SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

HOLY SPIRIT INSTITUTE OF NURSING EDUCATION

HOLY SPIRIT INSTITUTE OF NURSING EDUCATION HOLY SPIRIT HOSPITAL
MAHAKALI CAVES ROAD ANDHERI EAST
400093
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The **Holy Spirit Institute of Nursing Education** (HSINE) in Andheri East, Mumbai, is a minority institution that was established in 1997 by the Missionary Sisters Servants of the Holy Spirit. The founding mission was to address the problem of female unemployment and empower young women to become committed, disciplined, competent, skilled, and compassionate healthcare workers. "Service in Love," our motto, encapsulates our philosophy.

Since its founding, HSINE has grown to offer B.Sc. Nursing (2005) and P.B.B.Sc. Nursing (2015) programs in addition to its initial School of Nursing with a Diploma in General Nursing and Midwifery. Affiliated to Maharashtra University of Health Sciences in Nashik and recognised by the Indian Nursing Council and Maharashtra Nursing Council. The curriculum of the institute places a strong emphasis on community involvement, supervised clinical practice, classroom instruction, and the formation of fundamental healthcare ideals.

Operating under the auspices of the **Holy Spirit Hospital**, a charitable trust established in 1967, HSINE benefits from its parent institution's rich legacy and expertise. The Holy Spirit Hospital spans an 11-and-a-half-acre paradise of health in Mumbai and is renowned for its multi-specialty tertiary care services, NABH accreditation, and nursing excellence. With 300 beds, the hospital serves as an invaluable resource for HSINE students, providing hands-on training and practical experience in healthcare delivery. The hospital's facilities, including supportive, experienced faculty, create a collaborative environment that enhances the educational and professional development of nursing students.

The organization promotes growth, hope, and high-quality education. It has advanced significantly and built a name for itself in Maharashtra's academic nursing arena. Motivating young people, the legacy has endured since 1997.

Vision

Envision to form and empower women nurse leaders with integrity, competence, and compassion to serve society and be upfront in healthcare.

Mission

We strive for a culture of excellence by fostering value-driven education, stimulating learning experiences, and preparing future leaders to pursue their full potential in education, research, and service.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary leadership and participative management.
- Supportive management for moulding future nursing leaders.
- Disciplined, value-driven integral development of students.
- The academic and administrative processes are guided by well-defined policies and ttransparent.
- Robust clinical training in a 300-bed NABH-accreted parent hospital within the campus.
- Lush Greenery - healing oasis campus.
- Management and faculty commitment to uphold quality.
- Decentralization style of management functioning.
- Sufficient number of loyal and competent faculty.
- Faculties organize and participate in wide-ranging activities for professional development.
- Faculties use ICT-enabled tools for an effective teaching.
- Healthy community engagement through initiatives and outreach programs.
- Stress-free learning and education through financial aid and scholarships.
- Student-centred quality education and support system.
- Student-centric methods are used to enhance learning experiences.
- Students and teachers have a friendly working and learning environment.
- Multicultural integration, inclusiveness and communal harmony are built in a diverse student community.
- Advanced infrastructure with state-of-the-art simulation labs.
- Free accommodation with comprehensive hostel facilities

Institutional Weakness

- There is less chance for representation at university academic bodies.
- Limited research resources and initiatives as the institution is private and unaided.
- Limited recognition and awards.
- Lacking institutional visibility.

Institutional Opportunity

- National and international collaboration with reputed institutions for student and faculty exchange programs, collaborative research, and global healthcare initiatives.
- Introduction of Professional Certification Programs and skill-based courses.
- Depute compassionate, committed, and competent individuals for M.Sc. (N) or Ph.D.
- Centre of PG courses.

Institutional Challenge

- Style of admission process and filling the sanctioned seat in the management quota.
- Gen Z aptitude, attitude, and motive towards choosing the profession
- Obtaining permission for rural postings.
- Faculty Turnover
- Execution in Collaboration with Foreign Institutions
- Faculty research productivity.
- Mushrooming of colleges.

1.3 CRITERIA WISE SUMMARY

Nursing Part

- From its physical facilities to its academic resources and support services, HSINE places a high value on creating an environment that provides a safe space for students to learn and strengthen vital abilities in both basic and advanced nursing processes.

- As simulation labs and clinical skills are essential, the institute offers ten labs that mimic real-world clinical settings, allowing students to practice under supervision before encountering actual patient care settings.

- For other college students, the institution acts as a shared administrative and educational resource.

- Faculty members serve as editors, Ph.D. student guides, and inspectors at MUHS.

- The parent hospital, is accredited by NABH and has an accreditation for nursing excellence.

- Prioritizes patient care and quality services, maintains strict adherence to policies, standards, and a quality manual, and places a specific emphasis on patient safety. Through our infection control team, students truly benefit by acquiring new skills, self-assurance, and the ability to update on quality.

- As per hospital policy, all staff and students receive free medical care, a free stay, and a prophylactic immunization against Hepatitis B.

- Adhering to its motto "Service in Love," its community health centre provides care that is affordable and easily available to worthy members of society. Through a range of programs and camps geared toward promoting health and community empowerment, the students develop a connection to care.

- We uphold moral, ethical, and humanistic principles throughout their lives, as these could potentially aid in their advancement in the workplace.

Curricular Aspects

- The Institute embraces the competency-based, dynamic curriculum developed by the INC and MUHS, which update the curriculum periodically as per the changing needs of society.

- The vision of the institute is focused on empowering women leaders to serve society and be upfront in healthcare by striving for excellence in nursing.

- Effective curriculum delivery is ensured through a well-planned and documented process, i.e., IQAC and Curriculum Committee Meetings, Academic Calendar, Well-Planned Course Plan and Unit Plan, Staff and Class Coordinators' Meetings, ICT-enabled Classrooms, Faculty Development Programs, Formative and Summative Assessment, Curriculum Enrichment Programs, and incorporating the credit system and semester system.

- The institution works hard to keep the university's regulations and curriculum focused, with 19% of interdisciplinary programs, while integrating cross-cutting issues relevant and appropriate to the curriculum.

- The institute conducts yoga and soft skill training to enrich physical and mental well-being and a self-defence workshop to empower the students.

- 39% of subject-related add-on courses on BLS, HIV/AIDS, infection control, and women's health were provided.

- Three value-added courses have been implemented.

- Experiential learning through exposure to clinical settings in parent and affiliated hospitals forms the basis for student nurse preparation.

- 100% of students have undertaken field visits, which prepare them to address preventive and promotional services at the community level.

- We promote and uphold values and impart essential ethical and moral values while also motivating and inspiring students to incorporate these values into their nursing practice.

- Feedback is obtained from various stakeholders, analysed, discussed, and necessary actions taken.

Teaching-learning and Evaluation

- The college adheres to norms and rules for admission of students to UG programs as per INC, DMER, and MUHS.

- The other state students are enrolled under the management/institutional quota.

- Eleven of the twenty permanent faculty members are postgraduates. A student-teacher ratio of 10:1 is maintained.

- The faculty members design the academic plan, master rotation plan, clinical rotations, and method of teaching and evaluation process in order to achieve the course outcome. Student-centric, student-friendly, innovative, and evidence-based teaching and learning strikes a balance between the style of instruction and student participation and interaction.

- To guarantee that students gain, a variety of instructional techniques, evaluation techniques, and extracurricular activities are combined.

- Multimedia materials, interactive debates, field trips, panel discussions, and other interesting teaching strategies are used to supplement lectures.

- Remedial tutoring and individualized help are given to those who need it most. While advanced learners are given options for enrichment, such as working as student instructors and taking part in CNEs, slow learners constantly undergo remedial methods.

- The clinical skills are sharpened through bedside clinics, simulations, OSCE, competency checklists, etc.

- Various ICT-enabled tools are used for teaching and learning.

- The 300-bed parent hospital, HSH, provides clinical exposure to the students.

- A student-mentor ratio of 10:1 is maintained.

- Every student is assigned a mentor through a mentorship program.
- A transparent, ongoing review is carried out in accordance with the academic calendar.
- PTA meetings are held twice a year.

- 100% of final-year students graduate with conviction, skill, and empathy.

Research, Innovations and Extension

- The institution promotes a research culture among the faculty and students through various activities conducted at HSINE.
- There are two full-time faculty with Ph.D.s and two who have registered.
- One faculty member is a recognised observer for pre-Ph.D. viva at MUHS, P.D. Hinduja.
- The PG faculty have a research project in their hands as principals or co-investigators.
- The institute's Institutional Research Committee (IRC) comprises faculty from various nursing departments and HSH that review research proposals and manuscripts.
- The institute takes the initiative to equip faculty and students with research updates by conducting research-related seminars, workshops, and conferences.
- The students conduct group research studies with the help of faculty.
- The faculty published papers in various national and international journals and published books with ISBNs.
- 100% of the students and the NSS cell participate in community extension and outreach activities through educational initiatives, health awareness campaigns, and community development projects, showing institutional responsibility for the neighbourhood communities, which helps to sensitise the students to social issues.
- The SNA unit ensures that the overall personal and professional development occurs through participation in various competitions at the state and national levels.

- Hands-on approach; students make creative hands-on audio-visual (AV) aids.
- HOSINE: A magazine dedicated to celebrating the diverse talents, achievements, and stories within our academic community.
- 'Herbal Garden and Manure Pits' initiatives exemplify our commitment to innovation, sustainability, and societal impact.
- The institute has signed a number of MOUs for clinical and internship training.

Infrastructure and Learning Resources

- The institute is endowed in terms of physical infrastructure as per INC norms.
- It occupies an area of 1666 square meters, and the campus area is 11 acres.
- The nine spacious and comfortable classrooms are well ventilated and adequately lit with built-in black boards, ergonomically designed benches, CCTV cameras, and ICT facilities.
- It has an air-conditioned conference hall, a seminar hall, and a 350-capacity acoustic auditorium for organizing curricular and extracurricular activities. Along with a counselling room, a Zen zone, a wellness corner, and a room for guest lecturers.
- There are nine labs well equipped with simulation models and learning materials.
- It has well-equipped computer labs with 30 computers, printers, and facilities for uninterrupted power supply.
- HSINE adopted the E-Granthalaya 3.0 software. It has access to 3351 physical books, 76 printed journals, magazines, bulletins, 132 e-books, 10 e-journals, Clinical Keys, SWAYAM, and other databases as learning resources.
- College premises are equipped with Wi-Fi connectivity for easy access to digital resources.
- There is a provision of clean drinking water, a crèche, staff quarters, and a parking facility.
- The parent hospital of the institute is a NABH and nursing excellence-accredited multi-specialty hospital with 300 beds that use the latest technologies in the diagnosis and treatment of patients, a homeopathy clinic, and a community health centre where students have the best clinical exposure.
- Has a lush green oasis with an herbal garden, biogas plant, vermiculture, and STP.
- Has an expansive open area for extramural activities and sports.
- The hostel accommodation is totally free.

Student Support and Progression

- HSINE, with the vision of upholding women, embraces students from various socio-economic backgrounds in nursing.
- 54.4% of students were benefited by various scholarships and financial assistance in the last year.
- The institute conducted many sessions on soft skills, self-defence, yoga, human values, personality, and professional development to enhance their capabilities.
- The career guidance cell arranges sessions for outgoing batches.
- Conducts campus placement every year, and the majority of the outgoing students are placed in HSH.
- The counselling committee provides guidance for required students and directs them to qualified counsellors in need.
- The SNA carries out educational, cultural, and social activities and competitions that enhance their all-round development.

- The students have secured prizes in the cultural and sports activities at regional and state levels.
- 'HOSINE' magazine a prospect to unveil their talents in art and literature.
- The internal compliance committee deals with incidents of sexual harassment, if any, and the grievance redressal committee addresses the grievances of students and staff as per the guidelines.
- In the OET, IELTS, and NCLEX-RN competitive exams, students participate, and 97.14% have passed in the last five years.
- The Alumni Association of the Institute, initiated in the year 2019, supports as Alumni-Student Mentor Zone, Annual Reunion, Recognition, Financial Support Initiatives, and Experts for Conferences, Workshops, and Seminars.
- Many alumni have progressed to higher education, such as a M.Sc. (N), a Ph.D. (N), or in specific fields of nursing.

Governance, Leadership and Management

- The passionate and progressive dream of visionary and transformational leadership of the pioneers has enabled HSINE to be guided by a well-defined vision, mission, core values, and motto.
- It adopts a decentralized and participative management system.
- The well-formulated strategic plan is effectively deployed with the active involvement of management, IQAC, and various other committees to enhance productivity and maintain consistency.
- E-governance has been implemented in administration, finance and accounts, academic planning, student admission and support, and examination.
- Has staff welfare measures such as subsidiary mess; medical benefits for the staff and their dependents; medical insurance; maternity benefits; casual leave; free crèche facilities; financial well-being support; staff quarters; room facilities; free accommodation; and transport facilities, provident fund, gratuity benefits, etc.
- Annual get-togethers for picnics, celebrations of festivals, a talent fest, farewell functions, and birthdays are other welfare measures.
- "Best Teacher Award" annually for faculty and the "Best Outgoing" and "Best Student Nurse" awards for outgoing batches.
- Leave and financial support for attending and presenting at conferences and examinations are granted.
- A clear performance appraisal with a 7–10% increment every year is available.
- The funds are mobilized effectively for students' curricular and co-curricular activities, staff developmental activities, learning resources, and infrastructure augmentation.
- Regular internal and external financial audits are conducted.
- The IQAC was established in 2019 and is fully functional. It conducts regular meetings and monitors the implementation of quality processes through regular meetings, feedback, and organizing workshops, seminars, FDPs, administrative training, etc. for staff every year.

Institutional Values and Best Practices

- Respects and values initiatives promoting gender equity and women's empowerment by addressing the unique needs of women.
- Admissions of students from diverse backgrounds.
- The students are counselled as per their needs.
- Display of (anti-ragging) helpline numbers for students' access in any emergency.
- Employees are given healthcare coverage, maternal leave, and flexible work arrangements.

- Provides breastfeeding breaks and supports working parents with on-site childcare services.
- Unification of "LEAPS" into the curriculum is our institutional distinctiveness.
- The best practices "Pulse PAL" and "Skill Up" facilitate collaborative learning experiences and provide essential skills.
- Organizes several awareness sessions on ethics and values, self-defence, mindfulness, blood donation, plastic ban, and cleanliness drives.
- Emergency drills are conducted to prepare students and staff for emergencies.
- Promotes harmony and inclusiveness regardless of diversities.
- Has a clearly stated code of conduct for all stakeholders.
- The SNA committee monitors SNA activities and discipline.
- Warden and female security services in the institute and hostel (24x7).
- Visitors and timings for entry and exit into hostels are monitored by the respective wardens.
- The campus is under CCTV surveillance (24x7).
- Separate washrooms and changing rooms for males and females.
- Supervisory rounds by the authority and security officers are carried out.
- The campus is disabled-friendly, with ramps, lifts, washrooms, display boards, and signposts.
- Has a lush green oasis and an herbal garden as a green initiative.
- Rainwater harvesting, solar energy, biogas plants, and LED usage on campus.
- Has facilities for the management of degradable and non-degradable wastes.
- Has a sewage treatment plant that is reused for gardening, irrigation, and toilet flushing.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HOLY SPIRIT INSTITUTE OF NURSING EDUCATION
Address	Holy Spirit Institute Of Nursing Education Holy Spirit Hospital Mahakali Caves Road Andheri East
City	Mumbai
State	Maharashtra
Pin	400093
Website	www.holyspiritcollegeofnursing.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Lalitha Rosali	022-28242774	9222283962	-	holyspiritcon@gmail.com
IQAC / CIQA coordinator	Supriya Mane	022-28248500	9022077220	-	manesupriya43@gmail.com

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

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	Yes minority certificate.pdf
If Yes, Specify minority status	
Religious	YES
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	01-01-2005

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Maharashtra University of Health Sciences	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	**Recognition/Approval details Instit ution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
INC	View Document	12-07-2023	12	Renewal of the recognition takes place before every academic year

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Holy Spirit Institute Of Nursing Education Holy Spirit Hospital Mahakali Caves Road Andheri East	Urban	10.52	1666.31

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BSc Nursing,Bsc Nursing,	48	HSC	English,Hindi,Marathi	30	26
UG	BSc Nursing,Pbbsc Nursing,	24	General Nursing and Midwifery	English,Hindi,Marathi	20	12

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				2				0			
Recruited	0	3	0	3	0	2	0	2	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				2				0			
Recruited	0	3	0	3	0	2	0	2	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				7				0			
Recruited	0	3	0	3	0	7	0	7	0	0	0	0
Yet to Recruit	1				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				8				0			
Recruited	0	3	0	3	0	8	0	8	0	0	0	0
Yet to Recruit	1				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				11
Recruited	4	7	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	6	9	0	15
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	1	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	2	0	0	1	0	0	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	3	0	0	3	0	0	0	0	6
UG	0	0	0	0	6	0	0	0	0	6

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	7	0	8
Number of Emeritus Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	38	0	0	0	38
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	42	39	49	40
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		42	39	49	40

General Facilities
Campus Type: Holy Spirit Institute Of Nursing Education Holy Spirit Hospital Mahakali Caves Road

Andheri East

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**Yes**
• Cafeteria	**Yes**
• **Health Centre**	
* First aid facility	**Yes**
* Outpatient facility	**Yes**
* Inpatient facility	**Yes**
* Ambulance facility	**Yes**
* Emergency care facility	**Yes**
• **Health centre staff**	
* Qualified Doctor (Full time)	**106**
* Qualified Doctor (Part time)	**156**
* Qualified Nurse (Full time)	**340**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**No**
• Transport facilities to cater to the needs of the students and staff	**Yes**
• Facilities for persons with disabilities	**Yes**
• Animal house	**No**
• Power house	**Yes**
• Fire safety measures	**Yes**
• Waste management facility, particularly bio-hazardous waste	**Yes**
• Potable water and water treatment	**Yes**
• Renewable / Alternative sources of energy	**Yes**
• Any other facility	**Parking,Creche**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	0	0
* Girls's hostel	1	87
* Overseas students hostel	0	0
* Hostel for interns	1	0
* PG Hostel	1	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	HSINE foresees preparedness for national educational policy and incorporates a comprehensive strategy that addresses physical, psychological, mental, and spiritual health through multidisciplinary and interdisciplinary courses. Emphasizing value education fosters ethical behavior and moral integrity, which are essential for psychological and spiritual well-being. Programs on motivation and confidence building enhance mental resilience and self-esteem, crucial for tackling life's challenges. Memory improvement initiatives support cognitive health, promoting better learning outcomes and mental agility. Courses on healing with change aid students in developing adaptability, crucial for psychological stability in a rapidly changing world. Women's empowerment education ensures gender equality, bolstering psychological and social health. Digital literacy courses equip students with essential skills while promoting responsible and safe digital behaviors. Fire safety and infection control training are vital for maintaining a physically safe environment and safeguarding students' physical health. Biomedical waste management education promotes environmental responsibility and physical health. Comprehensive sex education is essential for informed, healthy decisions, contributing to physical and mental well-being. Lastly, incorporating spiritual education helps students find purpose and inner peace, enhancing their overall mental and spiritual health. Together, these courses create a robust framework for fostering well-rounded, healthy, and

	socially responsible individuals.
2. Academic bank of credits (ABC):	In the academic year 2021–22, a ground-breaking curriculum transformation swept through the nursing education system, introducing the Credit Grade Point Average (CGPA) system. This innovative approach assigns credits to each subject, meticulously calculated based on hours spent in theoretical instruction, clinical practice, and laboratory work. The curriculum now boasts a blend of elective and mandatory modules, each contributing to the credit tally every student must achieve, as the credit system fosters a collaborative and supportive learning environment. Students navigate their educational journey with newfound flexibility and focus. Meanwhile, faculty members are invigorated by the requirement to earn 5 credits annually, culminating in 25 credits over five years, essential for renewing their licensure registration. This mandate ensures educators remain at the forefront of nursing advancements, continually updating their knowledge and skills. Further elevating the academic experience, the institution has proudly registered as a local chapter for SWAYAM. Both students and faculty have eagerly enrolled, diving into a wealth of courses that broaden their horizons and enrich their professional expertise. This forward-thinking curriculum not only redefines nursing education but also prepares a new generation of compassionate, knowledgeable, and resilient healthcare professionals.
3. Skill development:	HSINE has revolutionized skill development in nursing education by integrating comprehensive skill demonstrations through simulation in state-of-the-art laboratories. These simulations are designed to enhance clinical proficiency and decision-making abilities in realistic healthcare scenarios. Concurrently, the curriculum emphasizes cognitive skills, empowering students to grasp complex medical concepts and apply critical thinking effectively. OSCE and scenario-based simulation help to develop students' confidence in clinical settings. In addition to clinical training, HSINE facilitates professional skills by providing platforms for students to take up research, exchange knowledge, and network. Student-led activities and "pulse pal" foster collaborative learning, leadership, teamwork, and innovative problem-solving among peers. Community activities and social outreaches

	further strengthen socio-emotional skills as students engage with diverse populations and develop empathy and cultural competence in healthcare settings. Recognizing the importance of digital literacy in modern healthcare, HSINE integrates digital skills training into its curriculum. Students learn to utilize electronic health records and telemedicine technologies, preparing them to navigate and utilize digital tools effectively in their professional practice. Through these initiatives, HSINE not only equips students with the practical and cognitive skills needed for clinical excellence but also fosters well-rounded professionals who are empathetic, culturally aware, and technologically adept. This holistic approach ensures that graduates are prepared to meet the challenges and opportunities of 21st-century healthcare with confidence and competence.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The appropriate integration of the Indian Knowledge System at our institution is guided by a commitment to inclusivity, cultural diversity, and the preservation of indigenous knowledge. We prioritize teaching in Indian languages and immerse students in the rich tapestry of Indian culture through innovative online courses. Embracing linguistic diversity, our library curates a collection of diverse literature and academic resources in Hindi and Marathi, ensuring accessibility and promoting deeper engagement with regional knowledge. To foster a spirit of unity and respect, students recite the constitutional pledge daily, affirming our dedication to upholding India's democratic values and principles. Additionally, our campus proudly displays symbols of all religions, reflecting our commitment to religious harmony and understanding. Throughout the academic year, we celebrate Indian festivals and commemorative days, providing students with opportunities to experience and learn from various cultural traditions. These celebrations serve as occasions for cultural exchange and mutual learning, enriching our educational environment with vibrant festivities and meaningful rituals. Integrating these elements into our educational framework honors India's rich heritage and fosters a nurturing environment where students thrive academically, culturally, and socially. This holistic approach prepares students to embrace diversity, engage critically with Indian knowledge

	systems, and contribute positively to society as empathetic and culturally aware individuals.
5. Focus on Outcome based education (OBE):	Outcome-based education (OBE) lies at the heart of our educational approach, ensuring that every aspect of our curriculum is designed to achieve clear and measurable outcomes. Course outcomes specify the knowledge, skills, and attitudes students are expected to demonstrate upon completing each course. These outcomes are aligned with program outcomes, which outline broader competencies that students acquire by the time they graduate. Our student-centric activities are meticulously crafted to facilitate these outcomes, fostering active learning and critical thinking among students. Continuing Nursing Education (CNE) and faculty development programs keep our faculty and staff abreast of the latest advancements in nursing practice and education. Concurrently, workshops are tailored to enhance teaching effectiveness. Through innovative pedagogical techniques and technology integration, we empower our educators to create engaging and impactful learning experiences. We achieve excellent results, preparing graduates with essential skills and knowledge to excel in their careers and meet future healthcare challenges effectively.
6. Distance education/online education:	Distance education and online learning have significantly enhanced educational accessibility, providing flexible avenues for students to pursue knowledge remotely. At our institution, we embrace this transformation by offering a diverse array of courses and elective modules through a hybrid teaching model. This approach seamlessly integrates online lectures with occasional in-person sessions or practical workshops, ensuring a comprehensive and engaging learning experience. Conferences and training programs are pivotal in enriching our online education platform, enabling students to interact with experts, exchange ideas, and deepen their understanding of their fields of study. Our institutional Learning Management System (LMS) serves as a centralized platform for accessing course materials, assignments, and collaborative projects, facilitating effective communication between students and instructors. To foster academic excellence, we maintain a robust question bank on our website, providing students with resources to practice and enhance their knowledge. Additionally,

our institution actively participates in SWAYAM courses, offering students access to high-quality online courses developed by esteemed educators and institutions nationwide. During the pandemic, our institution swiftly adapted to challenges by leveraging digital platforms such as Google Classroom, Zoom, and Microsoft Teams for teaching and learning. These tools facilitated uninterrupted delivery of lectures, interactive discussions, and virtual collaboration among students and faculty, ensuring continuity in education despite the global crisis.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	At present, we do not have a functional ELC club.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	A faculty was appointed as a coordinator but no major activities were undertaken.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Although HSINE does not have a formal Electoral Literacy Club (ELC), we actively engage in activities that promote civic participation and ethical voting practices. We conduct various activities to promote voter awareness and civic engagement. On Voter's Day, we organize events to highlight the importance of voting, including oath-taking, elocution contests, rangoli and board decoration, and informative video screenings. We also facilitate voter registration and explain the voting process, ensuring both students and staff have flexible timing to participate in elections and fostering a culture of democratic responsibility and engagement within our community.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	At present, students are learning about the importance of the voting process. In the future, the college plans to encourage students to engage in socially relevant activities that promote civic responsibility. By actively involving students in these initiatives, the college aims to foster a sense of civic duty and empower students to make meaningful contributions to their communities through informed and

	responsible citizenship.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Students are being emphasized through videos regarding the process of enrolling in voting.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
138	141	141	130	136
File Description			Document	
Institutional data in prescribed format(Data templ			[View Document](#)	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	46	37	36	42
File Description			Document	
Institutional data in prescribed format(Data templ			[View Document](#)	

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	39	49	40	42
File Description			Document	
Institutional data in prescribed format(Data templ			[View Document](#)	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	11	11	8

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
101.96	90.55	91.25	91.02	90.39

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institute has wholeheartedly embraced the competency-based dynamic curriculum developed by the INC and Maharashtra University of Health and science. It aligns with the prescribed standards of the regulatory authority and incorporates the credit system and semester system. With a strong commitment to our vision, mission, and institutional philosophy, our institution ensures the delivery of exceptional education with a focus on maintaining a high standard of quality. The Institution works hard to keep the university's regulations, and curriculum modification is maintained.

Curriculum Committee Meeting: The members of the curriculum committee meet every three months to assess the results and offer solutions for any obstacles that may be standing in the way of producing the best results.

Academic Calendar Events: By the university's schedule, the institute creates its academic calendar of events that promote smooth functioning.

Master Rotation Plan: The committee creates a master rotation plan for each batch, which is then sent to the appropriate coordinator for further discussion and, if necessary, modification.

Academic Plan: The class coordinator completes the course description, syllabus allocation, lesson plan preparation, and timetable planning.

Educational Visits: Flexible dates for educational visits for all the batches are planned at the beginning of the academic year.

Clinical Postings: As per the clinical rotation, the postings for the academic year are formulated, and teachers are assigned for better hands-on experience in parent and affiliated hospitals for supervision.

Lab: Laboratories are maintained and utilised well with students and teachers in charge. And inventory is taken monthly by the respective lab in charges.

Innovative and creative methods of teaching: such methods are encouraged and practised by the teachers, such as the Jigsaw Method, Mind Mapping, Group Discussions, brainstorming, etc. Feedback and evaluation are taken from the students to uphold quality.

Conferences/Workshops: All faculty members and students are encouraged to conduct and attend international, national, or state-level conferences, workshops, or webinars.

Health Days and International Days: Various Health Days and International Days are observed regularly through Health Talks, displays on Notice boards, Role plays, rallies, mime etc and detailed reports for the same is maintained.

Sports and Culture: For the holistic development of students, a significant emphasis is placed on sports and cultural activities. The college organizes a diverse array of cultural competitions and sports events to provide opportunities for students to showcase their talents and abilities.

Student Performance and Learning Outcomes: Programme outcomes, program-specific outcomes, and course outcomes are oriented to all the students, and the evaluation criteria are explained. The performances are calculated by the students based on OSCE, midterm examination, pre-final examination, and university marks. Percentages are calculated, and levels of outcomes are interpreted.

Student Satisfaction Survey: A student satisfaction survey is conducted once a year. Statistically, the results are evaluated and presented in terms of graphs.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for Minutes of the meeting of the college curriculum committee	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

1.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

1.2 Academic Flexibility

1.2.1

Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

Response: 36

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years

Response: 18

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 50

File Description	Document
Minutes of relevant Academic Council/BoS meetings	[View Document](#)
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.2.2

Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years

Response: 26

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	0	0	72	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Holy Spirit Institute of Nursing Education follows a curriculum as prescribed by the Indian Nursing Council that covers a wide range of cross-cutting issues relevant to gender, environment, sustainability, human values, health determinants, the right to health, emerging demographic issues, and Professional Ethics**.**

GENDER: Gender-related issues such as gender inequalities, women's health, and women's safety are addressed through guest lectures. International Women's Day is commemorated on March 8th every year. The Institution ensures the safety and dignity of female students through the committee on the prevention of sexual harassment and security, which functions round the clock.

ENVIRONMENT SUSTAINABILITY: Our institution prioritizes "Green Initiatives" and is dedicated to establishing a sustainable and eco-friendly campus. The institution actively engages in various activities to support this cause, including field visits, cleanliness drives as part of the Swatch Bharat Abhiyan, tree plantation campaigns (Go Green), plastic waste management initiatives (Plastic Ban Free India), medical health camps, blood donation drives, and rallies on different health days.

HUMAN VALUES: We promote and uphold values such as dignity, moral principles, justice, interpersonal connections, empathy, and professional excellence through various initiatives. These include conducting seminars to prevent ragging, participating in flood relief efforts, commemorating Constitution Day, reciting the preamble every day before class, displaying an interreligious/Interfaith board at the college entrance, coordinating a rally to raise awareness about a drug-free India, celebrating Human Rights Day, and offering guidance and counselling sessions for students in need.

HEALTH DETERMINANTS: Health determinants are well covered under community health nursing subjects, along with activities such as field trips, visits to waste treatment plants, etc**.** Health check-ups are conducted (free or concessional), and health records are maintained regularly for students from the first to the fourth year, utilizing the facilities of our parent hospital. Based on the students' reports, supplementary medications and vaccines are provided as necessary to ensure their well-being.

RIGHT TO HEALTH AND EMERGING DEMOGRAPHIC ISSUES:

As per the INC syllabus, under community health nursing, students are actively engaged in field trips to community areas to conduct surveys, conduct school health programs, and provide assistance to those in need. In a highly innovative manner, they offer health education, share information through exhibitions and role plays, and provide necessary healthcare guidance to individuals requiring support.

PROFESSIONAL ETHICS INTO THE CURRICULUM: To build a solid grounding in professional ethics, ethical issues, and decision-making models, students engage in a diverse range of educational activities such as national and international webinars, workshops, role-plays, and exhibitions on nursing theory. Moreover, an annual Lamp Lighting Ceremony is specially arranged for first-year B.Sc. (N) students. This ceremony holds great significance as it serves as a platform to impart essential ethical and moral values while also motivating and inspiring students to incorporate these values into their nursing practice.

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

1.3.2

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

Response: 3

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

Response: 3

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

1.3.3

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

Response: 28.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	58	107	33	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Attendance copy of the students enrolled for the course	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.3.4

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

Response: 62.73

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

Response: 138

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

1.4 Feedback System

1.4.1

Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from:

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Professionals**

Response: B. Any 4 of the above

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

1.4.2

Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:

Response: B. Feedback collected, analysed and action has been taken

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

Other Upload Files	
1	**View Document**

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

2.1.2

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

Response: 84.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	39	49	40	42

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

2.1.3

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

Response: 12.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	3	6	5

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

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: B. Any three of the above

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

2.2.2

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

Response: 13.8

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

2.2.3

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

Response:

HSINE makes sure that the teaching-learning environment has grown in a way that fosters a positive vibe among the students to achieve the desired learning outcomes, which include academic achievement, critical thinking, social concern, environmental consciousness, etc., just to witness the graduates excelling with commitment towards patient care and personal and professional life.

The following are some ways that the institution supports each student's growth and upholding of their intrinsic talents and aptitudes:

- **Student Nurses Association (SNA)**

Students from various batches serve as representatives in the formal organization known as SNA under the guidance of the adviser to organize and execute a range of extracurricular activities. To promote patriotism, students are encouraged to take part in National Day celebrations. They actively participate and organize the yearly sports and cultural meet, graduation day, talent show, and lamp lighting ceremony. They are active competitors at the regional, zonal, state, and university levels in sports and cultural events. Every academic year, general body meetings and SNA elections are held to foster a spirit of responsibility, leadership quality, and team building.

- **The National Service Scheme (NSS)**

NSS aims to involve students in nation-building and community service through programs on health, literacy, environmental conservation, and awareness campaigns. It instills social responsibility, leadership, and citizenship, fostering holistic development alongside academic pursuits. Participation in NSS often involves organizing community service projects, camps, rallies, and events to address local needs and challenges.

- **World Health Day**

To promote health and well-being in the communities and among the patients of the hospital, students actively organize various health days, rallies, oral polio drops, puppet shows, role plays, and rallies to raise awareness in the surrounding areas. In addition, students provide health talks on a variety of topics and adorn the hospital notice board, which enhances and inspires social consciousness in them.

- **HOSINE: College Magazine**

College magazines open the door to students' artistic abilities and inventiveness through drawings, poems, stories, scientific papers, and other works. A few alumni students also share their success stories to motivate the young ones.

- **Intercollegiate competition**

Such competition is an excellent means of encouraging cooperation, healthy competition, and the sharing of information and expertise among nursing students from other colleges.

- **Community Service**

There are options for students to engage in social services. Particularly in partnership with Holy Spirit Hospital Community Health Center, students are enabled for community engagements, which foster

education, advocacy, and skill development.

- **A traditional and spiritual forum**

Respect for tradition and spiritual wellbeing is promoted through various events such as lantern and Diya making, rangoli, crib making, candle making competitions, yearly retreats, trips, and welfare sessions to bring up values and a sense of belonging among the students towards society.

- **Administrative Excursions**

A combined visit to health care settings and hospitals in India, as well as historical monuments and places, benefits the students to fine-tuned administrative abilities and knowledge.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Appropriate documentary evidence	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

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

Response:

While adhering to the curriculum set by MUHS, the institution balances traditional classroom teaching and learning with more student participation and interaction to make learning more effective through student-centric, student-friendly, innovative, and evidence-based.

The faculty helps and hand-holds students to build practical, long-term skills by giving them a platform to explore on their own. To motivate pupils to learn more about the subject and develop a positive attitude towards it, the following instructional techniques are employed:

Experiential learning: Acquiring real-world experience fosters cooperation and communication with students, teachers, and patients while also boosting competence and confidence. Before entering the clinical setting, students hone their skills in laboratories. The learner receives evidence-based learning in actual workplaces through hospital-based learning. Students studied COVID-19 in a COVID ward during the COVID-19 pandemic. gaining practical experience through group presentations of therapeutic diets for various disease conditions

Integrated or interdisciplinary Learning: Students employ integrated learning strategies to enhance how they apply their knowledge to patient care and to build their capacity for integrative learning in the future. To improve learning, a variety of cross-disciplinary professionals exchange their knowledge.

Patient-centered and evidence-based instruction: Students work on case studies, nursing care plans, and clinical projects under the guidance of professors to develop their critical-thinking skills. To expand their knowledge, students also take part in the Journal Club.

Participatory learning: Faculty use methods such as brainstorming, quizzes, debates, group discussions, student teaching, monsoon games, model construction, symposiums, and presentations to enhance participatory learning. The institution organizes microteaching, seminars, group discussions, and symposiums to promote learning.

Industrial and field tours are organized to provide students with the opportunity to study things precisely in a real-time functioning setting through interactions and observing the working process and to get a glimpse of everything.

Problem-solving methodologies: Students are educated to perform surveys, family assessments, community mapping, and community diagnosis, and attend prenatal clinics in rural and urban community settings. It allows students to recognize and solve significant health problems using appropriate nursing treatments.

Self-directed learning: Assignments and self-assessment opportunities with quizzes stimulate and assist self-directed learning. Increase students' learning potential by providing references and resources. Students are given online tests and quizzes to help with self-directed learning.

Learning in the humanities: Students are taught about friendly behavior and social norms through clinical provisions in hospitals and associations, where they build relationships with patients and the general population, allowing them to grasp better and help people while also resolving their health issues. It assists students in learning how to deliver caring and compassionate nursing care.

Project-based learning: Undergraduates are encouraged to work on projects under the supervision and direction of their supervisors to improve their decisive reasoning, cognitive well-being, and reasoning abilities.

Simulation learning: Students are exposed to *role play, scenarios, OSCE, and web-based learning* that leads to better retention of information as well as enables them to educate the community about various notions and care for health and sickness.

File Description	Document
Link for learning environment facilities with geotagging	[View Document](#)
Link for any other relevant information	[View Document](#)

2.3.2

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

The Institution:

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

Response: B. Any three of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	[View Document](#)
Proof of patient simulators for simulation-based training	[View Document](#)
Proof of Establishment of Clinical Skill Laboratories	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photos of the Clinical Skills Laboratory	[View Document](#)
Details of training programs conducted and details of participants.	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.3

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

resources

Response:

The introduction of ICT into education, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), has allowed for unrestricted access to resources and information and is seen as a tremendous assistance for instructors that enables their ability to organize their lesson plans, create course materials, share resources, and offer guidance. As well as enhance the standard of student learning by encouraging students to engage in autonomous, active learning and helping them take ownership of their education.

ICT is a crucial part of education. That significantly impacts the learning process. It can help with comprehension of the information that supports clinical decision-making, promote the autonomy of the process of knowledge-seeking, and enhance the standard of the profession. The college has taken the following actions to deploy ICT:

- Smart boards, podiums, LCD projectors, overhead projectors, flannel board amenities in the classrooms, and e-learning materials to help the teaching and learning process.
- The teaching staff is knowledgeable about ICT and can integrate it into educational activities. They also encourage students to use ICT for learning.
- Our campus has Wi-Fi facilities that enable teaching members and students to stay current on knowledge. Wi-Fi businesses have long made it a top goal to provide the next generation with a better future. Thanks to technological advancements. It is now necessary to combine these technological advancements with teaching methods. Wi-Fi is available at two locations. Instructors and students both have free access to help with teaching and learning. To see the online educational courses that MUHS provides instructors and students.
- The college features a library and computer lab with internet connectivity, so students can access materials from a distance.
- The educators and learners employ a variety of ICTs, including computers for lectures and demonstrations and printed materials.
- Teachers created realistic patient scenarios and environments using ICT technologies in simulation-based learning. Enabling the student to acquire fundamental abilities, will increase their motivation and engagement.
- Teachers utilized Google Classroom, WhatsApp app, and Zoom meetings throughout COVID-19 with great success. Face-to-face instruction and online instruction are continuing to improve the teaching and learning abilities of the students and instructors. Students create videos on the subject matter and upload them for learning purposes.

Regularly students utilize computers and mobiles for e-learning, e. journals and e-book references, hence conducting research, acquiring data, and communicating with classmates. This not only allows for communication but also allows for independent study. ICT is viewed as a tool for rapid and simple information access, enhancing the learning process, and helping nurses make decisions based on scientific evidence. The promotion of continuity of care and support for persons with chronic conditions also depends on effective communication between nurses and patients as well as between medical experts. In conclusion, nursing students see ICT as a vital tool for research and communication, both in academic settings (such as theoretical and practical classes) and in the context of healthcare organizations.

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

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 13.8

2.3.4.1 Total number of mentors in the preceding academic year

Response: 10

File Description	Document
Log Book of mentor	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular pertaining the details of mentor and their allotted mentees	[View Document](#)
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other information	[View Document](#)

2.3.5

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

Response:

The concept of individual creativity is one of the demands of today's society that enables nursing students to prepare for their future professional jobs. The innovation process is the heart of an innovation system. Innovations can't just happen. A process makes sure that ideas are found and successfully developed into products with the utmost efficacy and efficiency.

"The sharpest mind is a young mind." It acts and learns quickly. The current educational system emphasizes texts and memorization, but as these young geniuses who chose an alternative path have demonstrated, times are changing. Technology and concepts rather than books and words have been chosen.

At Holy Spirit Institute of Nursing Education, we are entirely committed to bringing up fresh, creative initiatives that will assist the college and the students in all facets of the curriculum related to learning. Projects are the backbone or motivating factors of learning. Hence, the students at our institution actively support the timely completion of projects. Similar to last year, we are putting these ideas into practice this academic year, and the initiatives are currently underway.

The Observational Structured Clinical Examination (OSCE) is an instructional and evaluative instrument. Faculty employ various clinical tools such as case studies, case presentations, drug studies, drug presentations, nursing care plans, nursing rounds, and bedside rounds to assist students in recognizing patient issues, understanding the rationale, and applying personalized nursing approaches to deliver care. Additionally, faculty utilize manikins and simulation teaching to equip students with the skills necessary to navigate real-life situations. Manikin-assisted training, "Hands-on Workshop," is being organized for clinical skills and cardiopulmonary resuscitation.

Nursing students have made contributions to numerous advances within the nursing profession. These inventions frequently seek to develop A.V. aids, improve patient care, and increase communication process efficiency. The few areas where nursing students have made innovative contributions are: types of motion, laboratory tests, electromagnetic spectrum, needle incinerators, crash cart models, 3D models, animation videos, subject-related questionnaire books, **concept mapping,** etc.

 In community health initiatives, educators inspire students to think outside the box and approach problems from multiple perspectives. **In-service education, health promotion campaigns, and tests for various medical disorders allow them** to develop ground-breaking ideas with the help of role plays, street play, health education, surveys, etc.

Students are also asked to prepare informative booklets to provide comprehensive learning materials, stimulating their curiosity and fostering a thirst for knowledge. Examples include comprehensive abortion care, a new regimen for tuberculosis, and community health nursing apps.

 Institutions have also integrated project-based learning into the community to encourage creativity and analytical thinking as part of the **disaster management cycle. Conferences and worship were conducted to enhance learning and for 4th year Basic B.Sc. Nursing, we conducted an inter-college Nursing Theory exhibition. Excellent innovative learning results were obtained through exhibiting.** Students receive hands-on patient care in diverse settings, enabling them to distinguish between different protocols and procedures and facilitating their adjustment to various environments.

Hence, to conclude, the institution utilizes a range of approaches in both theoretical instruction and clinical practice to foster creativity, critical analysis, and innovation across the curriculum.

File Description	Document
Link for appropriate documentary evidence	[View Document](#)
Link for any other relevant information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 51.58

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

2.4.2

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

Response: 8.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the the university	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

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

Response: 5.5

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

Response: 55

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated Experience certificate duly certified by the Head of the insitution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.4

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

Response: 78.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	11	10	0

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

2.4.5

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

Response: 5.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	2	0	3

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-Copies of award letters (scanned or soft copy) for achievements	[View Document](#)
Any additional information	[View Document](#)
Link to additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Preparation of academic calendar-

The planning of the academic calendar begins in the preceding year. All class coordinators are given a preliminary blueprint. After thorough discussion, the academic schedule is displayed for faculty and students. The teaching-learning timetable will be set by the academic calendar. Heads of departments and class coordinators are responsible for adhering to the academic calendar and creating examination schedules appropriately. The Principal and the Coordinator address examination and internal assessment-related topics on the day of orientation. The principal holds meetings to ensure that the Class Coordinators follow the academic timetable. Faculty must plan their syllabus completion, and assignment completion, and aim to complete the internal evaluation. The academic calendar is subsequently determined by examining the previous year's SWOT.

Continuous internal assessment -

Regular staff meetings are held to examine the evaluation process and to take initiatives to make it more demanding and imaginative. One of the project plans is to develop an internal assessment system. The class is handed tests on time. Allowing students to learn through group projects, seminars, practical sessions, and OSCEs adds to the student-centered, experiential approach. Simulated learning is provided by this. Class coordinators keep track of advanced and slow learners' development to improve academic performance. Based on the criteria supplied, the class organizers build a study regimen for them. Instructors constantly go above and beyond to assist students in learning and gain confidence, no matter what class they teach or oversee.

Formative evaluation

Theoretically and practically, formative evaluation is done using specified criteria (a blueprint) created by departments (subject coordinators). On the student notice board, notifications regarding the exams will be displayed. These examinations are carried out as per the master rotation plan. In exceptional conditions, flexibility is given to the class coordinators to reschedule the examinations after the approval of the principal. Exams are conducted systematically, and students will be informed of their exam results. Faculty members first consider the framework of the university before designing institutional test papers. As they evaluate the papers, faculty members make sure that students get fair grades. Within fifteen days after the exam's completion, the students are notified of the results. To discuss their children's performance in the examination and attendance, parents and teachers meet to review the outcomes of each exam. The test results are also sent to the appropriate mentors so they may assist their mentees in training. To ensure openness, the students are permitted to review their internal evaluation scores after the academic year before signing. The Principal and Head of Department of each department will then give their approval to the final marks statement. Every time possible, the external examiners' oral comments were collected.

Summative evaluation

Summative evaluation is carried out based on the guidelines of the MUHS, Maharashtra and the results

will be announced by the University institutional login portal.

File Description	Document
Link for dates of conduct of internal assessment examinations	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for academic calendar	[View Document](#)

2.5.2

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

Response:

Examinations are critical milestones in any educational system, serving as a means to evaluate the knowledge and skills acquired by students. However, it is not uncommon for grievances to arise in the examination process, ranging from issues with question papers to discrepancies in evaluation. To ensure fairness and maintain the integrity of the examination system, it is imperative to have a mechanism in place that addresses these grievances transparently, within a defined timeframe, and efficiently.

Internal examination

At the start of each academic year, class coordinators provide students with guidance on the procedure for addressing grievances. Feedback regarding the examination process is collected by subject coordinators directly from students. Grievances concerning internal examinations, including both theory and practical, are addressed by the subject coordinator and class coordinators. Students have the option to reach out to their class coordinator, mentor, or Principal to ensure transparency and timely resolution of any issues.

Each department's faculties conducts internal assessments of individual students, employing both

formative and summative evaluation methods. Assessment criteria include internal examinations, assignments, and projects, in addition to end-term exams. Evaluation is based on the student's performance, with personalized feedback provided through written remarks and verbal suggestions. Timely maintenance of Excel sheets ensures prompt and accurate recording of marks, while discussion of answer papers and immediate clarification of doubts are integral. Students sign on internal assessments before submission to the University via the examination portal. Faculties are allotted a maximum of 1 week for corrections.

Students are notified of re-examinations sufficiently ahead of time, allowing them ample preparation. They receive guidance on managing their time effectively, enhancing their presentation and organizational skills in answering questions and identifying crucial topics from the syllabus. Additionally, tips for enhancing memory retention are offered.

University examination

At the request of students, the institute implements actions to address grievances related to university examinations. With payment of the necessary university fees, students gain access to options for reassessment, retrieval of their answer scripts, and confirmation of their overall marks. Preceding these procedures, the head of the department offers guidance to students. Any uncertainties regarding examinations are clarified by either the head of the department, pertinent instructors, or the principal. Grievances concerning examinations are managed by the Examination board. The university ensures the punctual administration of examinations and the prompt release of results, with the timetable being disclosed a minimum of 40 days prior and results being published within 45 days. College initiatives encompass the display of a code of conduct, the provision of a suggestion box for examination-related complaints, and the formulation of comprehensive plans for examinations and review sessions well in advance. Guidance, counseling, discussions on question papers with answer keys, and handling disciplinary issues such as misconduct and absenteeism are within the purview of the Disciplinary Committee. These meticulously designed policies, protocols, and procedures, coupled with consistent feedback, ongoing communication, and formative assessment, contribute significantly to mitigating and effectively addressing examination-related grievances.

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

2.5.3

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

Response:

Internal examination reforms are pivotal in shaping the educational landscape, fostering a more holistic approach to student assessment and learning outcomes. These reforms aim to move away from traditional, rote-based assessments towards a system that values critical thinking, creativity, and practical application of knowledge. By integrating various assessment methods such as project work, presentations, and continuous evaluation alongside traditional exams, students are encouraged to develop a deeper understanding of subjects rather than simply memorizing facts. Internal examination reforms aim to reduce the stress and pressure associated with high-stakes exams, fostering a healthier learning environment. These reforms enhance education quality and better prepare students for challenges beyond the classroom in an ever-evolving world.

The faculty endeavors to equip students with proficiency in both theoretical knowledge and clinical skills. Internal assessment adheres to a formative continuous assessment approach, facilitating enhanced student performance and offering avenues for improvement. The institute abides by university guidelines to ascertain internal marks for each student across all subjects.

Theory internal exam marks are determined by combining scores from Midterm and pre-final tests administered by the College. Small assessments are conducted for each subject to aid exam preparation and aren't considered in the internal evaluation because of regulations set by the University. Internal assessment extends beyond tests to include evaluations of journals, seminars, projects, and presentations.Clinical internal assessment evaluates students' performance based on the care they deliver in each clinical area. Students are assigned to different areas according to curriculum requirements, with various assignments scheduled throughout the academic year.

The institute endeavor to schedule assignments in a manner that minimizes stress and overload on students. Faculty members ensure students receive sufficient exposure and time to fulfill their assignment requirements.

Practical internal assessment encompasses a range of evaluations, including clinical assessments, procedure evaluations, reviews of nursing care plans, case presentations, case studies, research projects, and drug studies, as well as Midterm and Pre-Final Practical examinations.

The current semester-based curriculum has integrated several reforms aimed at enhancing the learning and evaluation process. These reforms encompass Objective Structured Clinical Examinations (OSCE), competency-based checklists, direct patient care assessments, project-based evaluations, simulation-based learning, as well as seminars and presentations focusing on both theoretical concepts and clinical applications. To foster self-directed learning among students, the semester structure incorporates module-based learning and evaluation methods.

In adherence to the norms and guidelines set forth by the university (MUHS), the examination system operates systematically. The center in charge collects sealed question papers, which are then distributed to exam supervisors for dissemination to students during examinations under the supervision of the center in charge and vigilance squad. This procedural adjustment is implemented to uphold the confidentiality of question papers.

Furthermore, the university (MUHS) facilitates online uploading of students' internal marks and attendance, along with online payment of examination fees. Additionally, students can access their hall tickets through online platforms, and marks from practical examinations are promptly uploaded on the same day as the examination. These measures streamline administrative processes and enhance efficiency in examination management.

File Description	Document	
Link for Information on examination reforms	[View Document](#)	
Link for any other relevant information	[View Document](#)	

Other Upload Files	
1	[View Document](#)
2	[View Document](#)
3	[View Document](#)

2.5.4

The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

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

Response: B. Any 3 of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution meticulously adheres to guidelines established by the Indian Nursing Council (INC) and the Maharashtra University of Health Sciences (MUHS) to define learning outcomes, both generic and program-specific, as well as graduate attributes. These outcomes and attributes, crucial for effective nursing education, are extensively detailed within the institution's teaching, learning, and assessment framework. Through dissemination via the institution's website and relevant documents, both students and educators gain a clear understanding and alignment with these standards.

MUHS and INC provide detailed program-specific goals and learning outcomes, forming the cornerstone of the teaching, learning, and assessment process. Evaluation methods encompass a blend of summative and formative assessments, ensuring both ongoing progress monitoring and comprehensive achievement measurement. This approach facilitates the attainment of intended learning objectives for both faculty and students alike.

Moreover, the institution takes proactive steps to ensure that its curriculum not only meets but exceeds program objectives, catering specifically to the needs of its learners. By employing a diverse range of instructional strategies, the curriculum is designed to captivate, relate, and engage learners actively. Each course within the curriculum is meticulously weighted, with clearly outlined methods for measuring outcomes, ensuring transparency and accountability in the educational process.

Furthermore, adherence to university regulations for assessing both academic and practical components underscores the institution's commitment to academic rigor and quality assurance. Instructional methods are carefully selected based on specific course objectives, providing a structured pathway for the application of evaluation techniques. Varied assessment tools are employed to comprehensively gauge the extent of outcome achievement, thus ensuring alignment with the curriculum design process and the attainment of desired educational outcomes. Through these concerted efforts, the institution remains dedicated to providing a robust and effective nursing education that prepares students for the demands of the profession.

METHODS USED FOR THE ASSESSMENT OF THE STUDENT'S OUTCOME:

- Written Assignments (Case study, Case presentation)
- Lesson Plan
- Projects
- Clinical Evaluation
- Simulation/ Skill labs
- OSCE and DOP
- Procedure Evaluation

GRADUATE ATTRIBUTES:

- **Clinical proficiency:** Mastery of clinical skills necessary for effective nursing practice.

- **Critical thinking:** Ability to analyze situations, assess information, and make sound clinical judgments.
- **Communication:** Proficiency in conveying information effectively with patients, families, and healthcare team members.
- **Empathy:** Capacity to understand and empathize with patients' perspectives, emotions, and experiences.
- **Cultural competence:** Sensitivity to and respect for diverse cultural backgrounds, beliefs, and practices.
- **Ethical decision-making:** Adherence to ethical principles and professional codes of conduct in nursing practice.
- **Leadership abilities:** Capability to lead and collaborate with interdisciplinary teams to provide high-quality patient care.
- **Teamwork:** Collaboration and cooperation with colleagues to achieve common goals and optimize patient outcomes.
- **Resilience:** Ability to adapt to challenges, setbacks, and stressful situations in nursing practice.
- **Commitment to lifelong learning:** Professional development and staying abreast of advances in nursing science and healthcare practices.
- **Empowerment:** Prepared to be upfront in healthcare.

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

2.6.2

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

Response: 95.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	41	35	36	42

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	47	38	36	42

File Description	Document
Trend analysis for the last five years in graphical form	[View Document](#)
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	[View Document](#)
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

Links for additional information	[View Document](#)	
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	[View Document](#)	

2.6.3

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

Response:

The institute emphasizes the importance of program-specific learning outcomes (PSLOs) to uphold the quality and effectiveness of its academic programs. Various teaching methods, assessment strategies, and extracurricular activities are integrated to ensure students acquire essential skills and knowledge. Lectures are complemented with multimedia resources, interactive discussions, field visits, panel discussions, and other engaging learning approaches. Before each academic year, meticulous planning is undertaken by class coordinators and the Principal, with regular evaluations conducted to maintain standards.

Central to our approach is the recognition that the learning outcomes, meticulously crafted to reflect the knowledge, skills, and competencies students are expected to acquire, serve as guiding beacons for all educational endeavors. Our teaching methodologies are carefully tailored to cater to diverse learning styles and preferences, fostering an inclusive and engaging learning environment. Student-centered teaching methodologies take precedence, encouraging active participation, critical thinking, and collaborative learning experiences.

Assessment methods include tests, seminars, projects, and assignments for theoretical knowledge, while clinical assessment utilizes clinical evaluation, OSCE, procedure demonstrations, drug studies, case presentations, and case studies. Monthly faculty meetings serve as forums for aligning curriculum with

current trends, discussing pedagogical strategies, and addressing student concerns.

The curriculum committee continuously analyzes outcomes to drive improvement efforts. A comprehensive approach integrates academic excellence with practical experiences and community engagement, supported by faculty collaboration, extracurricular activities, community initiatives, and ongoing evaluations. The institution is committed to nurturing academic excellence and holistic development, encompassing physical, emotional, social, and spiritual growth.

For those who may require additional support, remedial coaching, and personalized assistance are readily available to address any learning challenges they may encounter. Conversely, advanced learners are provided with opportunities for enrichment, such as serving as student teachers and participating in conferences or special programs related to their field of study.

Regular parent-teacher meetings provide feedback to parents, while student feedback is collected periodically to improve teaching methods and clinical postings. Remedial measures are implemented based on feedback to enhance student performance, alongside regular mentoring, evaluations, and formative assessments.

Students are encouraged to participate in health day celebrations, Swachata Abhiyan, blood donation camps, school health checkups, etc., prioritizing both theoretical education and physical well-being through health sessions and games.

Community visits engage students to foster empathy, critical thinking, and problem-solving skills, providing practical applications of theoretical knowledge and instilling a sense of social responsibility. General and corporate hospital postings offer valuable clinical exposure, supplemented by guest lectures, workshops, and mentorship programs by specialists, enriching students with current industry practices.

By meticulously aligning our teaching, learning, and assessment processes with the stated learning outcomes, we reaffirm our commitment to educational excellence and student success. This integrated approach empowers our students.

The curriculum committee analyzes the outcome and works continuously to improve the outcomes.

To enhance the students outcome a comprehensive approach is taken that integrates academic excellence with practical experiences and community engagement.

Incorporating faculty collaboration, extracurricular activities, community initiatives and continous evaluations ensure that students are well prepared to meet the demands of the ever- evolving professional landscape.

File Description	Document
Link for programme-specific learning outcomes	[View Document](#)
Link for any other relevant information	[View Document](#)

2.6.4

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

Response:

Effective education is a collaborative effort between educators, parents, and students. One crucial aspect of this collaboration is the periodicity of parent-teacher meetings, the implementation of remedial measures, and the rigorous analysis of outcomes. These components form a dynamic framework aimed at identifying challenges, implementing targeted interventions, and monitoring progress to ensure student success.

Periodicity of Parent-Teacher Meetings:

Parent-teacher meetings serve as essential platforms for communication and collaboration between educators and parents. Typically scheduled quarterly or semi-annually, these meetings provide opportunities for discussions about students' academic progress, behavior, and overall well-being. By establishing a regular cadence, schools facilitate consistent engagement and involvement of parents in their child's education.

These meetings are not only scheduled events but also opportunities for flexibility and inclusivity.

The institute conducts parent-teacher meetings twice a year, planned by the respective class coordinators, and informed to the parents at least one week prior. Additionally, proactive communication through reminders via mobile apps ensures maximum participation and engagement from parents. Parents are encouraged to meet the head of the institute at least once every year (by appointment) to resolve issues if any.

Remedial Measures Undertaken:

During parent-teacher meetings, class coordinators identify any challenges or areas of improvement for students. These may include academic struggles, behavioral issues, or social-emotional concerns. Through collaborative discussions, teachers and parents develop individualized education plans or action plans tailored to address specific needs.

In case of disciplinary actions, respective coordinators ensure that parents are informed periodically. Apart from physical meetings, parents are regularly updated online.

Remedial measures encompass a range of interventions, including additional tutoring, behavioral support, modifications to the curriculum, or access to specialized resources. Counseling is also provided to any of the students in need. Class teachers ensure that students receive the necessary support to overcome obstacles and thrive academically and emotionally.

Outcome Analysis:

After implementing remedial measures, rigorous outcome analysis is essential to gauge their

effectiveness and impact on student success. Teachers monitor students' progress through regular assessments, observations, and feedback from both parents and teachers. Quantitative data such as exam scores, and attendance records are analyzed to track improvements over time.

Continuous communication and collaboration between teachers and parents foster a shared understanding of the student's needs and enable timely adjustments to remedial strategies.

Conclusion:

In conclusion, the periodicity of parent-teacher meetings, coupled with targeted remedial measures and rigorous outcome analysis, form a comprehensive framework for enhancing student success. By fostering collaboration between educators, parents, and students, schools create a supportive environment where every child can thrive academically, socially, and emotionally.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	[View Document](#)
Link for follow up reports on the action taken and outcome analysis.	[View Document](#)
Link for any other relevant information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.6

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 4.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	0	0

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

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Link for Additional Information	[View Document](#)

3.1.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution recognizes the importance of fostering innovation and facilitating the transfer of knowledge to drive societal impact. As part of this commitment, the institution has other initiatives aimed at nurturing creativity, entrepreneurship, and collaboration.

UG Research Projects: In our nursing college, undergraduate students collaborate in small groups under the guidance of experienced faculty to engage in research projects to publish papers in respected journals. This hands-on experience not only cultivates practical skills like data entry and analysis using SPSS software but also fosters active participation in the research community. This journey exemplifies our commitment to student growth and academic success, equipping them with the tools and knowledge to make a meaningful impact in the field of nursing.

Scholarly engagement: Our institution cultivates a dynamic academic environment characterized by an array of opportunities for scholarly engagement. Through the facilitation of conferences, workshops, and seminars at both national and international tiers, featuring esteemed speakers renowned for their expertise in knowledge dissemination, our institution endeavors to nurture the creative capacities of both students and faculty alike. Furthermore, by actively encouraging participation in competitions held at national and international platforms, our institution instills a culture that fosters continuous learning and skill development.

Hands-on A-Aids: In our institution, patient education is not merely a lecture; it's an immersive experience facilitated by creative hands-on audio-visual (AV) aids. Under the careful guidance of our dedicated faculty, students utilize a diverse array of interactive AV tools to enhance the learning experience for patients.

Moreover, students themselves play an integral role in creating these AV aids, tapping into their creativity and technical skills to develop content that resonates with patients. Whether it's designing informative pamphlets, recording instructional videos, or developing models, students are empowered to unleash their creativity and innovation in the service of patient education.

Through this hands-on approach, students not only deepen their understanding of medical concepts but also cultivate essential communication and teaching skills. By actively participating in the creation and delivery of educational materials, they become empathetic educators who can effectively connect with patients and empower them to take charge of their health.

HOSINE: A magazine dedicated to celebrating the diverse talents, achievements, and stories within our academic community. As we embark on this journey together, we invite you to explore the pages filled with insights, inspiration, and innovation. From thought-provoking articles to captivating features, Enlighten aims to ignite curiosity, spark dialogue, and foster connections that transcend boundaries.

Herbal Garden and Manure Pits: Our institutional ecosystem fosters innovation and knowledge transfer through research centers, partnerships, and funding opportunities. The herbal garden and manure pits play integral roles in promoting sustainability and environmental stewardship. The herbal garden cultivates diverse medicinal and culinary herbs, enriching biodiversity and providing organic produce. Manure pits efficiently manage organic waste, producing nutrient-rich compost for soil enrichment. Together, these initiatives exemplify our commitment to innovation, sustainability, and societal impact.

File Description	Document
Link for details of the facilities and innovations made	[View Document](#)
Link for any other relevant information	[View Document](#)

3.2.2

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	1	0

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

3.3 Research Publications and Awards

3.3.1

The Institution ensures implementation of its stated Code of Ethics for research.

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

1. There is an Institutional ethics committee which oversees the implementation of all research projects
2. All the projects including student project work are subjected to the Institutional ethics committee clearance

3.The Institution has plagiarism check software based on the Institutional policy
4.Norms and guidelines for research ethics and publication guidelines are followed

Response: B. Any 3 of the above

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

3.3.2

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

Response: 0

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

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

Response: 2

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

3.3.3

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

Response: 0

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

3.3.4

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

Response: 0

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response: 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	2	6	3

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

3.4.2

Average percentage of students participating in extension and outreach activities during the last five years

Response: 47.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	72	22	75	69

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

3.4.3

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

Response:

In the pursuit of our mission, we have tirelessly engaged in various extension and outreach activities aimed at addressing the needs of our community. These efforts have ranged from educational initiatives to health awareness campaigns and community development projects.

We are pleased to share that our dedication has not gone unnoticed. Over the past five years, we have received recognition from esteemed bodies and organizations for our contributions to community welfare.

2019-20:

The year 2019-20 witnessed HSINE and HSH being acknowledged for their commendable efforts in various domains of healthcare. HSINE's proactive engagement in community blood donation drives earned them a Certificate for Blood Donation from Holy Spirit Hospital's Blood Bank. This recognition not only highlights their commitment to addressing critical healthcare needs but also underscores their role in fostering a culture of altruism within the community.

Furthermore, HSINE's involvement in the Bombay Leprosy Cluster Survey garnered them an Acknowledgment Letter from the Bombay Leprosy Cluster Survey, Bhabha Hospital, Bandra Leprosy Centre. This acknowledgment serves as a testament to their active participation in combating the stigma associated with leprosy and promoting early detection and treatment strategies.

In addition, HSINE's endeavors in health education were lauded with a Commendation Letter from Zilla Parishad School, Palghar, Vasai, Devale. This letter recognizes HSINE's significant contributions towards imparting essential health education on personal and menstrual hygiene, and nutrition and facilitating health check-ups within the community. Such commendations underscore the institute's multifaceted approach toward holistic healthcare education and outreach.

2021-22:

The year 2021-22 brought further acclaim for HSINE, with the institution faculty being honoured with a Certificate of Honor Award from the Nursing Teachers Association, India (NTAI). This prestigious award recognizes HSINE's exemplary contributions to nursing education and healthcare, reaffirming its pivotal role in shaping the future of nursing practice and education in the region.

2022-23:

The accolades continued into the year 2022-23, with HSINE and HSH receiving notable recognition for their outstanding contributions to healthcare. HSINE's innovative approach to community engagement was acknowledged with the Esteemed Recognition Award from the Multi Commodity Exchange of India Limited. This award highlights HSINE's effectiveness in leveraging innovative outreach activities to address critical healthcare issues and foster community well-being.

Meanwhile, HSH was honored with the Grace of Guiding Honor by the Community Health Center for its

significant contributions to community welfare and healthcare outreach programs. This recognition underscores HSH's steadfast commitment to serving the broader community beyond its hospital walls, exemplifying its role as a guiding force in promoting public health initiatives.

The institute has been widely recognized and appreciated for its efforts in several ways, including receiving appreciation letters, certificates, and most notably, heartfelt words of gratitude and blessings from community workers and members of the public. We believe in continuous improvement and excellence in all aspects of our work, and we will continue to push the boundaries of what is possible in education and community service.

File Description	Document
Link for list of awards for extension activities in the last 5 year	[View Document](#)
Link for e-copies of the award letters	[View Document](#)
Link for any other relevant information	[View Document](#)

3.4.4

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

Response:

Institutional social responsibility activities within a neighborhood community can encompass a wide range of initiatives aimed at addressing various issues such as education, environmental sustainability, health and hygiene awareness, and socio-economic development. These activities are typically carried out by students, and staff, and sometimes supported by the institution itself.

Within the Holy Spirit Institute of Nursing Education, Holy Spirit Hospital, the community health department spearheads various activities and initiatives in collaboration with our nursing students, all aimed at promoting the welfare of the community. The department's staff, alongside our students, shoulder the responsibility of executing diverse functions to enhance and safeguard public health.

Nursing students play a pivotal role in participating in multifaceted programs addressing health, education, hygiene, and socio-economic development issues. This involvement includes initiatives such as promoting cleanliness drives kin to the SWACHH BHARAT ABHIYAAN and advocating for plastic bans in India. Moreover, they organize awareness rallies on environmental sanitation to preserve natural resources for community benefit, imparting essential hygiene and food safety measures through creative

methods like rhyme-songs and exhibitions targeting school children and Anganwadi attendees across all grade levels.

Further activities encompass assisting in health camps both locally and in rural areas, facilitating blood donation drives, and contributing to pulse polio campaigns by acting as dose distributors. Additionally, they conduct door-to-door visits within the community to survey and address the needs of leprosy patients. The department also actively celebrates national and international health days, including World AIDS Day, World Tuberculosis Day, Breastfeeding Day, Girl Child Day, Women's Day, Senior Citizen Day, and International Non-Violence Day, with activities ranging from role-plays and rallies to health talks and educational pamphlet distribution.

Moreover, the department undertakes health-based educational initiatives such as primary health center in-service education and skill training programs for primary health center medical staff and social workers, as well as for patients. Through active participation in these initiatives, students gain invaluable experiential learning opportunities while contributing meaningfully to the welfare of the community.

Engaging in extension and outreach activities provides students with valuable exposure that contributes to their holistic development. These activities facilitate direct interaction with communities, allowing students to gain practical insights and experiences beyond the classroom. Through such engagement, students have the opportunity to cultivate ethical qualities and moral values, nurturing a sense of responsibility toward addressing social needs. Ultimately, this engagement empowers students to become more socially conscious individuals capable of making meaningful contributions to addressing community needs.

Overall, exposure to extension and outreach activities not only enriches students' educational experiences but also plays a vital role in shaping their character and instilling a sense of social responsibility. Through these interactions, students are empowered to become agents of positive change in their communities, equipped with the ethical foundation and moral values necessary to make meaningful contributions to society.

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

3.5 Collaboration

3.5.1

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

Response: 0.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	2	0

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

3.5.2

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

Response: 5

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

Response: 5

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The Holy Spirit Institute of Nursing Education provides an immense physical infrastructure to deliver a classy education system and knowledge to students with advanced facilities for teaching and learning. The institute has a well-built and well-maintained college building. The college is equipped with various facilities, including classrooms, a seminar hall, conference halls, a counselling room, a well-organized and maintained library, modern laboratories for various specialties, skill labs with up-to-date equipment, a specimen and model collection, a storage room, and AV aid rooms.

Internet facilities are provided to both students and faculty to support effective teaching and learning methods. The nine spacious and comfortable classrooms and well-illuminated lights help the students have a better learning experience. The new methods of learning are achieved by advanced methods of teaching in ICT-enabled classrooms with 11 LCDs, 10 overhead projectors, and Wi-Fi connections. The library comprises and holds all the new books, journals, and magazines for the enhancement of knowledge and is equipped with an internet connection for e-learning from the websites as well as accessibility to the websites. The college provides well-equipped computer labs with 30 computers where students can acquire and refresh their knowledge. As well, these facilities support students in achieving their educational goals and dreams. The campus boasts a generously expansive open area that offers students a rich experience in extramural activities and sports.

To facilitate clinical learning, our institution has its own NABH-accredited, 350-bed parent hospital. Furthermore, to expand students' knowledge base, we have established specialty postings in several other hospitals, such as Masina and Wadia. For community postings, students are posted in Prem Nagar Clinic, Malpa Dongri, Asmita Mogra, Subhash Nagar, Shivtekri, Sarvodaya Nagar, Achanak Colony, Indiranagar, Brahma Chawl, and Azad Nagar. Facilities provided in the community are done through role plays, health talks, surveys, and conducting home-based procedures by checking blood pressure, urine sugar, etc.

The college's external structure is well-maintained by Holy Spirit Hospital's maintenance department. We employ advanced teaching methods and technology to provide top-quality education for students' holistic development. The college keeps an updated inventory of its physical facilities, with documentation evaluated by relevant higher authorities. Our institution excels in delivering excellent services to both students and teachers, promoting overall institutional growth. Through innovative teaching and learning approaches, our students and skilled faculty contribute to achieving new heights in academic excellence.

AYUSH-related learning, such as growing herbal plants on the campus, is being encouraged. Also, the campus is facilitated with homeopathy OPD in the hospital. Yoga is also being conducted in the wellness corner to refresh and relax their minds and bodies; students can use the chapel for meditation. The existing physical infrastructure is efficiently used for conducting certificate courses, co-curricular and

extra-curricular activities, parent-teacher meetings, campus recruitment training sessions, recruitment events, meetings, conferences, and more. The Holy Spirit Institute of Nursing Education really strives for better outcomes for students through high-tech facilities.

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

4.1.2

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

Response:

Engaging in physical and recreational activities is essential for holistic development, akin to culture and art. These pursuits significantly enhance individuals' health and well-being. HSINE offers ample space across its 11-acre campus for sports and games, including badminton, throw-ball, and outdoor activities on its open lawn. Additionally, the institute hires Dominic Savio Ground for its annual sports day, further enriching students' athletic experiences.

Indoor games:

Sports and games are the best stress busters and can be good mood lifters. They help us to grow strong both physically and mentally. We have a multipurpose hall which is utilized for indoor games. The students are provided with a Carom Board, chess, Chinese checker, snake, and ladder for indoor games.

Outdoor games:

HSINE integrates outdoor games into its curriculum, allocating one hour per week for student participation. Emphasizing mental and physical activity, these games foster character development. The institute's annual sports day, featuring themed marches and house competitions, further enhances student engagement and spirit.

Yoga Day:

All faculty, staff, and children were taught the value of yoga in their lives and how to preserve body-mind balance. The students discussed the value of yoga, demonstrated yoga poses, and committed to incorporating this exercise into their everyday lives.

Wellness Corner: At HSINE, the Wellness Corner serves as a hub for activities promoting fitness, mental health, and overall well-being. Students engage in yoga, meditation, and various fitness activities, fostering physical and mental wellness. Additionally, the corner hosts sessions and activities focused on enhancing well-being, providing students with resources and support for their holistic development.

Zen Zone: In recognition of the importance of mental and spiritual well-being, HSINE has established a dedicated Zen Zone, providing students with a tranquil space for prayer, meditation, and introspection. This serene environment offers students the opportunity to retreat from the hustle and bustle of daily life, allowing them to reconnect with themselves and find inner peace.

Auditoriums:

We have two state-of-the-art auditoriums with sound systems. One has 400 seats, while the other has 250 seats. We also have various multipurpose hall halls. These facilities host cultural events, graduation ceremonies, and lamp-lighting rituals.

Other cultural activities

The institute celebrates the diversity of the nation by hosting numerous cultural activities. The Student Nurses Association (SNA) Unit organizes various competitions such as essay writing, poetry, elocution, debates, painting, sketching, poster, and collage making, as well as activities like floor decoration, quizzes, singing, dancing, and personality contests like Ms. HSINE (Ms. SNA). Additionally, students are encouraged to participate in state and national-level competitions. The National Service Scheme (NSS) offers another platform for students to enhance their leadership, social responsibility, community engagement, and public speaking skills through various activities held throughout the year.

File Description	Document
Link for list of available sports and cultural facilities	[View Document](#)
Link for geotagged photographs	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

INTRODUCTION:

The campus of HSINE is adorned with a green oasis of lawns, trees, and gardens.

HOSTELS:

All B.Sc. and GNM nursing students enrolled in HSINE's campus have access to pleasant and well-furnished hostel amenities. Rooms with connected bathrooms and a study-friendly environment are available. The rooms are well-ventilated and scrupulously maintained, with a complementary pantry and access to facilities such as a sick room, recreation area, and prayer room.

MEDICAL FACILITY:

Students have access to Holy Spirit Hospital, a 300-bed teaching hospital with outpatient services. Students receive a discounted Hepatitis B immunization upon enrollment. The emergency department is open around the clock to meet any urgent medical requirements. It also has extensive facilities, including 10 modern operating theaters, an ambulance service, a 24-hour blood bank, IP & OP departments for numerous specialties and super specialties with specialized consultants, and a well-computerized hospital.

Students can use medical facilities at a 50% discount, while employees can receive free consultations.

TOILET:

Toilets and washbasins are accessible throughout the campus, with separate facilities for females, personnel, and those with disabilities.

CANTEEN:

Canteens on campus provide subsidized and nutritionally balanced meals for both resident staff and students. Non-resident staff members can get lunch coupons at a discount.

The college also boasts an excellent canteen on campus that is open until late in the evening.

POST OFFICE and BANK:

The post office is 2.5 km from the campus, and Catholic Syrian Bank and HDFC Bank are located near the Hospital, with full access, A 24-hour ATM facility is also available on the campus near the bank

SAFETY AND SECURITY:

Surveillance cameras have been deployed across the college, hostel, and hospital premises, ensuring continuous security through the vigilant presence of proficient security personnel around the clock. The campus is equipped to handle any emergency. e.g. Fire, disaster, etc.

TRANSPORT:

Bus transportation is provided by the institution for students engaging in educational visits, picnics, and exams.

GREENERY:

The college campus's lush greenery enhances students' experience and staff comfort, while the roof garden and verdant garden offer students and staff unique opportunities to interact with nature.

COUNSELLING:

Regular counseling sessions are conducted for students in need within the nursing college. Additionally, students can also access counseling services at the hospitals on an outpatient basis.

ROADS AND SIGNAGES: The site has well-maintained roadways and signs throughout.

ALTERNATE SOURCE OF ENERGY:

Sewage Treatment Plant (STP): There is a well-planned and operational STP in place to supply filtered water for toilets and other utility uses.

Rainwater harvesting system: The campus has implemented a rainwater harvesting system to effectively harness and utilize rainwater.

Solar Energy: Solar power stands as the predominant energy source within our institutions, primarily employed to provide hot water for hospitals, hostels, and residential areas.

OTHER FACILITIES

Community center	Prayer room
Auditorium	Chapel
WIFI campus	Biogas plant
Herbal garden	Vermiculture
Playground	Staff quarters
Parking facility	Crèche
	Generator

File Description	Document
Link for photographs/ Geotagging of Campus facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.4

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

Response: 8.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.88	7.50	9.19	7	7.06

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

The institute maintains all essential facilities mandated by the Indian Nursing Council, with continuous efforts to upgrade its laboratories. Skill development, coupled with a strong emphasis on communication and documentation, constitutes the institute's primary focus.

I. Teaching Hospital:

HSINE's teaching hospital, Holy Spirit Hospital, stands as a distinguished 300-bed multi-specialty tertiary care facility, accredited by NABH and Nursing Excellence, boasting an occupancy rate of 75%. Offering an extensive range of specialty services including general medicine and surgery, Cardiothoracic and vascular surgery, obstetrics and gynecology, orthopedics, oncology, gastroenterology, pediatrics, dental, and ENT, the hospital ensures comprehensive healthcare provision. Both outpatient and inpatient services are seamlessly provided within its premises, alongside critical care units.

II. Equipment: HSINE offers a comprehensive range of equipment and facilities to enhance teaching and learning. Specialized laboratories cater to various disciplines such as Maternal and Child Health, Community Health Nursing, and Fundamentals of Nursing, equipped with advanced simulator manikins and state-of-the-art equipment for hands-on learning. Classrooms are furnished with projectors to aid conceptual understanding, while anatomical and physiological models in different labs provide invaluable learning resources. Additionally, each ward is equipped with cupboards stocked with essential articles for easy access during practical sessions.

III. Clinical teaching: clinical teaching serves as a vital bridge between theoretical knowledge and practical application in real healthcare settings, integral to nursing education. Under the guidance of experienced instructors, students actively engage in patient care activities, including assessments,

medication administration, and procedural assistance. HSINE provides a supportive environment during clinical rotations, maintaining a 1:3 student-patient ratio to ensure individual attention. Exposure to Wadia and Masina Hospitals enriches students' understanding of the Maternity and Psychiatric fields, while specialized training at the National Burns Center in Navi Mumbai offers hands-on experience. Additionally, students are assigned to various departments, such as the diagnostic center, labs, endoscopic department, kitchen, and evening supervision, to further enhance their learning experience. Clinical rounds and bedside teaching sessions deepen students' knowledge, followed by debriefing sessions to ensure clarity and reinforce learning objectives.

IV. Laboratory: Within our institution, a rich array of six laboratories awaits exploration, each dedicated to specific domains. From Maternal and Child Health to Community Health Nursing, Fundamentals of Nursing, Anatomy and Physiology, Nutrition Lab, Biophysics & Biochemistry, and even an Audio-Visual Aids Laboratory, these spaces offer immersive experiences. Here, skill development unfolds through a dynamic process of, allowing students to grasp concepts firsthand. These laboratories are meticulously equipped with an abundance of resources, including beds, dummies, models, articles, and simulation models, all meticulously curated to provide an environment mirroring real-world healthcare scenarios. Notably, our institute prides itself on the presence of advanced manikins capable of simulating diverse medical conditions.

Through advanced equipment, specialized laboratories, and rigorous clinical teaching-learning practices, the institution empowers students to excel in their nursing careers with confidence and competence, ensuring they are well-prepared to meet the evolving demands of the healthcare industry.

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

4.2.2

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

Response: 139372.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
165509	140014	108941	202816	10086

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

2022-23	2021-22	2020-21	2019-20	2018-19
15181	13447	11695	13294	15880

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

4.2.3

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

Response: 137.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
138	141	141	130	136

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: C. Any two of the above

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

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The Nursing Library at HSINE, conveniently located within the college building, serves both students and staff alike. With its well-furnished reading room, it offers students a comfortable space conducive to studying, while also featuring a dedicated reference section to support academic research. Additionally, there is a separate section specifically designated for teachers.

Moreover, students have the added benefit of accessing the Medical Library, this supplementary resource enhances the breadth of materials available for healthcare education and research.

The primary objective of the HSINE Library is to enrich the knowledge and thought processes of both the faculty and students. To ensure security, CCTV cameras are installed in the library, and meticulous records are maintained in an entry book for both students and faculty.

As of 2023, the library's collection comprises 3351 physical books and 132 e-books, along with 76 printed journals, and 10 e- journals Furthermore, the college premises are equipped with Wi-Fi connectivity for easy access to digital resources.

Recognizing the evolving need for advanced digitalization, the institute was actively working towards automating its library services, so HSINE adopted new software E-Granthalaya 3.0, it has been developed by the Library & Information Services Division, National Informatics Centre, Department of Information Technology, Ministry of Communications & Information Technology, Government of India,

and New Delhi. The software runs on the Windows platform in client/server mode.

Features of the Software

Administration: Facilitates entry of default values and user authentication data, crucial for managing the system.

Book Acquisition: Streamlines the acquisition process for adding new books to the library's collection.

Cataloging: Organizes books, reports, manuals, etc., and supports a barcode system for efficient tracking.

Circulation: Automates tasks related to issuing, returning, reserving, and sending reminders for library documents.

Serials Management: Handles journal subscriptions, receiving, reminders, and bill processing.

Articles Indexing: Indexes special issues and articles in journals, with the option to upload and view full-text articles.

Budgeting: Provides tools for managing budget summaries and bill registers.

Search Module: Offers simple and advanced search functionalities, authority-based search, and various query options.

Digital Archiving: Digitizes, catalogs, and indexes newspaper clippings, publications, project reports, question papers, theses, seminar papers, etc. Can integrate e-books.

Copy Cataloging: Allows for efficient cataloging of materials using existing records.

Multilingual Support: Enables entry of information in Indian regional languages and ensures Unicode compliance.

Online Public Access Catalogue (OPAC): Grants users access to the library's database, facilitating easy retrieval of books, journals, and other materials.

Clinical Key

Some faculty members at our institution have access to Clinical Key, a valuable medical resource. This access enables them to utilize a wide range of medical literature for teaching, research, and clinical practice, enriching the learning experience for students.

In addition to the library, a computer room is available for both students and faculty members. This dedicated space offers access to computers and related resources, facilitating research, academic work, and various digital activities.

File Description	Document
Link for geotagged photographs of library facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.3.2

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

Response:

The library serves as the central hub for academic and research activities within our college, extending its role beyond mere bookkeeping to actively fostering intellectual pursuits among academics and students.

To procure library resources, the college has established a systematic approach. The librarian initiates the procurement process by notifying the library committee. Data is then gathered to compile a list of new book requirements and additional copies needed for existing resources. This list undergoes verification by the library committee coordinator and approval by the Principal. Following this, the purchase committee solicits quotations from reputable vendors, and upon selection, purchases are made, and entries are added to both hard and soft copies of the accession register.

Additionally, the Library Committee organizes book exhibitions and orientation programs for new students and faculty members. During these exhibitions, publishers and vendors visit the campus to showcase new editions and publications relevant to various disciplines. Based on identified needs, new stocks are updated, and students are encouraged to acquire their copies. The orientation program includes familiarizing attendees with library rules and regulations, and after the procurement of new inventory, information is disseminated to all.

With a collection exceeding 3000 books from nationally and internationally recognized publishers, covering diverse subjects such as nursing, Marathi, Hindi, novels, religious texts, and value-based literature, the library also subscribes to over 12 national and international journals annually. Embracing the digital era, the library provides internet facilities and hosts 20 computers for faculty and student use, facilitating research and enhancing digital literacy. Furthermore, it serves as a supportive environment for research, offering guidance and assistance to students engaging in scholarly pursuits.

The commitment to continuous improvement is evident through the regular updating of the library's resources, including textbooks, reference materials, journals, and databases, ensuring its relevance in the dynamic academic landscape.

Here's a summary of the library's resources:

With 3009 books at their retention, ranging from foundational texts to specialized guides, students can

deepen their understanding of medical concepts and clinical practices. The 45 novels and value education books provide both interval and valuable insights. Journals, magazines, and newspapers, totaling 16, offer current research findings and industry updates, keeping students abreast of the latest developments in healthcare. Additionally, the 91 theses serve as exemplars of scholarly inquiry, inspiring students to engage in research and contribute to the advancement of nursing knowledge. Bound journals, numbering 213, contain a wealth of historical perspectives and in-depth analyses, enriching students' appreciation of the profession's evolution. Finally, the 132 digital resources, spanning CDs, DVDs, and more, equip students with multimedia tools for interactive learning and skill enhancement, aligning with the increasingly technology-driven nature of modern healthcare.

Overall, the library serves as a beacon of knowledge and intellectual enrichment within our college. It supports academic and research endeavors through strategic acquisitions, technological integration, and a commitment to excellence, empowering learners and scholars in their pursuit of knowledge

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

4.3.3

Does the Institution have an e-Library with membership / registration for the following:

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed sormat	[View Document](#)
E-copy of subscription letter/member ship letter or related document with the mention of year	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

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

Response: 0.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.48	0.36	0.22	0.33	0.40

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

4.3.5

In-person and remote access usage of library and the learner sessions/library usage programmes

organized for the teachers and students

Response:

The library serves as a cornerstone in facilitating access to information, fostering academic growth, and nurturing a culture of lifelong learning among students and educators alike. Every day approximately 65 % of students visit the library for reference.

In-Person Access: In our institute, the spaces often include designated study areas, computer workstations, access to print and digital resources, and expert assistance from library staff. The college library has 5 computers with an internet (Wi-Fi) facility and a separate computer room with 15 computers. Reference services are also available for the students and faculty. Students can issue three books at a time as 3 library cards are provided per student.

The library, located on the second floor and spanning 1200 sq. ft., is structured for efficiency. It includes a circulation desk, and areas for journals, newspapers, new arrivals, and reading. The stack area houses the collection, with a section for reference materials. There's also a staff work area. Students and faculty have access to resources like novels and magazines. Borrowing privileges allow undergraduates to borrow three books for seven days, and teachers' five books for fifteen days, with a late return fee of Rs. 5.00 per day. Operating hours are Monday to Friday, 9:00 am to 5:00 pm, and Saturdays, 8:00 am to 4:00 pm. Transactions aren't conducted on Sundays or holidays, and the library is closed on Institute holidays.

Top of Form

Remote Access: In addition to in-person access and training sessions, the library also offered remote access to its resources and services. Through the institution's online portal, students and faculty could access electronic databases, e-journals, e-books, and other digital resources from any location with internet connectivity. Remote access ensured that individuals could continue their research and studies seamlessly, even when unable to visit the physical library.

Library Usage Programmes: Our institute aims to cultivate the library as a dynamic center for learning through engaging programs for both teachers and students. At the beginning of each academic year, we organize orientation sessions and offer specialized training on topics such as citation management and source evaluation. Students receive guidance on navigating library resources tailored to their academic needs. Additionally, we host Book Review Sessions and Exhibitions, while specialty teachers conduct book reviews for faculty and student reference. To add a touch of fun, we hold bookmark competitions. Moreover, we support students from low-income backgrounds through our book bank scheme, ensuring access to essential resources.

Library Usage registers maintained:

1. Staff & students Library Entry Register.

2. Staff Issue-Return Register.

3. Student Issue-Return Register.

4. Student storybooks issue-return register

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

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Two of the above

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

4.4 IT Infrastructure

4.4.1

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

Response: 79.17

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

Response: 19

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

Response: 24

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photos	[View Document](#)
Consolidated list duly certified by the Head of the institution.	[View Document](#)
Any additional information	[View Document](#)
Links to additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

4.4.2

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

Response:

In today's digital age, access to cutting-edge technology is fundamental to fostering an environment of learning and innovation within educational institutions. Recognizing this, our institution has made a steadfast commitment to ensuring that our IT facilities are not just adequate but consistently updated to meet the evolving needs of our students and faculty alike, particularly focusing on the library's computer access, classroom equipment, and communication infrastructure.

The Institution places great emphasis on the availability of its ICT facilities and learning resources to support both academic and administrative endeavors. Staff and students alike benefit from ready access to technology and information resources covering contemporary topics.

Regular updates to our IT facilities, including Wi-Fi networks, and ICT-equipped classrooms with Projector, photocopy, and scanner machines, are standard practice here. This dedication to infrastructural development plays a pivotal role that is adequate in fostering successful teaching and learning environments.

Moreover, our examination hall boasts ample seating capacity and comprehensive facilities, including CCTV surveillance and computer stations. Additionally, our campus features a spacious auditorium, a conference hall, and an air-conditioned interactive seminar hall, all seamlessly integrated with Wi-Fi connectivity.

Library Computer Access:

Our library offers students access to computers with internet connectivity, and a separate computer room enabling efficient research, access to online resources, and completion of academic assignments. Furthermore, Wi-Fi availability empowers students to utilize their own devices for study purposes, promoting flexibility and convenience.

Classroom Equipment:

Laptops: The institution provides laptops for student and faculty use, facilitating various academic tasks such as presentations, research, and collaborative projects.

Slide Changer: Classrooms are equipped with slide changers to ensure smooth transitions during presentations or lectures.

Connectors: The provision of connectors facilitates seamless connectivity between devices such as laptops, projectors, and audio systems.

LCD Projectors and Whiteboards: LCD projectors are mounted in every classroom, complementing whiteboards to support effective teaching methods thereby enhancing student engagement and comprehension. Additionally, a video conferencing facility, located in the second-floor conference hall, has been utilized effectively for university-wide communication.

But our commitment to technology goes beyond mere hardware and connectivity. We also prioritize software and digital resources that enhance the learning experience. From academic databases to productivity suites, we ensure that our students have access to the tools they need to excel in their studies.

At our institution, not only do we conduct frequent software updates, but we also prioritize the installation of new software to enhance our digital resources. The Learning Management System (LMS), Clinical Key, and e-journals are regularly updated to ensure optimal functionality and security. Moreover, we actively install new software to expand the capabilities of these platforms

The IT department is entrusted with maintaining the efficiency of all computers on campus. Their responsibilities encompass desktop management, software updates, and the evaluation of hardware for repair or replacement. IT personnel handle equipment maintenance, supplemented by vendor assistance when necessary, ensuring that service requests are addressed promptly to minimize disruptions to teaching and learning activities.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.4.3

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

Response: 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant information	[View Document](#)

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 2.64

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2.54	2.17	2.88	3.01	1.68

File Description	Document
Provide extract of expenditure incurred on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for any additional information	[View Document](#)

4.5.2

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

Response:

At HSINE we meticulously maintain and utilize our resources, including advanced laboratories, extensive libraries, and well-appointed sports amenities, to meet the needs of both students and faculty. Through established systems and procedures, we ensure the seamless utilization of these resources, fostering an environment conducive to academic achievement and holistic development.

Physical Facilities: Round-the-clock assistance from electricians, plumbers, and carpenters is readily available on campus. Support staff diligently manage drainage, sewage, and water pumping plants. Vehicle maintenance is scheduled annually at the close of each academic year.

Classrooms, Multipurpose Hall & Furniture: Students are encouraged to conserve energy by turning off lights and fans when not in use. Any damages to furniture are promptly reported to the Principal and swiftly addressed by the maintenance department, with thorough inventory documentation.

Laboratory: Each laboratory is overseen by dedicated faculty members who maintain meticulous issue and return registers. Annual inventories are conducted, and usage guidelines are strictly enforced. Certain materials are stored inward cupboards for easy access by students.

Library: Regular cleaning and maintenance are conducted as needed, with policy reviews and updates discussed during committee meetings.

Computer Lab and ICT Facilities: The IT support team ensures the maintenance and functionality of

computers and servers, including software installations and upgrades. To mitigate electronic waste, equipment like projectors and printers undergo regular servicing.

Recreational Materials: Students have access to various recreational materials, such as smart TVs and indoor/outdoor games. Regular inventory checks are performed to address any damages or losses, with replacements procured as needed.

Other Amenities: Effluent treatment plants and rainwater harvesting systems are maintained by support staff. Services like canteen and ATM facilities are managed by dedicated providers, ensuring accessibility for all stakeholders. Fire extinguishers are checked and monitored by security officers.

Campus Cleanliness: The housekeeping team and gardeners work diligently to maintain cleanliness throughout the campus. Annual ground-level maintenance occurs during vacations, complementing ongoing upkeep efforts.

Emergency Repairs/Maintenance: Daily maintenance tasks, including repairing light bulbs and addressing minor plumbing issues, are promptly addressed by maintenance personnel. This ensures the smooth functioning of facilities on a day-to-day basis.

By upholding high standards of facility management, the institute cultivates an environment that enhances the overall educational experience and promotes the holistic development of its students and stakeholders.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	[View Document](#)
Link for log book or other records regarding maintenance works	[View Document](#)
Link for any other relevant information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 52.77

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2022-23	2021-22	2020-21	2019-20	2018-19
70	84	73	52	84

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

5.1.2

Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: B. Any five of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Detailed report of the Capacity enhancement programs and other skill development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

5.1.3

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

Response: 40.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	43	37	69	90

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

5.1.4

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

Response:

At HSINE, we're dedicated to providing an exceptional education and support system to all our students, regardless of their cultural background. While we recognize the importance of an international student cell, one isn't currently in place.

Reasons for this include particular eligibility criteria for nursing programs vary among different states and universities. In Maharashtra, for example, the admission process for B.Sc. and Post Basic B.Sc. nursing has been distinct over the past few years. Students must either appear for NEET, a national-level entrance test, or a state-level entrance exam. This variation in admission requirements adds complexity to the process and contributes to the decision not to have an international student cell.

Looking ahead, we remain committed to enhancing support services for foreign students, despite the absence of a dedicated cell. We're exploring ways to meet their needs better and ensure a welcoming and inclusive environment.

File Description	Document
Any additional information	[View Document](#)
Link for international student cell	[View Document](#)
Link for Any other relevant information	[View Document](#)

5.1.5

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

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

Response: All of the above

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

5.2 Student Progression

5.2.1

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

Response: 61.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	1	1

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil

Services/Defence/UPSC/ State government examinations */* AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	9	4	1

File Description	Document
Scanned copy of pass Certificates of the examination	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

5.2.2

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

Response: 94.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	27	35	35	36

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Placement Cell	[View Document](#)
Link for Additional Information	[View Document](#)

5.2.3

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

Response: 2.63

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

Response: 1

File Description	Document
Supporting data for students/alumni as per data template	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any proof of admission to higher education	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	0	2

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

5.3.2

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

Response:

Student Nurses Association (SNA) originated under the umbrella of the Trained Nurses Association of India (TNAI). A broad spectrum of activities is promoted among SNA members across all levels, aligning with the association's goals and aspirations. These activities encompass professional, social, cultural, and recreational domains, enhancing both the academic and non-academic pursuits of student nurses.

Activities Carried Out:

The Student Nurses Association (SNA) activities seem to encompass a wide range of events and initiatives aimed at encouraging student participation, promoting holistic development, and providing opportunities for learning and growth. Here's a summary of the SNA activities mentioned:

Competitions: SNA organizes various competitions including posters, essay writing, personality competitions, painting, rangoli, quizzes, debates, singing, dancing, public speaking, and sports competitions. These events not only promote student engagement but also foster creativity and healthy competition among students.

Seminars, Workshops, and Conferences: The SNA proactively facilitates students' participation in seminars, workshops, and conferences to broaden their horizons and enrich their educational journey. This proactive stance enables students to acquire knowledge and skills that extend beyond the confines of the traditional classroom setting.

Special Days Celebrations: SNA participates in the celebration of various days and events, such as Teachers Day, Christmas Day, Diwali, Onam, Nurses Day, International Girls Day, Yoga Day, Women's Day, Maharashtra Day etc. These celebrations provide opportunities for students to engage in cultural and social activities, fostering a sense of community and belonging.

Health Days: SNA observes health-related days such as Nutrition Day, Breastfeeding Week, World AIDS Day, World Mental Health Day, etc. These activities raise awareness about important health issues and promote health and well-being among students and the community.

Student Welfare Schemes: SNA is involved in initiatives like the Earn & Learn Scheme, Dhanwantari Vidyadhan Yojana, Savitribai Phule Yojana, Book Bank Scheme, and TNAI Scholarship. These schemes aim to support students financially and academically, ensuring their well-being and success.

HOSINE Magazine: SNA encourages students to contribute to editing the HOSINE Magazine by submitting articles, artwork, and other creative content. Through this initiative, students gain valuable experience in journalism, editing, and publication management, enhancing their communication and leadership skills.

Overall, SNA activities play a crucial role in enriching the college experience of nursing students, providing them with opportunities for personal and professional growth, and fostering a sense of belonging within the nursing community.

Committees: The students are the major stakeholders 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 like the library committee, disciplinary committee, hostel committee, anti-ragging, Alumni, NSS, and many more. General body meetings are convened to address and resolve numerous issues and challenges encountered by students.

In summary, the SNA serves as a vital and dynamic entity dedicated to nurturing the fullest potential of each student. Moreover, the institute endeavors to foster leadership skills and personal growth by actively involving students in various activities.

File Description	Document
Any additional information	[View Document](#)
Link for reports on the student council activities	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

5.3.3

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

Response: 16.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	23	00	24	19

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Holy Spirit Institute of Nursing Alumni Association, established in 2019, operates informally but remains highly active in connecting alumni with the institution. Although not formally registered, the association regularly holds meetings and aims to strengthen ties between former students and the institute. While future formal registration could bring further recognition and benefits, the association's current effectiveness is evident in its dedication to achieving its objectives.

To ensure these objectives are met, the institute conducts various activities,

Annual Alumni Meet & Reunion:

An Alumni Meet & Reunion event was successfully organized, bringing together former students to reconnect, reminisce, and celebrate their alma mater. This strengthened bonds among alumni and between alumni and the institution, providing opportunities for networking and sharing experiences.

Alumni Social Media Groups:

A dedicated WhatsApp group was created for alumni, providing a platform for real-time communication, networking, and information sharing. This fosters continuous interaction among alumni, enhancing connectivity.

Alumni Engagement Activities:

Alumni actively participated as judges for cultural events and Health Day celebrations, enriching the college community with their expertise and experience. Notably, Ms. Sneha judged the Health Day celebration, contributing to its success.

Alumni-Student Mentor Zone:

A few of our alumni offered guidance and support to help students navigate their academic and professional journey effectively, particularly by taking classes and mentoring them during their clinical postings. Several alumni graciously contributed by donating their books to support their juniors' academic endeavors

'HOSINE' magazine:

The 'HOSINE' magazine introduced an alumni corner, featuring alumni contributions and insights

Alumni Recognition:

Ms. Equina and Ms. Shilpa were honored during the Silver Jubilee celebration for their exceptional contributions to serving their parent hospital.

Engagement of Experts:

Stakeholders of quality, including resource persons and speakers, enriched events with their expertise. Sister Jacquiline's insights significantly contributed to the discourse on contemporary nursing practices, benefiting participants and advancing the field.

Financial Support Initiatives:

Alumni scholarship programs and individual donations, such as those from Ms. Bonisha and Ms. Anjali, assist economically deserving students with academic fees, fostering a supportive community within the institution.

With a total of 382 registered alumni, the association operates alongside a fully functional committee. Office bearers serve a term of three years, with new nominations made during the yearly general body meeting. Alumni play a substantial role in academia, organizing student conferences, offering career advice, arranging expert talks, conducting sessions on nursing opportunities, and sharing personal experiences. These efforts benefit current students and enhance the academic atmosphere.

In summary, the Holy Spirit Institute of Nursing Alumni Association, despite its informal status, demonstrates a strong commitment to its objectives and effectively engages alumni in advancing academia and supporting their alma mater. Formal registration in the future could enhance recognition and resources, further strengthening the association's impact.

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

5.4.2

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

1. Financial / kind
2. Donation of books /Journals/ volumes

3.Students placement
4.Student exchanges
5.Institutional endowments

Response: D. Any two of the above

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Holy Spirit Institute of Nursing Education (HSINE) in Andheri East, Mumbai, is a minority institution that was established in 1997 by the Missionary Sisters Servants of the Holy Spirit. The organization promotes growth, hope, and high-quality education. It has advanced significantly and built a name for itself in Maharashtra's academic nursing arena. Motivating young people, the legacy has endured since 1997 from GNM, B.B.Sc. (N), P.B.B.Sc. (N), and more.

VISION STATEMENT

Envision to form and empower women nurse leaders with integrity, competence, and compassion to serve society and be upfront in healthcare.

MISSION STATEMENT

We strive for culture of excellence by fostering value driven education, stimulating learning experiences, and preparing future leaders to pursue their full potential in education, research and service

CORE VALUES

We endeavor to enhance excellence with six core values centering on '**SPIRIT'**

S - Service with Compassion

P - Professional Excellence

I - Integrity of Character

R - Respect for Life

I - Innovation and Creativity

T - Teamwork

MOTTO

SERVICE IN LOVE

PHILOSOPHY

As followers of Christ, *who came "that all may have life and have it to the full, (John 10:10),* we uphold and instill respect for life from conception to death.

We believe that education is the key to all progress and achievements. Hence providing Nursing Education based on sound values and scientific principles will enable us to prepare professionally qualified nurses who will be able to function as a team, in all health care agencies and render comprehensive health care.

We promote round development of the students with special emphasis on intellectual, cultural, social, moral, and spiritual aspects needed to prepare professional nurses, able to contribute their maximum for the uplift of the society and be effective agents of change for the better, in the present fast-changing society.

Nature of Governance:

Holy Spirit Hospital, the parent hospital of HSINE, is an 11-and-a-half-acre paradise of health. It is a charitable trust with NABH accreditation and a multi-specialty tertiary care hospital with excellence in nursing that serves as the HSINE's governing body.

Perspective/Strategic Plan:

- To guide students towards excellence and grace the university's merit list.
- To enhance the seats for the B.Sc. nursing course from 30 seats to 50 seats
- Allocate resources effectively to support the expansion of PG courses
- Invest in technology-enabled learning resources, simulation labs, and research facilities to enhance the educational experience.

Activities leading to Institutional Excellence:

- HSINE evolved through immersive student and faculty exchange programs, bridging connections with both national and international scholars, and illuminating its visionary path.
- The institution bestows upon students the gift of free accommodation in the hostel.
- The institute encourages students to participate in the Pulse Polio Program, Swatch Bharat Movement, Awareness Rallies, Medical Camps, Plastic Waste Removal Rallies, and Go Green Plantation Drive, etc.
- Our institute provides cutting-edge high-fidelity simulation mannequins that enable students to engage in hands-on procedures, preparing them effectively for practical applications in their field of study.

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

6.1.2

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

Response:

HSINE is a registered Charitable Institute overseen by the Society of the Servants of the Holy Spirit in Bombay. The administrative structure includes a hierarchy from the Principal down to faculty members, with a decentralized model in place. Departments and committees play integral roles in the institution's operations, each with a chairperson, secretary, and members. These bodies have decision-making authority over programs, which are then communicated to the Principal.

Committees of the Institute

- The College Council Committee: the College Council Committee plays a multifaceted role in fostering academic excellence, promoting student welfare, and ensuring the overall development of the college community.
- The Internal Quality Assurance Cell (IQAC) is under the supervision of the IQAC Coordinator and comprises members from diverse sectors including management, stakeholders, alumni, the secretary, faculty, and student representatives.
- Department heads (HOD) routinely gather for departmental meetings to deliberate on matters related to teaching, students, patient care, and operational needs, culminating in decision-making processes.
- Faculty meeting is an every 4th Tuesday monthly gathering designed around various agendas. During these meetings, updates on curricular and co-curricular activities are shared.
- The Curriculum Committee oversees the enhancement of the nursing college's curriculum and collects feedback related to the curriculum.
- A Research Committee can help students develop research skills and an open attitude to new ideas. Encourage students and faculty to participate in research methodology workshops and publish papers in renowned journals.
- The Library Committee provides services and facilities to readers, such as information support for the teaching and learning process. With updated software of e-Granthalaya and online public access catalog (OPAC) and clinical key.
- The Mentor-Mentee Committee designs mentoring systems and organizes meetings.
- Disciplinary Committee Creating a Safe Environment: The committee focuses on solving student issues and creating a secure environment for learning and growth.
- Anti-Raging Committee prevents and eradicates ragging, which includes teasing, mistreatment, and disrespect towards individuals, and disruptive behavior that may cause annoyance or psychological harm. It maintains a zero-tolerance policy towards ragging on campus.
- The Vishakha (Internal Complaints) Committee guides students in need. Boost the self- and is concerned with women empowerment and protection of women from harassment
- The Grievance Committee creates a harmonious environment by encouraging stakeholders to be responsive.
- Student Committees play a crucial role in fostering students' leadership skills by engaging them in

activities such as coordinating and executing school projects.

- Sports & Cultural Council Committee Organizing regular sports events to train students for state and national level competitions. Motivating students and faculty members to promote sports activities.
- The Hostel Committee ensures that students coming from different places learn to live together and strengthen their relations with cooperation and goodwill.
- The Maintenance Committee supervises maintenance, repairs, and general upkeep of the coop's buildings, property, common areas, and grounds.
- The Alumni Committee has a distinguished history of fostering a tenacious loyalty and deep commitment to the field of Nursing.
- The Website Committee updates the institute's website with accurate and up-to-date information.

File Description	Document
Any additional information	[View Document](#)
Link for relevant information / documents	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Establishing a well-defined organizational structure and statutory bodies/committees within a college is crucial for effective governance and decision-making. Approval for the academic strategic plan was granted by the local management committee. Faculty members have utilized policies of different committees to enhance productivity and maintain consistency. The principal and members bear full accountability and responsibility for ensuring the smooth operation of the institution.

The main goal of a strategic plan is to provide a roadmap for an organization to achieve its long-term objectives and fulfill its mission by effectively allocating resources, guiding decision-making, and adapting to changes in its internal and external environments.

The institute has established many such committees to ensure smooth and efficient operation:

The Local Management/Advisory Committee oversees overall governance and strategic decision-making at the institute, ensuring alignment with its mission and vision.

The Internal Quality Assurance Cell (IQAC) ensures continuous improvement in academic and administrative processes through assessment, feedback, and quality enhancement initiatives.

The Curriculum Committee is responsible for the development, review, and enhancement of academic programs to meet quality standards and industry relevance.

The Research Ethical Committee ensures adherence to ethical standards and regulations in research activities conducted within the institute.

The Anti-ragging Committee, with student representation, ensures a safe and respectful campus environment by enforcing anti-ragging policies and providing support to victims.

The Disciplinary/Grievance Committee maintains discipline among students and staff, resolving conflicts and addressing behavioral issues according to established policies.

The Internal Complaint Committee, also with student representation, addresses grievances and ensures a fair and impartial resolution process within the institute.

The Library Committee oversees the management and development of library resources and services to support teaching, learning, and research.

The Student Nurses Association Committee (SNA) fosters students' holistic development by organizing extracurricular activities and providing support services.

The Alumni Committee, including student representation, maintains connections with alumni and facilitates their engagement with the institute for mutual benefit.

Each committee within the institution is led by a dedicated chairperson, supported by an efficient secretary, and comprised of committed members who work collaboratively to address issues and enhance the smooth functioning of the organization.

The main objectives of the strategic planning are to:

- Achieve academic excellence by enhancing the quality of nursing education and training programs.
- Ensure student success through comprehensive support services and personalized learning approaches.
- Promote research and innovation to advance nursing science and improve patient outcomes.
- Integrate clinical practice by strengthening partnerships with healthcare facilities for diverse learning experiences.
- Develop faculty through investment in professional development programs and leadership skills.
- Engage with the community to address healthcare disparities and promote health equity.
- Integrate technology to enhance teaching, learning, and administrative processes.
- Maintain accreditation standards and regulatory compliance to uphold program quality and credibility.
- Support workforce development by collaborating with healthcare organizations to address industry needs.

- Foster strategic partnerships with academic institutions, healthcare providers, and community stakeholders.
- Optimize resource management to support high-quality nursing education and services.
- Pursue continuous improvement through ongoing assessment, evaluation, and enhancement of programs and practices.

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Employee welfare measures encompass a wide range of offerings from amenities and services to rewards that employers provide for their benefit and well-being. The goal of the endeavour is to increase staff motivation and productivity.

Significance of Employee Welfare:

If implemented properly, it has significant advantages for both employers and employees, but it also increases organizational expenses. Increased efficiency will result in satisfied consumers.

Welfare measures:

1. **Health and Wellness Programs:** Providing access to health and wellness programs promotes physical and mental well-being among employees.
   1. **Medical benefits for the staffs & their dependants (parents/spouse and two children).**
   2. **Medical Insurance :**
   3. Benefit of COVID insurance during pandemic outbreak.
   4. At present, after completing the probation period all the employees are eligible for availing the oriental medical insurance according to the terms and conditions of the company.
   5. **Maternity Benefit**:
   6. Maternity Leave – 6 months,
   7. Breast feeding: 3 times per day up to one year.

Moreover providing tea during breaks twice a day and subsidized meals demonstrates an employer's commitment to supporting employee well-being, enhancing workplace satisfaction, and fostering a positive work environment.

1. **Leaves** :
2. PL- 30,
3. CL- 10,
4. SL- 11,
5. PH-10,
6. Quarantine -14 days
7. **Free Crèche facilities** for employees' children from 6 months up to 12 years.

2. Professional Development Opportunities:

- Investing in employee training and development programs like workshops, seminars, and mentoring programs.
- Policies on higher studies promote and encourage career growth.

3. Financial Well-being Support:

- Offering competitive salaries, yearly increments and promotions ex-gratia bonuses, LTA, gratuity and provident fund plans helps alleviate financial stress.
- Financial education programs, budgeting tools, and access to financial advisors empower employees to make informed decisions about their finances, promoting stability and peace of mind**.**
- **Room Facility** –Rooms are available for the guests of employees in minimum pay.
- **Transport facility:** Twice daily for easy access and to avoid heavy traffic.
- **Free accommodation**

4. Work Environment Enhancements:

- The institute's building is well-ventilated, and well-lit, and both the interior and the exterior are clean and safe. The green trees deliver a breath of clean and fresh air. Parking for personal motor vehicles is available, as well as an electric buggy car accessible from the campus main gate.
- **Library and Computers with Wireless connectivity:** open layout equipped with the comfortable furniture's and Air Conditioners, designated sections for the purposes (teacher, reference and students) in library create quite study environment. Wide varieties of departmental textbooks with new version, Digital as well as National and International journals, Books for inculcating values, Novels for leisure time
- **Lush Green Campus: Botanical Garden with herbal plants:**
- **Safe and secure working environment with Safe portable water:** Campus is equipped with CCTV for surveillance, Wi Fi facility, safe drinking water and 24-hour in-house security.
- **5. Recognition and Rewards Programs:**

- "Best Teacher Award or Appreciation Award".
- Regular feedback sessions, performance evaluations, and career development discussions.
- These welfare measures cultivates a positive work culture, attract top talent, retain valuable employees, and ultimately drive sustainable success.

File Description	Document
Any additional information	[View Document](#)
Link for policy document on the welfare measures	[View Document](#)
Link for list of beneficiaries of welfare measures	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

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

Response: 36.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	15	2

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

6.3.3

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

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	11	8	30

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

6.3.4

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

Response: 62.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	5	11	3

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

6.3.5

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

Response:

In HSINE, the process of performance appraisal stands as a pivotal mechanism for upholding standards of excellence and efficacy across our institution. It constitutes a thorough assessment of both teaching and non-teaching staff, with the overarching aim of evaluating individual performance, nurturing professional development, and fortifying organizational goals.

Performance appraisal within HSINE encompasses a comprehensive evaluation of employees' feedback mechanism, goal setting, recognition, and clear communication with a positive note helps in effectiveness in fulfilling their respective roles within the institution.

Evaluation: The performance appraisal process within HSINE is typically conducted through a series of structured assessments, including periodic reviews in the first year of employment, followed by annual evaluations thereafter. These assessments are carried out by the designated Principal.

Feedback: Offering constructive feedback is intrinsic to the appraisal process, as it facilitates ongoing learning and growth. The Principal provides valuable insights through structured feedback mechanisms and offers guidance for continuous improvement.

Goal Setting: In evaluating the performance of teaching staff within HSINE, a comprehensive set of attributes is considered, including pedagogical proficiency, clinical expertise, research acumen, interpersonal skills, and alignment with our institute's values. For non-teaching staff, performance appraisal encompasses functional parameters related to job responsibilities, as well as behavioral competencies such as teamwork, communication, and customer service.

Development: Identifying opportunities for professional development is essential for nurturing employees' competencies and advancing their careers. Performance appraisal serves as a catalyst for

recognizing areas where additional support, training, or mentoring may be beneficial, thereby fostering a culture of lifelong learning and growth.

Recognition: Recognizing and celebrating exceptional performance is paramount for fostering a positive work environment, enhancing employee morale, and reinforcing desired behaviors. At our institution, we honor outstanding contributions through awards such as "Best Teacher" and "Best Employee of the Year." These accolades serve as a testament to the dedication and excellence exhibited by our staff members. Moreover, we believe in directly linking salary increments to performance appraisal outcomes. This ensures that employees are rewarded for their hard work and commitment.

Promotion and Career Planning: Identifying high-potential employees and grooming them for future leadership roles is integral to our talent management strategy. Through performance appraisal, individuals with demonstrated potential for advancement can be identified and supported in their career progression journey.

Communication: Performance appraisal serves as a conduit for open and transparent communication between employees and the Principal.

It is an iterative process that underscores HSINE's commitment to continuous improvement, excellence, and the holistic development of its workforce. By investing in the professional development and well-being of both our teaching and non-teaching staff, HSINE endeavors to cultivate a culture of excellence, compassion, and innovation.

File Description	Document
Any additional information	[View Document](#)
Link for performance Appraisal System	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

At HSINE, an institution dedicated to academic excellence and innovation, the financial framework relies primarily on student fees, supplemented by advances from the parent trust to address any financial shortfalls. A well-structured mechanism ensures the cautious allocation of financial resources to enhance

academic processes and develop infrastructure.

Institutional budget: Annually, the Principal collaborates with administrative personnel to formulate the institutional budget, meticulously considering recurring and one-time expenditures.

Under the oversight of the governing body, financial decisions are categorized and scrutinized across diverse domains such as Training & Placement, Library Resources, Maintenance, and Procurement. The emphasis lies on transparent transactions, meticulously documented through a system of bills and vouchers to uphold integrity and accountability.

Procurement processes: It is overseen by the Principal, administrative staff adhere to rigorous standards from purchase order issuance to payment release, contingent upon goods delivery and compliance with terms outlined in the purchase agreements.

Audits: Regular financial audits, conducted annually by chartered accountants, serve as a validation of compliance and transparency, highlighting the institution's commitment to sound financial management practices and regulatory adherence.

- Financial allocations extend beyond numerical considerations, encompassing strategic investments in induction programs, faculty development initiatives, workshops, and infrastructure enhancements, all aimed at fostering academic excellence and holistic student development.

Revenue: While student tuition fees serve as the primary revenue source, the institution also benefits from parent trust, alumni contributions, and sponsorships, enriching the financial ecosystem and enabling supplementary investments in educational resources.

Guided by a dedicated finance committee under the parent hospital, financial strategies prioritize optimal resource utilization, with scrupulous evaluation of quotations and expenditures to ensure alignment with institutional objectives and fiscal responsibility.

Beyond financial metrics, the impact of resource utilization resonates throughout the institution, as infrastructure facilitates a wide array of academic and extracurricular activities, fostering a vibrant educational environment that nurtures intellectual growth and community engagement.

File Description	Document
Any additional information	[View Document](#)
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	[View Document](#)
Link for procedures for optimal resource utilization	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Transparency in financial matters is a cornerstone of effective governance, particularly within HSINE, charged with guiding students' futures. We believe in openly sharing financial activities to build trust and ensure accountability among students, parents, faculty, and the wider community. Holy Spirit management places a high priority on maintaining transparency and accountability in its financial operations, facilitated by a comprehensive internal and external auditing system. This system is designed to ensure that the college's financial records are accurate, reliable, and compliant with regulatory standards.

To achieve this, Holy Spirit management has enlisted the services of internal audit and external audit

Internal audit: the regular audits are conducted by HSINE.The principal reviews certain statements and forwards for an internal audit done by our Finance team.

External audit: for external audit Holy Spirit management has appointed external Chartered Accountant Bipin N. Shah & Co., a reputable firm with extensive experience in society accounting. These external auditors conduct annual audits of the college's financial statements, which are then reviewed and approved.

Additionally, interim audits are conducted every six months to provide regular checks on the financial health of the institution.

Scope of audits: It is broad and includes the examination of various financial aspects such as cash accounts, bank accounts, and statutory payments. By scrutinizing these key areas, the auditors ensure that the college's financial records are accurate and transparent. Any discrepancies or issues identified during the audit process are promptly communicated to the Finance Director for further investigation and resolution.

Furthermore, in addition to the routine financial audits, the college also conducts specialized audits on expenses and grants received from external sources such as donors or the university.

Audit Areas:

- Capital assessments,
- Practical exams,
- Donor contributions,
- Alumni association funds.

By thoroughly examining these transactions, the college ensures that the funds are being used for their intended purposes and by donor requirements.

The findings of these audits are meticulously documented and submitted to the institute for compliance. This not only ensures that the college remains accountable for its financial activities but also helps in building trust and confidence among stakeholders such as students, parents, donors, and government agencies.

Moreover, the audit process serves as a valuable tool for continuous improvement, enabling the college to identify areas where financial management practices can be enhanced and corrective actions can be taken. By adhering to rigorous auditing standards and regulatory guidelines, Holy Spirit management demonstrates its commitment to responsible financial stewardship and upholds the principles of transparency and accountability in all its operations.

File Description	Document
Any additional information	[View Document](#)
Link for documents pertaining to internal and external audits year-wise for the last five years	[View Document](#)
Link for any other relevant information	[View Document](#)

6.4.3

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

Response: 0.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.30

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

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

At HSINE, the Internal Quality Assurance Cell serves as the cornerstone in establishing and upholding a framework for advancing quality and is deeply committed to fostering a culture of excellence in nursing education. Through collaborative endeavors within and beyond the institute, the IQAC endeavors to integrate diverse initiatives, strengthened by the backing of the parent hospital and external stakeholders, with the overarching goal of positioning the college as a distinguished Center for Excellence in nursing education.

Functioning as the principal academic administrative entity, the IQAC at Holy Spirit Institute functions as a channel, identifying areas suitable for enhancement. Every year, it outlines the goals to close the gap and pinpoint the main areas that require development. Leveraging input from stakeholders, the IQAC shapes the course of activities aimed at upholding quality across the spectrum of teaching, learning, evaluation, and research endeavors. This dynamic process underscores the institute's firm commitment to continuous improvement, ensuring holistic advancement across all dimensions of educational provision.

 FOLLOWING ARE THE OBJECTIVES OF THE IQAC COMMITTEE

- Promote innovation, accountability, autonomy, and self-evaluation in higher education.
- Conduct studies, consultations, and training programs to improve quality.
- Collaborate with stakeholders to assess, promote, and maintain quality standards.
- Foster a culture of quality throughout the institution, enhancing clarity and focus in institutional functioning.
- Integrate institutional initiatives and institutionalize excellent practices.
- Provide decision-makers with comprehensive information to enhance institutional performance.
- Serve as an agent of change within the organization.
- Improve internal communication to facilitate policy execution and quality enhancement.

Continuing with the objectives, The IQAC committee endeavors to instill a culture of quality, streamline internal processes for enhancement, evaluate institutional performance, devise improvement strategies, and facilitate communication regarding quality matters within the institution. Regularly convening, the committee conducts periodic assessments to uphold quality standards and ensure continuous improvement.

ACTIVITIES OF IQAC

1. **IQAC Meetings and Planning:**

- Develop quality assurance policies aligned with institutional goals.
- Conduct institutional planning and curriculum reviews.
- Prepare the objectives and action plan of IQAC at the beginning of every academic year.
- Prepare the budget for IQAC programs and seek approval from higher authorities.
- Monitor programs planned by various committees.

2. Capacity Building and Communication:

- Organize faculty development programs.
- Monitor teaching and learning resources.
- Promote research and innovation.
- Facilitate student support services and community engagement.
- Conduct quality audits and internal reviews.

3. Documentation and Reporting:

- Maintain comprehensive documentation and reporting of programs/activities contributing to quality improvement.
- Compile documents for the Annual Quality Assurance Report (AQAR).
- Prepare and submit AQAR to NAAC annually

File Description	Document
Any additional informaton	[View Document](#)
Link for the structure and mechanism for Internal Quality Assurance	[View Document](#)
Link for minutes of the IQAC meetings	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

6.5.2

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

Response: 85.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	4	9	8

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	[View Document](#)
Certificate of completion/participation in programs/ workshops/seminars specific to quality improvement	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: B. Any three of the above

File Description	Document
Report of the workshops, seminars and orientation program	[View Document](#)
Report of the feedback from the stakeholders duly attested by the Board of Management	[View Document](#)
Minutes of the meetings of IQAC	[View Document](#)
Institutional data in prescribed format	[View Document](#)
AQAR submitted to NAAC and other applicable certification from accreditation bodies	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	3	5	3

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

7.1.2

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

Response:

The Holy Spirit Institute of Nursing Education (HSINE) is a dedicated institution focused on providing a supportive and empowering environment exclusively for female students. The institution is led by Women Leaders as administrators, directors, and mentors. Although the institute's vision is only towards women, realizing the need and importance of respect and safeguarding the rights of every individual, it has recruited male staff into non-teaching.

The institute implements various initiatives aimed at promoting gender equity and addressing the unique needs of women.

Courses at HSINE are designed to challenge stereotypes and encourage female students to explore their full potential across academic disciplines. Special classes focus on aspects of women's empowerment such as self-protection, rights and responsibilities, and their roles in society. Additionally, leadership and empowerment programs are offered to cultivate the leadership skills of female students.

HSINE celebrates International Girl Child and Women's Day, providing mentorship, networking opportunities, and skill-building through workshops, panel discussions, rallies, meetings, and role-plays. These events support the personal and professional growth of women.

Recognizing the prevalent issue of violence against women and girls, HSINE offers counseling services, support groups, and tailored resources to address these challenges. Students actively participate in awareness campaigns by organizing rallies and distributing informative materials to the community, contributing to efforts to combat violence against women. Safety and security are paramount concerns for any educational institution, especially one exclusively for female students. Here's a piece focusing on safety and security measures implemented at the institution:

- Female security services in the College /hostel (24x7)
- College and Hostel entrances and passages are under CCTV Surveillance (24x7)
- Separate washrooms for Males & Females.
- Separate Changing rooms for students & staff.
- We conduct regular emergency drills and training sessions to prepare students and staff for various emergency scenarios, including natural disasters, fires, and security incidents.
- In the hostel, wardens are present in all the 3 shifts, for any emergencies.
- Hostel Resident teachers and Student leaders as Hostel- Incharge
- Supervisory rounds by the authority and security officers are carried out
- Visitors are permitted to meet in the hostel only with the consent of parents during the prescribed time
- Display of (anti-ragging) helpline numbers for students access in any emergency

Other measures

We offer female employees tailored benefits, including healthcare coverage, maternal leave, and flexible work arrangements. Breastfeeding breaks are provided, and to support working parents, we provide convenient access to on-site childcare services, aiming to ease their challenges and allow them to focus on work responsibilities with peace of mind. Our culture fosters respect and inclusivity, ensuring female staff feel valued. We prioritize work-life balance initiatives and wellness programs to enhance the physical, mental, and emotional health of our female staff, recognizing their well-being as integral to our institution's success. Regular feedback mechanisms and communication channels are in place to effectively address the concerns and needs of female staff, demonstrating our commitment to their satisfaction and fulfillment in the workplace.

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

7.1.3

The Institution has facilities for alternate sources of energy and energy conservation devices

1. Solar energy

2. Wheeling to the Grid

3. Sensor based energy conservation

4. Biogas plant

5. Use of LED bulbs/ power efficient equipment

Response: C. Any three of the above

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

7.1.4

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

- **Solid waste management**

- **Liquid waste management**

- **Biomedical waste management**

- **E-waste management**

- **Waste recycling system**

- **Hazardous chemicals and radioactive waste management**

Response:

- **SOLID WASTE MANAGEMENT**

In the college, every classroom, washroom, office, and department is provided with separate bins of color coding and daily the waste is collected by BMC.

The institution and the hospital campus are free from the usage of plastics. The students and the employees are committed to reducing waste effectively by following the institution's policies.

Generated Waste is classified into:

- Biomedical Waste
- Non – Hazardous House, Garden & Kitchen Waste
- E-Waste
- **BIO-MEDICAL WASTE MANAGEMENT -**

All our students and staff are committed to following the standard precautions and practicing safe measures of disposing of in different color-coding bins/bags. The new staff are being oriented to maintain hospital policies and practices. Daily, the waste from the campus is collected and segregated carefully and sold to BMC vendors. When our students execute activities in rural communities, the trash is gathered carefully, sorted, and disposed of properly.

CATEGORIES OF BIO-MEDICAL WASTE

Bags	Waste Materials
Red bags:	Medical Plastic waste
Yellow bags:	Medical Infectious Waste
Black Bags:	Wet waste and dry waste are in separate bags.

Card Board Boxes with blue stickers:	Vials, glass bottles, ampoules, OT implants
Puncture proof can:	Needles sharps, scalpers, and blades.

- **NON – HAZARDOUS HOUSE, GARDEN & KITCHEN WASTE**

Organic waste is collected and used in biogas facilities; the gas is used in the kitchen, while the manure is used in the garden.

E-WASTE MANAGEMENT -

E-waste from colleges and hospitals is sent to authorities for disposal or preservation, with HSH selling all electronic equipment to original suppliers or scrap vendors.

- **LIQUID WASTE MANAGEMENT –**

All wastewater is treated by ETP (Effluent Treatment Plant)

STP (sewage treatment plant)

HSH has a 100 KLD STP plant with MBBR (Moving bed bioreactor) technology for the treatment of wastewater generated from toilets, bathrooms, and kitchens is collected via a series of drains and is collected in a sewage collection tank which is fully enclosed and covered with slab.

STP consists of a Submersible pump, raw sewage collection tank, Raw sewage pump, screen chamber, oil and grease chamber, Aeration tank or MBBR, air blower, and settling tank. Alum dosing pump, sludge dying bed, sludge pump, water filtered tank, filter feed pump, sand filter vessel, active carbon filter vessel, hypo dosing, and treated water tank.

- **WASTE RECYCLING SYSTEM -**

Waste water is recycled for gardening, dry waste is taken for recycling, and wet waste is taken by BMC.

- **VERMICULTURE** -

As HSH campus is full of greenery providing fresh air to all, it utilizes its dry leaves to feed the six to seven Vermiculture pits that provide fertilizers to the soil for its fertility.

HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE MANAGEMENT

HSH uses sealed radioactive sources for Brachytherapy treatment, avoiding hazardous chemicals. Chemicals used in community settings are checked for expiry dates and sent to the general stores department.

Since the BMWM laws were implemented in 2016, all waste is now handled by approved entities.

File Description	Document
Any additional information	[View Document](#)
Link for relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for geotagged photographs of the facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.5

Water conservation facilities available in the Institution:

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

Response: Any Three of the above

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

7.1.6

Green campus initiatives of the Institution include

1. Restricted entry of automobiles

2. Battery-powered vehicles

3. Pedestrian-friendly pathways

4. Ban on use of plastics

5. Landscaping with trees and plants

Response: B. Any four of the above

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

7.1.7

The Institution has disabled-friendly, barrier-free environment

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

Response: C. Any three of the above

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

7.1.8

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

Response:

The Holy Spirit Institute of Nursing Education actively works to foster community harmony and inclusivity through several institutional initiatives. The SNA and NSS unit works hard to fulfill its goals and principles to inspire and motivate the students,

Here breakdown of the key points:

Cultural: The Institute upholds unity in diverse respects celebrates the festivals enforces a policy of tolerance, harmony, and non-discrimination based on religion, community, caste, or language. On the occasion of Constitution Day events such as essays, and elocution competitions are conducted to promote the awareness and understanding of constitutional values. The institute provides equal opportunities for all students, including those from different cultural backgrounds and minority communities. The college organizes various cultural activities and celebrations including Holi, Diwali, and Onam to promote communal harmony and understanding. During educational visits, students are taken for a north tour where they are exposed to Wagha Border, Jaipur, Amritsar, Agra, and Delhi and witness the different northern history and culture of India. The curriculum includes the topic of culture and diversity students are given peer discussions on the topic and allowed to add more on to the cultural beliefs and religious practices to promote inclusivity and understanding among students.

Religion: admissions are provided to students from diverse backgrounds including those from backward classes like SC and ST. All religions and their symbols are displayed in the institution to encourage unity and respect for diversity. Being a Minority institute, all religious students are encouraged to be admitted in any of the programs. Sunday's students are allowed to visit their worship areas. Holidays are provided on main festival days.

Region: Traditional day is celebrated and during essay competition, language preference of Marathi and Hindi is also given

Language: To maintain uniformity and better understanding English and Hindi are used for

communication among students and teachers.

Socioeconomic: students who are of low socioeconomic status and not able to pay the fees are financially helped to get a scholarship. Some students have donated their blood 3 or more times to support Institutions that actively contribute to social causes such as providing monetary aid for natural disaster victims like those affected by the Kerala floods in November 2018.

Institute organised a prayer service and candlelight march in remembrance of the real heroes after the Pulwama attack demonstrating a profound gesture of solidarity, empathy, and tribute to those who lost their lives in the tragic event in 2019.

Community Engagement: students participate in various community activities like medical and blood camps, polio drives, rallies on various social and medical issues, and health awareness programs in rural and urban areas. Sessions on communicable diseases. The institute organizes events on international and national days like Senior Citizens Day, women's Day, Girl Child Day, and Children's Day further emphasizing its dedication to societal well-being and gender equality.

Implementing these initiatives, the institute creates an inclusive environment where individuals from diverse backgrounds feel valued, respected, and supported, contributing to a harmonious and tolerant community.

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

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

1. The Code of conduct is displayed on the website

2. There is a committee to monitor adherence to the code of conduct

3. Institution organizes professional ethics programmes for students, teachers and   the academic and administrative staff

4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

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

7.1.10

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

Response:

Holy Spirit Institute of Nursing Education focuses not only in curriculum but also in extracurricular activities. The SNA Team actively come forward to gather the student body and enthusiastically organizes and celebrates the planned days.

Through this the students can understand and appreciate historical and cultural values, as well as they may acquire skills to adapt to a diverse setting. Under the umbrella of nationalism, these festivities bring togetherness among the students.

COMMEMORATIVE DAYS

Independence Day and Republic Day represents India's true spirit of independence and individuality, the NSS Volunteers organize programme and celebrate by participating in the event and demonstrate their patriotism through songs and elocution.

Every year on the anniversary of Florence Nightingale's birth, we celebrate International Nurses Day by conducting programs to inspire young aspiring nurses. International Yoga Day is celebrated to highlight the value of yoga in adopting a healthier lifestyle and way of life. World Mental Health Day is celebrated

to draw attention to mental health issues and to encourage mental health-supportive measures. International Women's Day recognizes the importance of women in all fields, and International Girl Child Day is an observance dedicated to promote the rights and well being of girls and young women. Teachers Day is observed in a unique way by students to acknowledge the work they have done by organizing programs to express gratitude to the teachers.

NATIONAL AND INTERNATIONAL DAYS

Various days, such as World TB Day, World AIDS Day, World Environment Day, World Cancer Day, World Patient Safety Day, Human Rights Day, World Heart Day, and Health Week, are commemorated in collaboration with other departments to raise awareness and offer knowledge in the community sector through rallies, street play, and role play. Breastfeeding week is observed in the premises of hospital to emphasize the importance of breastfeeding to the maternal womens, Health week is regarded as a good opportunity to shed light on the various preventive measures of health problems, immunization week, and menstrual hygiene week are observed to emphasize the importance of hygienic practices to be carried out by young girls and women's.

College students observe festivals such as Navratri, Diwali, Christmas, and Onam. Each festival has a unique theme and is jam-packed with events and competitions. These provide students with several opportunities to develop skills such as teamwork, problem solving, leadership, and effective communication, among others.

Many events are held such as cultural days and sports days, to offer a platform for every student to showcase their talents and abilities with tremendous passion and spirit.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE -1

TITLE:

"Pulse PAL: Illuminating Nursing Education Aaj Kal"

PRACTICE:

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

OBJECTIVES OF THE PRACTICE:

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

CONTEXT:

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

UNIQUENESS:

The PAL program stands out for its innovative approach to learning, where students take on dual roles as both learners and educators. This reciprocal teaching model not only benefits the students receiving

instruction but also empowers peer educators to reinforce their own understanding of the material through teaching. Additionally, the program's focus on nursing-specific subjects ensures relevance and applicability to students' future practice.

EVIDENCE OF SUCCESS:

The PAL program's success is evident in improved academic performance, increased student engagement, and positive participant feedback. Verbal surveys and assessments show enhanced comprehension of course material. The program fosters a collaborative learning environment, promoting companionship and mutual support among students. Senior students in PAL, many of whom have received prestigious awards, demonstrate notable dedication, often staying until they receive their passing certificates and earning monetary honorariums. These individuals exemplify leadership and a commitment to academic excellence.

PROBLEMS ENCOUNTERED:

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

BEST PRACTICE -2

TITLE:

"Skill up-Empowering Students for Career Triumph"

PRACTICE

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

OBJECTIVES

- **Develop Leadership and Professional Competence:** Equip nursing students with essential skills, including leadership qualities and effective team management, to excel in healthcare settings.

- **Enhance Time Management and Conflict Resolution**: Improve students' ability to prioritize tasks, manage time efficiently, and resolve conflicts constructively, fostering a harmonious and productive work environment.
- **Promote Personal Growth and Stress Management:** Foster personal growth and self-awareness, teach strategies to build healthy professional relationships and provide techniques to manage exam-related anxiety, ensuring success.

CONTEXT:

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

UNIQUENESS:

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

EVIDENCE OF SUCCESS:

"Skill Up" has proven instrumental in navigating clinical complexities and delivering quality patient care. Participants report increased confidence and effectiveness, with evaluations showing significant improvements in leadership, time management, conflict resolution, and personal development. Students also manage stress better during exams and build stronger relationships with colleagues and superiors, fostering a supportive work environment. Feedback from stakeholders confirms that our graduates consistently demonstrate exemplary qualities and competencies in their professional roles.

PROBLEMS ENCOUNTERED:

Despite its benefits, "Skill Up" faces challenges like resource limitations, scheduling conflicts, and ensuring student engagement. Securing experienced instructors and sufficient training time is complex. Maintaining high student participation requires innovative delivery methods and incentives. Addressing these challenges involves continuous evaluation, proactive planning, and flexible scheduling to meet nursing students' diverse needs. The compact semester system also pressures the program to fit sessions into limited time. With effective management and adaptation, "Skill Up" can continue to offer valuable learning experiences for nursing students.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

EMPOWERING YOUNG WOMEN

The administration, employees, and students of HSINE have long been at the forefront of promoting women and cultivating a climate of respect, competence, dedication, and compassion. Concerning *EMPOWERING YOUNG WOMEN* entering the nursing field, HSINE, an academic center affiliated with HSH and renowned for its smart women-led leadership in administration and management, has an advantage.

The unification of *LEAPS* into the curricula is one of the main areas of institutional distinctiveness that aligns with its goal. The verb "leaps" means "to spring through." That is "moving in the right direction and making a lot of progress toward accomplishing something." The uniqueness of HSINE results from the riches of women rising as Nurses' Day demands our nurses and our future. We embrace this distinctiveness through the following activities:

LEAPS - Lady Leadership initiatives

-Entrepreneurial skills initiatives

- Access to information Initiatives

- People and Peace Initiatives

- safe space Initiatives

Lady-Leadership Initiatives

- Through a captivating nursing theory exhibition, we showcase the female nurse leaders' pioneering work to inspire others.

- Mentorship opportunities offered are an initiative to provide invaluable insights, advice, and networking opportunities for faculty and students, fostering their growth as future nursing leaders.
- By empowering students to become teachers, we create dynamic learning environments where knowledge is co-created and shared, reinforcing understanding and deepening comprehension through innovative teaching methods.
- Furthermore, a buddy system among senior and junior students, facilitates the exchange of knowledge, skills, and experiences, ensuring continuous learning and professional development for all involved.
- Prioritizing holistic development, Personality Development programs focus on enhancing essential soft skills crucial for effective leadership, including communication, emotional intelligence, resilience, and conflict resolution.

Entrepreneurial skills Initiatives

- Through our organization and hosting of workshops and seminars centered on entrepreneurship and digital technology skills in nursing, we equip participants with the practical knowledge to leverage technology effectively in both their nursing practice and entrepreneurial pursuits.
- To cultivate creativity and problem-solving abilities we inspire young minds to explore inventive methods such as handmade audio-visual aids, videos, flashcards, pamphlets, puppets, models, etc.

Access to information Initiatives

- We offer platforms for intellectual growth and development through seminars, workshops, and knowledge-sharing sessions, aiming to broaden participants' understanding of nursing and healthcare.
- Embracing technology, we utilize digital platforms and resources to disseminate knowledge and facilitate continuous learning among nursing professionals.
- Our conferences on "Going Back to the Roots" are designed to revisit a deeper appreciation for the profession's heritage and guiding principles among participants.

People and Peace Initiatives

- Acknowledging the significance of spiritual well-being, we integrate various spiritual development activities, including prayer services for all religions, celebrations, holy masses, and more. These initiatives are designed to foster the holistic growth and resilience of nursing professionals, nurturing their well-being beyond the confines of their professional roles.

Safe space Initiatives

- We dedicate efforts to nurturing workplace spirituality and fostering a supportive environment additionally, we raise awareness about issues such as sexual harassment and gender equality, aiming to promote well-being and resilience among professionals.
- We prioritize empathy, compassion, and inclusivity among ourselves. By fostering a culture of care and support.

File Description	Document
Link for appropriate web page in the institutional website	[View Document](#)
Link for any other relevant information	[View Document](#)

8.Nursing Part

8.1 Nursing Indicator

8.1.1

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

Response:

Clinical skills and simulation labs play a pivotal role in healthcare education by providing a controlled environment for students to acquire and enhance essential skills in basic and advanced nursing procedures. These labs are structured to mimic real-life clinical scenarios, allowing students to practice under supervision before encountering similar situations in actual patient care settings.

Lab facilities available for students are:

- **Foundation of Nursing Lab**
- **Advance Nursing Lab**
- **Maternal and Child Health Nursing Lab**
- **Nutrition Lab**
- **Biophysics and Biochemistry Lab**
- **Community Health Nursing**
- **A.V. Aids Lab**
- **Anatomy and Physiology**

Organization and Functioning

Facilities: Clinical skills and simulation labs are equipped with state-of-the-art equipment, manikins, and simulators to replicate clinical scenarios accurately.

Curriculum Integration: These labs are integrated into the curriculum, with scheduled sessions for students to practice and refine specific skills aligned with their level of training.

Simulation Equipment: Manikins and task trainers are utilized for practicing procedures such as Basic Life Support (BLS), Advanced Life Support (ALS), venepuncture, endotracheal (ET) tube intubation, and central line insertion. Both adults and pediatric. we also have manikins for all the basic nursing procedures

Acquisition and Enhancement of Skills

Skill Progression: Students begin with basic skills and gradually progress to advanced procedures as they advance through years of course.

Hands-on Practice: They engage in hands-on practice sessions guided by teachers, where they learn proper techniques, develop skills, and gain confidence in performing various nursing procedures.

Feedback and Reflection: Feedback sessions following simulations allow students to reflect on their performance.

Mechanism for Monitoring Student Learning

Performance Evaluation: Student performance is evaluated based on predefined learning objectives and competency standards for each procedure. Instructors use standardized assessment tools to measure proficiency and track progress over time as per the guidelines by MUHS.

Simulation Debriefing: Debriefing sessions after simulations provide opportunities for reflective practice, where students discuss their experiences, analyze decision-making processes, and identify strategies for improvement.

Objective Structured Clinical Examinations (OSCEs): OSCEs are used to assess students' clinical skills in a controlled setting, with standardized stations representing different clinical scenarios. This method allows for objective evaluation of students' abilities to perform various procedures.

Continuous Assessment: Assessment is ongoing throughout the training program, with regular feedback loops to monitor student learning, address any deficiencies, and tailor instruction to individual needs.

Clinical skills and simulation labs are vital parts of healthcare education, offering a safe space for students to learn and improve essential clinical abilities through hands-on practice, simulation technology, and feedback by their teachers.

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

8.1.2

Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships/ Master trainer certifications beyond the eligibility requirements from Universities/ Recognized Centers/ /Professional bodies in India or abroad. (Eg: additional PG degree, Ph D, Fellowships, Master trainer certifications etc.)

Response: 13.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	1	0

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

8.1.3

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

Response:

Holy Spirit Hospital, the parent institution of HSINE, is accredited by the National Accreditation Board for Hospitals & Healthcare Providers (NABH) and certified for Nursing Excellence. The hospital maintains comprehensive guidelines, Standard Operating Procedures (SOPs), and a Quality Handbook to uphold high-quality care standards, with a particular focus on patient safety. Our infection control team takes the lead in educating our students, and should anything go amiss, rest assured, they are to provide support.

Infection Prevention and Control Measures

The hospital implements rigorous prevention and control programs to minimize healthcare-associated infections, adhering strictly to evidence-based practices and infection control protocols. Specialized measures include designated Communicable Disease Notifications and Reverse Barrier rooms for patients, regular surveillance, and meticulous data analysis. Infection control nurses conduct educational lectures for nursing students on safety measures, Needle stick injury, universal precaution, hand washing, etc. Visits are also planned of the students to departments like the Central Sterile Supply Department

(CSSD), and Bio-Medical Waste department, and various labs to augment their practical experience. The curriculum for the Infection Control subject covers a wide range of topics, including the principles of infection prevention, epidemiology of infectious diseases, modes of transmission, and strategies for infection control.

Emphasis on Patient Safety

Student nurses undergo extensive training in high-quality, safe care practices, and techniques to avoid errors in clinical practice. They adhere to patient safety guidelines and are provided with advice on relevant occupational safety standards and concepts. The institute fosters a culture that values patient-centered care, viewing errors as opportunities for growth. We prioritize instilling in our students a profound understanding of patient safety goals and measures.

Practical Training and Skill Development

After theoretical instruction, students engage in hands-on training in the skill lab, with teachers demonstrating procedures and providing guidance. They practice extensively and undergo multiple evaluations to ensure proficiency in clinical skills and patient safety measures. Supervised initially by teachers and later by staff nurses, students provide integrated care in clinical settings, gaining practical experience in various nursing procedures.

Research Opportunities and Continuous Learning

Students are encouraged to conduct research studies on standard operating procedures, with assessments conducted to evaluate their knowledge, attitudes, and practices. This provides valuable learning opportunities to enhance their understanding of patient care and infection control measures.

Benefits of Learning Environment

Holy Spirit Hospital offers a conducive learning environment where students can learn basic to advanced nursing techniques under the guidance of qualified teachers and nursing staff. By adhering to SOPs and guidelines, students contribute to minimizing infections such as bloodstream infections, catheter-associated urinary tract infections, and ventilator-associated pneumonia, ensuring quality care for patients.

By immersing themselves in the quality care and patient safety practices of the teaching hospital, students become adept at integrating these principles into their future professional practice. They graduate with a strong foundation in infection prevention and control, equipped to contribute to the delivery of safe, effective, and compassionate care in diverse healthcare settings.

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

8.1.4

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

Response: 67.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	28	28	27

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

8.1.5

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

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

Response: C. Any two of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of Certificate/s of Accreditations	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.6

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

Response:

Holy Spirit Institute of Nursing Education boasts a comprehensive infrastructure designed to foster the professional development of undergraduate students. From physical facilities to academic resources and support services, the institution prioritizes creating an environment conducive to learning and growth.

The campus is equipped with state-of-the-art amenities, including computer and simulation labs, a lecture hall equipped with LCD projectors, conference halls, a digital library, an auditorium, an herbal garden, a Zen zone, a wellness corner, a competitive exam preparation hub, etc., and our very own parent 300 bedded NABH accredited Hospital, ensuring that students have access to essential resources. Safety measures such as fire extinguishers, CCTV surveillance, and solar panels further enhance the security and functionality of the campus. Additionally, the presence of rainwater and sewage treatment plants underscores the institution's commitment to sustainability and environmental stewardship.

Holy Spirit Institute of Nursing Education also opens its doors to visitors, facilitating knowledge exchange and collaboration. Government and private organizations frequently visit the campus to gain insights into educational administration and patient care practices. International students seeking exposure to nursing theory and clinical practice have also benefited from their time at the institute.

Furthermore, the institution actively participates in academic events at the state and national levels, serving as a venue for workshops, conferences, and webinars. It is recognized as a theory center for university examinations, offering a conducive environment for student evaluations.

CRITICAL EVALUATION OF FACILITIES

Facility Impressions: Feedback from P.B. B.Sc. students from J.J. Hospital highlighted the impressive facilities available. This positive impression speaks to the quality and functionality of our campus infrastructure, which contributes to a conducive learning environment.

Student Exchange Program: Basic B.Sc. (N) and P.B.B.Sc (N) students from Holy Family Institute of Nursing Education expressed great satisfaction with our student exchange program during their visit. This positive feedback reflects the success of our program in fostering collaboration and enriching

learning experiences across institutions.

International Student Commendation: Several international students from the University of Rzeszow in Poland praised the emphasis on practical learning through hands-on experiences like clinical rotations and simulation labs. They also highlighted the enriching educational experience our diverse student body facilitated and the availability of resources and community engagement opportunities.

Clinical Exposure at Holy Spirit Hospital: Students from Hinduja College of Nursing unanimously agreed that the clinical exposure provided at Holy Spirit Hospital exceeded expectations and significantly contributed to the practical skills they acquired. This recognition validates the excellence of our clinical training facilities

Use of Classrooms for Examinations: Our classrooms are utilized twice a year for conducting DNB and university examinations. This utilization demonstrates the trust and recognition of our institution's facilities for conducting important examinations, further confirming the quality and suitability of our infrastructure and academic environment.

Infrastructure: The presence of a well-equipped auditorium and conference hall enables the seamless organization of conferences and workshops, facilitating enriched learning and collaborative opportunities for students and faculty alike.

File Description	Document
List of Institutions utilizing facilities in the College	[View Document](#)
List of facilities used by other Institutions	[View Document](#)
Any additional information	[View Document](#)

8.1.7

College undertakes community oriented activities

Response:

Dedicated to the motto **"Service in Love",** Holy Spirit Hospital established the Jogeshwari-EAST Clinic, the first community health center, in 1967 to provide medical care to poor and vulnerable sections of the population. Later, more clinics and mobile clinics were opened in the slums and around the hospital to provide healthcare to the economically weak and marginalized at affordable costs within easy reach.

At the heart of these initiatives lies the involvement of HSINE students, who actively participate in various activities aimed at community empowerment and health promotion. These activities include:

Community mapping and Data Analysis: Utilizing geographical mapping techniques to identify areas of need and map out resources within the community. Data analysis helps in identifying trends, patterns,

and areas requiring targeted interventions.

Community survey: Conducting regular epidemiologic and surveillance surveys for communicable and non-communicable diseases. Offering home visits to assess and address the health needs of vulnerable populations. Working with local schools to screen student health and provide reliable health education. Establish walking or sports groups to promote physical activity.

Health education: Through community needs assessment and services, we aim to gain a comprehensive understanding of the community and its needs, which in turn informs community planning, policy-making, and development. We prioritize health education by delivering evidence-based information tailored to the target population. Our approach promotes critical thinking, utilizes interactive activities, eliminates misconceptions, provides practical tips, respects cultural differences, empowers individuals, offers continuous support, and fosters collaboration with healthcare provider

Camps and Clinics: HSINE students play a multifaceted role in community health initiatives, actively engaging in camps and clinics to provide essential healthcare services like screenings, immunizations, and maternal care, including ANC and PNC clinics. Additionally, they contribute to health camps and deworming programs, demonstrating their dedication to improving the health and well-being of the community.

Celebrating National and Welfare Programs:

HSINE students enthusiastically contribute to the celebration of National and Welfare Programs by actively engaging in various health-related initiatives. They organize and participate in health awareness campaigns, vaccination drives, and healthcare services aimed at underserved communities. By taking part in these programs, HSINE students demonstrate their commitment to improving public health and welfare.

School Health Programs: Collaborating with local schools to conduct health screenings, immunization drives, and health education sessions for students. These initiatives aim to promote a culture of health and well-being from a young age.

In-Service Education for Healthcare Staff: students actively contribute to enhancing healthcare services by providing ongoing training for healthcare staff. These initiatives aim to improve the skills and knowledge of healthcare providers, ultimately enhancing the quality of care delivered to the community. Additionally, HSINE students conduct training sessions on antenatal care, newborn assessment, and first aid, ensuring that healthcare providers are equipped with the necessary skills to provide comprehensive care to mothers and infants.

Through these concerted efforts, HSH and HSINE students are making a significant impact on the health and well-being of the communities they serve.

File Description	Document
Geo-tagging / Photographs of events / activities	[View Document](#)
Any additional information	[View Document](#)

8.1.8

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

Response: 0

File Description	Document
Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E- copies of the appointment letters	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5. CONCLUSION

Additional Information :

Holy Spirit Institute of Nursing Education and the Holy Spirit Hospital in Andheri (E), Mumbai, India, blends theory and practice. It aids students in gaining the knowledge, skills, disposition, discipline, and character needed to give nursing care. It has advanced significantly and built a name for itself in Maharashtra's academic nursing arena. Motivating young people, the legacy has endured since 1997 from GNM, B.B.Sc. (N), P.B.B.Sc. (N), and more.

At HSINE, we promote growth, hope, and high-quality education. We make plans with the mindset that students are our first priority, considering both perfection and quality as well as the scholars' overall development and learning. It is a pleasure to have many join the nursing fraternity.

Nursing is a "lighthouse of care", in fact. Without a doubt, HSINE will serve as everyone's ultimate base. Here, opportunities are created to create oneself. We have high aspirations to make our students feel a little bit special and a little bit grown-up. We strive to empower them to be the best version of themselves.

Concluding Remarks :

Holy Spirit Institute of Nursing Education was founded on the principles of service with compassion, professional excellence, integrity of character, respect for life, innovation, creativity, and teamwork. The institute's emphasis is to enable women leaders to serve society and lead the field of healthcare. Our values include preparing young women to take on the responsibility for the health of the country through high-quality education, supporting welfare initiatives for faculty and students, enhancing clinical experience in the multispecialty tertiary care parent hospital "Holy Spirit Hospital," providing an advanced simulation lab for practical experience, and working together in outreach to the community.

Encouraging the institution to pursue accreditation is a sincere desire to unite individuals in the pursuit of progress, change, and practical reality. A zone of excellence and care is being made possible by this approach, which also opened up the areas of strength, weakness, opportunity, and challenges. It made sure there was a push toward adhering to the precise national educational policy while enhancing the quality of instruction across the board for the institution. This is a call for consistent excellence. We intend to respond with love, compassion, commitment, and conviction.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.2	Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years 1.2.2.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification: {TABLE1} Answer After DVV Verification : {TABLE2} Remark : DVV has made changes as per the report shared by HEI.
1.3.3	Average percentage of students enrolled in the value-added courses during the last five years 1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills Answer before DVV Verification: {TABLE3} Answer After DVV Verification : {TABLE4} Remark : DVV has made changes as per the report shared by HEI.
1.3.4	Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year) 1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings Answer before DVV Verification : 157 Answer after DVV Verification: 138 Remark : DVV has made changes as per the students undertaking field visits/Clinical / industry

Table 1 (1.2.2 before):

2022-23	2021-22	2020-21	2019-20	2018-19
104	0	0	69	0

Table 2 (1.2.2 after):

2022-23	2021-22	2020-21	2019-20	2018-19
103	0	0	72	0

Table 3 (1.3.3 before):

2022-23	2021-22	2020-21	2019-20	2018-19
0	58	111	36	0

Table 4 (1.3.3 after):

2022-23	2021-22	2020-21	2019-20	2018-19
0	58	107	33	0

	internships/research projects/industry visits/community postings.
1.4.1	Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from: 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI.
2.1.2	Average percentage of seats filled in for the various programmes as against the approved intake 2.1.2.1. Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years: Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	39	49	42	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	39	49	40	42

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

Remark : DVV has made changes as per the seats filled in for the various programmes.

2.1.3	Average percentage of Students admitted demonstrates a national spread and includes students from other states 2.1.3.1. Number of students admitted from other states year-wise during the last five years Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	3	6	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	3	6	5

Remark : DVV has made changes as per the Students admitted demonstrates a national spread and includes students from other states.

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

The Institution:

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

    Answer before DVV Verification : A. All of the above
    Answer After DVV Verification: B. Any three of the above
Remark : DVV has made changes as per the report shared by HEI. |
|-------|---|

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

The Institution:

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

    Answer before DVV Verification : A. All of the above
    Answer After DVV Verification: B. Any three of the above
Remark : DVV has made changes as per the report shared by HEI. |
|-------|---|

2.3.4	Student :Mentor Ratio (preceding academic year)

	2.3.4.1. Total number of mentors in the preceding academic year
	        Answer before DVV Verification : 20
	        Answer after DVV Verification: 10
	
	    Remark : DVV has made changes as per the report shared by HEI.

2.4.3	Average teaching experience of fulltime teachers in number of years (preceding academic year)
	
	    2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience)
	        Answer before DVV Verification : 128.86 years
	        Answer after DVV Verification: 55 years
	
	    Remark : DVV has made changes as per the report shared by HEI.

2.4.4	Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years
	
	    2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.
	        Answer before DVV Verification:
	
		2022-23	2021-22	2020-21	2019-20	2018-19

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14	16	18	16	0 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
10	9	11	10	0	 Remark : DVV has made changes as per the report shared by HEI.

2.5.4	The Institution provides opportunities to students for midcourse improvement of performance through specific interventions
	
	Opportunities provided to students for midcourse improvement of performance through:
	
	    1. Timely administration of CIE
	    2. On time assessment and feedback
	    3. Makeup assignments/tests
	    4. Remedial teaching/support
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: B. Any 3 of the above
	    Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44	39	34	37	41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
43	41	35	36	42

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
47	44	36	37	41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
43	47	38	36	42

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	0	0

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	15	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	2	11	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	2	6	3

Remark : DVV has made changes as per extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
115	107	28	105	83

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

| 87 | 72 | 22 | 75 | 69 |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	10	0	16	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	2	0

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
138	143	148	137	133

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
138	141	141	130	136

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

	Remark : DVV has made changes as per the Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden.

4.3.3	Does the Institution have an e-Library with membership / registration for the following:
	
	1. e – journals / e-books consortia
	
	2. E-Shodh Sindhu
	
	3. Shodhganga
	
	4. SWAYAM
	
	5. Discipline-specific Databases
	
	    Answer before DVV Verification : C. Any three of the above
	    Answer After DVV Verification: D. Any two of the above
	    Remark : DVV has made changes as per the report shared by HEI.

4.3.4	Average annual expenditure for the purchase of books and journals including e-journals during the last five years
	
	    4.3.4.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)
	        Answer before DVV Verification:
	
		2022-23	2021-22	2020-21	2019-20	2018-19

---	---	---	---	---
54457	36024	22029	33418	40839 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0.48	0.36	0.22	0.33	0.40	 Remark : DVV has made changes as per the report shared by HEI.

4.4.1	Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)
	
	    4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities
	        Answer before DVV Verification : 19
	        Answer after DVV Verification: 19
	    4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution
	        Answer before DVV Verification : 19
	        Answer after DVV Verification: 24

	Remark : DVV has made changes as per the report shared by the HEI
4.5.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs) Answer before DVV Verification: {table1} Answer After DVV Verification : {table2} Remark : DVV has made changes as per the report shared by HEI.
5.1.1	Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years 5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories) Answer before DVV Verification: {table3} Answer After DVV Verification : {table4} Remark : DVV has made changes as per the report shared by HEI.
5.1.2	Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness

4.5.1.1 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7.33	7.49	8.21	8.07	7.14

4.5.1.1 — Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.54	2.17	2.88	3.01	1.68

5.1.1.1 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
73	88	78	56	89

5.1.1.1 — Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70	84	73	52	84

	4. Analytical skill development
	5. Human value development
	6. Personality and professional development
	7. Employability skill development
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. Any five of the above
	Remark : DVV has made changes as per the report shared by HEI.
5.2.1	Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	9	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	1	1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	9	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	9	4	1

Remark : DVV has made changes as per the report shared by HEI.

5.2.2	Average percentage of placement / self-employment in professional services of outgoing students during the last five years
	5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	40	35	37	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
52	27	35	35	36

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	4	0	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	0	2

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	43	22	15	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	23	00	24	19

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : C. Any three of the above
Answer After DVV Verification: D. Any two of the above
Remark : DVV has made changes as per the report shared by HEI. |

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	21	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	15	2

Remark : DVV has made changes as per the report shared by HEI. |

| 6.3.3 | Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

| 10 | 8 | 11 | 8 | 30 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	11	8	30

Remark : DVV has made changes as per the report shared by HEI.

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.30

Remark : DVV has made changes as per the report shared by HEI. |

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

6.5.2.1. Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	19	6	17	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	4	9	8

Remark : DVV has reworked and arrived the same values. |

| 6.5.3 | The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives : |

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any three of the above
Remark : DVV has made changes as per the report shared by HEI.

| 7.1.5 | Water conservation facilities available in the Institution: |

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

Answer before DVV Verification : Any Four of the above
Answer After DVV Verification: Any Three of the above
Remark : DVV has made changes as per the report shared by HEI.

| 8.1.2 | Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships/ Master trainer certifications beyond the eligibility requirements from Universities/ Recognized Centers/ /Professional bodies in India or abroad. (Eg: additional PG degree, Ph D, Fellowships, Master trainer certifications etc.) |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	10	9	11	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	1	0

Remark : DVV has made changes as per the report shared by HEI.

8.1.8	Number of full time faculty serving in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies during the last 5 years
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :0
	  Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>138</td><td>143</td><td>148</td><td>137</td><td>133</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>138</td><td>141</td><td>141</td><td>130</td><td>136</td></tr></table>
1.2	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>47</td><td>40</td><td>37</td><td>38</td><td>26</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>38</td><td>46</td><td>37</td><td>36</td><td>42</td></tr></table>
2.1	Number of full time teachers year-wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>19</td><td>19</td><td>19</td><td>19</td><td>19</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>10</td><td>9</td><td>11</td><td>11</td><td>8</td></tr></table>
3.1	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98.356	86.222	85.842	89.644	86.577

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
101.96	90.55	91.25	91.02	90.39