, gender sensitization, skill development, competency in communication skills, personality development, and conscientising the students on professional ethics. The curriculum caters to the needs of society and has relevance to the local and national developmental requirements through concentrated efforts of all the departments, and committees.

The institute follows these mechanisms for effective delivery and documentation of curriculum.

1. The curriculum committee
2. Representations in University Curriculum Committees.
3. Course Planning:
4. The examination committee.
5. Class Coordinators and staff meetings
6. Ensuring adequate infrastructure, library and ICT facilities.
7. Formative assessments.
8. Enrichment of Curriculum.
9. Ongoing Feedback

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. The process of admitting students is transparent. Students are admitted on the basis to merit of their performance in NEET (National Eligibility Entrance Test) 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 bedded parent hospital.

The main focus of the institution is on academics, but equal importance is given to extramural activities, such as cultural, indoor and outdoor sports. The institute has cultural, sports, and student nurses association (SNA)

which ensures that the students of the institute participate in academics, sports, and cultural inter-university, intercollegiate and collegiate competitions.

The institution's internal academic calendar closely follows the one prescribed by the Maharashtra University of Health Sciences. The academic calendar is prepared by the institute for undergraduate as well as postgraduate courses before the commencement of every year.

The teaching-learning activities of the college are designed in such a way that the students achieve the learning outcomes. Majority of the faculty in the institute are postgraduates equipped with the knowledge to train the students appropriately. The institute has the following mechanisms by which it ensures the teaching learning outcomes are achieved.

The faculty members use the mastery-learning approach, outcome-based learning to meet the learning need of individual students considering there are individual differences. The strategy of teaching through mastery learning and outcome-based learning is done through OSCE/ OSPE. Competencies are higher-level skills, including clinical judgment, critical reasoning, evidence-based practices, and relationship-centered care. New teaching-learning methods like Peer-assisted learning, Think-Pair-Share, scientific projects, research discussions are in regular practice.

The institute encourages the students by involving and exposing them to a wide variety of health education, workshops, and conferences. 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.

Research, Innovations 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 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, Dengue, National Disease Control Programs, Blood Donation Camps, T.B program, Family Welfare, HIV-Aids Awareness, and Cancer etc. The institute also provides consultations to other fellow higher education colleges and schools on health education and health checkups. Under the research activity, the institute is one of the first PhD centers in the State of Maharashtra, under the affiliating university. The institute has conducted over 120 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 has the National Innovation and Startup Policy cell. The aim of this cell is to develop an entrepreneurial ecosystem at the student and faculty level. The main objectives are to inculcate entrepreneurial culture among the students and faculty, innovations from research and development, Innovations in curriculum, orient students to work on their innovative ideas, and develop their skills using the resources available, and arrange interactive sessions with successful entrepreneurs and to organize industrial visits, etc.

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 25,838 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". At present, the institute has adequate facilities for teaching-learning resources like classrooms each batch have its separate classroom.

1. Classrooms: There are a total of 13 classrooms in the institute; classrooms have a seating capacity of 80, 50, 30 seats respectively. The classrooms are well furnished and well equipped with A.V.aids, LCD, OHP projectors, blackboards, notice boards, models & charts, etc. for a high-quality teaching-learning experience for the students. In addition to this, the institute has a room for paper evaluation, six laboratories, an audiovisual room, a multipurpose hall, and a library.

2. Auditorium/ Multi-Purpose Hall: An auditorium with a capacity of 400 seats is available for a seminar presentation, to conduct workshops, and for other multipurpose work.

3. Laboratories: Institute has six laboratories i.e. foundation lab, maternal and child health lab community lab, anatomy lab, museum, demonstration/simulation lab. They are well equipped with the required articles for performing procedures and setting for simulation as per guidelines given by statutory bodies like INC, MNC, and University. Regular maintenance and up-gradation of laboratories and museum are 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 the proper channel including condemnation of articles. Internal and external auditing is done by the institute for all the labs. Descriptive catalogues are available in the museum. A computer laboratory is available at the vocational training center on the campus adjacent to the institute. The institute is equipped with an administrative room, two offices, a conference hall, a counselling room, four faculty rooms, and a principal room.

4. Parent Hospital: Institute has 1000 bedded super specialty parent hospitals; Deenanath Mangeshkar Hospital and Research Center and Mai Mangeshkar Hospital.

Student Support and Progression

"Smt 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 and have secured distinctions and have been 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 85 - 90% of the students join the parent hospitals for employment. Those who wish to seek jobs abroad qualify themselves for IELTS / 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) and Community Health Officer (CHO) examinations and have joined the Maharashtra State Government as staff nurses. The institute supports all the students to acquire computer skills. Value added sessions, Add on courses 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'. 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.

Governance, Leadership and Management

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 her contribution to the parent organization" since the inception of the nursing institute. The Principal also received Community Leader Award. 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. 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. 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. 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. Management Information System is in place to meet the needs of the students and faculty regarding academic and administrative aspects of the institution. Process of annual appraisal / performance appraisal is carried out by superiors, class co-coordinators and Principal. 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.

Institutional Values and Best Practices

MKSSS BTINE 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 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 Student Nurses Association' encourages them to take leadership roles and promotes overall development of the students in curricular and co-curricular activities. 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 institute has an eco-friendly environment. Parent organization has vermin compost, vermin culture plants, biogas plant 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 Innovation & Incubation Centre (IIC), at BTINE aims to be a stepping-stone for its thriving incubates who are driven by passion to bring change and be the change-makers of today and tomorrow. The IIC seeks to equip our students with resources to surpass economic perils, creative blocks, and lack of mentorship. The centre envisions building a generation of solid minds with a rounded personality to justify the women entrepreneurs of tomorrow.

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.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S SMT. BAKUL TAMBAT INSTITUTE OF NURSING EDUCATION
Address	MKSSS Campus, Karvenagar, Pune
City	Pune
State	Maharashtra
Pin	411052
Website	http://www.mkssbtine.ac.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Meena Ganapathy	020-25475020	9860407994	020-	btine03@gmail.com
IQAC / CIQA coordinator	Nupoor Bhambid	020-25477557	9158617275	020-	nupoor.bhambid@mkssbtine.in

Status of the Institution	
Institution Status	Private
Institution Fund Source	No data available.

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college		01-01-2000		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	Maharashtra University of Health Sciences	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
INC	View Document	22-07-2021	12	Yearly validity from INC

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MKSSS Campus, Karvenagar, Pune	Urban	24	25838.9

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc Nursing,Basic B Sc Nursing	48	Twelveth Science with NEET examination	English	200	187
UG	BSc Nursing,Post Basic Bsc Nursing	24	General Nursing and Midwifery with MNC registration	English	60	60
PG	MSc Nursing,Msc Nursing	24	BSc Nursing or Post Basic B.Sc Nursing with one year experience after registration with nursing council	English	20	8
Doctoral (Ph.D)	PhD or DPhil,Phd Nursing	36	MSc Nursing or M Phil with PET examination by Maharashtra University of Health Sciences Nashik	English	4	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				3				0			
Recruited	0	1	0	1	0	2	0	2	0	0	0	0
Yet to Recruit	1				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				20				0			
Recruited	0	5	0	5	0	14	0	14	0	0	0	0
Yet to Recruit	0				6				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	9	0	9	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	7	13	0	20
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	7	7	0	14
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	1	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	5	0	0	13	0	0	0	0	18

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	0	10	0	0	0	0	11

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	13	0	14
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	3	0	0	0	3
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	8	0	0	0	8
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	242	5	0	0	247
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	7	6	7	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	3	3	3	3
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	7	7	6	7
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	50	55	55	56
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	5	5	5	5
	Others	0	0	0	0
Total		72	76	76	78

General Facilities

Campus Type: MKSSS Campus, Karvenagar, Pune

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	No
• Cafeteria	Yes

• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	No
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	3
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	0	0
* Girls's hostel	2	1478
* Overseas students hostel	0	0
* Hostel for interns	2	110
* PG Hostel	1	10

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
259	266	258	229	189
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

Number of outgoing / final year students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
63	84	64	40	31
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

Number of first year Students admitted year-wise in last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
83	78	86	80	72
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	30	30	30
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

Number of sanctioned posts year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	30	30	30
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
76.46	98.34	88.10	80.27	72.89
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Response:

The Nursing Syllabus is developed by the apex body, that is Indian Nursing Council, New Delhi (INC), and it is reviewed and implemented by the Maharashtra University of Health Sciences, Nashik (MUHS). The institute follows these mechanisms for effective delivery and documentation of curriculum.

1. Internal Quality Assurance Cell (IQAC): Being the overall quality assurance body for the institution it deals with policymaking and monitoring the activities of various committees, departments and cells of the institution related to curriculum.

2. The curriculum committee: The curriculum committee is headed by the Principal and senior faculty members draw up a detailed academic plan weekly, monthly, and annually, for smooth conduct of the program.

3. A well-planned academic calendar: It includes the planning of theory classes, clinical postings, related visits and examinations, other curricular activities as well as extracurricular activities planned as per the syllabus requirement is done at the beginning of each academic year.

4. Representations in University Curriculum Committees: The Principal was the Chairman of PG BOS at MUHS and was a member of the Research Committee of MUHS. She and the Vice Principal are the BOS members for the University now for five years term. The Principal and Vice Principal are in the Ethical Committee, Faculty and BOS of other Universities too. Several faculty members are examiners of MUHS, and other Universities.

5. Course Planning: A well planned master plan, course plan and unit plans prepared by the class coordinators annually. The students are provided with the course and unit plans and explained about it. Theory lectures are distributions are done as per the specialization and experience of faculty members.

6. The examination committee: This committee ensures smooth conduct of examinations and central assessment of answer papers. This committee members are also part of the Internal Assessment Grievance Committee.

7. Class Coordinator's and staff meetings: The class coordinators and staff meetings are held once in a month. Here coordinators and staff discuss implementation of their curriculum and difficulties if any are discussed and solved on time.

8. Ensuring adequate infrastructure, library and ICT facilities: The institute has a well-maintained library with the latest books, e-books. Innovative methods like PowerPoint presentations, videos, simulations, different e-contents, and e-resources are used. Each classroom is having an LCD, facility.

Students are motivated to use available technologies for their assignments and study.

9. Formative assessments: Student's formative assessment is done by periodical examinations and assignments. Student progression monitoring, mentoring are done for all students with a ratio of 1:10. During mentoring slow and advance learners are identified. Students are guided with techniques to effectively answer in the examinations.

10. Enrichment of Curriculum: For curriculum enrichment, need-based courses such as add-on courses, value-added courses, conferences, seminars, workshops are arranged regularly. The faculty is motivated to participate in all these events.

11. Ongoing Feedback: Institute has an online feedback system. The feedback collected is analysed and the findings for improvements are made. After discussion with concerned members, the action plan is prepared and discussed for the next academic year.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

1.1.2 Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

Response: 6

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
02	02	02	02	01

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>Response: 100</p>	
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 230</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 230</p>	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
<p>1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</p> <p>Response: 67.18</p>	

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
174	175	170	149	136

File Description	Document
Institutional data in prescribed format	View Document
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document
Any additional information	View Document
Link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1 The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

The institute ensures that the curriculum developed has a thrust on promoting value based education, women empowerment, gender sensitization, skill development, competency in communication skills, personality development, and conscientising the students on professional ethics. The curriculum caters to the needs of society and has relevance to the local and national developmental requirements through concentrated efforts of all the departments, and committees.

Gender: The gender-related concepts and gender sensitization issues are taught as per syllabus requirements. Additionally, seminars, workshops, conferences, debate competitions are arranged on the topics of gender issues and women's health. Students are guided and motivated to participate and perform different awareness programs on gender equality, girl's education, women's empowerment, and women and child issues.

Environment and Sustainability: The institute has well-developed environment safety projects. Students are also motivated to organize and conduct various awareness programs on Plastic Mukta Bharat, go green, safe water, tree plantation, etc. The Samstha has biogas plants. All Kitchen wet waste is sorted and used in these plants. Through these plants daily 23 to 25 kg of biogas is generated. This gas is used for cooking in the hostel kitchens. By this project, we are saving the cost of 48 LPG cylinders. To overcome water issues Samstha has started rainwater harvesting since 2006. Samstha has 17 bore wells. Collected rainwater is released in these bore wells. All NSS volunteers of MKSSS BTINE have organized a tree plantation

program at Kamshet Aashramshala and also conducted a rally on environmental sanitation in the Karvenagar area. They had also arranged health talks on environmental sanitation.

Human Values: The values of human beings are integral part of the curriculum. The mission and vision of the institute are value oriented.

Health determinants, right to health, and emerging demographic issues: Students are made aware of the topics on health determinants, right to health, emerging demographic issues, patients' rights, ethical issues, during their clinical, urban and rural postings. Health determinants such as biological, physical, socio economic and , environments, health habits are part of the curriculum in Sociology, Psychology, Medical Surgical, and Community Nursing. Right to health as equality is incorporated in Code of ethics and International Council of Nurses oath is taken by all the students. In addition, students are guided and motivated to conduct awareness programs in the community as well as in the hospital on right to health, health determinants, patients' right, emerging demographic issues, etc. The institute has arranged free mammogram, cervical smear testing and haemoglobin testing for all class four women employees of Samstha free of cost. During community postings students are posted in urban rural health centres and are assigned families/Houses for health care and maintain family folders. It helps in understanding socioeconomic, environmental and cultural aspects of healthcare and gives opportunity to develop empathy, communication skills, holistic approach to health & disease.

Professional ethics: Nursing syllabus of all programs has its well-developed professional ethics and code of conduct. Hence the focus is given to teaching the students about professional responsibilities, duties, and ethics.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

1.3.2 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 10

1.3.2.1 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 10

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document
Any additional information	View Document
Links for additional information	View Document

1.3.3 Average percentage of students enrolled in the value-added courses during the last five years

Response: 44.19

1.3.3.1 Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

2020-21	2019-20	2018-19	2017-18	2016-17
259	164	72	71	68

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document

1.3.4 Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)

Response: 99.23

1.3.4.1 Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings

Response: 259

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document
Institutional data in prescribed format	View Document
Community posting certificate should be duly certified by the Head of the institution	View Document
Any additional information	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document
Link for additional information	View Document

1.4 Feedback System

<p>1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Response: A. All of the above</p>
--

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View Document
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

<p>1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website</p>
--

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for additional information	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 55.77

2.1.1.1 Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
26	28	21	21	22

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
42	47	50	40	35

File Description	Document
Institutional data in prescribed forma	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Any additional information	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document
Link for Any other relevant informatio	View Document

2.1.2 Average percentage of seats filled in for the various programmes as against the approved

intake

Response: 88

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2020-21	2019-20	2018-19	2017-18	2016-17
83	78	86	77	72

2.1.2.2 Number of approved seats for the same programme in that year

2020-21	2019-20	2018-19	2017-18	2016-17
90	90	90	90	90

File Description

Document

The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of Students admitted demonstrates a national spread and includes students from other states

Response: 2.3

2.1.3.1 Number of students admitted from other states year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
02	02	00	03	02

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters of the students enrolled from other states	View Document
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document
Any other relevant information	View Document

2.2 Catering to Student Diversity

2.2.1 The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers The Institution:

1. Follows measurable criteria to identify slow performers
2. Follows measurable criteria to identify advanced learners
3. Organizes special programmes for slow performers
4. Follows protocol to measure student achievement

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document
Link for any relevant information	View Document

2.2.2 Student - Full- time teacher ratio (data of preceding academic year)

Response: 9:1

File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University	View Document
Institutional data in prescribed format (data Templates)	View Document

2.2.3 Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)

Response:

The main focus of the institution is on academics, but equal importance is given to extramural activities, such as cultural, indoor and outdoor sports. The institute has cultural, sports, and student nurses association (SNA) which ensures that the students of the institute participate in academics, sports, and cultural inter-university, intercollegiate and collegiate competitions.

1. Aptitude to Health through Sports and Yoga: All the students are given sports periods once a week and the institute organizes sports day, institute week, sports competitions regularly. The Samstha's Tejaswini health club organizes a walkathon for faculty and students, physical live sessions of yoga, every year and students perform yoga on regular weekly basis. The Institute celebrates 'Yoga day' on 21st June of every year.

2. Extra Curricular Exposures: Our institute promotes students to participate in intercollegiate youth talent programs such as Spandan, Damini, and "EMBLAZE. Students are encouraged to participate in the SNA biennial state and national conferences. Students are encouraged to participate in MUHS organized Krida Mohtasav annually at various venues such as AFMC, Kolhapur, Shewgaon, Nashik, Nagpur and Nanded. Institute celebrates institute week where students participate in various cultural competitions like dance, singing, painting, salad dressings and sports (Indoor, outdoor). By these competitions the student talents are identified and these students are promoted for specialized coaching for individualized talents. The institute provides regular training to the students to develop business communication and soft skills to make them employable. The Institute has an alumni cell that looks into the placement of passed-out students in different medical organizations and the health sectors. Institute encourages students for taking jobs initiated by University (MUHS) under the earn and learn scheme.

3. Innovative and Creative Thinking: The institute actively promotes innovative thinking through the Maharashtra University research competition "Avishkar", students, as well as faculty, participate in this.

4. Societal Contribution: Institute sensitizes the students for their social responsibilities by enrolling 50 students every year to volunteer NSS activities namely; Swacchata Abhiyan, winter camp at rural areas, blood donation drives in collaboration with Jana Kalyan blood bank, health checkup for Samstha's school and college students. Our students helped with prevention of road traffic accidents by regulating the road traffic. Our Principal Dr. Meena Ganapathy received a 'Community Leader Award' through these social activities.

5. Development of Leadership Qualities:

For leadership development among students, the institute encourages students to actively represent in academic and administrative bodies through student nurses association (SNA) All programs have class committees for each course that comprises student members representing meritorious as well as weak students and committees.

6. Self Governance through SNA: The institute has a Students Nurses Association (SNA) where students develop a sense of responsibility and authority. Institute also organizes fundraising activities that develop communication skills and leadership among students.

7. Holistic Development: The development of a student as a whole is one of the principles of the institution and entire academics, extramural, sports enable one to attain holistic dimensions of personal, social, intellectual, emotional, physical, and psychological development.

File Description	Document
Link for Appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1 Student-centric methods are used for enhancing learning experiences by:

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**
- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

Response:

1. Experiential Learning: Being a nursing institute, experiential learning is an important methodology within faculty. Here in the method more emphasis is given to the integration of theory into practice in terms of patient care. In nursing education, it is called as; learning through experience is called "hands-on" learning, or learning by doing. The training consists of practical applications and patient-centric learning experiences through live case presentations, history taking, physical examination, evidence-based discussions on diagnosis and management.

2. Integrated Learning: Students conduct health surveys in the community area for the identification of specific community health problems. Students demonstrate role-plays to make the community aware of health problems and to maintain a healthy life. Students participate with government to organize vaccination drives.

3. Participative Learning: The faculty members foster participative learning by teaching through demonstration and re-demonstration, teaching by using visual aids such as 3D models and specimens, low fidelity simulators, periodical field visits, organizing exhibitions on specific days such as breastfeeding day, mental health days, presenting research papers, analyzing case studies with the presentation. Participating in and conducting bedside clinics, clinical rounds, and incidental teaching at the bedside.

4. Problem solving methods: Problem-solving methodologies are implemented for research and survey projects by forming student teams working jointly to complete a given task/project.

5. Self Directed Learning: The institute believes that there are individual differences in terms of learning; each student has a different style of learning. Hence, it provides a wide variety of learning experiences that enhance student participation and students to become active learners. Student-centric TL activities used by the institute are namely project work, self studies, assignments. .

6. Cooperative Learning: During community, nursing curricular activities, students learn to coordinate and cooperate with others to achieve shared goals. The faculty members utilize self-directed learning and blended coaching in the clinical practice. Students take project activities such as preparation of educational material and A. V. aids. The students understand that the process is more important than the product. During the project preparation, students learn to express heightened interest, and develop a spirit of cooperation.

7. Mastery/ Outcome based Learning: The faculty members use the mastery-learning approach, outcome-based learning to meet the learning need of individual students considering there are individual differences. The strategy of teaching through mastery learning and outcome-based learning is done through OSCE/ OSPE. It emphasizes what individuals must know and be able to do. Competencies are higher-level skills, including clinical judgment, critical reasoning, evidence-based practices, and relationship-centered care.

8. Evidenced Based Learning: The faculty employ the case study method of teaching. In this method, students learn about patients diagnosis, signs and symptoms and associated complications, and required nursing care. Student performs reflective observation, abstract conceptualization occurs when the students comprehend the pathophysiology, clinical manifestations, and required nursing care. Reflection and comprehension allow the students to relate the concepts learned during the case study to what they are experiencing with the patient in the clinical setting.

New teaching-learning methods like Peer-assisted learning, Think-Pair-Share, scientific projects, research discussions are in regular practice.

File Description	Document
Link for learning environment facilities with geotagging	View Document

2.3.2 Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution:

- 1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
- 2. Has advanced simulators for simulation-based training**
- 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.**
- 4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Proof of Establishment of Clinical Skill Laboratories	View Document
Institutional data in prescribed format	View Document
Geotagged Photos of the Clinical Skills Laboratory	View Document
Details of training programs conducted and details of participants.	View Document

2.3.3 Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

Response:

ICTs is potent tool which used appropriately can promote the shift to a learner-centered environment. The use of ICT in the classroom teaching-learning provide opportunities for faculty and students to operate, store and retrieve information, encourage independent and active learning and selfresponsibility for

learning. It enables the teachers to plan and prepare lessons and design materials such as course content delivery, sharing of resources, expertise and advice. These tools have the capability not only of engaging students in instructional activities to increase their learning, but also of helping them to solve complex problems to enhance their cognitive skills.

1. Use of Educational Technology:

- Faculty use locally available teaching simulation models, mannequins, and anatomical models for teaching. Faculty use ICT tools in Simulation-based learning to create real patient scenario/environment. This enhances the learner's motivation and engagement by facilitating the acquisition of basic skills.
- For computer-assisted learning, faculty is trained to prepare prerecorded audiovisual lecture PowerPoint presentations. Individual faculty have prepared prerecorded PowerPoint presentation according to their needs.
- The Institute is equipped with laptops, LCD Projector, overhead projector, flannel board facilities to support the teaching-learning process. Institute has ITC tools in all classrooms, besides that it, has multifunction printers are available at all prominent places.
- Faculty have also attended workshops for instance "Creating Tech-Savvy Teachers for Future Classrooms", "Evidence-based practices in Obstetrics" and Intellectual Property Rights and Research Ethics.
- The faculty use the Google classroom learning management system (LMS) extensively. Faculty communicate, collaborate, organize, and manage assignments through the platform of Google classroom.
- The faculty has maintained class attendance and student tracking. Performance appraisal is done through Google forms, as well as students feedback system is developed on G-suit.

3.E Resources:

- The institute has a web portal where educational material, university question papers, and prerecorded lectures are uploaded so that any students can access the teaching material as and when required.
- We are equipped with a digital library, online search engines, and websites to prepare effective presentations.
- Faculty is encouraged to record their lectures that were made available to students for long-term learning and future referencing.
- The institute library provides remote access to e-resources to both faculty and students. The list is as follows:

All type of resources

1. DELNET (Paid)
2. National digital library
3. Vikaspedia
4. OALAB (Open access library)

5. Swayam
6. EPG Pathshala
7. MUHS digital library

Books

1. Directory of open access books
2. Freebooks4doctors
3. Z library
4. Library genesis
5. PDF drive
6. IGNOU Gyankosh
7. Project Gutenberg
8. Book boon
9. Medico times
10. Freebookcentre

Journals

1. Directory of open access journals
2. Cochrane library
3. PUBMED
4. MEDLINE
5. OMICS International
6. CORE
7. Google scholar
8. Dove Press

Thesis and Dissertations

1. Shodhganga
2. Yale Medicine thesis digital library
3. EBESCO open dissertations

Slides videos

1. Slide share
2. Medscape Videos

Institute has organized various online competitions (poster presentations, project presentations, debates paper presentations, etc.) for students with the help of various information communication tools.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document
Link for any other relevant information	View Document

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 9:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 30

File Description	Document
Log Book of mentor	View Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document

2.3.5 The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students

Response:

1. Nurturing Creative and Critical Thinking: Nursing critical thinking skills drive the decision-making process and impact the quality of care provided," hence the purpose of nursing education is not just making a student literate but also add rationale thinking, knowledge and self-sufficiency. The faculty members of this institute create learning environments that lead students to go beyond just memorizing terms and apply an analytical mindset to understanding course material. Faculty members implement innovative teaching strategies such as mind mapping/concept mapping that help to infuse critical thinking skills. Teachers make creative scenarios to check on the analytical capacity of the students and to find their problem-solving abilities. The feedbacks are taken from the students after learning each skill and the faculty provide them with suggestions for improving their skills.

2. Analytical -based learning and Inquiry-based learning are carried out in the clinical setting which helps the students to have more analytical experiences. Analytical skills are important because it allows students to find solutions to common problems and make decisions about what actions to be taken. Students also organize and participate in symposium, Panel discussion, Inter-collegiate events, which help to bring out analytical potential in the students. Postgraduate students plan and organize in-service education to staff nurses at the parent hospital as a part of their curriculum. This method of learning enhances their in-depth knowledge, skill, cooperation between the group members.

3. Structured Practical Examination (OSPE) & OSCE is used for the students during the model practical examination as a method of evaluation. The faculty conduct the OSPE & OSCE for students and the knowledge and skills for various procedures are assessed critically and remarks and evaluation is communicated to the students and respective teaching faculty to improve the skills.

4. Innovation through research projects: Innovation is the act of constructive thinking, grouping knowledge, skills, and attitude into new, original, & rational ideas. At the undergraduate level, we have introduced our students' participation in research. The Maharashtra University of Health Sciences; Nashik organizes "AVISHKAR", a research project competition, every academic year. Faculty members encourage students to decide the problem statement (Title) for the research project and inspire students to participate. Each guide trains the students with analytical skills to answer the research problem. During this process, students develop problem-solving abilities. The research reports developed by students under the guidance are further presented in the "AVISHKAR" competition. Thus, the "AVISHKAR" competition provides a platform for the student to groom their creativity, innovation, analytical, and presentation skills.

5. Journal club is conducted by faculty and postgraduate students once a month and here new researches done by others published in Journals are presented and they are critiqued for their techniques and contents.

This gives the faculty and post graduate students a forum to discuss the recent updates in nursing research and apply the findings in the clinicals.

File Description	Document
Link for appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

Response: 5.33

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2020-21	2019-20	2018-19	2017-18	2016-17
04	01	01	01	01

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 8.33

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 250

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document

2.4.4 Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

Response: 100

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	30	30	30

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document
Link for additional information	View Document

2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

Response: 4

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	01	01	04	01

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Awards claimed without certificates will not be considered	View Document

2.5 Evaluation Process and Reforms

2.5.1 The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

The institution's internal academic calendar closely follows the one prescribed by the Maharashtra University of Health Sciences. The academic calendar is prepared by the institute for undergraduate as well as postgraduate courses before the commencement of every year. The Principal of the institute holds the meeting with the class coordinators and discuss academic activities, master rotation, clinical rotation, classwork schedule, internal-external examination schedule, holidays, and other co-curricular activities of the year well in advance before the commencement of the academic year.

The class coordinators prepare a tentative outline of the academic calendar and the approval of the academic calendar is done at the HOD and staff meetings in the presence of the Principal.

The academic calendar is discussed with the students during the admission of each academic year and is also incorporated in the master rotation plan and clinical rotation plan. This drafted planning of each course at the beginning of the session also earmarks the tentative schedule of internal evaluations of different types, so that the evaluation happens in a calibrated and coordinated manner.

The class coordinators and other faculty strictly follow the academic calendar in the planning and implementation phases. A copy of the master rotation plan of each class is made available to the student by displaying it on the class notice board. The academic calendar is communicated to parents and other stakeholders, and external faculty.

1. Formative evaluation: Internal evaluations are carried out both in theory and practical based on predetermined criteria using a blueprint formed by class coordinator. The notice regarding the periodical examinations is displayed on the student notice board and informed in their Whatsapp groups. These examinations are carried out as per the master rotation plan as per the academic calendar. Periodical examination papers are handed over to the students for a check and then the marks are displayed on the student notice board after the countersign from the students.

The results of each periodical examination are communicated to parents through progress report which is sent by post and those who are performing low in consecutive two examinations, their parents are called to the institute to discuss with the class coordinator and teachers regarding attendance/ marks issues. Other than periodical examinations there are evaluation such as unit tests, assignments, projects, on which the students are evaluated. To assure transparency, at the end of the academic year the students are allowed to check their final internal marks allotted to them in their internal assessment, followed by the signature of the student. Then the HOD of the respective departments and Principal signature is taken and then the Internal Assessment is uploaded in University online format.

2. Summative evaluation is carried out by University of Health Sciences guidelines and the results are announced by the University on the website and officially communicated to the institute by the university. University conducts the examinations in centers allocated by it and it is invigilated and assessed by the CAP centres delegated.

File Description	Document
Link for academic calendar	View Document
Link for dates of conduct of internal assessment examinations	View Document
Link for any other relevant information	View Document

2.5.2 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

In our institution, a mechanism to deal with examination-related grievances is transparent, time-bound, and efficient. Faculty members of the institute are involved in the various activities related to examinations such as checking the exam schedule as per the academic calendar, display of the same, noting students' grievances and dealing with them effectively, guiding students in various exam-related tasks, etc. are performed systematically, in time and efficiently.

The institute has an examination committee and exam grievance redressal committee. An examination

committee, comprised of a principal, professor, associate professors, lecturers, and senior faculty as conveners and other teaching and non-teaching staff as members, is constituted to handle the issues confidentiality of question papers and the preparation for smooth conduct of examinations.

Institute has an exam grievance redressal committee; this committee consists of a principal, professor, associate professor, lecturers, and senior faculty. The objective of the grievance committee is to develop a responsive and accountable attitude among all the faculty and students regarding conduct and evaluation of examination. This committee looks into the complaints lodged by any student and judges their merit. The grievance redressal committee is also empowered to look into matters of harassment during an examination.

The grievance redressal committee helps the students to solve grievances related to university exam form: Main grievances such as not finding subjects belonging while filling online exams, spelling errors in the name of a student. The committee guides the students about oral and theory exam schedules and patterns. Other grievances related to university question papers like out of syllabus, repeated questions, and improper split of marks, marks missed, wrong question number during semester exams are addressed to the principal, after making an analysis of day by day university question papers by the subject handling faculties with the head of the department.

If the student has a grievance regarding the difficulty level of the university question paper, review on the question papers are made by faculties to find out the percentage of toughness in the question paper and the feedback is given to the head of the department. Principal (chairperson of grievance committee) in turn precedes the same grievances to the university immediately.

Faculty members in the grievance committee guide the students about the procedure/schedule of rechecking and re-evaluation process. University decision or information after resolving the grievances is intimated immediately to the concerned departments, once it is obtained through the principal. It is also conveyed to the students through class coordinators and subject handling faculties. As per the University system in case of grievance related discrepancy in marks only recounting (totaling) of the mark is done and if students wanted to see the answer book it is applied

Due to COVID break out in 2019-2020 university timetable got delayed that is timely informed to institute via circulars that are conveyed immediately to students and parents.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document
File for any other relevant information	View Document

2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

Examinations are means of assessing not only the academic standards attained by students but also of evaluating the quality of the teaching imparted to them. Instructions and assessment are two stages in the same process. The institute faculty conduct the internal theory exams through written examinations and practical exams by implementing OSCE/OSPE examination and feedback system to students and from the students are taken.

1. Continuous internal evaluation: This evaluation follows every academic year. Continuous internal evaluation are planned ahead of time in the academic calendar and course calendar of events. It is communicated to the students during the orientation of the particular academic year. Unit-wise class tests are conducted and the answers scripts are evaluated and distributed to the students within the stipulated time with individualized student feedback on their performance. While giving feedback faculty evaluate the student based on individual student's previous performance with present performance. During this feedback, the session student has the freedom to share her experiences during the exam and her views about her performance improvement. Two sessional exams are conducted like that of the university examination system and the progress of the students is communicated to the parents periodically by conducting parents teachers meetings. The consolidated marks of the written test, seminars, assignments, and presentation are taken as internal marks and sent to the university after verification and countersign by the student.

2. Summative or final examination: The Maharashtra University of Health Sciences has released standard operating procedures (SOP) for the conduct of exams.

On-line paper setting and moderation

Prevention of unfair means by students: CCTV cameras installed in and around examination premises, CAP centers for continuous monitoring through CCTV. Appointment of Squads for monitoring mass copying. Question papers and answer sheets in strong room. Appointment of Center Observer.

Feed-back Analysis from external examiners: Continuously improve our teaching-learning activities and evaluation mechanism.

Evaluation by two examiners separately and taking the highest marks for final results.

Provision of re-totalling in place as per UGC advisory.

3. IT Automation:

1. Automated Examination Management System (EMS) in Place:

Payment of examination fees through centralized payment gate-way, online feeding of attendance by colleges. Hall- Tickets are downloadable by students after scrutiny by the institute. Bar-coding answer books for capturing marks awarded at CAP centers, using sensor- based software directly to university server for result analysis by dedicated software.

2. Digital entry of marks at Centralized Paper Assessment Centre:

Answer papers evaluated at CAP centers, using unique software to automatically digitize and upload marks directly from answer books to University server online.

3. Checking Plagiarism: URKUND software is in place at both campuses to screen PhD dissertations and research papers after submission.

4. Continuous Internal Assessment and their correlation in Summative assessments:

Formative (Internal) examinations are conducted by respective institutes under the supervision of the institutional heads. Summative assessment marks are digitally fed by Head of departments which are transmitted directly to university from Principal /Dean's office.

5. Competency Based Assessment: Clinical / practical skills training methods using OSCE, and OSEP.

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

2.5.4 The Institution provides opportunities to students for midcourse improvement of performance through specific interventions Opportunities provided to students for midcourse improvement of performance through:

1. Timely administration of CIE
2. On time assessment and feedback
3. Makeup assignments/tests
4. Remedial teaching/support

Response: A. All of the above

File Description	Document
Re-test and Answer sheets	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

1. Indian Nursing Council: INC states that the outcome of the degree program is to prepare graduates to assume responsibilities as professionals, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative services, Prepare nurses who can make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, functions in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor, and manager in a clinical / public health settings.

2. Affiliating University: The Maharashtra University of Health Sciences Nashik believes the outcome of degree program in nursing is same as the apex council, with the practice of nursing is based upon the application of basic concepts and principles derived from the physical, biological, and behavioral sciences, medicine, and nursing.

Undergraduate, the nursing education program prepares its graduates to become exemplary citizens by adhering to a code of ethics and professional conduct at all times in fulfilling personal, social, and professional obligations to respond to national aspirations. The institute follows the same aims and objectives while implementing a curriculum.

3. At the Institute: The institute communicates the learning outcomes to the faculty and students by circulating a copy of the syllabus to the student. Copy of the syllabi is available in each respective department of the course for ready reference for students and faculty. Based on core objectives, the faculty prepares specific learning outcomes for the lecture or topic they are teaching and clinical posting objectives. The course outcomes (COs) for each course and program outcomes (POs) along with program-specific outcomes (PSOs) for each program are defined in line with the regulatory body. These learning outcomes are stated using Bloom's Taxonomy and expressed in the lesson plan that clearly describes the knowledge skills and competency expected from the students to acquire as a result of completing their course/program of study. Learning outcomes of the programs and courses are discussed with students at the start and end of each topic of the study by the faculty leading to which technical applications. The importance of the learning outcomes has been communicated to the faculty in every IQAC meeting and institution committee meeting.

The following criteria are also taken care of while assessing the achievement of learning outcomes:

Performance of students in the periodical exams

Performance of students in theory and practical assignments

Performance in summative assessments (University Examination)

Involvement and leadership of students in curricular and extracurricular activities throughout the year.

Comprehensive student feedback is collected at the end of every year. It covers Curriculum related feedback, CO and PO related feedback, faculty evaluation and feedback on other aspects

Verbal Feedback is collected by the Principal directly from the students selected on a random basis.

Feedback from stakeholders: Regular feedbacks are taken from agencies where the alumini are employed. Feed backs are taken from alumini, external faculty. Feedback from parents is also collected formally in a prescribed formats.

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document
Link for any other relevant information	View Document

2.6.2 Incremental performance in Pass percentage of final year students in the last five years

Response: 95.27

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
58	70	61	38	31

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
63	84	64	40	31

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	View Document
Institutional data in prescribed format	View Document
Links for additional information	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	View Document

2.6.3 The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.

Response:

The teaching-learning activities of the college are designed in such a way that the students achieve the learning outcomes. Majority of the faculty in the institute are postgraduates equipped with the knowledge to train the students appropriately. The institute has the following mechanisms by which it ensures the teaching learning outcomes are achieved.

1. IQAC and Curriculum Committee: Institute checks the fulfillment of stated objectives through conducting the formative and summative assessment. The feedback on teaching-learning aspects is collected from students through Google sheets. The obtained feedback is analyzed and communicated in curriculum committee meetings, staff meetings and IQAC meetings, and actions are taken for improving teaching-learning experiences of students. Students are informed about the objectives of any new program/activity conducted involving them, and are explained how the program will be beneficial for them in fulfilling the POs and COs. Slow performers are provided with remedial coaching and support, whereas the advanced learners are given opportunities to be student teachers and to attend the conferences/ special programs related to teaching and learning methods. There is a mentoring system in the college along with the provision for counselling by qualified counselors.

2. The Examination Committee: The institute has an examination committee, to handle the issues regarding the conduct of internal assessment in a fair and transparent manner. The Institute follows strictly the guidelines and rules issued by the affiliating university while conducting internals and end examinations.

The paper setting for internal midterm and prefinal test question papers are prepared based on the blueprint

and the objective that is stated according to Bloom's taxonomy. Time table is prepared well in advance for internal examinations and communicated to the students earlier and displayed on the class notice board.

3. Examination Grievance Committee: After evaluation of internal assessment answer papers, the answer sheets are given to students to have an idea of their performance in the test. If they come across any doubts, clarification is given which enables them to fare better in the future. After examination, the assessments report is prepared and it is shown to the students, if any grievances are there they can be resolved immediately and communicated by the concerned faculty to the departmental head. Before the summative examination by the affiliated university, according to rules and notification, internal assessment is uploaded on university portal with the consent of individual student that is duly signed by Principal of institute and head of the department.

The candidate has to pass the theory and practical exams separately in each of the papers. If a candidate fails in either theory or practical papers, she has to reappear for both papers (theory and practical) in the subsequent examination. The maximum period to complete the course successfully should not exceed 8 years from the date of admission.

The final course evaluation is analyzed and communicated in curriculum committee meetings, staff meetings and IQAC meetings, and

Grievance committee meetings and required corrective actions are taken in a time bound manner.

File Description	Document
Link for programme-specific learning outcomes	View Document
Link for any other relevant information	View Document

2.6.4 Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis

Response:

1. Mentor and Mentee ratio: In our institution, the mentoring system has been introduced for establishing a better and effective relationship between students and faculty and also continuously monitored, counsel, and guide students in educational and personal issues. Mentors are in charge of the students of that class. All faculty work as mentors for students is allotted to them. The students are made to feel confident to confide in their mentors. The mentor-mentee ratio is 1:10. The mentors are provided access to the profile of the students and also to their contact details. Generally, the mentors provide encouragement, motivation, and counseling support. This is a continuous process till the end of the academic career of the student. These interactions are recorded on the personal file of each student.

Goal setting by mentee and mentor is done. The goal of student mentorship is 1. To enhance the faculty-student relationship. 2. To enhance student's academic performance and attendance. 3. To minimize the student dropout ratio. 4. To monitor the student's regularity and discipline. 5. To enable the parents to know about the performance of regularity of wards.

2. Mentor and Parent meetings: The periodical meetings are conducted by the mentors with parents and reports are maintained and verified by the head of the institution. Mentors are available on all working days of the institute. The mentors are entrusted with the responsibility of monitoring their mentee's academic, co-curricular activities, attendance, and completion of requirements and the result of all test papers and exams. The mentors along with the class coordinator arrange two formal PTA meetings and numerous informal meetings with parents based on issues.

The objectives are:

- 1.To facilitate the interpersonal relationship and communication among the mentors, students and parents and the class coordinators.
- 2.To provide a platform for the parents to discuss the academic and non-academic difficulties of the student and family with the mentor and class coordinator.
- 3.To promote the understanding of mentors the socio economic background of the family.
4. To collect feedback of parents once in a year and analyze it.
- 5.Based on the students and parents' feedback, necessary actions are taken.

3.Ongoing interactions to solve personal problems faced by the students:

The students have the liberty to talk to / open up with the mentor regarding various problems such as academic, personal, family issues and their anxiety, fears, etc... as and when needed. The final year students are given guidance regarding start-ups, higher studies, and employment/ placement.

The institute encourages the students by involving and exposing them to a wide variety of health education, workshops, and conferences. 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 to problem-solving. Mentors implement the teaching techniques like flipped classrooms and peer tutoring to improve the academic performance of weak students and it enhances the critical thinking skill of students.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for follow up reports on the action taken and outcome analysis.	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

Response: 14

3.1.1.1 Number of teachers recognized as PG/Ph.D research guides during the last 5 years

2020-21	2019-20	2018-19	2017-18	2016-17
05	04	04	04	04

File Description	Document
List of full time teacher during the last five years.	View Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the university	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.1.2 Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

Response: 33.33

3.1.2.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
06	23	07	05	09

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
E-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 3

3.1.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	01	01	00	01

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document
Link for funding agencies websites	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Institute has started the Innovation and Incubation Centre (IIC), which is recognized by MHRD and aims to be a stepping-stone for its thriving incubates who are driven by a passion to bring change and be the change-makers of today and tomorrow. The student nurses association (SNA) had conducted various innovative activities related scope of employment every year and had given a valuable message to the students to obtain ideas for innovation. In the institute, various activities for innovation are developed including encouraging students for showcasing business ventures ideas by arranging activities like stall

arrangements at the institute.

The Institute has the National Innovation and Startup Policy cell. The aim of this cell is to develop an entrepreneurial ecosystem at the student and faculty level. The main objectives are to inculcate entrepreneurial culture among the students and faculty, innovations from research and development, Innovations in curriculum, orient students to work on their innovative ideas, and develop their skills using the resources available, and arrange interactive sessions with successful entrepreneurs and to organize industrial visits, etc.

The institute has established a 'Start-Up Cell' which works under the direct supervision and administrative headship of the Principal and in coordination with the Institution Innovation Cell. A senior faculty is appointed as the NISP coordinator of the Institute. The NISP coordinator is responsible for the adoption, implementation, monitoring, and evaluation of the Start-up and Entrepreneurial activities inside the institute and maintains the record of conducted meetings. NISP help the institute to foster state, national and international collaborations to boost the growth of the start-up ecosystem. The institute plays the role in establishing strong linkages between the startups and the well-renowned industries. Special infrastructure like cloud, internet, etc. is made available through service providers. A multi-disciplinary approach at the institute is fostered towards startups for the students and faculty members. In association with leading incubators and co-working spaces, the institute has organized workshops for students/faculty aspiring to being incubator managers. The institute ensures greater access to professional advice by partnering with mentor networks and industry associations to institute a mentorship program for startups. The Institute has arranged Job Fairs for last three years for the final year students. Campus Interview for final year students is done at the parent hospital Deenanath Mangeshkar Hospital. Faculty is encouraged to do courses on innovation, entrepreneurship management, and venture development. Spreading awareness among students/faculty about the value of entrepreneurship and its role in career development or employability is a part of the institutional entrepreneurial agenda.

Students are encouraged to develop an entrepreneurial mindset through experiential learning by exposing them to training in cognitive skills. Initiatives like idea and innovation competitions, workshops, seminars, conferences, exhibitions, mentoring by academic and industry personnel, throwing real-life challenges, awards and recognition will be routinely organized by the institution. To prepare the students for creating the start-up through education, integration of educational activities with enterprise-related activities will be done in the institution.

File Description	Document
Link for details of the facilities and innovations made	View Document
Link for any other relevant information	View Document

3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 3

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
01	00	01	01	00

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3 Research Publications and Awards

3.3.1 The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

- 1. There is an Institutional ethics committee which oversees the implementation of all research projects**
- 2. All the projects including student project work are subjected to the Institutional ethics committee clearance**
- 3. The Institution has plagiarism check software based on the Institutional policy**
- 4. Norms and guidelines for research ethics and publication guidelines are followed**

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3.2 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 8

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 40

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.

Response: 05

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3 Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years

Response: 0

File Description	Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Link for Additional Information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

3.3.4 Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0

File Description	Document
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

Response: 70

3.4.1.1 Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
10	13	19	14	14

File Description	Document
Photographs or any supporting document in relevance	View Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Any additional informatio	View Document
Link for Additional Information	View Document

3.4.2 Average percentage of students participating in extension and outreach activities during the

last five years

Response: 57.21

3.4.2.1 Number of students participating in extension and outreach activities year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
150	74	200	160	100

File Description	Document
Institutional data in prescribed form	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3 Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years

Response:

1. Street plays, Rallies and Vaccination drives: In our institute, various extension and outreach activities are conducted. These activities are recognized by the government and other bodies. In last five years we have conducted rallies and street plays on prevention of accidents, organ donation, Beti Bachao Beti Padhao, Swacchata Abhiyan and mental health. All these activities are based on the needs identified in the community and selected and presented in front of the community. These rallies were actively appreciated by the community. The institute's faculty and students took active part in annual Pulse Polio and Covid vaccinations in the parent and corporation hospitals.

2. Active NSS unit: Our institute has a very active NSS cell. Every year special winter camps are organized by the NSS unit. Various activities are conducted throughout the years like cancer day, breastfeeding week celebration, world heart day and tuberculosis prevention day, mental health day under the NSS banner. All these extension activities are conducted under the health awareness campaign.

3. Road Safety, and Health Checkups: Among the community activities, road safety activity was conducted by the institute and got appreciated and awarded by PWD of Government of Maharashtra and MMVD Government of Maharashtra, CSR Diary and CASI and an appreciation award as "CASI

Community Leader was given to the Principal. Besides these health checkup programs are organized for Cummins engineering students, and school children. It had also arranged various programs arranged for small children like health education on dental care, personal hygiene, health habits at home and school and these activities are appreciated and awarded by the colleges and schools.

4. First Aid Training and Menstrual Health Lectures: First aid lectures and prevention of accidents street play was performed for all school van drivers of Pune city. The Institute conducted first aid lectures for the faculty of Bhanuben Nanavati College of Architecture by the institute and the institute was awarded an appreciation letter. Institute had arranged First aid lectures for Wadia Arts and Commerce College. Health and Menstrual health classes were taken for Siddhi Vinayak Arts, Science and Commerce College, Manilal Nanavati Vocational Institute students and MBA students of Hirabhen Nanavati Management studies students. The institute was awarded letters for arranging these activities.

5. Rural Community awareness programs on women's health: Institute has organized various activities on women's health like rallies and street play on female feticide, in Kamshet ashram shala and various health activities at Kamshet. Institute received the appreciation letters from the local government and various private bodies for these extension activities

6. Breast Feeding and Mental Health Week: The department of Obstetrics and Gynecology, and Psychiatry of the institute organized a program annually as a part of world breastfeeding week and Mental Health Week. They involved all nursing specialty departments, NSS Unit, UG, PG Nursing Students, the District Health Office, Women Child Development Society, & Mental Health Department. The program beneficiaries were students, mothers and their family members. All together within one week, more than 500 people had the benefited from these programs.

File Description	Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for e-copies of the award letters	View Document

3.4.4 Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

The institute's NSS unit is working on various extension activities that focus on social development through creating education awareness in surrounding neighborhood areas. Activities like drug addiction awareness, health awareness, body analysis and health check-up, blood donation camps were organized. Such health checkups impact the society by providing a tool for prevention of diseases like hypertension, Diabetes Mellitus, etc.

In the institute, blood donation camps are organized in regular intervals along with Janakalyan blood bank

(MoU), in which both our faculty and students donated blood as volunteers. Activities like spirituality and meditation were also organized with the involvement of NSS volunteers and faculty members at the institute. Activities like rally and street play on “Prevention of Accidents” and “Swacchata Abhiyan” were organized by our students and faculty for sensitizing the people in the community on environmental cleanliness and prevention of road traffic accidents along with traffic police officers. Rally on “Organ Donation” was organized to sensitize the importance of saving lives and on how the community can contribute through awareness about organ donation to encourage society to become organ donors. Along with a rally, a street plays were performed for the public on “Beti Bachao Beti Padhao.”

Institute has adopted Kamshet village as rural community for clinical experience. During these domiciliary postings various activities are organized. NSS winter special camp was organized at Kamshet, Pune and various social activities like **rally and street play on dengue fever, swine flu, diabetes mellitus, female feticide, and on plastic Mukta Abhiyan** was conducted.

In the institute, faculty, and students took part in the cashless India movement. Faculty had taken an active part as a voting poll officers in the voting centers where they attended training organized by the Maharashtra electoral unit and worked for verification of voting slip, ID proof, etc. of the voters in Pune district. Faculty and students have taken an active part in the vaccination drive of Covid-19 in collaboration with Deenanath Mangeshkar Hospital, BMCC, and Bal Shikshan during the Covid pandemic.

Our four teachers were awarded the Nation Builder Award by Uttar Bharat Sangh for their contributions in teaching. Our one teacher was awarded Best Teacher by TNAI Pune branch in 2020.

For the financial support faculty and students take an active part in fund collection for privileged girl students. Financially poor students are provided financial supports in the institute and various earn and learn schemes help them to continue their study and pay for their boarding

Various other national and international days like World health day, AIDS day awareness, Mental Health day, breastfeeding week, etc. are celebrated in the institute. Faculty and students had received appreciation letters for their contribution from Kamala Nehru Hospital, Sutar health center, etc.

Faculty and students work in a rural community Paud and urban areas like Lakshminagar, Gosavi-wasti, and Shivane goanthan, Pune where they work actively by organizing school health programs, home visits, surveys, street play, and health education to the masses **to provide services and conducting various extension activities in the future.**

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document

3.5 Collaboration

3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

Response: 1.2

3.5.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document
Any other Information	View Document
Link for Additional Information	View Document

3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

Response: 13

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 13

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View Document
Link for additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The institute has adequate physical infrastructure needed to run all the programs. The building of the institute occupies an area of 25,838 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”. At present, the institute has adequate facilities for teaching-learning resources like classrooms each batch have its separate classroom.

1. Classrooms: There are a total of 13 classrooms in the institute; classrooms have a seating capacity of 80, 50, 30 seats respectively. The classrooms are well furnished and well equipped with A.V.aids, LCD, OHP projectors, blackboards, notice boards, models & charts, etc. for a high-quality teaching-learning experience for the students. In addition to this, the institute has a room for paper evaluation, six laboratories, an audiovisual room, a multipurpose hall, and a library.

2. Auditorium/ Multi Purpose Hall: An auditorium with a capacity of 400 seats is available for a seminar presentation, to conduct workshops, and for other multipurpose work.

3. Laboratories: Institute has six laboratories i.e. foundation lab., maternal and child health lab community lab, anatomy lab, museum, demonstration/simulation lab. They are well equipped with the required articles for performing procedures and setting for simulation as per guidelines given by statutory bodies like INC, MNC, and University. Regular maintenance and up-gradation of laboratories and museum are 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 the proper channel including condemnation of articles. Internal and external auditing is done by the institute for all the labs. Descriptive catalogs are available in the museum. A computer laboratory is available at the vocational training center on the campus adjacent to the institute. The institute is equipped with an administrative room, two offices, a conference hall, a counseling room, four faculty rooms, and a principal room.

4. Parent Hospital: Institute has 1000 bedded super specialty parent hospital (Deenanath Mangeshkar Hospital and Research Center), Mai Mangeshkar Hospital for clinical practice, and other affiliated hospitals like Kamala Nehru hospital, Sutika Seva Maternity hospital, and Sonawane hospital for maternal health nursing, Chaitanya institute of mental health for practice in mental health nursing.

5. Urban and Rural Community: Students are given exposure in urban community settings at Gosavi Vasti, Wadar Vasti, Laxmi Nagar, and UPH centers such as Sutar Hospital (Urban Health Center) and dispensaries. For rural community experience, students are posted in Kamshet and Paud. Various health camps have been organized in collaboration with rural hospitals and primary health centers.

G- Suit platforms are used for teleconferencing, online classes, and discussion with students.

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.2 The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

Sports activities:

The institute has extensive sports facilities available to the students. The sports activities are under the care of a faculty member with a good record in sports who is designated as 'sports in charge' and are assisted by other faculty members. A well-maintained sports ground (size 96,000 square feet for outdoor games) is available on the campus since the inception of the Samstha. The institute and Samstha organizes various sports activities i.e. Virangula for faculty, Damini, intercollegiate competition, college week for students. The sports/physical facilities available are cricket, volleyball, basketball, handball and football, disc throw, javelin throw, shot-put, kho-kho, 100 and 400 meters running, long jump, etc. A separate basketball (6,350 square feet) ground is available in front of the nursing institute. Institute has hosted TNAI and SNA state-level cultural and sports activities for last three years. Institute has a multipurpose hall (MPH) of 2,700 square feet for the indoor game. Chess, carom, table tennis, etc. are organized in MPH. Various indoor and outdoor sports competitions are organised every year. The students are encouraged to take an active part in various intercollegiate as well as inter-university sports competitions. In the institute, every class coordinator gives sports hours regularly to all the students.

Cultural activities: For cultural activities MPH (multipurpose hall of 2,700 square feet and in campus Ichalkaranji hall, 5,365 square feet, established in 1934) are available. The institute has a 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 the cultural committee and is assisted by a faculty as an assistant and student representatives from each class.

The institute organizes a 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, mehendi, rangoli, etc. The students are trained and encouraged to take an active part in all the cultural competitions at the intercollegiate and inter-university levels. The institute organizes separate musical events by providing them various instruments as per the 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 MKSSS Samstha to inspire the students during occasions like Independence Day, Damini event, Baya Karve Puraskar, Annanchi lek, and Bhaubeej Nidhi programs, etc.

Gymnasium: Tejaswini health club (exclusively for women), size is 3,400 square feet, established in the year 2003, is a fully equipped modern gymnasium for women with latest equipment such as fixed exercise stations, moveable weights, treadmills, etc. with coaching facilities are available. The club provides regular yoga classes and a gymnasium at discounted prices for all the faculty and students.

Auditorium: Samstha has five auditoriums and coinference halls; Ichalkaranji hall, MBA hall, BNCA auditorium, Cummins Engineering open auditorium, and Mechanical engineering auditorium for organizing conferences and workshops.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

1. The Campus: The campus is meticulously planned and all buildings are constructed as per plans to provide all basic amenities required for an effective teaching-learning process, health care, and research. On the campus, the parent organization is running various educational units. In addition, there are hostels for school children and college girls; three big auditoriums, a big sports ground, a badminton court, a bank, dispensary, museum, post office, canteens, bakery, crèche, and a gymnasium, etc. All the educational units are meant only for girls.

2. Hostels: The institute has a separate building for a hostel (Sir Sassoon David which is 26,226 square feet and established in the year 1944) with mess facilities. Each room accommodates four students with 12 toilets and 12 bathrooms on each floor. The hostel canteen is on the ground floor with a dining capacity of around 180 students. There is in house OPD and IPD medical facilities under the nursing institute is available for health care. Other than the hostel and mess, there are 3 canteens and a bakery for faculty and students inside the MKSSS campus. Solar panels are installed for water heating on the roof of the hostel.

One post office, two banks are available on the MKSSS campus. Security facilities at all the gates is available and all the COVID protocols such as checking temperature, hand sensitization, and hand washing area are maintained at all the main gate of the campus.

3. Internal Roads: The roads inside the campus are made of concrete and made with easy access for inter college connectivity. An ample area for vehicle parking is available. Wherever ins necessary signages are used e.g. parking area, dustbins, etc. Adequate number of fire extinguishers at the ventage point are available.

4. The Garden: The institute is housed in a green campus with lawns, trees, and plants. Every year tree plantation drive is encouraged. Sprinklers and drip irrigations are used for watering plants to prevent wastage of water. Vermicomposting and vermin-culture pits are on campus; wet garbage is segregated and used for vermin-compost.

5. Rain water Harvesting: Rainwater harvesting is done in the building and rainwater is directed to replenish the bore well area. On the campus, there is a water recycling plants, recycled water is used for watering plants and for toilet facilities.

6. The Institute's design: The institute is well ventilated and well lit. The use of electricity is minimized by using LED lights. The institute was awarded the best architectural design award in 2002. The used papers are pulped and paper cups are prepared and used. Human effluence is disposed of through a proper sanitary system. Provision for a Wi-Fi facility on the campus for the use of the e-learning process is available. UV filtered Purified drinking water available on the campus. CCTVs cameras are installed in the institute and campus.

7. 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.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 100

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

2020-21	2019-20	2018-19	2017-18	2016-17
76.46	98.34	88.10	80.27	72.89

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	View Document
Institutional data in prescribed format	View Document
Audited utilization statements (highlight relevant items)	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1 Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies

Response:

1. The Parent Hospital: The institute has a MoU with Lata Mangeshkar Foundation (LMF) for 99 years. LMF runs Deenanath Mangeshkar Hospital and Research Center and Mai Mangeshkar Hospital. Both the hospital is at a distance of 2 km from the institute. Deenanath Mangeshkar Hospital and Research Center is a 1000 bedded multispecialty hospital (Phase I – 400, Phase II – 600). All the basic specialty services are available e.g. cardiology, nephrology, medicine, surgery, pediatric, gynecology, eye, ENT, skin, diagnostic laboratory, blood bank, pharmacy, etc. and super specialty services are transplant unit, oncology, spine clinic, cardiac and thoracic surgery, endoscopy, intensive care units, NICU, breast milk bank, neurovascular, etc. Both the hospitals provide maximum clinical facilities to our students.

2. Other affiliated hospitals:

They are as follows:

- Kamala Nehru Hospital, Sutika Seva Maternity hospital, and Sonawane hospital – These are the hospitals owned by Municipal Corporation and students get experience in the specialty of midwifery and obstetrics nursing, community health nursing, medical-surgical nursing, and pediatric nursing.
- Kothrud and Karvenagar Dispensary – for urban health posting, the students are posted in the 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 hospitals.
- Chaitanya institute of mental health – for psychiatry experience.

Students get the opportunity to learn various types of disease conditions and close supervision is provided for all the students. Incidental teaching, bedside teaching, CNE, workshops, seminars are the various methods used for clinical teaching-learning by the faculty and staff nurses. Adequate equipment and articles are available for performing various procedures are provided by the institute. All the above-affiliated hospitals have adequate IPD and OPD patients for students to practice in respective specialties and get good experience in a different environment and patients with different disease conditions. In all

clinical areas, the 1:10 teacher-students ratio is maintained throughout the year for good supervision, clinical teaching, and mentoring of the students.

Specific features for clinical learning are as under.

3. Clinical Teaching and Learning: 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 clinical posting and posting objectives are planned and informed to staff and students regularly. The students attend and organize various conferences, workshops, CNE in the hospital.

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

5. Infrastructure for teaching and Learning: Institute has various laboratories such as foundation lab, maternal and child health lab, community lab, anatomy lab, museum, and demonstration/simulation lab are well equipped with all the required articles for performing and setting for simulation as per guidelines given by statutory bodies Indian Nursing Council, Maharashtra Nursing Council and Maharashtra University of Health Sciences.

File Description	Document
Link for any other relevant information	View Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document

4.2.2 Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

Response: 587943.8

4.2.2.1 Number of patients treated as outpatients in the teaching hospital year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
345702	558191	539555	496724	471423

4.2.2.2 Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
83953	111288	114112	113937	104834

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	View Document
Institutional data in prescribed format	View Document
Extract of patient details duly attested by the Head of the institution	View Document
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training.	View Document
Any additional information	View Document
Link for additional information	View Document
Link to hospital records / Hospital Management Information System	View Document

4.2.3 Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

Response: 236.2

4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
247	249	243	217	181

4.2.3.2 Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
08	10	11	08	07

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View Document
Institutional data in prescribed format	View Document
Details of the Laboratories, Animal House & Herbal Garden	View Document
Detailed report of activities and list of students benefitted due to exposure to learning resource	View Document
Any additional information	View Document

4.2.4 Availability of infrastructure for community based learning Institution has:

1. Attached Satellite Primary Health Center/s
2. Attached Rural Health Center/s other than College teaching hospital available for training of students
3. Residential facility for students / trainees at the above peripheral health centers / hospitals
4. Mobile clinical service facilities to reach remote rural locations

Response: A. All of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document
Any additional information	View Document

4.3 Library as a Learning Resource

4.3.1 Library is automated using Integrated Library Management System (ILMS)

Response:

1. Library Automation: Smt Bakul Tambat Institute of Nursing Education introduced library automation in the year 2009. Formally, the library was automated with libsuite software and then with SLIM 21 since 2016. In the year 2020 software is upgraded with 3.7 version of SLIM 21.

The Library has implemented an OPAC that is an online public access catalogue, which helps users in locating the library resources of choice and their membership details. All library resources are barcoded which helps smooth functioning and saves time for users. Our library is fully automated.

Sr. No.	Name of ILMS	Nature of Automation	Version	Year
1	SLIM 21	Fully	3.7	2020
2	OPAC	Fully	3.7	2020

Helps in organizing library data at one location systematically **Benefits of library software:**

- Increase accessibility
- Save the time of users and staff
- Ease all library processes
- Control human errors

2. SLIM 21 Version 3.7 software has the following modules:

Circulation: This module handles circulation activities like issuing, returning, and renewing a book, reservation, fine collection. Barcode and spine label printing are possible. Reports and statistics related to transactions like overdue, daily weekly monthly transactions, changing bulk due date, design yearly calendar. Stock verification with a combination of reports. To search for highly effective users and maximum used books. It gives detailed statistics of all functions.

Acquisition: This module handles data-related book purchases. Proposals, purchase orders, and budget data are maintained. Bill entries are maintained in this module. Acquisition status can be checked.

Serial: This module maintains records of periodicals, Issue returns activity, bill entry, and budget data. Periodical lists in different formats like alphabetical, subject-wise, currency-wise, etc.

Cataloging: Changes can be done in bibliographic format. New items can be added. Checking accession registers, defining roles and subjects. Taking principle reports, a list of distinct titles is available.

File: Here necessary preferences like location code, countries, collection, item type, suppliers; departments, currency, password, etc. can be set. Word index is created here. A proxy credential can be created. Software operators' reports can be drawn.

Statistics: This module gives a tabular and graphical presentation of the transaction by borrowers and of books.

3. OPAC: This is an important tool for users to access library resources. It is available on LAN. Users can check their status of transactions under my info. They can search books author title subject wise. Journal list with issue details and media list is available, new arrivals are also shown. Advanced search is also possible. It also shows expected books and reference books separately.

4. Caliber: Our library is also using open access eBooks software called caliber. It helps in storing and searching eBooks. Besides this, recently we have started using an institutional learning management system that is Google Workspace to share electronic resources like eBooks, e-journals, question papers, PPTs, and other library resources.

File Description	Document
Link for geotagged photographs of library facilities	View Document
Link for any other relevant information	View Document

4.3.2 Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

Response:

Our library has a combination of both traditional and modern modes of collection and dissemination of information. It plays an important role by implementing our Samstha's vision. It is a storehouse of print resources like books, journals, bound volumes, newspapers thesis, dissertation, undergraduate projects, reports, institutional publications, psychology tests, question papers, and community publications. Besides this considering present-day need library also provide e-books, e-journals, CD-ROMs, electronic project reports, databases, scanned question papers, PPTs, and videos.

Library Committee

The library committee has the following members:

Chairperson: Dr.Meena Ganapathy

Faculty In-charge: Mrs. Ujwala Jadhav

Library in Charge: Ms.ManjiriAgarkar

Library Clerk: Ms. Shital Nikalje

Students: 2 representatives from each class.

Technology

The library is technically competitive and saves time for users by using library software SLIM 21 and electronic catalog OPAC. Library resources are barcoded for easy functioning. Open-source software is used for storing e-Books caliber. Computers with internet facilities are available. A scanning and printing facility is available. Recently, we have had an LMS system that is used to share digital resources with all students. Excel database of a journal article is maintained since 2009.

Services

Our library believes in open access that is why books are not under lock and keys. Library users get sufficient books to issue additional to book bank facilities. International editions are available in the reference section. The reading room is clean and ventilated with good light having a capacity of 100 users. Every yearbook exhibition cum sale is organized. Each class is given library orientation. Reference queries are satisfied by using reference tools. New arrival displays and content pages of journals are circulated. Newspaper clippings, health day's themes research publications are displayed regularly. Faculty publications are maintained.

Security

As a safety measure library has CCTV and fire extinguishers. Stock verification is carried every year to check library stock.

Resources

Textbooks: Every year separate budget is kept for library books by the institute. New editions and required copies of books are purchased. Presently library is having a total of 9556 books. Besides this, we also have 858 donated books from various stakeholders like our alumni, faculty, etc.

Reference books: library possesses 670 reference books.

Special Collection: The library possesses a special collection on Bharat Ratna Maharshi Dhondo Keshav Karve.

Periodicals: The library is subscribing national and international journals every year. General reading magazines are also purchased monthly. Presently, we have 12 International and 13 national journals.

Databases: The library is a member of the National Digital library and all students' faculties are enrolled in it. In the year 2017/18 and 2019 J gate nursing database was subscribed and training was provided. In the year 2021, we have subscribed DELNET database which provides eBooks, rare books, e-journals, thesis, and dissertations. It also provides interlibrary loan services.

CD-ROM: 386 CD Roms are available.

Projects: we have 216 MSc dissertations and 92 UG projects.

Others: Library also maintains publications useful to members like brochures, pamphlets, posters, annual reports, syllabus, bound volumes of previous issues, and institutional projects.

File Description	Document
Link for geotagged photographs of library ambiance	View Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	View Document
Link for any other relevant information	View Document

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed sormat	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document

4.3.4 Average annual expenditure for the purchase of books and journals including e-journals during the last five years

Response: 307304.4

4.3.4.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
184996	351140	310711	296364	393311

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	View Document
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document

4.3.5 In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

1. Resources: Smt Bakul Tambat Institute of Nursing Education library possesses various print and electronic resources. Our users access resources by visiting the library in person and remotely through mobiles and laptops.

2. Timings: The library is open between 9 am to 6 pm for in-person access. We provide open access and students can visit the library at their convenient time. We have a separate lending policy schedule according to which students and faculty can borrow books. We also have a guest membership facility.

3. Accession Registers: Library maintains usage records both physically and electronically. We maintain a student and teachers and guest's attendance register at the entry. We also maintain usage records of the internet, book borrowing, and other resources in a separate register. A separate register for reference queries is also maintained. Library hours are planned by faculty as per their academic schedule.

We have implemented remote access with OPAC available on the local area network since 2016. Every year a nursing database is subscribed which can be accessed with the help of a user id and password. We organize class-wise library orientation in which library demonstration of accessing e-resources is shown.

Training programs were conducted on the J GATE nursing database by Informatics resource person during the subscription period between 2017 to 2020. In the last academic year 2020-21, we have subscribed Del-net database and oriented students about its functioning through mailing a detailed document including user id and password and list of journals.

Other than this, we conduct book exhibitions cum sales of nursing books regularly, new arrival displays, and health day theme displays. Newspaper clippings are displayed on the notice board to keep students updated. The best library user award is given to 2 students from each class every year to encourage them to utilize the library effectively.

4. Central Library: There is a Central Library at the parent hospital which has rich collections, facilities and services. The sessions covered are an orientation to the fresher's and user awareness programs on various subscribed e-resources. During Orientation session, the librarian brief them how to use the library, infrastructural facilities available, services provided, how to use the e-resources through remote access, guidelines to borrow books, rules and regulations of the library, etc.,

Before purchasing books and e-resources the publisher are contacted to give a demo on the product. The feedback are collected from the faculty and students. If satisfied, the librarian places an order for the same. There is an accession register that is maintained for the books and an attendance register for students coming and going out of library. Every year inventory of the library is done. The missing books are replced and the out dated books and magazines are removed and soled.

File Description	Document
Link for any other relevant information	View Document
Link for details of library usage by teachers and students	View Document
Link for details of learner sessions / Library user programmes organized	View Document

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any One of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Give links e_content repository used by the teachers	View Document
Links to additional information	View Document

4.4 IT Infrastructure

4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)

Response: 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 13

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 13

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution.	View Document

4.4.2 Institution frequently updates its IT facilities and computer availability for students including Wi-Fi

Response:

Total Computers:100

- Laptop: 04
- Wi-Fi Connection: Yes, Digisol, Dongal- Airtel
- The institute has an adequate facility of computers for faculty and students for computer training and other IT activities.
- In the institute, the library has 4 computers with internet facilities available for students and faculty.
- Adequate funds are used to maintain computers in the college as per the institute budget.
- Computer maintenance: Samstha has appointed a full-time IT technical person for computer and laptop maintenance. IT committee is active in the institute.
- Maintenance is done regularly as per Samstha's guidelines and circulars from time to time
- Non-repairable systems are rechecked by the vendor, if repairable appropriate action is taken. If not repairable such parts are disposed of or condemnation is done.
- Printers, cartilages, refilling as per Samstha's purchase department. Rates are decided by the Samstha's purchase committee and LMC.
- Internet facilities: from connection with Nanavati College and Wi-Fi own
- Annual charges paid by the institute.
- Antivirus was purchased from Samstha's vendor. Rates and other technical details are finalized by Samstha.
- LCD projectors interfaced with computers have been installed in all the Lecture Halls/Class Rooms to undertake Computer-Aided Teaching/Learning as well as for presentations.
- The theory/practical evaluation process is automated.
- Biometric Attendance system is maintained.
- The library and information services activities have been made fully automated using SILMS-21 with integrated In/Out system.

- The Web Committee is responsible for the regular maintenance of the Dynamic Website of the Institute as well as its administration.
- The Institution deploys and upgrades the IT infrastructure and associated facilities whenever required. There is a designated IT department in the Samsthas. The IT Department maintains the record of requirements received from Heads of Departments for implementation according to the budgetary allocations. After seeking the financial approval, quotations are invited followed by their scrutiny based on the configurations, cost, service, etc. The order for procurement is finalized and approved.
- Routine maintenance of computers, peripherals, network devices, servers, etc. are carried out by the technician of the department of IT.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document

4.4.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: <50 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 93.95

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
75.22	88.13	85.13	76.06	65.86

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document

4.5.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Response:

The Institute ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose. Each lab committee has faculty and student in charge of maintaining the labs. SOP's and policies are in place. Inventory utility registers are maintained.

1. Maintenance of Physical Facilities: Estate maintenance department is responsible for the uninterrupted power supply and maintenance of equipment like generator sets, general lighting, power distribution system, solar panels, etc. Maintenance of water pumping plants, sewage and drainage are undertaken by support staff.

2. Maintenance of Classrooms, Multipurpose hall & Furniture: Classrooms with furniture and teaching aids are maintained periodically. Classrooms are cleaned at the end of the day by the peons after being utilized by students. Inventory of the item of each classroom is available and maintained by the monitor. Furniture is repaired and condemned as when required. Multi-purpose halls are cleaned on daily basis and before and after every event is conducted.

3. Laboratories: The record of maintenance account is maintained by the lab in-charge and supervised by class coordinators of the concerned departments. The articles and equipment are regularly cleaned and maintained by the concerned departments and the record of maintenance is maintained by the lab in-charge and supervised by HODs of the concerned departments. The calibration, repairing, and maintenance of sophisticated lab equipment are done by the technicians of related owner enterprises

4. Maintenance of Library & Library Resources: The requirement and list of books are taken from the concerned departments and students. The finalized list of required books is duly approved and signed by the Principal. The library staff handle the library documents, including books, etc, particularly during processing, shelving and cataloguing. Each class has a library incharge who works with the library staff. Library committee meetings are done regularly where the library-related policies are reviewed and reframed, if necessary. Other issues such as removing out of old books, schedule of issue/ return of books, etc. are chalked out / resolved by the library committee.

5. Suggestion box is installed inside the reading room to take the user's feedback. Their continuous feedback helps a lot in introducing new ideas regarding library enrichment.

6. Security: The proper account of visitors (students and faculty) on daily basis is maintained at the gate

by security. The visitors are given a visiting pass which is signed by the concerned department and on leaving the campus the visitor needs to surrender the pass.

7. Sports: Regarding the maintenance of indoor and outdoor games in the institute sports in charge takes care.

8. AMC of IT products: The institute has an adequate facility of computers for faculty and students. Adequate funds are used to maintain computers in the college. Computer maintenance through AMC is done regularly and no repairable systems are disposed of.

9. The Transport: The institute's 55 seater transport is maintained by the fulltime driver. All taxes and yearly insurance are done by the driver in consultation with the Principal. The vehicles is serviced periodically.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for log book or other records regarding maintenance works	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 100

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
259	266	258	229	189

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	View Document
Institutional data in prescribed format	View Document
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	View Document
Attested copies of the sanction letters from the sanctioning authorities	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.1.2 Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development 7. Employability skill development

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link to Institutional website	View Document

5.1.3 Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 56.11

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year

2020-21	2019-20	2018-19	2017-18	2016-17
146	162	150	116	103

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document
Link for additional information	View Document

5.1.4 The Institution has an active international student cell to facilitate study in India program etc.,

Response:

The international student cell of Maharshi Karve Stree Shikshan Samstha provides opportunities for exposure and experience to students moving in from foreign varsities for global learning experience. The interactive atmosphere on our campus makes it easy for International Students to mix in Indian culture. The Samstha has a MoU with the University of Hochschule Hannover in Hanover, Germany. Through this MoU a student came to our institute for a 3months internship in Medical Information Management. This student was in her third semester at the University of Hannover and she came as an exchange student for her fourth semester at MKSSS BTINE from 1st March 2018 to 30th June 2018.

Since the BSC Nursing, PBBSC and MSc nursing programs need to admit domicile of Maharashtra we do not admit any foreign nationals. However through the MoU of Samstha we have collaboration with Hanover University in Germany.

File Description	Document
Any additional information	View Document
Link for international student cell	View Document
Link for Any other relevant information	View Document

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. Adoption of guidelines of Regulatory bodies
2. Presence of the committee and mechanism of receiving student grievances (online/ offline)
3. Periodic meetings of the committee with minutes
4. Record of action taken

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 91.84

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ GPAT/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

2020-21	2019-20	2018-19	2017-18	2016-17
14	22	44	22	25

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15	24	47	25	27

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.2.2 Average percentage of placement / self-employment in professional services of outgoing students during the last five years

Response: 100

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
63	84	64	40	31

File Description	Document
Institutional data in prescribed format	View Document
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	View Document
Any additional information	View Document
Annual reports of Placement Cell	View Document

5.2.3 Percentage of the batch of graduated students of the preceding year, who have progressed to higher education

Response: 104.76

5.2.3.1 Number of last batch of graduated students who have progressed to higher education

Response: 66

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

Response: 74

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

2020-21	2019-20	2018-19	2017-18	2016-17
12	30	14	07	11

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
Duly certified e-copies of award letters and certificates	View Document

5.3.2 Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

Students Council is the committee which is responsible for all the students' activities and its commitment is based on the phrase 'By the students for the students. In our institution the student council is known as Student Nurses Association (SNA).

1. The SNA: The SNA comprises of various committees. Every year a new SNA is formed and the earlier SNA is dissolved. The new committee works from August to July in a year for an academic year and plans for new activities. The SNA unit follows the bylaws of the Trained Nurses Association of India (TNAI). The executive board consists of President (Principal), SNA Advisor (Faculty), and Vice President, Programme Co-coordinator, Secretary, Joint Secretary, Treasurer and 3 class representatives from the student body.

The objectives of SNA are.

1. To uphold the dignity and honor of the nursing profession.
2. To promote participation in student community affairs.
3. To involve the students in intercollegiate sports and cultural activities.
4. To promote collaborative relationships with various health organizations.
5. To bring out the talents and confidence of the students for the upliftment of self and society.
6. To inculcate the value of esprit de corps.
7. To develop leadership abilities among the students.
8. To improve the students' social contacts to enhance professional growth

The activities planned annually are sports events, cultural and academic activities, and competitions throughout the year.

2. Class Committees: All programs have class committees for each course that comprises student members representing meritorious as well as weak students, along with faculty members nominated by the class coordinators. The class committees provide feedback on all aspects of the program and respective courses. Class committee meetings are held regularly.

3. Cultural and Sports committees: Students have strong representations in all cultural and sports committees and help in the organization and management of events. Other committees are the discipline committee, anti-ragging committee, Vishaka committee, project committee, health committee, editorial committee; sports committee, etc. are cordially working for the students.

4. Objectives for representation of students on academic administrative bodies/committees and contribution of the student council in academic administration

1. Coordination in day-to-day academic activities at their level
2. Coordination in communicating the information between students and faculty
3. Organizing and coordinating in conducting special events like college week etc.
4. Organizing and coordinating in organizing cultural events
5. Coordination in organizing sports games for the students
6. Coordination in inviting external guest speakers and organizing the seminar workshops.
7. To meet, discuss and make representation to the central, state, and university authorities on matters concerning the common interest of the students.
8. In organizing the following activities related to students. (a) Debates, discussions, lectures, study circle, essay competition (b) cultural performance and contests (c) Indoor and outdoor games (d) publication of magazines and bulletin (e) trips and tours (f) social service activities (g) fundraising.

Institute provides necessary support to the council members in organizing coordinating the events. It encourages the students to develop their leadership skills through these activities. Our one student Ms. Poona Bodake has been a senate member in our university academic body in the year 2018-2019.

File Description	Document
Any additional information	View Document
Link for reports on the student council activities	View Document

5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

Response: 8.6

5.3.3.1 Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
05	07	09	11	11

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the last five years.

Response:

Our alumni associations aim to inform, engage and inspire alumni to stay connected to their alma mater, support its vision and contribute to its success. The mission of our nursing alumni association is to ensure quality placement and practice by the alumni and to enhance their educational excellence and contact with passed-out students.

An alumnus of MKSSSBTINE was initiated in the year 2008 the office is located at the premises of MKSSSBTINE. The registration of Alumini Association under the Charity Commissioner is in Process. Every year two meetings are conducted for the alumni. All meeting minutes are documented and budget details are presented by the Treasurer during Executive Committee and General Body Meeting. The Institute has created an alumni directory consisting of alumni list, contact no, addresses, email, workplace place, etc. Institute created various social platforms to connect with alumni through continuing communication like Whatsapp group, & institute Facebook account. The association has started a new what's app group titled as MKSSSBTINE ALUMNI GROUP and MKSSSBTINE ALUMNI FOREIGN GROUP.

Our alumni appear for the various examination of government like defence, DMER, DHS, railway, ESIS, etc., and work in state government hospitals as well as a central government hospital. Our some of alumni also working in multispecialty, super specialty hospital like Deenanath Mangeshkar Hospital Pune, Hinduja hospital, Nanavati, Lilawati, Bombay hospital Mumbai, Aims hospital Delhi, Apollo hospital Chennai. Proud to share that our alumni hold various posts in government as well as private set up like Nursing director, Matron, Principal, Ph.D. scholars, In charges, supervisors, etc. Few alumni underwent different kinds of courses like fellowship in the neonatal unit, research expertise, and diploma in specialty subjects, to up great knowledge. Our alumni also wrote blogs, stories of their experiences. Some of the alumni work in US, UK, Canada, Middle East, Australia, New Zealand by giving examinations like TOFEL, IELTS, PLAB, etc.

One of our alumni participated in a central government research project and her work acknowledged by WHO, UNICEF, and various international agencies. Our alumni have donated books for regular students. The alumni association is releasing an annual alumni newsletter. In the year 2018 'BETI' magazine was released on alumni meet in which alumni gave their articles, write up, etc. Alumni also participated in a national and international conference arranged by the institute. At the conference, we also invite alumni to talk on various advanced technological currents topics and sharing of their experiences. As we created

alumni feedback forms they also gave their valuable feedback regarding curriculum, extra curriculum, and the overall aspect of the institute. We also provided alumni cards to them.

In the pandemic period (Covid-19) many alumni have worked as Covid warriors and got appreciation from respective hospitals and by Maharashtra Government. Due to the COVID-19 situation, we organized online virtual alumni meet and we felicitated star alumni, many alumni join with us online. Our institute recruits our alumni only as clinical instructors. MKSSS BTINE always feels proud of its alumni and is always in touch with alumni.

File Description	Document
Any additional information	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for Additional Information	View Document
Lin for quantum of financial contribution	View Document
Link for audited statement of accounts of the Alumni Association	View Document

5.4.2 Provide the areas of contribution by the Alumni Association / chapters during the last five years

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document
Link for Additional Information	View Document

MAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The vision and mission statements are reflected in the profile of the institution. They are as under.

Vision: “Women’s empowerment through education”.

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 these values in 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, value-added courses, and personality development into the curriculum.

The founder of our parent organization Dr. Dhondo Keshav Karve was a visionary who believed in social transformation through women’s education. In 1916, he started the first women’s university in India now known as ‘Srimati Nathibai Thackersey Women’s University’ (SNDT) at Mumbai. In Pune, in 1896 he started the education for four women students and now it caters to 30000 girls students studying in 62 branches in 6 locations. Our parent institution is known as “Maharshi Karve Stree Shikshan Samstha” (MKSSS).

Our institute “Maharshi Karve Stree Shikshan Samstha’s Smt. Bakul Tambat Institute of Nursing Education” (MKSSSBTINE) is one of the branches of the parent organization is “committed to developing conscientious, confident and caring quality nursing professionals of international repute”. The mission statement addresses, knowledge, skill, and attitude required for professional education, which is of international quality. This mission is achieved by well-discussed and implemented curriculum and extracurricular activities that include cultural activities, sports, projects, field visits, personality development programs, and lectures from experts from different fields, which are incorporated in the curriculum throughout the year.

The institution follows a democratic policy, provides a better opportunity to all the participating in the decision-making process, the institutes administrative and academic structure is in a manner to decide by participative management. The principal is the administrative and academic head; class coordinators are the heads of their assigned programs. Overall development of the students is done through values added sessions, intercollegiate inter-university, inter-zonal competitions, cultural, sports events, and personality development sessions. At various levels, the Institute grooms the leadership of its members. The Governing body, management, principal, IQAC Members, steering committee, faculty, non-teaching staff, supporting staff, student’s nurses' association, student representatives, stakeholders, Alumni, and various committees jointly are empowered to propose, design, formulate and execute their plans within the framework of governance. A persistent effort and communication with all stakeholders – management, faculty, staff, students, and society at large are being undertaken by the institute to develop and upgrade the curriculum. Quality improvement is planned by listing interventions/strategies to remove deficiencies and enhance quality.

The institute plans to increase the seats in all degree programs and in all postgraduate and Doctorate programs. It also has the plan to start Nurse Practitioners course in Critical Care Nursing and Midwifery.

File Description	Document
Any additional information	View Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for achievements which led to Institutional excellence	View Document

6.1.2 Effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Organogram: The institute is managed by the management committee of Maharshi Karve Stree Shikshan Samstha, which is the governing body that takes care of various educational institutions run by the Samstha. Samstha's **general body** comprises of President, vice president, trustees, chairman, vice chairman, patrons, and life workers. The General Body is conducted once a year and the members actively participate in the financial plan and academic plans of the Samstha. Samstha's **management committee** comprises of chairman, vice chairman, trustees, management members and life workers as its members. Every individual institution under the Samstha has its own **Local Management Committee (LMC)**, and this comprises of elected chairman, members from Samstha and the head of the institution. Our institute's LMC consist of a chairman, four elected members from management and four elected members from the parent hospital, the Principal, three Faculty members and a non-teaching staff. The LMC ensures that academic and administration functions are efficiently managed through the departments and various committees constituted for the respective cause. The administration of the institute is the responsibility of the Principal. The professors and lecturers are the head of the department, the class coordinators are responsible to administer the respective department, run the academics as per the academic calendar and plans, conducts curricular and extra-curricular activities for the respective students. At the institute level decision/deciding departments are provided with authority to make their own decisions through department meetings, the decisions are conveyed to the Principal and the final decisions are taken. The implemented decisions are recorded for future reference.

Forecasting and planning of academic and extracurricular activities: With the help of the Principal, these activities are planned at 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.

Decentralized management: Decentralizing is done for all day-to-day administrative and financial activities: The non-teaching and the administrative officer are given portfolios like accounts, university-related work, student-related work, inward and outward registers, handling of documents, correspondence, etc. The principal, on a day-to-day basis, supervises these activities. Discussion and consultation with local

managing committee, human resource development, purchase committee, anti-ragging committee, institutional research committee, internal quality assurance cell, etc. are done regularly. Standard operating procedures as per ISO systems are available.

Participative management: The institute promotes a culture of participative management by involving the faculty, students, and non-teaching staff in various committees and activities to enhance the quality improvement of the institute. Three faculty are members of the Local Managing Committee. Students and parents are representatives of IQAC and committees, such as the Vishaka committee, Parent-Teacher association, and Anti-ragging. Participative management followed at the strategic level, functional level, and operational level. Participative management starts from consumers i.e. the parents, students to the highest top management. The class coordinators meet once a month and formal staff and faculty meetings are conducted once a month under the chairmanship of the Principal.

File Description	Document
Any additional information	View Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed

Response:

The Local Management Committee and the Principal ensure that the institution forges ahead with all the planning, to consolidate and become one of the premier institutions.

Strategic Plans: The principal, class co-coordinators, and staff members are involved in defining the policies and procedures, framing guidelines and rules regulations about admission, placement, discipline, grievance, counseling, training development, and library services, etc., and effectively implementing the same to ensure smooth and systematic functioning of the institute.

Functional and operational plans: For the various programs conducted at the institute all the staff members meet, discuss, share their opinion and plan for the event and form various committees involving students and coordinate with others to implement and evaluate the programs.

Committees of the institute:

1. The institute has excellent coordination with the parent organization. The Local Managing Committee comprising of the members of the parent organization, advises the Principal on policies and strategies of the institute.
2. For better coordination, Standing Operating Procedures (SOPs) are available on various functional

aspects and specific activities of each department.

3. The Internal Quality Assurance Cell (IQAC) is headed by IQAC Coordinator and other members include management representatives, members from local societies, stakeholders, alumni representative, secretary, faculty and student representative. Head of the departments (HOD) hold the departmental meetings regularly where various issues of teaching, students, patient care and requirements are discussed.

4. Staff Meeting is held every month based on the various agenda. Various monthly announcements and information regarding curricular and co-curricular activities of the month are shared.

5. Curriculum committee deals with curricular aspects of the institute, its enrichment and curriculum-related feedback.

6. Staff Development Committee conducts various professional learning programs for the faculty on staff empowerment and organizes and observes social programmes with the faculty.

7. Teaching, Learning & Evaluation Committee monitors teaching, learning and evaluation process of the institute.

8. Infrastructure & Learning Resources Committee deals with infrastructural requirements and resources for learning.

9. Student Support & Progression Committee has sub-committees for the student support.

10. Anti-ragging Committee makes sure that there is zero ragging in the campus.

11. Mentor mentee committee plans the mentoring system and arranges mentor-mentee meetings. Student Nurses Association focuses on the holistic development of students and conducts various co-curricular activities.

12. Student counseling committee guides the needy students for counseling.

13. Grievance redressal committee addresses the grievances of staff and students. Women cell is concerned with women empowerment and protection of women from harassment.

14. Examination committee addresses timely examinations and evaluations.

15. NSS committee the N.S.S. committee conducts a meeting to decide the place/venue, dates of the NSS camp and that is provided as per the convenience and discussion with the principal. The responsibility rests with the N.S.S. program officer.

16. Periodical inspections are conducted by the affiliating agencies such as the university, apex council, state council, and state government.

17. Meeting at affiliating universities, such as BOS, Board of Examination, Faculty meetings are held regularly. Faculty members of the institute, appointed on these bodies, attend these meetings.

18. Meeting with hospital authorities and authorities of other affiliating agencies, are conducted.

File Description	Document
Any additional information	View Document
Link for strategic Plan document(s)	View Document
Link for organisational structure	View Document
Link for additional information	View Document
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document

6.2.2 Implementation of e-governance in areas of operation

1. Academic Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The Institution has the following welfare measures:

Medical Insurance: The management offers group insurance facility for staff, faculty and their dependents to the tune of Rs. one lakh per person.

Employee Provident Fund, Provident Fund and Gratuity: The management also has the EPF, PF scheme, gratuity schemes for permanent staff.

Pay Scales: Staff and faculty are paid as per the latest pay commission's recommendations.

TA & DA: The institute pays TA, DA and registration charges to the staff and faculty attending any official work like attending conference, meetings etc.

Study leave for higher studies: The faculty who wishes to go for higher studies is given study leave with scholarship facilities. Around 28 full time faculties have taken this benefit till date.

Free OPD facilities: Annual medical examination and free OPD consultation at the parent hospital is provided to faculty and staff.

The co-operative society scheme: This is run by the parent organization has helped the nonteaching and permanent faculty to get loans for financial need on a low interest basis. .

Festival Advances: 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.

Leave Facilities: Maternity leaves, sick leaves, annual vacations, CL, Paid leaves, are given to staff as per the leave rules

Monetary Support in Sickness: Those employees whose family member has sickness and needs financial support, the management circulates a letter through which voluntary donations are collected and given to the employee.

Tejaswini Health Club: The Samstha has a health club where aerobics, yoga and gymnastics are taught to staff and students at concessional rates.

Women Study Cell: The organization has its own women's study cell. This cell conducts periodical lectures on various topics on women issues

Skill Development Department: The Samstha has a skill development department which trains faculty, 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.

Health Dispensary: The Samstha has a health dispensary manned by a qualified full time doctor and nurses with both OPD & IPD facilities.

Post Office & Bank Facilities in Campus: The Samstha has a post office, bank and crèche on campus.

Creche: The Samstha runs a crèche for employees' small children at concessional rates.

An Annual Faculty & Staff Welfare Program: Named "Virangula" is conducted for all the teaching and non-teaching staff by the Samstha. All staff members of the Samstha participate in it. It creates Interdisciplinary cultural exchanges.

Staff Welfare Benefits: Non-teaching staff after completing 12 years of their service have a welfare benefit of Kalabaddha Padonnati which leads to rise in salary.

Incentives: Incentives in the form of recognition and certificates are issued for state, national and international paper presentations, article publishing and research. Institute provides student development program registration charges and duty leave.

Staff Developmental Programs: Regular ongoing education and staff meetings are conducted every month for open and transparent communication, and a comfortable working environment.

File Description	Document
Link for additional information	View Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 52.67

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	07	05	07

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Office order of financial support	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 5.4

6.3.3.1 Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
06	05	06	06	04

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View Document
Institutional data in prescribed format	View Document
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 100

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	30	30	30

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View Document
Link of AQARs for the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The performance appraisal leads to an increase in motivation and skill development for faculty and non-teaching staff. Underperformers are counseled in a formal way and reports are documented.

Faculty Appraisal: Faculty members are approved by the affiliating university through its staff approval process. They are encouraged to take an active part in the BOS, BOE, and BOR of the University. The performance appraisal is been taken yearly in Four ways appraisal; 1. Self-assessment 2. Assessment by reviewing officer, 3. Peer appraisal, 4. Students' appraisal. The appraisal considers the following points:

1. Teaching related activities: This includes the number of teaching hours in theory, practical supervision of the allotted students in the clinical area. This also includes faculty invited as a resource person for Guest lectures, CNE Programmes, Seminars, Conference, Symposiums, and Workshops, etc.
2. Publications in indexed journals & conference proceedings: Details regarding the number of publications done during the current academic year
3. Presentation at local, state, national or international meetings:
4. Details of students undertaking project or thesis work and department research work where the faculty

are the research guides

5. Collaborative research activities – intradepartmental, university or institutional funding
6. Research awards and honors received during the year:
7. Extension and service-related activities-
8. Other assigned responsibilities
9. Professional society activities
10. Participation in co-curricular and curricular activities.
11. Any other contributions made by the faculty during the year if it is not mentioned as professional or non-professional, but that helps in developing the personality.
12. Results of the final examination of students are reviewed and suitable changes are discussed in detail and implemented in the teaching and learning activities.
13. The student's evaluation of the teaching activities helps in making necessary changes in the teaching learning strategies
14. The appraisal from management
15. The peer evaluation of faculty has helped the faculty collaborate positively as a healthy team and work towards excellence of the institute's quality. The institute's academic concluding meetings are conducted to analyze the quality improvement strategies implemented by the Institution through course evaluation, feedback, faculty evaluation, individual performance, peer performance appraisal.

Performance appraisal systems for non-teaching staff

The nonteaching staff are evaluated for certain points e.g. Arrival & departure punctually, plans work daily, maintains worksheet daily and informs authority about the plan of work, attend to all details of assigned portfolios, communicate in time about portfolios, work systematically, completes all assigned job effectively in time, evaluates completion of work every day, takes initiatives in understanding other portfolios, assists others in their work in emergency/during need, maintains assigned portfolios files properly, keep documents updated and neatly. The Principal assesses the faculty and non-teaching staff on the following points on an Assessment Check-List. It covers the objective evaluation of dedication to work, punctuality, honesty, confidentiality, the attendance of the staff, the communication aspects, etc. The scoring is done by the Principal, and recommend for Training / Extension of Probation / Confirmation / Termination / etc.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for performance Appraisal System	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Resource mobilization: The Maharshi Karve Stree Shikshan Samstha is a charitable trust and is a women's education -oriented organization, whose mission is to provide holistic education to girl students. MKSSSBTINE is a unit of MKSSS. Funds for the institutes are mainly mobilized through fees paid by the students and funding by the parent unit. These funds are utilized for the activities of the department, staff and student welfare, infrastructural development and maintenance, research work, etc. Management has a well- defined structure to monitor the effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure development.

The Institutional budget is prepared by the principal and the finance and accounts department every year taking into account of the recurring and non- recurring expenditures. Principal is the drawing and disbursing authority.

The institute generates income through tuition fees and development fees fixed by the fee regulating authority (a Government Committee) for regulating fees. The institute also generates scholarships for economically challenged students through scholarships given by NGOs and through the CSR of corporate houses. The institute applies for the scholarship given by the social welfare ministry for the reserved category students. The institute generates income through the sale of a prospectus in the miscellaneous income category.

The parent hospital is a charitable hospital; hence, 30% of the patients are given free treatment. The parent hospital organizes free eye surgeries camps, heart surgery camps, orthopedic surgery camps, etc. for the economically challenged populations. Experts and specialists from other developed countries are invited to perform free surgery for poor patients as a social service contribution. The institute's students take active participation in the conduct of these free surgeries.

Optimal utilization of 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.
- The purchase committee checks tenders, quotations, meets vendors, bargains, and places purchase

orders, checks goods received, and check dead stock entries and inventory, twice a year.

- The internal audit takes place twice a year, by the auditors are appointed by the parent organization from a reputed external auditing agency.
- The external audit is done once a year, by a firm, which prepares the balance sheet. Based on the balance sheet, and the proposal sent by the institution the 'Fee regulating authority approves the fees to be charged to students, by the institute.
- These mechanisms keep a check on the effective, efficient, and optimal use of financial resources.
- The parent hospital receives funds from philanthropic organizations towards its building fund and for infrastructure facility, but not towards patient care.
- Hospital is well known for its quality care and charity services. As such, patients from other states and abroad come for treatment.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document
Link for procedures for optimal resource utilization	View Document

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Auditing is an important aspect of the functioning of the institution; it guides the institution in various financial aspects. The institution has a centralized Finance and Accounts department which guides each institute on budgets, trial balance and on auditing. Regular Internal Audit is conducted in all the units of MKSSS by an external auditing agency. Student fee collections are done at the institute level through cheque and bank transfers. Cash transactions above 2000rupees are done through cheque. Bank reconciliation statements are prepared on a timely basis to ensure timely collection of revenue. All purchases above Rs. 5000 are done by inviting three quotations. The fee collections and expenditure are also audited by the internal audit team. The other areas covered under internal audit are payments towards the expenditure, verification of capital expenditure, purchase procedures, salary payment to faculty, visiting faculty and staff, tax deduction at source from various payments made and all other connected financial functions. Any deficiencies noticed during the Internal Audit are reported to the principal and Local Management Committee and corrective action is taken.

The activities of financial management at the institute are as follows:

1. Budgeting and optimum utilization of finance, including mobilization of resources are the issues considered under this key aspect. There are established procedures and processes for the planning and allocation of financial resources.
2. The institution has developed strategies for mobilizing resources and ensures transparency in the financial management of the institution. Daily, weekly, and monthly financial control is done through cash

flow by accountants and principal.

3. The Principal, The Head of LMC, Secretary and a member of the LMC are the authorized signatory for all payment approvals. Among the four two signatories one of that of the Principal is mandatory for all cheque.

4. Since there is centralized control over funds and various levels of approval for any expenditure, there is a minimized risk of audit objections.

5. Further, Statutory Auditors conduct an external audit every year. Any queries raised are resolved after discussion with the management and auditors.

6. Statutory Auditors examine the financial statements presented to them, and after a satisfactory note from them, the financial statements are presented to the Governing Board. On approval from the Governing Board, the Auditors certify the financial statements.

7. These audited financial statements are then filed with the respective statutory bodies including the Income-tax Department.

8. Audit on the proposal about annual tuition fees are submitted by the institute is done by the 'Fee Regulating Authority, appointed by Govt. of Maharashtra.

9. Auditing on the admission procedure carried out at the institute by the 'Admission Regulating Authority (a government body)

10. Academic auditing is done annually, by the affiliating University State and central councils that audit the institute yearly for continuation and affiliation of the courses.

11. The state and central nursing councils audit the academic programs and do renewals of the validity of the programs annually.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document

6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

Response: 24004597

6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
3498675	5179112	2445379	4797814	8083617

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Annual statements of accounts	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

The Internal Quality Assurance Cell (IQAC) was established in August 2015. Since then the IQAC plays a pivotal role in maintaining standards in teaching, learning, extension activities, training and research.

The primary aim of IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. To promote measures for institutional functioning towards quality enhancement through internalization of quality.

Strategies:

IQAC implements the various strategies such as:

- Ensures timely, efficient and progressive performance of academic, administrative and financial tasks.
- Maintains the relevance and quality of academic and research programmes.
- Equitable access to and affordability of academic programmes for various sections of society.
- Optimization and integration of modern methods of teaching and learning.
- Implements the well planned evaluation procedures such as formative and summative.

- Ensuring the adequacy, maintenance and functioning of the support structure and services.
- Encouraging evidenced based research at departmental level.

Functions:

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters of higher education.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality.
- Development of Quality Culture in the institution.
- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC

IQAC of MKSSS BTINE has taken above all initiatives to bring in uniformity, transparency and coordination in curricular and extra-curricular activities. We also believe that the IQAC has potential to become a vehicle for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality. To sustain the quality and growth of the institute IQAC regularly meets every three months.

IQAC contributions:

- Development and application the action plan of IQAC at the beginning of every academic year.
- Monitor the action plan of various committees of the institute.
- Organize a conference/workshop on quality enhancement for students, faculty and non-teaching.
- Facilitate the student centric environment for quality education.
- Encourage activity based and innovative teaching learning methodologies
- Organize various add on and value added courses for the students.
- Encourage the faculty and students for collection of funds for women's education.
- Deputing faculty for higher education.
- Initiation of incubation cell and implementation of National Innovation Start-up Policy.
- To encourage qualitative research by faculty and to promote them for publications in journals.
- Documentation of the various programmes/activities leading to quality improvement.
- Analyse the feedback collected from the students, parents and stakeholders on quality- related institutional processes.
- MoU with other institutions for extension and collaborative activities,
- Provide inputs for Academic and Administrative Audit.
- Provide inputs for best practices in administration for efficient resource utilization and better

services to students and staff.

- Prepare and submit Annual Quality Assurance Report (AQAR).

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document

6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years

Response: 100

6.5.2.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	30	30	30

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	View Document
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	View Document

6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented

the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Annual report of the College	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Total number of gender equity sensitization programmes organized by the Institution during the last five years

Response: 30

7.1.1.1 Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
03	06	07	05	09

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Extract of Annual report	View Document
Copy of circular/brochure/ Report of the program	View Document
Link for additional information	View Document

7.1.2 Measures initiated by the institution for the promotion of gender equity during the last five years.

Response:

United Nations International Children's Emergency Fund says gender equality "means that women and men, and girls and boys, enjoy the same rights, resources, opportunities, and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike." Being the women's institute we have arranged various programs to create awareness about gender equity such as Beti Bachao Beti Padhao, Women's Day Celebration, Prevention of Sexual Harassment Program, Mahila Melava, and Counseling. Beti Bachao, Beti Padhao is a campaign of the Government of India that aims to generate awareness and improve the efficiency of welfare services intended for girls in India. In a camp organized by MKSSSBTINE at Kamshet village, student volunteers and faculty conducted rallies and street play on 'prevention of Female Feticide and Beti Bachao Beti Padhav'. Through the rally and street play information about the importance of girl children in the world, prevention of female feticide and girl children to be given equal rights and education.

Safety and security: For safety and security of our girl students we have 24x7 hours security guards at the

entry and exit gates. We have 4 gates for entry and exit at each gate a male and a female security guards work on shift duties. They have an entry and exit register and visitors have to do enter their details in that. In the hostel for student's safety and security, each hostel has a warden and matrons who assist in the smooth stay at hostel facility.

Counselling: The institute follows Mentor and Mentee system for personal counseling of each student. Once a student gets admitted in to the academic course she is assigned a mentor. This mentor does a thorough history taking to understand the need of the student. A whole week is dedicated in the beginning of the course for mentor and mentee interactions. A mentor is assigned 10 students in a year and she periodically does counselling for her mentees. Students feel comfortable with faculty and mentors counsel and guide them according to the need of the student. After the counseling faculty are maintaining records in the counseling form with the signature of the student and faculty.

Day-care centre for young children: MKSSS has a facility of a day-care centre for young children where students with young children as well as faculty can enrol their children and can study or work peacefully.

Women Study Centre: The Samstha has a Women's Study Centre, and this centre organizes periodical workshops on Gender Sensitization. It also has professional counsellors appointed those who need professional assistance are referred here by their mentors.

Anti-ragging and Vishaka Committee: These two committees meet periodically to sensitize students on ragging and sexual harassments. These committees also have external experts who sensitize students on both the issues. There are booklets on this and it is made available to the students.

File Description	Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
Annual gender sensitization action plan	View Document
Link for any other relevant information	View Document

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Geo tagged photos	View Document
Facilities for alternate sources of energy and energy conservation measures	View Document
Any additional information	View Document

7.1.4 Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Solid waste management: Waste Management and Recycling support the campus goal to reduce the amount of material entering the waste stream. MKSSS BTINE follows the same principle and its campus is cleaned by outsourcing housekeeping staff every day. The collected waste is segregated in the segregation area. Plastic waste is given to agencies for recycling. Waste that is not able to be recycled is given to Pune Municipal Corporation, for this Samstha pays Rs 2000 /- per container per month. Every classroom, department, office, and washroom are provided with separate bins in which solid waste is segregated which will be taken away by the group D workers. Paper waste is collected and sold to the vendors for recycling. Solid waste which is generated from Samstha is collected and used for biogas production. Generated biogas is used for hostel mess domestic gas and it is used for cooking.

Liquid waste management: - Rainwater from the terrace is attached to a separate pipeline and drains into a designed percolation pit and collected water is used for the gardening purpose with the help of a motor system. This way rainwater harvesting is done. Samstha has 17 bore wells, collected rainwater is released in these bore wells. Liquid waste collected from all the washrooms and washbasins is directed to the STP plant and the water recycling process takes place there. Once water is recycled it is reused for watering plants and toilet flush in hostels and institutes. The toilet water is linked to drainage pipelines further it is drained into the PMC drainage system.

Biomedical waste management: - Biomedical waste generated from Samstha's dispensary includes cotton balls, bandages, and dressings, are collected and incinerated. Syringes are separated from the plunger and are shredded; needles are burned in the needle burner after immediate use. Sanitary napkin waste is collected daily and incinerated. Biomedical waste which is generated from our parent Deenanath Mangeshkar hospital segregated according to color coding and collected from each ward and department. Yellow containers for non-plastic soiled cotton, a red container for infectious plastic waste, a

white/transparent container for ampoules, vials, metal sharp such as safety pro needles, blades, etc., the pink-colored container for general dry waste like wrappers, covers, etc.

E-waste management: - Electronic scrap components such as CPUs contain potentially harmful materials such as lead, cadmium, beryllium, or brominated flame retardants. Recycling and disposal of e-waste may involve significant risks to the health of workers. E-waste or electronic waste is created when an electronic product is discarded after the end of its useful life. Electronic scrap is collected and given to a private company for its disposal.

Waste recycling system:-Waste recycle system is active in Samstha. Recyclable waste is given to plastic pickers and non-recyclable waste is given to Pune Municipal Corporation.

Hazardous chemicals and radioactive waste management:-

Hazardous chemicals and radioactive waste management in these iron rods, pieces are sold. Bricks pieces, tiles pieces are used for gap filling in construction and repairs and maintenance of buildings.

File Description	Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for geotagged photographs of the facilities	View Document
Link for any other relevant information	View Document

7.1.5 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation or maintenance reports of Water conservation facilities available in the Institution	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	View Document
Link for additional information	View Document

7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photos / videos of the facilities if available	View Document
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View Document
Link for additional information	View Document

7.1.7 The Institution has disabled-friendly, barrier-free environment

- 1. Built environment with ramps/lifts for easy access to classrooms**
- 2. Disabled-friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).

Response:

MKSSSBTINE is located in the heart of Pune city. Students are attracted from various parts of Maharashtra irrespective of caste, creed and socio-economic status. All the students and faculty and staff are treated with respect without any discrimination. As per government rules, seats are provided to the reserved category of students. Faculty and students are getting public holiday according to the festivals. Here enrolment of students from economically and socially challenged is encouraged.

College Week: The institute organizes a week of extracurricular activities for all the students. Every year this week is given themes. During this week each day four to five extracurricular activities are arranged. All the students are encouraged to participate in this. All the activities are planned by the SNA along with the SNA advisor. During this two days are dedicated for outdoor and indoor sports. Besides this students also organize a fresher party and a farewell party to fresher and final year students.

Religious Practices: Each person has the freedom to practice his or her religion. Students of various religious groups i.e. Hindus, Christians, Muslims etc. study or stay together in the hostel. The festivals of various religious groups are celebrated in the institute with harmony.

Celebration of National Days and festivals:

National Days like Nurses Day, teachers Day, WHO Day and Mental Health Days are celebrated by the students in the Institute and national festivals in the hostel, irrespective of their culture or religion. Students of various batches plan the program together. Some of the activities are celebrated along with the Student Nurses Association.

Linguistic balance: Students from various places come and take admission in MKSSSBTINE; they are counseled in comfortable language that is Marathi, Hindi, or English. The teaching and learning language in Bakul Tambat Institute of Nursing Education in English. The faculty of Bakul Tambat Institute of Nursing Education is teaching students in the English language in the classroom. There are slow learner students if they have doubts their concept is cleared in simple language. Students write exams in English. Students from different socio-economical background get enrolled in Maharshi Karve Stree Shikshan Samstha's Bakul Tambat institute of nursing education, once they get admission students those who are

not able to pay institute fees are recommended for various scholarships.

Community Services: The rural and urban centers adopted by the institution are visited and rendered services by the students along with the faculty. These services are health camps, health education programmes, and awareness on various social issues, rally, and street plays. The institute has conducted several extension activities in the community as well as in the neighborhood to promote health and prevent illness. Whenever field visits are conducted, families are screened, and if there are any problems encountered, the referrals are given to the Urban Health Centre where students are posted.

File Description	Document
Any additional information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information/documents	View Document

7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Details of Programs on professional ethics and awareness programs	View Document
Web link of the code of conduct	View Document
Link for additional information	View Document

7.1.10 The Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

A national or international awareness day or observance is a date usually set by a major organization or government to commemorate a public health or ethical cause of importance on national or international level. This is used to commemorate, promote and mobilize for action. Celebrating events and festivals in colleges have become an integral part of learning and building a strong cultural belief in students.

Our country has several eminent personalities whose vision has propelled us into becoming a nation which is hospitable to all communities and religions, setting an example to the rest of the world for Unity in Diversity. International days of significance are also celebrated to produce students who are responsible and conscientious world citizens. For all the following commemorative days and festivals, celebratory functions with speeches and talks are held by students and staff. Additional activities are indicated as relevant.

Independence Day (15th August) since last 2 years our alumina were invited as chief Guest for flag hoisting as they were frontline Covid Warriors

Republic Day (26th January)

National Festivals: Diwali, Pongal, Guru Purnima, & Christmas

Teacher's Day (5th September)

Ambedkar Jayanti (14th April)

International Women's Day (8th March) & International Day of the Girl Child (11th October)

World Health Day (7th April): Quiz for students, walkathon, talks on WHO theme of the year.

Lamp lighting and Oath taking ceremony for First year students

International Day of Yoga (21st June): Yoga demonstration and training session,

Other International Commemorative Days/Weeks:

Eye Donation Week (4th-6th September)

World Tuberculosis Day (24th March)

World Diabetes day (14th November)

World AIDS day (1st December)

World Immunization Week (24th – 30th April)

Breastfeeding Week (1st – 7th August)

World Mental Health Day (10th October): Rally along with Sassoon Hospital Mental Health Centre to increase public awareness on mental health

International Leprosy Day (30th January)

World Breast Cancer Day (4th February)

World Sight Day (8th October)

World Heart Day (29th September)

World No Tobacco Day (31st May)

World Hospice & Palliative Care Day (10th October)

World Cancer Day (4th February)

Every year these days are celebrated not just to remind people of diseases but also to unite people to maintain health. MKSSSBTINE actively participates and creates events to improve and maintain the environment rather than simply taking advantage of it. Our institute students do tree plantation on world environment day. Students take care of the planted trees.

We create awareness among students for blood donation also and periodically arrange blood donation camps on our campus. Along with faculty, our students are also taking participating in blood donation camps and they donate blood. Our students' volunteers participate in this camp as a medical team and help to collect history, check weight and hemoglobin level and monitor the vital signs and also provide care to the donor in the recovery stage after the blood donation.

We also arrange health camps annually for all class IV women employees for prevention of breast and cervical cancers. Free health checkups are arranged for them with help of NGOs.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1 Describe two Institutional Best Practices as per the NAAC format provided in the Manual

Response:

Title

Financial support to needy, deserving and meritorious students.

Objectives

As per the “Vision and Mission” of the Samstha is to impart “education to women for empowerment” “at affordable cost to all sections of society”. It is in the interest of the institute to “educate the girls of the economically challenged sections to become self-sufficient professionals”. Besides, the institute is of the firm view that no student should be deprived of education due to want of resources. With this vision and mission in mind, the institute ensures economical support through Government and Private Scholarships.

The Context

Implementation :

1. Determination of criteria for selection of needy and deserving students.
2. Resources of funds to disburse scholarships.

In the beginning of each academic year each student is interviewed by the mentor in detail regarding her socio economic background and her learning ability is also assessed. The mentor then identifies bright and economically needy students. The class coordinator then recommends the deserving students to the Scholarship faculty in charge. The Scholarship in charge then recommends these students for private CSR related scholarships. It has two major corporate houses giving scholarships through their Corporate Social Responsibility funds. On satisfaction after home visit and interview with the student and families these corporate houses fund full or half of the tuition fee including exam fees to the students. Government of Maharashtra through union government’s funds give free ship and scholarships to students admitted through CAP rounds belonging SC/ ST /BC/OBC categories. The students who are meritorious are given are given scholarships from the Student endowment funds given by the Samstha and from donations received from Philanthropists and well-wishers.

The Practice

All the eligible SC/ ST/VJNT/ OBC students are provided scholarship as per government rules. Their scholarships are transferred directly into their bank accounts by obtaining the bank account details of the beneficiary students. All other students who apply for fee-concession, free ship or scholarship are given financial help on merit of the case. The following categories of students are considered:

1. Orphaned Students
2. Students with good grades (above 60%) and economically challenged.
3. BPL/Economically Weaker Section students.
4. Meritorious students with grades above 75%.

Evidence of Success

The results can be measured:

1. The institute has 90- 100% girls' student enrollment.
2. The institute is proactive in completing the formalities of the Government social schemes and scholarships to deliver it in the timely manner to the bonafide beneficiary of SC/ST/VJNT/OBC category students. The enrollment ratio of marginalized communities has increased in the past years and has benefitted many of them.
3. The institute enjoys the reputation of being an institution providing education on a charitable basis.

Problems Encountered and Resources Required: Though the practice is being implemented successfully yet sometimes a very few students forge incorrect information to get undue advantage of the practice. However, such issues are tackled strategically by proper vigilance of records by the members. The institute wishes to extend the facility to more number students, but constraint of funds restricts the intention.

PRACTICE-2

Title: Integration of traditional and digital teaching and learning

Integration of traditional digital teaching and learning is an approach in education that combines online educational materials and opportunities for interaction online with traditional place-based teaching and learning methods. It requires the physical presence of both teacher and student, in smaller groups with students having control over pace, time and place. In the institute blended the in-person teaching with synchronous and asynchronous learning methods, where students in smaller groups learnt with traditional lectures, simulations, and clinical postings combined with online teachings with PPTs, and worked on online exercises and watched instructional videos during their own time. The online component of the learning complemented what the faculty was teaching in the classroom or clinicals in the form of PPTs, instructional exercises, games and/or reading materials, and it met the educational needs of students.

Objectives were:

- To teach students in smaller groups with offline and online teaching methods
- To make learning with no restrictions of time, place, path and pace.
- To make students as self-directed learners.
- To gain knowledge of the latest trends and technologies.
- To learn concepts from online resources to get broader perspectives.
- To blend traditional teaching and learning with self-learning
- To minimize face time learning due to Covid restriction

The Context of practice- This integrated learning became the need of the hour during Covid times. Our University did not close down the institutes. So we had opted for integrated learning to reduce face time contacts. G-suite facility of Google was the Learning Management System used for this as it had multiple features.

The Practice- The faculty taught the subject matter in the traditional classroom, simulation lab and clinicals in smaller groups on rotations and then posted her PPTs; videos on students group for students refer, learn and solve. Addition to this the faculty gave the students assignments and students referred

online resources to have in-depth understanding. Though BTINE library possesses good collection of print and electronic resources, remote usage of resources was only IP based through OPAC and internet. Using Google workspace institute shared its resources through its drive. This is a cloud based service has 100 terabyte spaces. Thus electronic library service was created on Google drive.

Evidence of success: - Google workspace is managed by Google administrator. Administrator can check all activities happening on system. It can add rename delete users, reset passwords, create specific groups as per requirement to share data on one click. The same way this window helps in getting different reports. Reports on accounts, usage and security can be accessed. Detail report of drive usage can be seen. Till date 27137 users accessed Google drive for various usage needs.

Problems encountered and resources required

- Collecting copyright free material
- Internet speed during upload
- Prepare usage guides and sharing materials
- Continuous research of student requirements and uploading data accordingly
- Timely domain update and Maintenance
- Continuous supervision of admin console feature
- Follow-up of students sharing and downloading data
- Solving student queries and access issues
- Continuous education to students in utilization of resources

File Description	Document
Any additional information	View Document
Link for best practices page in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

Mentor and Mentees System

Objectives of the Practice

In our institute, the mentoring system has been introduced for establishing a better and effective relationship between students and faculty and also continuously monitors, counsel, and guide students in

educational and personal issues. Mentors are in charge of the students of that class. All faculty work as mentors for students is allotted to them. The students are made to feel confident to confide in their mentors. The mentor-mentee ratio is 1:10. Mentoring is a continuous process till the student passes out of the institution and takes up an employment. These interactions are recorded on the personal file of each student.

Goal setting by mentee and mentor is done. The goal of student mentorship is 1. To enhance the faculty-student relationship. 2. To enhance student's academic performance and attendance. 3. To minimize the student dropout ratio. 4. To monitor the student's regularity and discipline. 5. To enable the parents to know about the performance of regularity of wards. One of the missions of the College states "to create and provide opportunities for the overall development of students".

The Context

Nursing being the professional course with caring for others as main motto the carers' physical, emotional and psychological needs required to be taken care of by the institute for their optimum growth.

Practice

The institute has adopted this system from 2015. This is done to improve smooth transition of students to the professional carer role. Our students hail from small towns. They find it difficult to adjust to the professional learning. In order to bridge the communication gap and to anchor the students on cognitive, and emotional, and psycho motor level mentoring done on one to one basis. This practice has helped in solving various personal, emotional issues faced by the students. In the beginning of every academic year the class coordinator dedicates a week for one to one interview of students with their mentors. During this interview the mentor gets to know the students well to understand their unique need. A Mentor remains consistent with the mentees till completion of the academic year. Periodical meetings are conducted by the mentors with mentees and reports are maintained and verified by the head of the institution. Mentors are available on all working days of the institute. The mentors are entrusted with the responsibility of monitoring their mentee's academic, co-curricular activities, attendance, and completion of requirements and the result of all test papers and exams. The mentors along with the class coordinator arrange two formal PTA meetings and numerous informal meetings with parents based on issues.

Evidence of Success

The following outcomes are assessed through mentorship program:

1. Number of grievances received has gone down drastically.
2. More students get encouraged and motivated to participate in curricular, co-curricular and extra-curricular activities.
3. Student and faculty bonding have increased.
4. The attendance percentage of students increased.
5. Counseling sessions helped students to chalk out their academic and psychological growth.

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

NAAC

8.Nursing Part

8.1 Nursing Indicator

8.1.1 Training in the clinical skills and simulation labs are organized with reference to acquisition and enhancement of skills in basic and advance procedures such as BLS/ALS, Venepuncture, ET intubation/suctioning, central line insertion procedures (PG- as per clinical specialty).

Response:

Our institute has a well-equipped nursing foundation lab which is used for enhancing clinical skills to the UG and PG. students before going for their clinical learning in the hospitals. Simulation is the future for the training of nursing graduates & postgraduates as it serves as a bridge between classroom learning and real-life clinical experience. Simulations are organized by each program class coordinator as per the student's needs and objectives of the program. We have a nursing art lab, community health nursing lab, maternal and child health nursing lab, and nutrition lab.

Nursing Art Lab: includes basic mannequins for basic nursing skills and CPR mannequins.

1. Full body nursing mannequin:

- Body bath
- Hair coming and washing
- Urinary catheterization and catheter care.
- Care of chest tube, tracheostomy tube.
- Tracheostomy suctioning skill.
- Nasogastric tube insertion and feeding.
- Colostomy care

2. Male and female pelvic models for skill practice:

- Urinary catheter insertion and care (Male / Female)
- Enema
- Bladder wash

3. IV arms:

- For peripheral IV insertion skill.
- Facility of simulated blood for checking the accuracy of the skill.

4. Half and full CPR mannequins:

Half and full-body CPR mannequins with feedback facility for adequate respiration and correct compression.

Community Health Nursing Lab: It is equipped with community bags with articles that are needed during home visits. Family folders, flashcards, various charts with communicable diseases, and health education information are also available. This lab is used before and during the student community posting and during organizing national health programs.

Maternal and Child Health Nursing Lab: This lab is utilized to train the students for antenatal palpation, normal labour. This lab is equipped with a normal delivery model, pelvis, skull, and articles that are needed during posting.

Nutrition lab: this lab is equipped with all articles and utensils required for a therapeutic diet, this lab is utilized during teaching therapeutic diet.

All labs inventory is recorded and maintained by the lab in charge. All lab articles, instruments, and solutions are updated as per requirements.

Simulation centre: In our parent hospital Deenanath Mangeshkar Hospital and Research centre has Dr. Indumati Amodkar Simulation centre. This Simulation centre is situated on the 14th floor-super specialty building. The simulation centre has been developed to create a pool of skilled and efficient healthcare providers. This centre has an ideal setup for providing training regarding basic skills and advanced skills with Mannequins for basic nursing skills, ICU Simulator for Haemodynamic and Ventilator Monitoring, Airway Management Trainers, CPR Demo Hall, IV Torso for Central Line Insertion, etc. There are 6 skill stations ideal for conducting short group training, skill evaluation, and/or practice. Ideal infrastructures and facilities for conducting meetings, seminars, conferences, and training.

In collaboration with Deenanath Mangeshkar Hospital and Research centre simulation centre, we utilize it and plan the rotation of the UG and PG students accordingly.

File Description	Document
Student feedback on the effectiveness of the facilities.	View Document
Policy on the use of clinical skills and simulation labs in the acquisition and enhancement of skills in basic and complex procedures such as endoscopic surgery and interventional procedures.	View Document
Geotagged photographs/videos of the facilities	View Document

8.1.2 Average percentage of fulltime teachers who have acquired additional postgraduate

Degrees/Diplomas/Fellowships/ Master trainer certifications beyond the eligibility requirements from Universities/ Recognized Centers/ /Professional bodies in India or abroad. (Eg: additional PG degree, Ph D, Fellowships, Master trainer certifications etc.)

Response: 3.33

8.1.2.1 Number of fulltime teachers with additional degrees, diplomas or fellowship during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
02	02	00	01	00

File Description	Document
List of fulltime teachers with additional Degrees, Diplomas such as PG degree, Fellowships, Ph D, Master trainer etc. during the last 5 years	View Document
Institutional data in prescribed format	View Document
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates	View Document
Any additional information	View Document

8.1.3 Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.

Response:

Infection control is the way to eliminate or reduce the spread of infection in the workplace/ hospital.

Our parent hospital, Deenanath Mangeshkar Hospital, and Research center is a super specialty 1000 bedded NABH accredited hospital in the heart of Pune city; its management strictly makes sure that the quality of patient care is not compromised. The undergraduate and postgraduate students of our institute are exposed to various departments of the hospital like OPD, wards; critical care setting, oncology, and all super-specialty units. It is a golden opportunity for the students to learn to give quality care to patients suffering from different disease conditions. The medical, nursing and other allied health staffs are duly qualified. The supervision of faculty and nursing staff help the students to learn from basic to advanced nursing care. The hospital manual and SOPs provide clear guidelines and information regarding quality care and infection control practices including hand washing, use of PPE, prevention of Ventilation Associated pneumonia (VAP), Bloodstream infection (BSI), Catheter-associated Urinary tract infection (CA-UTI), Surgical site care (SSI), barrier nursing, etc. These manuals are displayed at the nursing station and in the, Hospital Information System for reference of staff and students. The department conducts regular sessions to update infection control practices.

Being trained as the health care worker, our students face daily challenges of maintaining their environment, to minimize the transmission of micro-organisms, with adherence to infection control policies and procedures like keeping hazardous procedures to a minimum. All the staff and students are vaccinated for Hepatitis B, tetanus toxoid (TT) and COVID-19. Regular simulation and teachings are done on the use of single-use disposable equipment, care while handling of sharps, cleaning, implementing safe work practices, good housekeeping, and engineering, and Personal Protective Equipment (PPE).

In the parent hospital, the infection control nurses guide the students regarding infection control policies and bundle protocols for infection control on the first day of clinical posting. Despite information about the prevention of needle stick injury (NSI) and care of sharps, if students get NSI, they are counselled and guided in staff clinic by an infection control physician and monitored for six months by the health monitor and faculty.

The hospital manual includes various safety measures such as patient safety, lab safety, radiology safety, emergency codes, crisis management, safety measure related to gas, equipment, hazardous material, waste disposal, and staff education.

During the Covid pandemic, the suspected Covid patients were admitted to the old building and the hospital ensured the safety of staff and students with the supply of PPE, reduced exposure time, good diet, vaccination, yoga, and practice of Jalneti, etc. At the institution level, Covid pandemic protocols were formed and implemented like maintenance of physical distance via online education, use of mask, hand washing.

Our Institute was the theory examination centre for University exams for our students and other faculty students. Institute followed all the needed protocols of Covid prevention like screening, hand hygiene, distancing, PPEs, sanitizing the exam halls before and after the conduct of exams.

File Description	Document
Any additional information	View Document
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	View Document

8.1.4 Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

Response: 60.4

8.1.4.1 Number of first year students provided prophylactic immunization during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
47	45	49	49	50

File Description	Document
Uploads for policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View Document
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

8.1.5 Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

1. NABH Accreditation of the teaching hospital
2. NABL Accreditation of the laboratories
3. ISO Certification of the departments / divisions
4. Other Recognized Accreditation / Certifications

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
e-copies of Certificate/s of Accreditations	View Document
Link for Additional Information	View Document

8.1.6 Describe how the College facilities were utilized by students from other institutions (PG/UG/GNM) for administrative/educational visits and critical evaluation during the last 5 years within 500 words.

Response:

Educational/ Administrative Visits: The undergraduate and postgraduate students from various institutes visit the institution. The faculty of the department provide orientation to the staff and students about the institution and based on their objectives of the visit. Written feedbacks are taken from visitors after the visit. The students of various colleges visit the institute with the following objectives such as, to know the philosophy, vision & mission of the nursing institution. To discuss the organizational structure and job description of the personnel. To understand the policies of the institution. And to learn the budget of the institute.

Library Reference: The PG students of other institutes utilize the library facilities also for referring the literature. (Journals, textbooks, dissertations, theses, rare books, etc.). The students need to take permission from the librarian if they use the library facilities. A faculty and librarian of the institute are assigned to

assist them as per the need. The institute is a centre for Maharashtra University of Health Sciences, Nashik for the theory and practical exams of PG and UG students. Our institute is an exam centre for theory and practical exams of *Maharashtra State Board* of Nursing and Paramedical Education for the ANM and GNM program. The institute is the CAP centre. Our institute is the Ph.D. centre of Maharashtra University of Health Sciences, Nashik. Our institute runs an Association of Management of Unaided Private Nursing Colleges in Maharashtra.

Use of Infrastructure: Our institute's multipurpose hall is utilized by other Samstha units for meetings, career guidance, seminars, and blood donation camps. Annual cancer awareness program and screening for class IV workers are organized. Program for first aid training for Bus drivers of all Pune schools was organized and our students performed a Street Play on driver and care takers role in the safety of school children in the school bus. The First Aid program was organized for Samstha's school children's parents.

Our institute has hosted TNAI/SNA cultural and sports programs at our playground and the institute's multipurpose hall. The institute has received the Best organizer Award from TNAI, Pune Branch.

Our institute hosts Damini intercollegiate sports competitions at the Samstha level. Our institute's bus is utilized by other Samstha units.

Health equipment is utilized by other Samstha units for school health check-ups, health camps.

Other institutes and universities students come for research work and data collection in our institute. Medical Laboratory Technician, school and junior college students come for visiting our laboratories and museum as per their curricular objectives.

Our institute has designed SOPs for Covid appropriate behaviour protocols for all Samstha's units. Videos were made for prevention and care during Covid-19 and were circulated among Samstha's units for awareness of Covid-19.

Our institute is used annually as the examination centre and CAP centre and practical examination centre by Maharashtra University of Health Sciences, Nashik. It is also used for the same purposes by the Maharashtra State Nursing and Paramedical Board, Mumbai.

File Description	Document
List of Institutions utilizing facilities in the College	View Document
List of facilities used by other Institutions	View Document
Any additional information	View Document

8.1.7 College undertakes community oriented activities

Response:

Community health programs connect students to the local community which sensitizes students to the local health needs of the community. Our fourth-year BSc Nursing and second-year P.B.B.Sc & M.Sc Nursing programs give opportunities to the students to survey the community, home visit, give referral services, understand the felt needs of the community and plan the activities.

Community surveys: For the last five years the final year BSc and P.B.B.Sc Nursing students have taken up community surveys. The students conduct house-to-house surveys after mapping the community and numbering the houses in their assigned community area. The entire survey report is then presented before the department and health programs are designed based on the felt needs of the community. Besides this, the M.Sc. nursing students also have conducted community-related research studies with the guidance of their research guide.

Home visit: As per the community mapping after the identification of the health need of the community, home visits are done and students perform various procedures as per family's needs and refer them to the nearest health centre. Students also provide preventive and promotive care to the community.

School health programs: The students of our institute visit the schools in the local community as a part of their field visits. Since the inception of the institution annual school health programs are undertaken to impart health awareness programs to the schools of the Samstha and the local community. Most of these programs concentrate on topics like importance of physical activity, sound mind, personal hygiene, prevention of communicable diseases, healthy eating, dental care, respiratory ailments, and health awareness, etc. The education is imparted using role plays, street plays, and health songs. The students organize school health check-ups for all the children and give references as per the needs identified. The students visit Anganwadi in the rural and urban communities and do the same activities there.

Health camps, national health programs, and international health days: Students participate in all national health programs such as pulse polio, intense pulse polio, tuberculosis, dengue, malaria, immunization, and maternal health survey programs organized by the district health authority. Their participation is not just limited to this, they also participate in general health camps and mental health screening camps organized in remote villages. Annual health camps and health check-ups for Samstha's other units like Cummins engineering Architecture etc. are conducted.

Health Days and CNEs: The institute celebrates all health days and organizes various competitions. The institute conducts regular in-service education for ASHAs, ANMs and Nurses in sub centres and PHCs based on the requirements of these staff.

The faculty also substantially contributes their service in every general, Covid vaccination drive, Covid awareness, and mental health camp. All these efforts create opportunities for the students to develop social skills, foster team spirit, and nurture self-confidence. Our institute has adopted a rural community, Kamshet village, and Paud.

The Principal of our institute received the "Community Leader Award" for institute's contribution towards community activities.

File Description	Document
Geo-tagging / Photographs of events / activities	View Document

8.1.8 Number of full time faculty serving in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies during the last 5 years

Response: 02

File Description	Document
Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies	View Document
Institutional data in prescribed format	View Document
E- copies of the appointment letters	View Document

5. CONCLUSION

Additional Information :

Maharshi Karve Stree Shikshan Samstha's Smt. Bakul Tambat Institution is a unique pioneering first private collegiate institution in Maharashtra with the 21 years of flawless record. It is the only institution which runs all the nursing programs from Anm to PhD in Nursing. It also heads the Association of all unaided private Nursing Colleges in Maharashtra for the last 15 years and has solved all major issues that affected nursing colleges in Maharashtra. It has excellent clinical facilities offered by the Parent Hospital run by the Lata Mangeshkar Medical Trust which is NABH and NABL accredited. It has excellent support from its parent body known as the Samstha which is 125 years old. It is a Girls education institute which has 753 number of B.Sc, PBBS and MSc passed out students. It has a mission of training value based quality nursing professionals of international repute. The Alumini live up to this mission. It has a strong stake holder connection as it periodically license with them for their feedbacks. All the feedbacks are attended timely and the action is informed to the stakeholders. Since the Maharashtra state admits only the domiciles it has not gone ahead with international student exchange, however it has MoUs with all local Deemed Universities for students' exchange.

Concluding Remarks :

The institute is committed to bring forth quality workforce in nursing with international standards to meet the health care needs of the country at all levels. The management is transparent and democratic in nature where students flourish with independent, critical and reflective thinking. They are nurtured with excellent exposures which builds strong academic and holistic personality development. The students from diverse backgrounds are supported monetarily and emotionally for their successful growth as professional nurses. It is keen on self-improvement and efficient administration. It has implemented the ISO system and going in for the second NAAC cycle for its maintenance of quality. It will always strive to give the best to its faculty, staff and students for the realization of their full potentials as a professional and holistic individual.