



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1. Name of the Institution

Maharshi Karve Stree Shikshan
Samsthas Smt Bakul Tambat
Institute of Nursing Education

- Name of the Head of the institution **Dr Meena Ganapathy**
- Designation **Professor cum Principal**
- Does the institution function from its own campus? **Yes**

- Phone No. of the Principal **02025475020**
- Alternate phone No. **02025477557**
- Mobile No. (Principal) **9860407994**
- Registered e-mail ID (Principal) **meena.ganapathy@maharshikarve.org**
- Alternate Email ID **btine@maharshikarve.org**
- Address **Maharshi Karve Stree Shikshan
Samstha Campus, Karvenagar**
- City/Town **Pune**
- State/UT **Maharashtra**
- Pin Code **411052**

2. Institutional status

- Affiliated / Constitution Colleges **Affiliated**
- Type of Institution **Women**

- Location **Urban**
- Financial Status **Private**
- Name of the Affiliating University **Maharashtra University of Health Sciences, Nashik**
- Name of the IQAC Co-ordinator/Director **Mrs Shailaja M J Mathews**
- Phone No. **02025475020**
- Alternate phone No.(IQAC) **02025477557**
- Mobile No: **8087097035**
- IQAC e-mail ID **iqac@mksssbtine.in**
- Alternate e-mail address (IQAC) **shailaja.mathews@mksssbtine.in**

3. Website address (Web link of the AQAR (Previous Academic Year)) <https://mksssbtine.ac.in/aqar-2021-22/>

4. Was the Academic Calendar prepared for that year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://mksssbtine.ac.in/wp-content/uploads/2024/01/academic-calendar-2022-23.pdf>

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	2.76	2016	16/09/2016	15/09/2021
Cycle 2	A	3.09	2022	12/07/2022	11/07/2027

6. Date of Establishment of IQAC **01/08/2015**

7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Institution	Training program on Women's Rights	National Human Rights	28/02/2023	Rs 68,000/-
Faculty	Long term research grant	Maharashtra University of Health Sciences, Nashik	06/07/2023	Rs 2,00,000/-
Institution	Hosting state level online Research competition	Maharashtra University of Health Sciences, Nashik	23/02/2023	Rs 10,000/-

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **06**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount **Rs 31,000/-**

11. Significant contributions made by IQAC during the current year (maximum five bullets)

1. Innovative teaching-learning methods implemented -Simulation,

Mastery and experiential learning, OSCE, SBAR.

2. Patent registration for comfort pillow by faculty and PG student

3. Institute received Best private nursing institute in Maharashtra 2023.

4. Utkarsha alumni Association registration and logo copyright received

5. Hosted Maharashtra University of Health Sciences Nashik (MUHS)

6. International FDP (TOT on Simulation and Competency Based Education) organized by IQAC.

7. State level research conference and participated in Avishkar (MUHS research) participation and faculty and PG student won awards.

8. Inauguration and naming of Nursing art lab, Purchase of simulators.

9. Organized National level Human Rights Conference and received grant of Rs 68,000/-

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Quality initiatives by the institute for nation building	The institute received A grade by NAAC and Best Private Nursing Institute in Maharashtra Award by CEGR
Developed research culture for faculty and students to promote them for presentation/publication at national and international level.	3 faculty received awards for best scientific paper/ Poster presentation.
TOT on Simulation and Competency Based Education	Faculty implemented and prepared procedure checklist, Scenarios for simulation, OSCE, Mastery learning
Conducting of PTA and mentor mentee meetings	Students and parents rapport and feedback are good
Planned activities for departments such as FDP, CNE,	All departments have conducted and published research, CNE and

Research	FDP
Applied for Long term Research grant at Maharashtra University of Health Sciences	Received grant of Rs 2 lakhs for the research study by MUHS
Nomination sent for Best Nursing Institution in Maharashtra to CEGR	Received Best Best Nursing Institution in Maharashtra-2023
Nominations of faculty send to MUHS, TNAI, GINRA, EDUVED etc	Received awards by the faculty
Deputation of faculty for higher education.	2 faculty/ year deputed for higher education
Recruitment of Simulation lab assistance.	Simulation lab assistance is recruited
Simulation lab updation.	Inauguration of Nursing art lab and purchase of simulators.
Innovation for comfort pillow	Patent registration for comfort pillows by faculty and PG students.
Applied for a grant from National Human Right Commission, Delhi.	Organized National level Human Rights Conference and received a grant of Rs 75,000/-
Membership of professional body.	GINRA, NRSI, NTAI and SNA-TNAI registration.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Part A	
Data of the Institution	
1.Name of the Institution	Maharshi Karve Stree Shikshan Samsthas Smt Bakul Tambat Institute of Nursing Education
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13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Local Management Committee	01/04/2023
14.Does the Institution have Management Information System?	Yes

- If yes, give a brief description and a list of modules currently operational

Management Information System is in place to meet the needs of the students and faculty regarding academic and administrative aspects of the institution.

- Institution Management System is functioning in the institute and helps students to progress in academic activities.
- Admission software and student data for eligibility are used.
- Fee collection is done through online methods.
- Library management system is fully automated.
- Google classroom is used for teaching-learning.
- Institution has a G suite facility where all modules, teaching learning e-resources are available.
- Samaj kalyan data is uploaded and updated through the Maha DBT portal.
- Saral pack is used; inter-unit and intra unit communication is done through the email addresses given by the institute to the students and faculty.
- The institute has two domains where detailed information is uploaded periodically. The domains are www.mksssbtine.in and www.mksssbtine.ac.in.
- Whatsapp groups, Facebook pages, emails, and SMS are used to communicate with the students, notify the students, faculty, and parents.
- Communication of the HOD meeting, Faculty meeting agenda, and minutes are sent to the faculty members through emails.
- Installation of OPAC and library automation is available for better library utilization.
- Wi-Fi Campus to enhance e-learning by the students and faculty members

- Logistics support for students' projects and research activities on the campus through Management Information System
- Various teaching-learning methods like zoom, goggle meet, google classrooms, and Microsoft teams are used by the students and the faculty members in the teaching-learning activities.
- All classrooms are provided with LCD Projectors for enhancing teaching-learning activities.
- Online videos are used by the faculty members on the concerned topics periodical maintenance of all the systems is done by trained staff.
- Staff meetings, department meetings, meetings of class coordinators' and curriculum committee meetings are conducted every month with the Principal. Decisions taken at a higher level are communicated and discussed and most of the decisions pertaining to academic matters are taken at these meetings.
- The institute is committed to providing quality nursing education by appointing competent faculty, providing adequate infrastructure for the smooth conduct of the teaching-learning process, and providing modern teaching aids including a library, with online sources.

The list of modules in the institute is as follows:

- Admission
- Recruitment
- Purchase
- Laboratories
- All committees such as discipline, anti-ragging, SNA, NSS, etc.
- All administrative records are computerized.
- Ongoing library computerization and automation are functioning.
- Separate website for college is functioning.
- Modules of Soft Skills course

- Modules of First Aid course
- Modules of GFATM course
- Modules of BLS and ACLS course
- Modules of AV Aids.
- Nursing Theories
- Modules on OSCE/OSPE
- Module on Physical assessment

15.Multidisciplinary / interdisciplinary

Interdisciplinary approach helps to bridge the gap between academics, clinicals and research. The NEP 2020 introduces a holistic & multidisciplinary curriculum that aims to provide superior education that contributes to nation building through advancement of human resource. This concept is well executed by our institution. It also helps students to integrate learning and become innovative. The curriculum has various subjects such as anatomy, physiology, biochemistry, microbiology, psychology, sociology, nutrition, pharmacology, pathology, genetics, ethics, research and statistics which are taught by experts from specific disciplines. Interdisciplinary workshops, conferences are organized for students and faculty for career growth. Students are exposed to various fields such as Anatomy, Biochemistry, Microbiology etc. under the guidance of interdisciplinary experts. Multidisciplinary approach in learning is used by various modes like guest sessions, public lectures, workshops and seminars. Faculty has been enrolled for multidisciplinary online learning platforms like COURSEERA / SWAYAM portal. As our institution is an affiliated college, the course structure and the content for academic teaching-learning is designed by the affiliating university:

Maharashtra University of Health Sciences. Our parent university is also working on the successful implementation of vocational, interdisciplinary and multidisciplinary education which will certainly facilitate our students to be more competent and employable. . Inclusion of Soft Skills and Professional Ethics in the curriculum. A Pedagogy that emphasizes on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.

16.Academic bank of credits (ABC):

As the institute is affiliated to Maharashtra University of Health Sciences, the institution follows the curriculum stipulated given by the University. The students have a provision to continue studies and carry on to next academic year in spite of a backlog. Currently, they can earn extra credits through activities such as NSS and sports. The new curriculum introduced in AY 2021-22 has introduced the credit grade point average (CGPA) into the nursing education system. The credits are allotted to each subject based on the hours of instruction in theory, clinical and laboratory. There is introduction of elective and mandatory modules which are part of the credit system and need to be completed by each student. Introduction of the credit system has helped to reduce the unfavourable competition among the students. The faculty for their renewal of licensure registration every five years have to ensure that they complete 5 credits/ year and accumulate 25 credits in 5 years. This ensures that faculty updates themselves to the new trends and current changes in nursing, health and new modalities.

17.Skill development:

Knowledge, attitude and skill are an inherent part of the nursing curriculum focused towards delivering comprehensive and holistic nursing care using various skills such as monitoring, assessment, decision making, critical thinking and performing procedures. The institution promotes the learning and training of students to upskill themselves. Institution takes efforts to develop competency through simulation, demonstration, return demonstration and plans it in such a way to ensure that clinical experience and learning go hand in hand. The institute utilizes high and low fidelity manikins, trauma simulation kit, IV arm, CPR and intubation manikin for developing competency and analytical skills. Procedure books, case books, logbooks are strictly maintained taking into account their individual competency and performance. OSCE and Scenario based simulation helps to develop students' gain confidence in clinical settings. The students are encouraged to participate in various co-curricular and extracurricular activities to foster soft skills and leadership. Students are given an opportunity to attend various skill-based workshops, public lectures, guest sessions organized within and outside the institution. Experiential learning through field visit is another forte of our institution. Apart from these, various skill development workshops/ courses such as skill development programmes, soft skills, entrepreneurship development programmes, career guidance,

Internship, On-job training, hands-on experience are conducted for the students to make them competent.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The students are guided to provide health care services irrespective of caste, creed, religion and economic status. In relation to Nursing Sciences we teach Yoga (Health and Well-being), computing, and local language. Our students undergo a value-added course on Yoga, simple computing techniques are taught for medication calculations and instructions in Marathi as some of the students are from rural area having studied Marathi medium and therefore prefer it for better understanding. Even in the online mode of teaching, faculty take extra care to ensure that the contents delivered were understood by the students. The institution imbibes the cultural diversity of India through celebrating cultural and traditional festivals and days. Students participate in cultural events organised by the Student's Nurses Association which creates awareness of the diversity of our culture. The days of national importance are celebrated in order to reawaken their innate pride in the rich cultural heritage of our country. We provide an opportunity to student to connect with national and global needs and to mould themselves to contribute to the society. Wherever possible the contribution of Indian thinkers and their works are delivered to students. The students are encouraged to relate to nature as the Indian system of learning was rooted in closeness to nature. The field visits are conducted in open spaces wherever possible and the through NSS, tree plantation drives, and nature camps helps the students to acquire knowledge by exploring nature.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The institute is affiliated to Maharashtra University of health Sciences that gives emphasis to the quality outcomes of achievement for attaining knowledge. MKSSS BTINE aims in the holistic development of our students. We offer Undergraduate, Post Graduate and Research Programs and value added courses under the Faculty of Nursing following the curriculum designed by our university. The Programme Outcomes, Programme Specific Outcomes and Course Outcomes are designed as per the curriculum developed by the university and evaluated by the institution and is communicated to the students. The attainment of Outcomes is analysed, and areas of improvement are identified on a regular basis.

The outcome is set to develop basic life skills, vocational skills, intellectual skills and interpersonal skills. The outcome is transferred to the students through careful analysis of the syllabus and through effective exercise of team projects and creative activities. The activities of each department are focussed on the overall skill development and the students are encouraged to get involved actively in all the academic and non-academic activities inside and outside the institution. The institute provides various platforms to develop the communication and interpersonal skills with the help of SNA, college week and NSS. Various job training, internships and entrepreneurship programs are organised. All the departments provide first hand laboratory experience. The final year students have 6 months internship at the parent hospital for preparing them for independent professional skills under supervision. The emotional intelligence of each student is deeply observed and the institute provides strong support to develop self-awareness and empathy by mentoring and counselling sessions. The level of attainment of Course Outcomes was measured via formal as well as informal mechanisms such as internal and external evaluation in association with feedback forms.

We strategize the Outcome Based Education to create achievable goals while the students are free to choose the goals to be short term or long term. The institute being a premier institution in the higher education sector of the state, the institute ensures best results in all its academic and non-academic programmes.

20.Distance education/online education:

The institute has been conducting regular classroom teaching through ICT enabled tools. The year 2020-21 and 2021-22 forced the education to shift to online mode of teaching-learning due to the COVID-19 pandemic. Apart from classroom and laboratory teaching, faculty members contribute to online resources by uploading teaching material, lecture videos and demonstrations for students' reference. Learning Management Systems like Google Classroom are extensively used by the faculty for the same. YouTube channels and equivalent methods are used for sharing the videos. The internet facility of the institute was upgraded. G-Suite platform for education was setup for the institution and training on LMS was given and full use of the available ICT tools and FDP have been made. Teachers created interesting, well-designed and engaging classroom activities.

Extended Profile

1.Student	
2.1	279
Total number of students during the year:	
File Description	Documents
Data Template	View File
2.2	51
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.3	102
Number of first year students admitted during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	180.79
Total expenditure, excluding salary, during the year (INR in Lakhs):	
File Description	Documents
Data Template	View File
3.Teacher	
5.1	34
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
5.2	12
Number of sanctioned posts for the year:	

File Description	Documents
Data Template	View File

Part B

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.

The nursing syllabus is developed by the apex body, which is the 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 the curriculum.

1. Internal Quality Assurance Cell (IQAC): The overall quality-enhancing body for the institution which deals with policymaking and monitoring the activities of various committees, departments, and cells of the institution is IQAC.

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 the smooth conduct of the program. Enrichment, capacity building, add-on, and value-added courses provided

2. A well-planned academic calendar: In the beginning, the planning of theory, clinical, examinations, as well as extracurricular activities are planned as per the syllabus requirement of each academic year.

3. Ongoing Feedback: Feedback from various stakeholders like students, parents, alumni, employers, and the healthcare industry. The online feedback collected is analyzed and the findings for improvements are made. The action plan is prepared and discussed for the next academic year.

4. ICT-enabled classrooms: All the classrooms are enabled with laptops/desktops and LCD with internet connection facilities provided for better learning of the students.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://mksssbtine.ac.in/wp-content/uploads/2024/01/1.1.1-Minutes-of-the-meeting-of-the-college-curriculum-cmt.pdf
Any other relevant information.	https://mksssbtine.ac.in/wp-content/uploads/2024/01/1.1.1-Any-other-relevant-information.pdf

1.1.2 - Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)

2

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	View File
Scanned copies of the letters supporting the participation of teachers	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year

1.2.1.1 - Number of courses offered across all programmes during the year

45

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year

43

File Description	Documents
Details of the students enrolled in subject-related	View File
Certificate/Diploma/Add-on courses	View File
Any other relevant information	View File

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

The Curriculum offered by the apex bodies is implemented by our institute and has incorporated the cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, right to health, emerging demographic issues, and Professional ethics.

Gender: The gender-related concepts and gender sensitization issues are taught as per syllabus requirements. Gender issues of the physical and mental health of women as a vulnerable population has been taught in various courses. Expert talks were organized on gender sensitization as seminars, workshops, conferences, and debate competitions.

Environment and Sustainability: The multi-dimensions of environment and sustainability as a cross-cutting issue are carefully placed in the curriculum. The institute has well-developed environmental 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 and rainwater harvesting.

Human Values: The values of human beings are an 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, and ethical issues, during their clinical, urban, and rural postings. Health determinants such as biological, physical, socio-economic, and, environmental, health habits are part of the curriculum in Sociology, Psychology, Medical Surgical, and Community Nursing.

File Description	Documents
List of courses with their descriptions	https://mksssbtine.ac.in/wp-content/uploads/2024/01/1.3.1-List-of-courses-with-their-descriptions.pdf
Any other relevant information	https://mksssbtine.ac.in/wp-content/uploads/2024/01/1.3.1-Any-other-relevant-information.pdf

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

08

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	View File
List of-value added courses (Data template)	View File
Any other relevant information	View File

1.3.3 - Number of students enrolled in the value-added courses during the year

261

File Description	Documents
List of students enrolled in value-added courses (Data template)	View File
Any other relevant information	View File

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

164

File Description	Documents
Any other relevant information	No File Uploaded
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	View File
Total number of students in the Institution	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals

A. All 4 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://mksssbtine.ac.in/feedback/2022-23/
Data template	View File
Any other relevant information	No File Uploaded

<p>1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected</p>	<p>A. All of the Above</p>
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File Description	Documents
URL for stakeholder feedback report	https://mksssbtine.ac.in/wp-content/uploads/2024/01/1.4.2-Stakeholder-feedback-report.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	<p>No File Uploaded</p>

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.

2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year

29

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
Any other relevant information	View File

2.1.2 - Number of seats filled in for the various programmes as against the approved intake

File Description	Documents
Relevant 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 File
Any other relevant information	View File
Data template	View File

2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states

2.1.3.1 - Number of students from other states; during the year

00

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	No File Uploaded

2.2 - Catering to Student Diversity

2.2.1 - The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers The Institution: Follows measurable criteria to identify slow performers Follows measurable criteria to identify advanced learners Organizes special programmes for slow performers Follows protocol to measure student achievement

A. All of the Above

File Description	Documents
Any other relevant information	No File Uploaded
Criteria to identify slow performers and advanced learners and assessment methodology	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File

2.2.2 - Student - Fulltime teacher ratio (data for the academic year)

Number of Students	Number of Full Time Teachers
1	10

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	No File Uploaded

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)

1. **National integration campaign:** Institutions allow students to celebrate various festivals like Holi celebration, Diwali, and Dussehra in the institute and the hostel.
2. **Societal Contribution:** The Institute sensitizes the students for their social responsibilities by enrolling 50 students every year to volunteer in NSS activities.
3. **Aptitude to Health through Sports and Yoga:** All the students are given sports periods and the institute organizes sports day, institute week, and sports competitions regularly. The Samstha's Tejaswini health club organizes ongoing yoga sessions and a walkathon, for faculty and students.
4. **Extra-Curricular Exposures:** Students are encouraged to participate in the SNA biennial state, intercollegiate, and national conferences. Institutecelebrates institute week where students participate in various cultural competitionsand sports (Indoor, and outdoor).
5. **Innovative and Creative Thinking:** The institute actively promotes innovative thinking through the NISP, Incubation cell, and MUHS research competitions for students, and faculty.
6. **Development of Leadership Qualities and Self-Governance through SNA:** The institute encourages students to actively represent academic and administrative bodies through the Student Nurses' association (SNA). Through SNA students develop a sense of responsibility, authority, and leadership.
7. **Holistic Development:** The development of a student is one of the principles of the institution and entire academics, extramural, and sports enable one to attain holistic development.
8. **Other activities:** We celebrate all health days like WHO day.

File Description	Documents
Appropriate documentary evidence	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.2.3-Extramural-activities-report.pdf
Any other relevant information	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.2.3-Extramural-photos-docs.pdf

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by: Experiential learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self-directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project-based learning Role play

Student-centric methods are used to enhance learning experiences by teaching-learning methods like Peer-assisted learning, Think-Pair-Share, scientific projects, and research discussions in regular practice.

1. **Experiential Learning (EL):** The training of EL through live case presentations, history taking, physical examination, and evidence-based discussions on diagnosis and management.

2. **Integrated/interdisciplinary learning:** Regular interdisciplinary lectures are conducted by other faculty experts.

3. **Participatory learning:** Participative learning is fostered by teaching through demonstration and re-demonstration, visual aids such as 3D models and specimens, low fidelity simulators, periodical field visits, and organizing exhibitions.

4. **Problem-solving methodologies:** 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:** Student-centric teaching-learning activities used by the institute are namely project work, self-studies, and assignments.

6. **Patient-Centric and Evidence-Based Learning:** Reflection and comprehension allow the students to relate the concepts learned in the clinical setting. Our students use evidence-based practice in clinical settings.

7. Learning in the Humanities: The integration of the humanities increases the ability to see the patient holistically, enhances understanding about self, increases sensitivity to the voices of others, and facilitates alternate ways of learning in students.

8. Project-based learning: Activities such as the preparation of educational material and A.V. aids done by students increase their interest and develop a spirit of cooperation.

9. Role play: Faculty adopt role play by way of participative learning on various health issues at clinical or in the community. Students demonstrate role-plays to make the community aware of health problems and to maintain a healthy life.

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	No File Uploaded

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

A. All of the Above

File Description	Documents
List of clinical skills models	View File
Geo tagged photographs of clinical skills lab and simulation centre	View File
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	View File

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

The faculty use different ICT-enabled tools to improve the quality of teaching-learning processes more effectively with a wide range of new pedagogy, to enable teachers to do administrative tasks more efficiently to transform the classroom environment from teacher-centric to student-centric learning.

1. ICT-enabled tools:

- The Institute is equipped with laptops, LCD projectors, overhead projectors, and flannel board facilities to support the teaching-learning process.
- CCTV cameras are installed in the classroom, which provide a means to observe students' behaviour in a natural setting.
- The institute is affiliated with MUHS and utilizes the software for admissions, internal assessment, CAP, Examinations, etc.
- Every class has an official WhatsApp group through which all important notifications are delivered.
- The faculty uses the Google Classroom Learning Management System (LMS).
- Faculty use simulation mannequins, and anatomical models for teaching. Faculty use ICT tools in Simulation-based learning to create real patient scenarios/environments.
- Student feedback system is developed through Google Sheets/Google forms.

E-Resources:

- The institute has a web portal where educational material, university question papers, and pre-recorded lectures are uploaded so that any students can access the teaching material as and when required.
- For computer-assisted learning, digital library, online search engines, and websites, faculty are trained to prepare pre-recorded audio-visual lectures and PowerPoint presentations.
- The institute library provides remote access to e-resources to both faculty and students. DELNET (Paid), National digital library, Vikaspedia, OALAB (Open access library), Swayam, EPG Pathshala, MUHS digital library, E-books, Journals, Thesis and Dissertations, Slides videos.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.3.3a.pdf
List of teachers using ICT-enabled tools (including LMS)	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.3.3b.pdf
Webpage describing the “LMS/ Academic Management System”	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.3.3-ICT-web-page.pdf
Any other relevant information	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.3.3..pdf

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
1	10

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	View File
Any other relevant information	View File

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

The institute implements various methods in the teaching-learning process in theory and clinical to nurture creation, analysis, and innovation throughout the curriculum.

- 1. Nurturing Creativity:** Students are encouraged to think beyond the box to increase their creativity. Common problems faced by students in their learning and problems faced by the patients are listed down. Then they are guided with brainstorming sessions to find all possible solutions. Students were guided to make a group project to come out with innovative solutions. Faculty implement innovative teaching strategies such as mind mapping/concept mapping to infuse critical thinking skills.
- 2. Analytical skills:** Faculty create scenarios to improve the

analytical problem-solving capacity of the students. Debriefing is done after sessions to provide the students with suggestions for improving their skills. Students also organize and participate in the symposiums, Panel discussions, Inter-collegiate events, which help to bring out the analytical potential in the students.

3. Innovation: At the undergraduate level, we have introduced our students' participation in research. MUHS Nashik organizes "AVISHKAR", a research project competition, every year provides a platform for the student to groom their creativity, innovation, analytical, and presentation skills.
4. Faculty members encourage students to decide the problem statement 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.

File Description	Documents
Appropriate documentary evidence	https://mksssbtine.ac.in/wp-content/uploads/2024/01/235THE1.pdf
Any other relevant information	Nil

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

34

File Description	Documents
Any other relevant information	View File
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	View File
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File

2.4.2 - 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 during the

year

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 in Health Sciences (like MD/ MS/ MDS etc.) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered

04

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees 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 and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	View File

2.4.3 - Total Teaching experience of fulltime teachers in number of years (data for the academic year)

423

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
Any other relevant information	No File Uploaded

2.4.4 - Number of teachers trained for development and delivery of e-content / e-courses during the year

34

File Description	Documents
Reports of the e-training programmes	View File
e-contents / e-courses developed	View File
Year –wise list of full time teachers trained during the year	View File
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	View File
Any other relevant information	No File Uploaded

2.4.5 - Number 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 year

6

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
Any other relevant information	No File Uploaded

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

The principal of the institute holds the meeting with the class coordinators and discusses 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 academic calendar is prepared by the institute for undergraduate as well as postgraduate courses before the

commencement of every year. The academic calendar is discussed with the students during the admission of each academic year.

1. **Formative evaluation:** Internal evaluations are carried out both in theory and practical based on predetermined criteria using the POs and COs attained by the students. Other than periodical examinations there are evaluations such as unit tests, assignments, and projects, on which the students are evaluated.

2. **Summative evaluation:** is carried out by the MUHS and the results are announced on the website and officially communicated to the institute by the university. University conducts the examinations in centres allocated by it and it is assessed by the CAP centres delegated.

The examination system thus implemented in the institute has total transparency. Continuous laboratory performance and viva are carried out for the evaluation of practical and session papers.

File Description	Documents
Academic calendar	https://mksssbtine.ac.in/academic-calender/
Dates of conduct of internal assessment examinations	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.5.1-dates-of-conduct-of-internal-exam.pdf
Any other relevant information	Nil

2.5.2 - Mechanism to deal with examination-related grievances is transparent, time-bound and efficient. Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for reassessment within 100 - 200 words

Institute initiatives:

The institute's faculty is involved in the various activities related to examinations such as checking the exam schedule as per the academic calendar, displaying the same, noting students' grievances and dealing with them effectively, guiding students in various exam-related tasks, etc.

The institute has an examination committee and exam grievance

redressal committee. It is also empowered to investigate matters of harassment during an examination.

1. At the institute, code of conduct is displayed on the students notice board.
2. A suggestion box for any grievances is in place.
3. Detailed plan including examination, revision, etc well in advance.
4. Guidance & counselling
5. Discussion of question paper with answer key.
6. Students' issues like unfair means, copying, forgery, and lack of attendance in clinical and theory are taken up by the Disciplinary committee.
7. Students are counselled on time management, presentation, and organization of answers and how to identify and study topics from the syllabus. Tips for memory improvement and concentration are given to the students.

At University:

An analysis of day-by-day university question papers on the above grievances is done by the subject expert faculties with the head of the department forwards the same grievances with her recommendations to the university.

After the declaration of online results, the faculty members in the grievance committee guide the failed students about the procedure/schedule of rechecking and re-evaluation.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	No File Uploaded

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

1. Continuous internal evaluation: The progress of the students is communicated to the parents periodically by conducting parent-teacher meetings. The consolidated marks of the written test and assignments are taken as internal marks and sent to the university.

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

Reforms:

- Online paper setting and moderation
- Prevention of unfair means by students: CCTV cameras installed in and around examination premises. Appointment of Squads for monitoring mass copying. Question papers and answer sheets in a strong room.
- Appointment of Centre Observer.
- Feedback Analysis from external examiners
- Evaluation by two examiners separately and taking the highest marks for final results.
- Provision of re-totalling in place as per UGC advisory.
- Structured Practical Examination OSPE & OSCE

3. IT Automation:

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

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

3. Checking Plagiarism

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

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

The reforms include:

1. Continuous internal assessment system
2. Competency-based assessment
3. Workplace-based assessment
4. OSCE/OSPE
5. The students have improved their nursing procedure skills

and performance with the examination system reforms.

File Description	Documents
Information on examination reforms	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.5.3.-Reform-in-the-process-and-procedure-in-the-conduct-of-evaluation-examination-final.pdf
Any other relevant information	Nil

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: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

A. All of the Above

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	No File Uploaded

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

1. Indian Nursing Council (INC):

INC has given the philosophy, aims, and objectives of both UG and

PG programs in nursing. From these, the institute develops Program Outcomes. The graduate attributes are derived from the Program outcomes (PO) and Program specific outcomes (PSOs). These attribute attainments are explained to the students, and they are incorporated in planning. Under each year's programs, the courses to be taught are delineated and Course Outcomes (COs) are stated in the curriculum. These COs are matched with POs and checked for their attainments.

Affiliating University:

The Maharashtra University of Health Sciences Nashik believes the outcome of the degree program in nursing is the same as the apex council.

At the Institute:

The institute communicates the learning outcomes to the faculty and students by circulating a copy of the syllabus to the students. Copy of the syllabi is available in each respective department of the course for ready reference for students and faculty. Based on the POs, PSOs and, the faculty prepare specific COs 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. Comprehensive student feedback is collected at the end of every year. It covers Curriculum feedback, COs, and POs-related feedback.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.6.1-documents-pertaining-LO.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.6.1-Documents-pertaining-LO-and-Method-of-assessment-Final.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.6.1-Course-outcome-for-all-courses.pdf
Any other relevant information	Nil

2.6.2 - Incremental performance in Pass percentage of final year students in the year

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
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 File
Trend analysis for the last year in graphical form	View File
Data template	View File
Any other relevant information	No File Uploaded

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped

to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words

1. **IQAC and Curriculum Committee:** The Institute checks the fulfilment of stated outcomes by conducting the formative and summative assessment. The feedback on teaching-learning aspects is collected from students through Google Sheets, and communicated in curriculum committee meetings, staff meetings, and IQAC meetings, and actions are taken to improve the 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. There is a mentoring system in the college along with the provision for counselling by qualified counsellors.

2. **The Examination Committee:** The institute has an examination committee, to handle the issues regarding the conduct of internal assessment fairly and transparently.

3. **Examination Grievance Committee:** After evaluation of internal assessment answer papers, the answer sheets are given to students to check. Before the summative examination by the affiliated university, according to rules and notification, the internal assessment is uploaded on the university portal with the consent of individual students and is duly signed by the principal of the institute and the head of the department.

File Description	Documents
Programme-specific learning outcomes	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.6.3-Programe-specific-learning-outcome.pdf
Any other relevant information	Nil

2.6.4 - Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis. Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words

1. **IQAC and Curriculum Committee:** The Institute checks the fulfilment of stated outcomes by conducting the formative and summative assessment. The feedback on teaching-learning aspects is collected from students through Google Sheets, and communicated in curriculum committee meetings, staff meetings, and IQAC meetings, and actions are taken to improve the 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. There is a mentoring system in the college along with the provision for counseling by qualified counselors.

2. **The Examination Committee:** The institute has an examination committee, to handle the issues regarding the conduct of internal assessment fairly and transparently.

3. **Examination Grievance Committee:** After evaluation of internal assessment answer papers, the answer sheets are given to students to check. Before the summative examination by the affiliated university, according to rules and notification, the internal assessment is uploaded on the university portal with the consent of individual students and is duly signed by the principal of the institute and the head of the department.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.6.4-PTA-meeting.pdf
Follow up reports on the action taken and outcome analysis.	https://mksssbtine.ac.in/wp-content/uploads/2024/01/2.6.4-Follow-up-report-on-action-taken.pdf
Any other relevant information	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

<https://mksssbtine.ac.in/wp-content/uploads/2024/01/SSS-2022-23.pdf>

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year

05

File Description	Documents
Copies of Guide-ship letters or authorization of research guide provide by the university	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded
List of full time teachers recognized as PG/ Ph.D guides during the year.	View File
List of full time teacher during the year.	View File

3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

34

File Description	Documents
Fellowship award letter / grant letter from the funding agency	View File
List of teachers and their national/international fellowship details (Data templates)	View File
E-copies of the award letters of the teachers	View File
Any other relevant information	No File Uploaded

3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year

Number of Research Projects	Amount / Funds Received
03	3.02 lakhs

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	https://www.muhs.ac.in/ , https://nhrc.nic.in/
Any other relevant information	No File Uploaded

3.2 - Innovation Ecosystem

3.2.1 - The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words

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's 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 helps the institute to foster state, national, and international collaborations to boost the growth of the start-up ecosystem.

The institute has participated in ARIIA and IIC actively. One senior faculty and a PG student have patented a pillow for commando surgery patients.

The Institute has organized Job Fairs for the last three years for the final year students. 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.

File Description	Documents
Details of the facilities and innovations made	https://mksssbtine.ac.in/wp-content/uploads/2024/01/3.2.1-Innovation.pdf
Any other relevant information	Nil

3.2.2 - 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 year

02

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
Institutional Code of Ethics document	View File
Minutes of meetings of the committees with reference to the code of ethics	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers* of the Institution during the year

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 year

04

File Description	Documents
Any other relevant information	View File
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	View File
List of teachers recognized as guides during the year	View File
Information as per Data template	View File
Letter of PG guide recognition from competent authority	View File

3.3.3 - 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 year

3.3.3.1 - Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year

07

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	View File
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year

00

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

3.4 - Extension Activities

3.4.1 - Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and NonGovernment organized bodies through NSS/NCC during the year

25

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
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 File
Any other relevant information	View File

3.4.2 - Number of students participating in extension and outreach activities during the year

76

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
Geotagged photographs of extension activities	View File

3.4.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year. Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

1. The institute was awarded letters for arranging the activities-

Various appreciation letters were given by the government hospital - Sassoon General Hospital, Pune for the exemplary work of our students and faculty during an indefinite strike of the nursing officers. Meri Matti Mera dash program, Health checkups, and blood

donation camps were organized the institute has received appreciation for their efforts in various forms like appreciation letters, display of events in the newspaper, and more importantly through words and blessings from the community people, workers, and authority.

2. Street plays, Rallies, health education, and Vaccination drives: We conducted rallies and street plays on the prevention of accidents, organ donation, Beti Bachao Beti Padhao, Swacchata Abhiyan and mental health. 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. Health education on dental care, personal hygiene, and health habits at home and school.

3. Active NSS unit: Our institute's NSS cell conducted various activities throughout the year various health days were celebrated under the NSS banner. Our NSS officer received the Best NSS Officer award-2022-23 (Pune region) from the Maharashtra University of Health Sciences.

4. First Aid Training and Menstrual Health Lectures: First aid lectures and prevention of accidents street play were performed for all school van drivers of Pune city. The Institute conducted first aid lectures for the faculty of all sister concerned colleges.

File Description	Documents
List of awards for extension activities in the year	https://mksssbtine.ac.in/wp-content/uploads/2024/01/3.4.3-List-of-award.pdf
e-copies of the award letters	https://mksssbtine.ac.in/wp-content/uploads/2024/01/3.4.3-AWARDS-FINAL-E-COPIES.pdf
Any other relevant information	Nil

3.4.4 - Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the year. Describe the impact of extension activities in sensitizing students to social issues and holistic development within 100 - 200 words

The faculty and students received appreciation letters for their contribution from Kamala Nehru Hospital, Sutar health centre,

Sassoon hospital etc. The institute works in a rural community of Kamsheth and Paud and urban areas like Lakshminagar, Gosaviwasti, and Gosavi Wasti/Shivane Goanthan, Pune. We organized school health programs, home visits, surveys, street play, and health education for the public in these areas.

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-ups, blood donation camps, spirituality, and meditation were organized.

Various social activities like rallies and street play on dengue fever, swine flu, diabetes mellitus, female feticide, and on plastic mukta abhiyan were conducted by faculty and students for both urban and rural communities.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://mksssbtine.ac.in/wp-content/uploads/2024/01/3.4.4-Social-responsibility-activities.pdf
Any other relevant information	Nil

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year

07

File Description	Documents
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	View File
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
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	View File

3.5.2 - Total number of Functional MoUs 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. during the year

16

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
List of partnering Institutions/ Industries /research labs with contact details	View File
Any other relevant information	No File Uploaded

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. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words

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.

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, it has a strong room, an audio-visual room, a multipurpose hall, and a library. The institute is equipped with an administrative room, two offices, a conference hall, a counseling room, four faculty rooms, and a principal room.

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: The Institute has six laboratories i.e., foundation, maternal and child health, community, pre-clinical lab, museum, demonstration/simulation/ advanced labs. They are well equipped with the required high-fidelity mannequins and articles for performing procedures and setting for simulation as per guidelines given by statutory bodies like INC, MNC, and the University.

4. Parent Hospital: The Institute has a 1000-bed super specialty parent hospital (Deenanath Mangeshkar Hospital and Research Centre), Mai Mangeshkar Hospital for clinical practice.

1. Urban and Rural Community: Students are given exposure in urban and rural community settings.
2. G- Suit platforms are used for teleconferencing, online classes, and discussion with students.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://mksssbtine.ac.in/wp-content/uploads/2024/01/4.1.1.-List-of-available-teaching-learning-facilities-22-23.pdf
Geo tagged photographs	https://mksssbtine.ac.in/facilities/college-facilities/
Any other relevant information	Nil

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. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

Sports activities: A well-maintained sports ground (size 96,000 square feet for outdoor games) is available on the campus. The institute and Samstha organize various sports activities for faculty, 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. The institute has hosted TNAI and SNA state-level cultural and sports activities for the last three years. The 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 organized every year.

Cultural activities: College week is organized by the SNA Unit of the institute. For cultural activities MPH (multipurpose hall of 2,700 square feet and in-campus Rama Purushottam halls of 10,000 square feet each, are available.

Gymnasium:

Tejaswini health club (exclusively for women), size is 3,400 square feet, with latest equipment such as fixed exercise stations, moveable weights, treadmills, etc. with coaching facilities are available. The institute provides yoga sessions by expert trainers to the students every year. we celebrate

International Yoga Day in the institute. Every year marathon is organised on women's day and Baya Karve birth anniversary.

Auditorium:

Samstha has five auditoriums and conference halls: Ichalkaranji Hall, MBA Hall, BNCA auditorium, Cummins Engineering open auditorium, and Mechanical engineering auditorium for organizing conferences and workshops.

The institute aims to develop the students holistically.

File Description	Documents
List of available sports and cultural facilities	https://mksssbtine.ac.in/wp-content/uploads/2024/01/4.1.2.-List-of-available-sports-and-cultural-facilities.pdf
Geo tagged photographs	https://mksssbtine.ac.in/facilities/campus-facilities/
Any other relevant information	Nil

4.1.3 - Availability and adequacy of general campus facilities and overall ambience: Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)

- 1. The Campus:** The campus is meticulously planned for an effective teaching-learning process, health care, and research. In addition, there are hostels for school children and college girls; three big halls, five big auditoriums and a big sports ground, a badminton court, a bank, dispensary, museum, post office, canteens, bakery, crèche, and a gymnasium, etc.
- 2. Hostels:** The institute has a separate building for a hostel Sir Sassoon David, with 26,226 square feet, with mess facilities. There is in-house OPD and IPD medical facilities under the nursing institute is available for health care. Solar panels are installed on the roof of the hostel. Security facilities at all the gates is available.
- 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. AdequAn adequateer of fire extinguishers at the

vantage points are available.

4. **The Garden:** The institute is housed in a green campus with lawns, trees, and plants. Sprinklers and drip irrigations are used for watering plants to prevent wastage of water. Vermicomposting and vermin-culture pits are on campus; wet garbage is segregated and used for vermin-compost.
5. **Rainwater Harvesting:** Rainwater harvesting is done in the building and rainwater is directed to replenish the bore well area.
6. **Water Purification system** is available for drinking water in the campus for all.
7. **Signage boards:** Are available for giving proper directions.
8. **Post office** is in the campus.
9. **The Bank and ATM facility** is available in the campus.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://mksssbtine.ac.in/facilities/campus-facilities/
Any other relevant information	Nil

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

101.46

File Description	Documents
Audited utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data template)	View File
Any other relevant information	No File Uploaded

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

1. The Parent Hospital:

Deenanath Mangeshkar Hospital and Research Centre, the parent

hospital is a 1000-bedded multispecialty hospital (Phase I - 400, Phase II - 600). All the super specialty services are available e.g. cardiology, nephrology, medicine, surgery, etc.

2. Other affiliated hospitals: For select postings such as mental health, urban and rural health setups permissions are obtained from affiliating agencies. Adequate equipment and articles are available in these setups for performing various procedures and are provided by the institute.

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, and procedure evaluation is done periodically. The clinical posting and posting objectives are planned.

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: The Institute has various laboratories such as a pre-clinical lab, foundation lab, maternal and child health lab, community lab, anatomy lab, museum, and demonstration/simulation lab, advanced labs, 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	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://mksssbtine.ac.in/
The list of facilities available for patient care, teaching-learning and research	https://mksssbtine.ac.in/wp-content/uploads/2024/01/4.2.1.-List-of-hospital-facilities-22-23.pdf
Any other relevant information	Nil

4.2.2 - Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year

4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year

6,98,944

File Description	Documents
Any other relevant information	View File
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 File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	https://ahis.dmhospital.org/his/Jsp/Core_Common/index.jsp,%20https://phr.dmhospital.org/PatientPortal/ , https://ahis.dmhospital.org/his/Jsp/Core_Common/index.jsp,%20https://phr.dmhospital.org/PatientPortal/

4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

255

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	View File
Details of the Laboratories, Animal House & Herbal Garden	View File
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 File
Any other relevant information	View File

4.2.4 - Availability of infrastructure for community based learning. Institution has:

B. Any 3 of the Above

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

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	View File
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	View File

4.3 - Library as a Learning Resource

4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words

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 2022 software is upgraded with 21.05.07.00 version of KOHA ILMS. 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

KOHA

Fully

21.05.07.000

2022

2

OPAC

Fully

21.05.07.000

2022

3

Open Access Software

Fully

21.05.07.000

2022

1. 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 book author title subject-wise. A journal list with issue details and a media list is available, new arrivals are also shown. Advanced search is also possible. It also shows expected books and reference books separately.
2. KOHA: It includes modules for acquisitions, circulation, cataloging, serials management, authorities, flexible reporting, label printing, multi-format notices, offline

circulation for when Internet access is not available, and much more.

File Description	Documents
Geo tagged photographs of library facilities	https://mksssbtine.ac.in/facilities/college-facilities/
Any other relevant information	Nil

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

Our library is a storehouse of print resources like books, journals, bound volumes, newspaper theses, dissertations, undergraduate projects, reports, institutional publications, psychology tests, question papers, and community publications. Besides this considering the present-day need library also provide e-books, e-journals, CD-ROMs, electronic project reports, databases, scanned question papers, PPTs, and videos.

Technology- We have an LMS system, Excel database of a journal article is maintained since 2009. Security as a safety measure library has CCTV and fire extinguishers. Stock verification is carried out 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 10287 books. Besides this, we also have 1160 donated books from various stakeholders like our alumni, faculty, etc.

Reference books: The library possesses 670 reference books.

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

Periodicals: General reading magazines are also purchased monthly. Presently, we have 14 International and 14 national journals.

Databases: 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 222 MSc dissertations and 118 UG projects.

Others: The library maintains publications like brochures, pamphlets, posters, annual reports, syllabus, bound volumes of previous issues, and institutional projects.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://mksssbtine.ac.in/wp-content/uploads/2024/01/4.3.2-Data-on-acquisition-of-books-and-journals-in-the-library.pdf
Geotagged photographs of library ambience	https://mksssbtine.ac.in/wp-content/uploads/2024/01/4.3.2-Geo-tagged-Photographs-of-Library-Ambiance.pdf
Any other relevant information	Nil

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

B. Any 3 of the Above

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	No File Uploaded

4.3.4 - Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs)

5.46

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	No File Uploaded

4.3.5 - In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year) Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 words

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: The library maintains usage records both physically and electronically. We maintain a student, teachers and guests' 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. 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. 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.

Every year inventory of the library is done. The missing books are replaced, and the outdated books and magazines are removed and soled.

File Description	Documents
Details of library usage by teachers and students	https://mksssbtine.ac.in/wp-content/uploads/2024/01/4.3.5.-Details-of-library-usage-by-teachers-and-students.pdf
Details of library usage by teachers and students	https://mksssbtine.ac.in/wp-content/uploads/2024/01/4.3.5.-Other-Relevant-Information.pdf
Any other relevant information	Nil

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other

A. All of the Above

File Description	Documents
Links to documents of e-contents used	View File
Data template	View File
Any other relevant information	No File Uploaded

4.4 - IT Infrastructure

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

18

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
Any other relevant information	No File Uploaded

4.4.2 - Institution frequently updates its IT facilities and computer availability for students including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words

Total Computers: 100

Laptop: 23

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.

Computer maintenance: Samstha has appointed a full-time IT technical person for computer and laptop maintenance. Printers, cartilages, refilling as per Samstha's purchase department.

Internet facilities: From connection with Nanavati College and Wi-Fi annual charges are paid by the institute. Antivirus was purchased from Samstha's vendor. LCD projectors interfaced with computers have been installed in all the Lecture Halls/Classrooms 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 KOHA with an integrated in/Out system.

The Website Committee is responsible for the regular maintenance of the Website of the Institute.

All the faculty and students are given the email IDs for all the official communication. All classrooms and staffrooms have a separate laptop/desktop and internet access is available. LCD Projectors are mounted in all the classrooms with whiteboards. All classrooms, and administrative areas are under CCTV monitoring. The faculty members are imparted training for using the computers and software. The IT department is responsible for ensuring that all the computers work efficiently. They carry out formatting, clearing the desktop, renewal of software license, and identifying the computers that need to be scrapped/replaced/ repaired.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://mksssbtine.ac.in/wp-content/uploads/2024/01/4.4.2-Documents-related-to-updation-of-IT-and-WiFi-facilities.pdf
Any other relevant information	https://mksssbtine.ac.in/wp-content/uploads/2024/01/4.4.2-Documents-related-to-updation-of-IT-and-WiFi-facilities-1.pdf

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant information	No File Uploaded

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

40.93

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
Any other relevant information	No File Uploaded

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. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

Each facility is maintained by a committee that has faculty and student in charge of maintaining it. 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.

2. Maintenance of Classrooms, Multipurpose Hall & Furniture: Classrooms with furniture and teaching aids are maintained periodically. Classrooms are cleaned at the end of every day by the peons. 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 assistant and lab in-charges and supervised by class coordinators of the concerned departments. The calibration, repairing, and maintenance of sophisticated lab equipment are done by the technician.

4. Maintenance of Library & Library Resources: The requirement and list of books are taken from the concerned departments and students.

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.

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

8. AMC of IT products: Computer maintenance through AMC is done regularly.

9. The Transport: The institute's 55-seater transport is maintained by the full-time driver.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://mksssbtine.ac.in/wp-content/uploads/2024/01/4.5.2-Minutes-of-the-meetings-of-the-maintenance-committee.pdf
Log book or other records regarding maintenance works	https://mksssbtine.ac.in/wp-content/uploads/2024/01/4.5.2-Log-book-or-other-records-regarding-maintenance-works.pdf
Any other relevant information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

294

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
List of students who received scholarships/ free ships/fee-waivers	View File
Any other relevant information	View File
Data template	View File

5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development

A. All of the Aboe

File Description	Documents
Any other relevant information	View File
Link to Institutional website	https://mksssbtine.ac.in/
Details of capability enhancement and development schemes(Data Template)	View File

5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

196

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://mksssbtine.ac.in/wp-content/uploads/2024/01/5.1.2-Link-for-institution-website.pdf
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	No File Uploaded

5.1.4 - The Institution has an active international student cell to facilitate study in India program etc., Describe the international student cell activities within 100 - 200 words

The international student cell of the institute provides opportunities for exposure and experience to students moving in from foreign varsities for global learning experience. We have a faculty trained to attend and counsel students who wishes to go abroad for studies and jobs. 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 the MoU of Samstha, we have collaboration with Hanover University in Germany. The cell conducts various activities in collaboration with other Universities who visit India for collaboration. Our alumni who are working abroad dedicate time and counsel and guide our students for the placements abroad. We have initiated dialogues with various Universities from foreign countries, to identify opportunities for collaboration. Plan for student/ Faculty exchange, Research collaborations are the main key areas of work of the international cell. Our Institute has attended lots of discussions pertaining to various international collaborations. At Samstha there are many visitors from abroad for the collaborative activities, in which our institute takes active participation.

File Description	Documents
For international student cell	https://mksssbtine.ac.in/studentcell/
Any other relevant information	Nil

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken

A. All of the Above

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://mksssbtine.ac.in/wp-content/uploads/2024/01/5.1.5-GREVIENCE-REPORT.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

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

72

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of outgoing students who got placed / self-employed during the year

62

File Description	Documents
Annual reports of Placement Cell	View File
Self-attested list of students placed /self-employed	View File
Details of student placement / self-employment during the year (Data template)	View File
Any other relevant information	View File

5.2.3 - Number of the graduated students of the preceding year, who have progressed to higher education

09

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

10

File Description	Documents
Duly certified e-copies of award letters and certificates	View File
Any other relevant information	View File

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. Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words

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. Elections are held every year. The council works in cohesion with the SNA advisors and plans various activities throughout the academic year. 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 students are the major stakeholder and are involved in decision making and developing their leadership. The students are thus a part of various administrative bodies and are members of various committees.

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. Students' representations in cultural and sports committees help in the organization and management of events.

File Description	Documents
Reports on the student council activities	https://mksssbtine.ac.in/wp-content/uploads/2024/01/5.3.2-report-on-student-council.pdf
Any other relevant information	Nil

5.3.3 - Number of sports and cultural activities/competitions organised by the Institution during the year

07

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	View File
Report of the events with photographs	View File
Any other relevant information	View File

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 year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

Initiated in the year 2008, the registration of Alumni Association Utkarsha is done under the Charity Commissioner. 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. We provide life time membership alumni card.

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. Many alumni work at community health officers. The institute takes efforts to improve the alumni involvement by inviting them as resource persons, judges for various competitions, arranging reunions, giving updates through Whatsapp groups.

Our alumni have donated books for regular students. The alumni association is releasing an annual alumni newsletter. Every year the 'BETI' magazine is released at alumni meet.

We have created alumni feedback forms they also gave their valuable feedback regarding curriculum, extra curriculum, and the overall aspect of the institute.

File Description	Documents
Registration of Alumni association	https://mksssbtine.ac.in/wp-content/uploads/2024/01/5.4.1-registration-of-alumni-association.pdf
Details of Alumni Association activities	https://mksssbtine.ac.in/wp-content/uploads/2024/01/5.4.1-Details-of-Alumni-Association-Activities.pdf
Frequency of meetings of Alumni Association with minutes	https://mksssbtine.ac.in/wp-content/uploads/2024/01/5.4.1-Frequency-of-meetings-of-Alumni-Association-with-minutes.pdf
Quantum of financial contribution	https://mksssbtine.ac.in/wp-content/uploads/2024/01/5.4.1-quantum-of-financial-contribution.pdf
Audited statement of accounts of the Alumni Association	https://mksssbtine.ac.in/wp-content/uploads/2024/01/5.4.1-Audited-statement.pdf

5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments

A. All of the Above

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	No File Uploaded

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. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

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 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 and HOD's are guiding the departments. 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.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.1.1-Vision-and-mission-documents-approved-by-the-college-bodies.pdf
Achievements which led to Institutional excellence	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.1.1-Achievements-which-led-to-Institutional-excellence-2022-2023.pdf
Any other relevant information	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.1.1-Any-other-information-association.pdf

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management. Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words

Samstha's management committee comprises of President, Vice president, 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 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, four 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.

Decentralized management:

Decentralizing is done for all day-to-day administrative and financial 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:

Three faculties are members of the Local Managing Committee. Students and parents are representatives of IQAC and committees, such as the Vishakha committee, Parent-Teacher association, and Anti-ragging. Participative management is followed at the strategic level, functional level, and operational level.

File Description	Documents
Relevant information /documents	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.1.2-Organograms-college-committees.pdf
Any other relevant information	Nil

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. Provide the write-up within 100 - 200 words

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, counselling, 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 representatives, 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.

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.2.1-Minutes-of-college-council.pdf
Any other relevant information	Nil
Organisational structure	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.2.1-Organisation-MKSSS-BTINE.pdf
Strategic Plan document(s)	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.2.1-Strategic-plan-documents-Perspective-plan-of-2021-25.pdf

6.2.2 - Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Data template	View File
Institutional budget statements allocated for the heads of E_governance implementation	View File
e-Governance architecture document	View File
Screen shots of user interfaces	View File
Policy documents	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

- The Institution has the following welfare measures:
- Medical Insurance, Employee Provident Fund, Provident Fund and Gratuity Pay Scales: Staffare paid as per the latest pay commission's.
- TA & DA, Study leave for higher studies: Around 32 full-time faculties have taken this benefit till date.
- Free OPD facilities: Annual medical examination and free OPD consultation at the parent hospital.
- The co-operative society scheme: This is run by the parent organization has helped the staff to get loans for financial need on a low-interest basis.
- Festival Advances: The management offers Diwali advance.
- Leave Facilities: Maternity leaves, sick leaves, annual vacations, CL, and Paid leaves, are given to staff as per the leave rules.
- Monetary Support in Sickness: Voluntary donations are collected.
- Tejaswini Health Club: The Samstha has a health club where aerobics, yoga and gymnasticsat concessional rates.
- Women Study Cell
- Skill Development Department: soft skills workshops, conferences, seminars and symposium are conducted.
- 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, Crèche in Campus
- An Annual Faculty & Staff Welfare Program: Named

"Virangula", marathon for students and faculty is conducted for all the teaching and non-teaching staff by the Samstha.

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

File Description	Documents
Policy document on the welfare measures	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.3.1-Policy-documents-on-staff-welfare-measures.pdf
List of beneficiaries of welfare measures	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.3.1-List-of-beneficiaries-of-welfare-measures.pdf
Any other relevant document	Nil

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

34

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	View File
Receipts to be submitted	View File
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non-teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

06

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the year (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

34

File Description	Documents
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View File
Any other relevant information	View File
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File

6.3.5 - Institution has Performance Appraisal System for teaching and non- teaching staff. Describe the functioning of the Performance Appraisal System for teaching and nonteaching staff within 100 - 200 words

The performance appraisal of faculty and non-teaching staff is in place. Underperformers are counselled in a formal way and reports are documented.

The performance appraisal has been taken yearly in four ways appraisal; 1. Self-assessment. 2. Assessment by reviewing officer, 3. Peer appraisal, 4. Students' appraisal.

The faculty appraisal considers the following points:

1. Teaching-related activities: This includes the number of teaching hours in theory, and 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 honours 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.

The institute's academic concluding meetings are conducted to analyse the quality improvement strategies that need to be implemented by the Institution through course evaluation, feedback, faculty evaluation, individual performance, peer performance appraisal. The nonteaching staff are evaluated for punctuality, plans for work daily, systematic work and, completion

of all assigned job effectively in time.

File Description	Documents
Performance Appraisal System	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.3.5-Performance-appraisal-of-Teaching-staff-2022-2023.pdf
Any other relevant information	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.3.5-Other-Performance-appraisal-for-non-teaching-staff-2022-2023.pdf

6.4 - Financial Management and Resource Mobilization

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

Resource mobilization:

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. These funds are utilized for the activities of the department, staff and student welfare, infrastructural development and maintenance, research work, etc. The Institutional budget is prepared by the principal and the finance and accounts department every year. The principal is the drawing and disbursing authority.

Optimal utilization of resources:

Annual budget allocation is done for various activities. Monthly cash flow summary is checked to monitor the expenditure. Local Managing Committee advise the principal on day-to-day management of 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.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.4.1-Resource-mobilization-policy-documents.pdf
Procedures for optimal resource utilization	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.4.1-Resource-utilization-documents-2022-23.pdf
Any other relevant information	Nil

6.4.2 - Institution conducts internal and external financial audits regularly. Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words

Transparency in financial matters is an essential component of good governance, especially in educational institutions that are entrusted with the task of shaping the future of students. 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 2000 rupees 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. Any deficiencies noticed corrective action is taken.

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

1. Internal auditing of the institute is done by the centralized Finance and Accounts department twice a year. Their observations are given compliance by the unit and the same is presented in LMC.
2. 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.
3. These audited financial statements are then filed with the

respective statutory bodies including the Income-tax Department.

4. 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.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.4.2-Internal-and-external-audit-report-2022-23.pdf
Any other relevant information	Nil

6.4.3 - Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in Lakhs)

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
5727939	1173445

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	View File
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal

Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

Internal quality assurance system is in place to improve the academic and administrative standards of the institution. It is adapted to maintain the quality and the best practices among all the areas of the institution. The IQAC was established in August 2015. Since then, the IQAC has played a pivotal role in maintaining standards in teaching, learning, extension activities, training, and research.

Functions: IQAC takes all initiatives to bring in uniformity, transparency, and coordination in curricular and extra-curricular activities. IQAC regularly meets every three months.

IQAC contributions:

Development and application of 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 a 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. To encourage qualitative research and to promote them for publication in journals. Documentation of the various programmes/activities leading to quality improvement. Analyze 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 best practices in administration for efficient resource utilization and better services to students and faculty. Prepare and submit the Annual Quality Assurance Report (AQAR).

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://mksssbtine.ac.in/wp-content/uploads/2024/01/IQAC-composition-2022-27.pdf
Minutes of the IQAC meetings	https://mksssbtine.ac.in/wp-content/uploads/2024/01/IQAC-meeting-minutes-2022-23.pdf
Any other relevant information	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.5.3-Copies-of-AQAR-submission-details.pdf

6.5.2 - Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

6.5.3 - The Institution adopts several Quality Assurance initiatives. The Institution has implemented the following QA initiatives: Regular meeting of Internal Quality Assurance Cell (IQAC) Feedback from stakeholder collected, analysed and report submitted to college management for improvements Organization of workshops, seminars, orientation on quality initiatives

A. All of the Above

**for teachers and administrative staff.
Preparation of documents for accreditation
bodies (NAAC, NBA, ISO, NIRF, NABH,
NABL etc.)**

File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://mksssbtine.ac.in/wp-content/uploads/2024/01/6.5.3-Copies-of-AQAR-submission-details.pdf
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	View File
Copies of the documents for accreditation	View File
Any other relevant information	No File Uploaded

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 year

4

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	View File
Extract of Annual report	View File
Geo tagged photographs of the events	View File

7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

Being the womens' 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.

Safety and security: For safety and security of our girl students we have 24x7 hours security guards at the entry and exit gates. 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 counselling of each student after admission into the academic course, she is assigned a mentor. This mentor does a thorough history taking to understand the need of the student. A mentor is assigned 10 students in a year, and she periodically does counsel for her mentees.

Day-care centre for young children of faculty, staff, and students

Women Study Centre: The Samstha has a Women's Study Centre, and this centre organizes periodical workshops on Gender Sensitization

Anti-ragging and Vishakha Committee: These two committees meet periodically to sensitize students on ragging and sexual

harassment .

File Description	Documents
Annual gender sensitization action plan	https://mksssbtine.ac.in/wp-content/uploads/2024/01/7.1.2-Annual-gender-sensitization-action-plan.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://mksssbtine.ac.in/wp-content/uploads/2024/01/7.1.2.-Specific-facilities-provided-for-women-1.pdf
Any other relevant information	https://mksssbtine.ac.in/wp-content/uploads/2024/01/7.1.2-Any-other-Photos.pdf

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

B. Any 3 or 4 of the Above

File Description	Documents
Geotagged Photos	https://mksssbtine.ac.in/facilities/campus-facilities/
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

7.1.4 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid waste management:

MKSSS BTINE 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. 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 food waste is collected and used for biogas production. Generated biogas 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.

Biomedical waste management: Biomedical waste from dispensary is 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.

E-waste management:

Electronic scrap components such as CPUs contain potentially harmful materials such as lead, cadmium, beryllium, or brominated flame retardants. Electronic scrap is collected and given to a private company for its disposal.

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	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://mksssbtine.ac.in/wp-content/uploads/2024/01/7.1.4-Relevant-documents.pdf
Geotagged photographs of the facilities	https://mksssbtine.ac.in/wp-content/uploads/2024/01/7.1.4-Geo-tag-photo-of-the-facilities.pdf
Any other relevant information	Nil

7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photos / videos of the facilities	https://mksssbtine.ac.in/wp-content/uploads/2024/01/7.1.5-Geo-tag-Photos-of-the-facility.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	View File

7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants

A. All of the Above

File Description	Documents
Geotagged photos / videos of the facilities if available	https://mksssbtine.ac.in/wp-content/uploads/2024/01/7.1.6-Geotagged-photos-of-the-facility.pdf
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	View File
Reports to be uploaded (Data Template)	View File

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to

B. Any 4 of the Above

access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment
Provision for enquiry and information:
Human assistance, reader, scribe, soft copies of reading material, screen reading

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	View File
Any other relevant information	View File
Data template	View File
Relevant documents	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The Institute 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.

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

Religious Practices: Students of various religious groups i.e., Hindus, Christians, Muslims etc. study and stay together in the hostel. The festivals of various religious groups are celebrated in the institute with harmony.

Celebration of National Days and Festivals: All the National Days are celebrated by the students in the Institute and national festivals in the hostel, irrespective of their culture or religion.

Linguistic balance: The teaching and learning language in Bakul

Tambat Institute of Nursing Education in English. There are slow learner students if they have doubted their concept is cleared in simple language understood by them.

Community Services: The rural and urban centres adopted by the institution are rendered services such as health camps, health education programmes, and awareness on various social issues, rally, and street plays by the students along with the faculty.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://mksssbtine.ac.in/wp-content/uploads/2024/01/7.1.8.-Annual-SNA-report-2022-2023.pdf
Any other relevant information/documents	https://mksssbtine.ac.in/wp-content/uploads/2024/01/7.1.8-Any-relevant-info-photo.pdf

7.1.9 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year

A. All of the Above

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://mksssbtine.ac.in/wp-content/uploads/2022/08/Code-of-ethics.pdf
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	View File
Institutional data in Prescribed format (Data Template)	View File

7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words

Celebrating events and festivals in colleges have become an integral part of learning and building a strong cultural belief in students. International days of significance are also celebrated to produce students who are responsible and conscientious world citizens. Commemorative days and festivals, celebratory functions with speeches and talks are held by students and staff. Since last 2 years our alumina were invited as chief Guest for flag hoisting on Independence Day (15th August) and Republic Day (26th January) as they were frontline Covid Warriors

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 sessions

- Other International Commemorative Days/ Weeks every year these days are celebrated not just to remind people of diseases but also to unite people to maintain health.

Our institute students do tree plantation on world environment day. We create awareness among students for blood donation also and periodically arrange blood donation camps on our campus. We also arrange health camps annually for all class IV women employees for prevention of breast and cervical cancers. Free health check-ups are arranged for them with help of NGOs.

7.2 - Best Practices

7.2.1 - Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words)

Title of Practice 1

Implementation of Mastery learning teaching method for improving students' performance in theory and practical skills.

Objectives

- To achieve lifelong learning for students.
- To enhance the cognitive and psychomotor abilities of nursing students.
- To achieve 80% marks in theory.
- To achieve 100% marks in practical.
- To improve knowledge, confidence, and procedural skills among students.

The Context: The mastery learning strategy is a potent teaching method in terms of enhancing the cognitive and psychomotor abilities of nursing students.

Implementation

Simulation has a significant impact on healthcare education across disciplines and in both undergraduate and postgraduate studies. Hence, the institute decided to implement the simulation-based mastery learning approach as a teaching method for first-year B.Sc. (N) students.

Title of Practice 2

Implementation of the First Aid training programme to other

institutes in Samstha

The Context

First aid training is the training in which a person reacts to injuries and performs simple emergency medical care procedures for people in crisis as they wait for medical professionals to arrive. It is beyond doubt that knowledge of first aid promotes a safer and healthier environment. Having staff and students who are well-equipped with first aid skills contributes to enhancing the safety of the schools and work areas.

Objectives: The participants are:

1. Able to understand how and when to administer first aid
2. Preserve life
3. Prevent the escalation of illness or injury.
4. Promote recovery.
5. Provide pain relief
6. Protect the unconscious from dangers

File Description	Documents
Best practices page in the Institutional website	https://mksssbtine.ac.in/wp-content/uploads/2024/01/Best-practices-2022-2023.pdf
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

Holistic development of students-The institute is committed to developing conscientious, confident, and caring quality nursing professionals of international repute." The Institute places a strong emphasis on students' holistic development and offers them all the resources and assistance they need to nurture it. Maharshi Karve Stree Shikshan Samstha is an organization with a difference.

1. Social development: The institute conducts many programs that develop social skills. e students engage in initiatives to raise public awareness on current issues, including female feticide, women's health, road safety, swatch bharat, meri matti mera desh, etc. the students become aware and conscious of societal problems

and consider potential solutions.

2. Intellectual development: The institute uses productive teaching and learning activities to put the curriculum into practice.

3. Physical development: The institute encourages students to participate in physical activities to help them develop physical fitness, teamwork, self-confidence, decision-making, mental toughness, etc.

4. Emotional development: The institute gives adequate attention to the student's emotional well-being. Students have assured interaction with faculty because the mentor-mentee system is in place. Students can discuss to the faculty about their academics and personal issues during these meetings.

5. Spiritual development

Various festivals are celebrated Diwali, Dussehra, etc celebration by which students learn about culture as well as traditional values of Indian festivals.

File Description	Documents
Appropriate web page in the institutional website	https://mksssbtine.ac.in/wp-content/uploads/2024/01/Institutional-distinctiveness-22-23.pdf
Any other relevant information	https://mksssbtine.ac.in/wp-content/uploads/2024/01/Institutional-distinctiveness-22-23.pdf

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).

Our institute has a well-equipped nursing foundation lab which is used for enhancing clinical skills to the UG and PG. The institute is in the process of construction of advanced laboratories on the 3rd floor of the building. Various high-fidelity simulators are purchased for the simulations. Following are the labs:

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

1. Full body nursing mannequins
2. Male and female pelvic models for skill practice
3. IV arms
4. Half and full CPR mannequins

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.

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 lab inventory is recorded and maintained by the lab in charge.

Simulation Centre:

In our parent hospital Deenanath Mangeshkar Hospital and Research centre has a simulation centre. 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.

File Description	Documents
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	https://mksssbtine.ac.in/wp-content/uploads/2024/01/8.1.1-Policy-on-use-of-clinical-skills-and-simulation-labs.pdf
Geotagged photographs/videos of the facilities	https://mksssbtine.ac.in/wp-content/uploads/2024/01/8.1.1-Geotag-photo-new-22-23.pdf
Student feedback on the effectiveness of the facilities	https://mksssbtine.ac.in/wp-content/uploads/2024/01/8.1.1-Simulation-feedback.pdf
Any other relevant information	https://mksssbtine.ac.in/wp-content/uploads/2024/01/8.1.1-Additional-report-on-simulation-final.pdf

8.1.2 - Number 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.)

1

File Description	Documents
List of fulltime teachers with additional Degrees, Diplomas such as PG degree, Fellowships, Ph D, Master trainer etc. during the year	View File
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates.	View File
Any other relevant information.	No File Uploaded
Institutional Data in Prescribed Format (Data Template)	View File

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.

The undergraduate and postgraduate students at our institute are exposed to various departments of the parent hospital like OPD, wards, critical care setting, oncology, and all super-specialty units. 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), Blood Stream 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. 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.

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	https://mksssbtine.ac.in/wp-content/uploads/2024/01/8.3-any-other-Quality-care-practices-photo.pdf
Any other relevant information	Nil

8.1.4 - Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
71	49

File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View File
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View File
Any other relevant information	No File Uploaded
Institutional Data in Prescribed Format (Data Template)	View File

8.1.5 - Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency? NABH Accreditation of the teaching hospital NABL Accreditation of the laboratories ISO Certification of the departments / divisions Other Recognized Accreditation / Certifications

C. Any 2 of the above

File Description	Documents
e-copies of Certificate/s of Accreditations	View File
Any other relevant documents	No File Uploaded
Institutional Data in Prescribed Format (Data Template)	View File

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 year.

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.

Library Reference:

The PG students at other institutes utilize the library facilities also for referring the literature. (Journals, textbooks, dissertations, theses, rare books, etc.). 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 Nursing Colleges Through city branch of Student Nurses Association and Trained Nurses Association for organizing and conducting sports and cultural activities. Our institute has hosted TNAI/SNA cultural and sports programs at our playground and the institute's multipurpose hall. Our institute is used annually as the examination centre and CAP centre, practical examination centre by Maharashtra University of Health Sciences, Nashik and Maharashtra State Nursing and Paramedical Board, Mumbai.

File Description	Documents
List of facilities used by other Institutions	https://mksssbtine.ac.in/wp-content/uploads/2024/01/8.6-facility-utilization.pdf
List of Institutions utilizing facilities in the College	https://mksssbtine.ac.in/wp-content/uploads/2024/01/8.6-facility-utilization.pdf
Any other relevant information	https://mksssbtine.ac.in/wp-content/uploads/2024/01/8.6-addional-photo-and-letters.pdf

8.1.7 - College undertakes community oriented activities.

Community health programs connect students to the local community which sensitizes students to the local health needs of the community. Our students survey the community, home visit, give referral services, understand the felt needs of the community and plan the activities.

Community surveys:

The students conduct house-to-house surveys after mapping the community and numbering the houses in their assigned community

area.

Home visit:

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 at our institute visit the schools in the local community as a part of their field visits. Our faculty and students conduct various activities for school health. Most of the topics like importance of physical activity, sound mind, personal hygiene, prevention of communicable diseases, healthy eating, dental care, respiratory ailments, and health awareness, are covered in school health 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. 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.

Health Days: The institute celebrates all health days and organizes various competitions.

File Description	Documents
Geo-tagging / Photographs of events / activities	https://mksssbtine.ac.in/wp-content/uploads/2024/01/8.7-community-activity-photo.pdf
Any other relevant document	Nil

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 year. (Memberships included in 1.1.2 should not be included)

2

File Description	Documents
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 File
Any other relevant information	No File Uploaded