SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AMALA COLLEGE OF NURSING

AMALA COLLEGE OF NURSING AMALANAGAR
680555
amalanursingcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Amala Institute of Medical Sciences is a premier institution in health care sector located in the state of Kerala and a Centre of excellence in holistic health care and a pioneer in medical and nursing education. The institute is managed by **Amala Cancer Hospital Society** and comes under the **Devamatha** province of **Carmelites of Mary Immaculate (CMI**), an indigenous religious congregation in India. This congregation is an embodiment of the dream and vision of **St. Kuriakose Elias Chavara,** a nineteenth century visionary **educationist and social reformer** in India. The congregation envisages to serve humankind across the globe through **education, healthcare, journalism, social service, spiritual care, art and culture.**

Amala College of Nursing (ACON) was established in the year **2005,** under the parent institution Amala Institute of Medical Sciences, based on the strong societal need of providing quality education with high benchmarks set on quality standards at an affordable rate, to the aspiring students in the state of **Kerala**. The college is affiliated to **Kerala University of Health Sciences** and has UG, PG and Ph.D. programs in Nursing. The saga of academic excellence is a hall mark of ACON, which has been attained throughout the years, and the college is currently the **most sought-after private nursing college in Kerala** with a **pass percentage of 95 to 100%** in all programs.

Vision

“To establish a Centre of Excellence providing value-added education that combines effective teaching, focused academic exposure, and productive research with the aim of training healthcare personnel with professionalism, and spirit of love and service as their hallmarks.”

Mission

1. Appointing faculty known for their academic excellence and who are committed to carrying out the institutional mission.
2. Forming effective health care personnel marked by up-to-date knowledge, professional skills, and with an inclusive, global outlook, in eco-friendly ambience.
3. Promoting the capacity for critical thinking, communication, collaboration and creativity.
4. Instilling compassionate love towards all especially the poor and the marginalized.
5. Encouraging innovative research that will benefit humanity.
6. Inspiring the students to become life-long learners.
7. Creating an atmosphere conducive to the students imbibing spiritual and ethical values.
8. Providing top-up skills to enhance the employability quotient.
9. Providing state-of-the-art infrastructure.

Motto

सुखार्थाः सर्वभूतानां

Everything Exists for Wellbeing

ACON has as its motto “ सुखार्थाः सर्वभूतानां - Everything exists for wellbeing.” The general tendency of all living creatures is to attain bliss/happiness. According to shastras, one cannot attain it without following the path of *Dharma* (Righteousness).

The motto is taken from The Ashtanga Hridayam, the “Heart or Essence of all the Eight Branches of Ayurveda,” written by the great Sage Vagbhata in 7th Century A.D. The book is one of the primary ancient root texts of Ayurveda. It serves as a touchstone, providing clear guidelines in all aspects of health.

ACON, embraces the Vedic worldview of *Sanatana-Dharma*, deeply rooted in ancient Indian medical tradition, in matters relating to both health-promotion and illness-management. We envisage an idealistic world where it makes healthy living inextricable from righteous living.

The Mission and Vision of ACON is in harmony with the motto and the institution ensures that its functioning is aimed at promotion of wellbeing of all.

Institutional core values

- Academic Excellence
- Professionalism and the Spirit of Love
- Leadership & Innovation
- Productive Research
- Commitment towards nation building
- Lifelong learning

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

ACON nurtures excellence through the following strengths:

Excellent Academic Performance: ACON has an average of 95 to 100% sucess rate in University examinations for UG programme and University rank for PG programme.

Visionary Leadership: The institution has a leadership and governance system which is future oriented, democratic, growth-oriented and value driven.

Participative Management: There is decentralisation, delegation and involvement of all stakeholders in the institutional planning.

Policy-driven: The academic and administrative processes are guided by well-defined policies

CMI Legacy: The education system is strengthened by the rich CMI educational heritage of 175 years

Strategic Plan: Ensures the quality of academic processes.

Excellent clinical learning environment :Amala Institute of Medical sciences is a 1000 bedded NABH accredited hospital which has a holistic health care campus promoting AYUSH systems to most modern BMT unit.

Organisational Culture: The eco friendly ambience along with the exceptionally supportive and positive management team and administration makes Amala a home away from home for every employee, student and patients.

Social Responsibility: The extension activities carried out in Amala Like AGAPE, APSARA increases the social consciousness and responsibility of every student .

Women Empowerment: Conscientious gender sensitisation, equity and empowerment of women are undertaken.

Academic Collaborations: ACON has functional collaborations with leaders in education such as Marian College Kuttikaknam, Christ college of Engineering.

Embracing Diversity: Multicultural integration, inclusiveness and communal harmony are built in a diverse student community.

Divyangjan-friendliness : The institution has Divyangjan friendly campus which includes Divyangjan friendly facilities and software.

Green Campus: ACON is situated in a green campus with excellant landscaped garden and a myriad variety of trees, herbs and bushes.

Institutional Weakness

The following weaknesses have been identified in the academic journey of the college:

Research Funding: The institution is private and unaided. The funding from Government / nongovernment and private agencies for research has been minimal.

Student admission: Due to existing regulations students are admitted only from the State of Kerala.

Intellectual Property: Patenting and intellectual property creation are in their nascent stages at the institution.

Institutional Opportunity

The following opportunities can be capitalized by the institution:.

Increased institutional visibility: Rapid expansion in the health care sector introduction of newer clinical departments, ease of accessibility of the campus city has increased the visibility of the college at the national and international level.

Academic flexibility: Recent trends in higher education, industry and technological advancements have increased the demand for programmes through remote learning. New avenues have opened up for blended and online courses.

Incubation centre: The institution can cater to an incubation centre with excellent potential for collaboration with an engineering college and start device development.

Institutional Challenge

The institution faces the following challenges which need to be converted to opportunities for growth

1. Decrease in number of PG admissions
2. In facilitating International student collaborations
3. Lack of adequate funds for research
4. Lack of flexibility in the prescribed curriculum

1.3 CRITERIA WISE SUMMARY

Nursing Part

ACON is a proven leader in nursing education in the private sector in Kerala and is one of the top rated nursing colleges of Kerala. The college conducts UG, PG and Ph.D. programs. The clinical skill training facilities in the college is exuberant with a well organised **Simulation Lab** and other labs like Fundamentals of Nursing Lab, Advanced Nursing Lab, Community Health Nursing Lab, Obstetrics and Gynaecology Lab, Child health Nursing Lab and Community Health Nursing Lab. The teaching faculty have acquired additional qualifications including Ph.D. and serves in various committees of the University and national bodies. Students get regular training in quality management and infection control in collaboration with Hospital Infection Control and Quality Department of Amala Institute of Medical Sciences. Students also get an orientation to the Quality Manual. The college also conducts Add on courses in Hospital Infection Control for UG students and Healthcare Quality Management for PG students. All undergraduate students are provided with prophylactic immunization against Covid 19 and Hepatitis B. Amala Institute of Medical Sciences is an ISO and NABH accredited hospital. The facilities of the college are utilized by students from various institutions for academic, clinical learning as well as administrative visits. The college undertakes community oriented activities. In an academic year, 100 students are posted in 3 wards under Elavally Primary Health Centre for providing community services. An area map is prepared for Community Mapping and other activities like Survey, Health Education, Health Camp, National Health Welfare programme, In-service Education and School Health programme are also carried out.

Curricular Aspects

Curriculum prescribed by the **Kerala University of Health Sciences** is strictly adhered for curriculum planning.

Various committees at institutional level such as **College Council. IQAC, Academic Monitoring Cell, Curriculum committee** aid in planning strategies for proper implementation of the academic activities.

Academic calendar and **plan for macro level and** operationalized in teaching learning activities through **master plan, course plan, unit plan and lesson plan in microlevel planning** aids timely planning of activities.

Outcome based education enhances the quality of curricular implementation through specific program and course outcomes.

- **Learner need based** curriculum implementation through learner level identification and classification and providing specific programs for slow and advanced learners.
- Integration of ICT enabled tools and **smart classrooms.**
- Enhanced clinical learning experiences through **simulation, skill labs** and excellent clinical facilities
- More **than 80 interdisciplinary programs** implemented in last 5 years.
- 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.
- Subject related Add-on courses with greater employability potential such as **Gerontology**, **Infection Control, Women's Health, Environmental Sustainability, Neonatal Resuscitation Programme** provided.
- **10 value added courses** implemented in last 5 years with **56%** student enrolment
- **76%** students undertaking field visits. Community projects /research projects
- Structured feedback regularly evaluated form all stake holders and necessary actions are taken**.**

Teaching-learning and Evaluation

- Due consideration given to **equity and inclusiveness** by filling **95.29 of seats** based on r**eserved** category.
- **100%** seats filled in UG category.
- Performs regular **learner level assessments** and provides special programs for slow and advanced learners.
- Promotes **innate talents of students** through various activities and clubs such as release of class and college magazine, social services through **AGAPE & APSARA**, student nurses association, various student clubs like **Eco club, literary club, film critics club.**
- Various **student centric method** of teaching such as **experiential learning, problem solving methodologies** are implemented.
- Facilitates **clinical learning** through **simulation based training** and training **clinical skills and laboratory.**
- Various **ICT enabled tool** are used for teaching learning.
- **A student full time teacher ration of 8:1** is maintained.
- A student **mentor ratio 10:1** is maintained.
- The **Interactive Smart Board with UFT, Liquid Crystal Display (LCD) projectors, Flannel board, Chart, model, overhead projectors** are used to deliver interactive lectures.

- **Reflective learning, Crossover learning Jigsaw learning technique** are used
- Nearly **8% of faculty have PhD degree** and an average **teaching experience of 7.04 years** is demonstrated by teachers.
- **100%** of teachers are trained for **e content development** academic calendar is strictly adhered to for conduct of internal examination.
- Transparent and efficient mechanism to deal with **examination related grievance** redressed is available and utilized by students.
- **Exam scrutiny cell** is formulated at institutional levels and all university examination processes are integrated with IT.
- Opportunities for **mid course improvements** are available and properly utilized.
- **Outcome based education** is implemented and outcome attainments mapped.
- **Incremental increase in pass percentage** is demonstrated in results for past 5 years in both UG and PG programmes.
- **PTA** is formed and meetings are regularly conducted.

Research, Innovations and Extension

- **54%** of teachers recognized as PG/ PhD guides.
- Initiative to promote institutional innovative eco system such as innovation committee, **MOU for incubation center**.
- **Workshops** are regularly conducted on **IPR and research methodology.**
- Faculty regularly publishes scientific articles in UGC listed journals.
- **100% students** regularly participate in the **community extension and outreach activities.**
- Regular collaborative activities and **5 functional MoUs.**

Infrastructure and Learning Resources

- The college has **9 ICT and Wi-Fi enabled classrooms, 7 well equipped laboratories**, well equipped computer lab and exposure to **E-lobby** Amala Institute of Medical Sciences, 1000 bedded NABH accredited Super speciality hospital ensures students clinical learning experience and affiliated to **Ansar Hospital, RCC Thiruvananthapuram, Govt. District Hospital Thrissur, Community Health Centre**, **Primary Health Centre.**
- **AYUSH related learning facilities-**The campus is facilitated with Amala Ayurvedhic hospital, Amala homeopathy hospital.
- College ground, indoor. Ourdoor game facility and **Amala Gymnasium, Yoga centre**, common rooms is available for both **students and staff in the campus.**
- Average of **384405 patients treated last 5 years.**
- **100% students are exposed to in house learning resources such a *Laboratories, Animal House & Herbal Garden.***
- **Institution has attached satellite health centres and Primary Heath Centres with resident faculty.**
- Amala College of Nursing **Library** is located in the ground floor in **362.80 Sq.m** with seating capacity of 80 students and 20 for staff. **Integrated Library Management System with KOHA latest version 2.0 which is fully automated.**
- **4059 text books and 31 journals** are amiable in library, regular **library orientation prorammes** are conducted.
- In person and remote access library facility through **DELNET.**

- Teachers regularly use e content resources like **MOOCS Platforms, SWAYAM, Institutional LMS.**
- **88.89%** of classroom enabled with **ICT and Wifi** and regular updation of institutional facilities are done.
- Bandwidth of **80 Mbps** is available in the campus.
- Maintenance and housekeeping policy is regularly updated and implemented and biannual meetings of **maintenance committee** is regularly conducted.

Student Support and Progression

- **65.82%** of students benefitted with scholarships and freeships.
- **Capability enhancement programmes** such as Soft skill development, Language and communication skill development, Yoga and wellness. Analytical skill development,. Human value development, Personality and professional development, Employability skill development are regularly conducted.
- **55.96%** of students are trained in competitive examination.
- Timely mechanism **for grievance redressal** is available to the students.
- **79.88%** of students passed competitive examinations.
- **Regularly functioning student council which organized various activities for students.**
- A registered alumni association **ACONAAT** is functioning efficiently and coordinating the activities of Alumni.

Governance, Leadership and Management

- Amala College of Nursing is guided by well defined vision, mission and motto, the institution adopt decentralized and participative management system evidenced by a well structured organisation chart, has a well formulated **strategic plan** for 10 years.
- The college has implemented a well defined **E-governance** system.
- There are various **faculty empowerment strategies** adopted and average **of 23.79%** of faculty are benefitted with **financial support for membership** in professional bodies and around **10.6%** of employees are trained.
- **42.54%** of faculty has attended FDPs in the past 5 years.
- A well drafted and functional performance appraisal system is available.
- **Resource mobilization policy** is functional and regular internal and external financial audits are conducted.
- The internal quality assurance mechanism functions on a well defined manner. Established in **2019 the IQAC** is fully functional and conducts regular meetings and monitors the implementation of quality process.
- **70%** of teachers have attended training programs related to **quality improvements.**
- The faculty has also participated in document preparation for NABH and NAAC.
- Regular feedbacks are collected, analysed and actions are taken by IQAC.

Institutional Values and Best Practices

Annual gender sensitization programs and gender equity emphasized.

Safety and security of women is ensured in the campus through regular CC TV monitoring, availability of

security personnel.

Students are given self defence training, day care centre available for young children

- Solar energy, biogas plant, LED usage in campus.
- **Four** Biogas plants (food waste + night soil) are functioning in Amala campus:-

1. Ayurveda production unit (60m3)
2. Ayurveda canteen (35m3)
3. Near Ayurveda Hostel (20 m3)
4. Near Bethany Gram (50m3)

The waste water is treated in the **sewage treatment plant** situated in the AMALA campus designed to **treat 10 lakh liters of waste water per day**. An average of **8 lakh liters** of waste is purified in a day.

1. The treated water quality during the last year is within the range of 5mg/lit BOD. The final treated water is **reused** for gardening/ irrigation and **recycled** for toilet flushing.
2. Near Bethany gram (50 m3)

- Our motto is to "**reduce, reuse, and recycle**". Amala campus has won pollution control awards in 2011 and 2014 from KSPCB.
- Waste treatment is carried out using compost pit, incinerators, autoclave machine, and shredder machine.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AMALA COLLEGE OF NURSING
Address	AMALA COLLEGE OF NURSING AMALANAGAR
City	THRISSUR
State	Kerala
Pin	680555
Website	amalanursingcollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Rajee Reghunath	0487-2304120	9446606101	0487-2307574	amalanursingcollege@amalaims.org
IQAC / CIQA coordinator	Lakshmi G	0487-2304070	9895064481	-	lakshmimahesh50@yahoo.com

Status of the Institution	
Institution Status	Self Financing
Institution Fund Source	Society

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details	
Date of establishment of the college	21-11-2005

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Kerala	Kerala University of Health Sciences	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
INC	View Document	21-05-2021	12	

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	AMALA COLLEGE OF NURSING AMALANAGAR	Rural	3.5	6795.9

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BSc Nursing ,Nursing	48	Higher Secondary	English	50	50
PG	MSc Nursing ,Medical Surgical Nursing	24	B.Sc. Nursing	English	5	4
PG	MSc Nursing ,Mental Health Nursing	24	B.Sc. Nursing	English	5	0
PG	MSc Nursing ,Obstetric And Gynecological Nursing	24	B.Sc. Nursing	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Medical Surgical Nursing	48	M.Sc. Nursing	English	2	2
Doctoral (Ph.D)	PhD or DPhil,Mental Health Nursing	48	M.Sc. Nursing	English	1	0
Doctoral (Ph.D)	PhD or DPhil,Obstetric And Gynecological Nursing	48	M.Sc. Nursing	English	1	1
Doctoral (Ph.D)	PhD or DPhil,Community Health Nursing	48	M.Sc. Nursing	English	2	2
Doctoral (Ph.D)	PhD or DPhil,Child Health Nursing	48	M.Sc. Nursing	English	1	0

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				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				4				4				6
Recruited	1	3	0	4	0	4	0	4	1	5	0	6
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				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				12				0				0
Recruited	0	12	0	12	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				17
Recruited	6	8	0	14
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	2	0	0	4	0	1	5	0	12
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/MCH	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	12	0	0	0	0	0	0	0	12
UG	0	0	0	0	0	0	0	0	0	0

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/MCH	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/MCH	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/MCH	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/MCH	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**
	0	0	0	0
Number of Emeritus Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	4	0	0	0	4
	Female	46	0	0	0	46
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	5	0	0	0	5
	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	2	3	4	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	1	2	0
	Female	5	9	6	6
	Others	0	0	0	0
General	Male	4	1	0	1
	Female	43	47	45	47
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		54	61	57	56

General Facilities	
Campus Type: AMALA COLLEGE OF NURSING AMALANAGAR	
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)	**4**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**2**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**Yes**
• Transport facilities to cater to the needs of the students and staff	**Yes**
• Facilities for persons with disabilities	**Yes**
• Animal house	**Yes**
• 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	**Physical Fitness**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys’ hostel	1	8
* Girls's hostel	2	127
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	1	3

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	ACON has envisaged a detailed plan for implementation of NEP from the academic year of 2022-23 onwards with the following steps ACON plans to implement multidisciplinary curriculum by including the following points: Incorporation of traditional system of mind body integration using Yoga & Kalary training, an impetus given to traditional Indian dance forms like Bhartanatyam, Mohiniyattom, Kuchippudy which intertwines the amalgamation of art, scientific posturing and geometrical movements, Implementation of multidisciplinary Add-on courses such as Medical Robotics, Public Health Journalism, Medical Theatrics etc, Exposure to international languages such as German, French, Spanish, Integration of subject related learning experiences - theory and practical in alternate systems of medicine such as Ayurveda, Homeopathy.The institution plans to integrate humanities and science with STEM through technical workshops introduced in various levels of graduate education in nursing through the concept of Live Labs in the fields such as Bioethics, Sustainability, Cognitive Science, Gender Studies, Ethnic Studies, Geography, Environmental Humanities, Digital Humanities, and Medical Humanities. ACON plans innovative curricula from the academic year of 2022- 2023 onwards. The affiliating university (Kerala University of Health Sciences) has adopted the new curriculum proposed by INC which includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based curricula towards the attainment of a holistic and multidisciplinary education. Since Nursing is a health science and requires holistic curriculum, multiple entry exit points are promoted only at PG and Ph.D. levels through a proposed integrated PG- Ph.D. program.
2. Academic bank of credits (ABC):	ACON has applied for SWAYAM local chapter and moreover there is a proposed plan to register our students through NIELIT virtual academy of NSQF portal which allows students to take up short term courses in various streams which includes credit transfer. Based on UGC (Establishment And

	Operationalization of Academic Bank of Credits Scheme In Higher Education) Regulations, 2021, ACON aims to encourage students in enrolling with courses 'SWAYAM', an online repository of courses as per clause 6.3 in the UGC and also in courses under NPTEL. Achievement of a higher grade h the present accreditation facilitates ACON to be eligible for registering under the ABC and allowing students to take courses under the scheme.
3. Skill development:	ACON plans to develop an ecosystem of skill based on the National Skills Qualification Framework (NSQF). Skill development empowers students and faculty in nursing. ACON has identified to collaborate with NIELIT to propose a health care section of the courses in the virtual academy. The college has sufficient number of resources and faculty to integrate the development of such online courses. The proposal also extends to open universities like IGNOU. The proposed courses being planned in collaboration with NIELIT includes courses in Artificial Intelligence in Nursing with a scope to develop futuristic nursing care devices and equipments which has entry point third year B.Sc. Nursing and first year M.Sc. Nursing. Robotics Technology in Nursing. It aims to utilize Robotics Technology in provisions of care and assisting in the care activities with entry and exit points as first year B.Sc. and second year B.Sc. Nursing, first year and second year M.Sc. Nursing. Nursing Informatics course could be taken up by nursing students in their final year and also registered nurses with a scope to develop the Information Technology based needs and identify suitable tools for the same. The other proposed courses in collaboration with open Universities proposed by ACON includes Nurse Life Planner course integrating the principles of Geriatrics and Economics' in planning the retired life, Gerontology with NISD (National Institute of Social Defence), Ergonomics for integrating the principles of occupational safety and body mechanics.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	ACON recognizes the cultural diversity and traditional legacy of the country and tries to integrate the component of recognizing and valuing cultural diversity as an essential part of its curriculum. The curriculum finely integrates the various domains of skills such as psychomotor, cognitive and affective. Students are encouraged to develop their vernacular

	language skills through their diverse clinical educational sessions where the health related information is conveyed to patients in local language Malayalam. The legacy of Indian culture starts with the ancient language of Sanskrit, ACON proposes to offer a basic course in Sanskrit, in collaboration with Sree Sankara University, Kalady, The exposure to this ancient language could be helpful for the students not only in recognizing the roots of our culture but also in integrating the principles of Ayurveda in medicine in their routine care activities, the exposure to ancient Sanskrit texts like Ashtrangahridaya will also stimulate a sense of interest in blending of medical streams in care provision. Hindi our national language is learned by our students as third language in their school curriculum upto class 12, this is further strengthened now by the practical applications to the multi linguistic population of Kerala which includes Hindi speaking people from all over India; students enhance their hind speaking skills through health education to such patients and interaction with such patients. As per by department of higher education under Bhasha Sangam App & Ek-Bharath Shreshta Quiz App is encouraged to be downloaded by students to learn different languages of India (Order No. 1108/02/2019 – dated 4th December 2021). These applications help to update the multi linguistic skills of users.
5. Focus on Outcome based education (OBE):	OBE is the corner stone of curriculum planning and implementation in ACON, the academic planning is based on the programme and course outcomes for each course. The student centric teaching learning activities are based on outcomes which are measurable and attainable. Education system is student centric and teaching learning activities aims to achieve objectives and outcomes. Student outcomes is measured through various parameters. OBE aims to improve competency in knowledge acquisition, clinical skills and nursing core competencies and behavioural skills. Program outcome is measured at the end of the course whereas course outcomes are measured after the completion of each course. PSOs are mapped and aligned. Direct and indirect methods are adopted for calculating the final PO. ACON plans to develop an OBE manual in implementing the OBE system.
6. Distance education/online education:	ACON promotes online teaching learning pedagogy

	through SWAYAM, NPTEL, Coursera, Also ACON has own Moodle which encourages the students and faculty to have their online classes. A local chapter of SWAYAM Portal where the students and faculty can complete various courses is being initiated in the institution. Course era in collaboration with St. Thomas College, Thrissur has opened a vast opportunity for students and faculty to complete various courses during the academic year 2020-21. Some of the final years students completed more than 27 courses and faculty also upto 34 courses in the Coursera. Blended learning is achieved through the MOODLE where in teachers combine both online and offline classes and online courses serve as an additional reservoir of knowledge of the students and it contains pre recorded videos which can be seen by the students.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
213	217	212	213	217

File Description	Document
Institutional data in prescribed format(Data templ	View Document

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
58	57	57	57	50

File Description	Document
Institutional data in prescribed format(Data templ	View Document

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
54	61	57	56	58

File Description	Document
Institutional data in prescribed format(Data templ	View Document

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	26	25	25	25

File Description	Document
Institutional data in prescribed format(Data templ	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	27	26	25	26

File Description	Document
Institutional data in prescribed format(Data templ	View Document

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
72.16	86.24	48.67	50.13	56.89

File Description	Document
Institutional data in prescribed format(Data templ	View Document

4. Quality Indicator Framework(QIF)

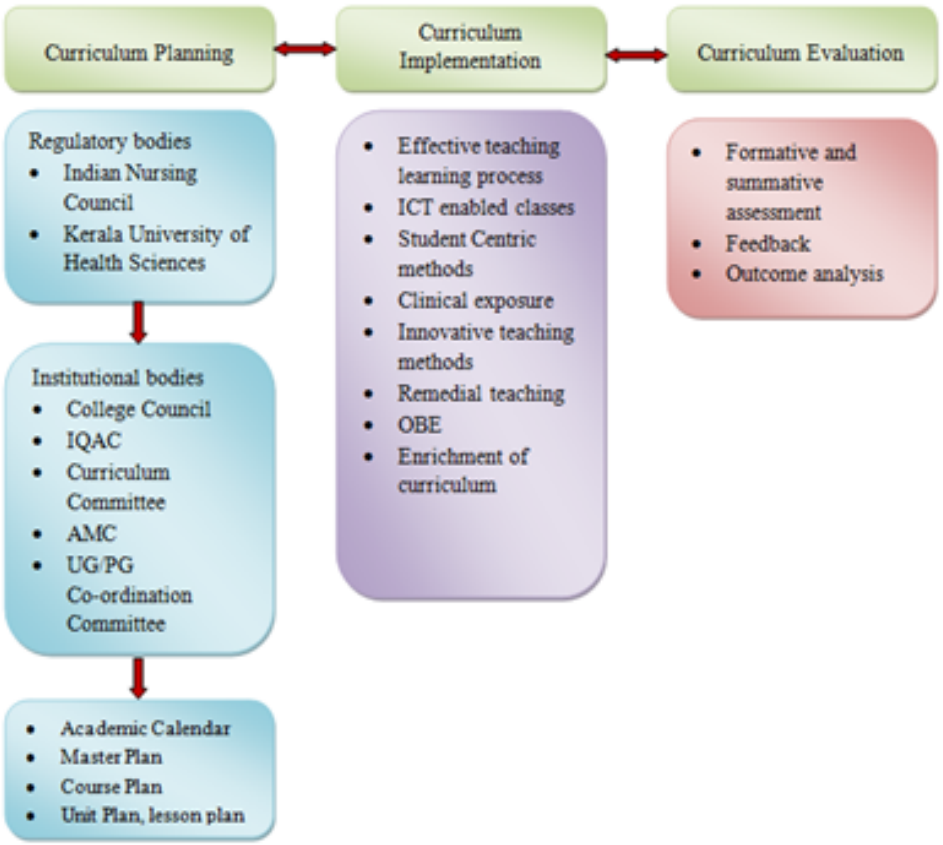
Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

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



Curriculum Planning

- Syllabus prescribed by **Indian Nursing Council and Kerala University of Health Sciences** is adopted by the college.
- Institutional bodies like College Council, IQAC, Academic Monitoring Cell and Curriculum committee **formulate guidelines, plan, permit, evaluate the implementation and suggest recommendations** to enhance the quality of curriculum delivery.
- **Academic calendar** is prepared annually, incorporating schedule of curricular/co-curricular activities, exams, vacation and important events. It is published in the ACON website and copy is distributed to the students and faculty.

- **Academic plan** is prepared by the curriculum committee and communicated to the students and faculty.
- Class coordinators prepare the **Master plan**. **Course plan and Unit plans** are prepared at the departmental levels and **lesson plans are prepared** by the faculty concerned.

Curriculum Implementation

Effective curriculum delivery is ensured by:

- Implementing **Outcome based education** by communicating course outcomes to students and planning classes and assessment accordingly
- Integrating student-centric and innovative teaching-learning methods like experiential learning, participatory learning, problem solving methodologies, self-directed learning, projects, role play and simulation

- Integrating **ICT enabled tools**:
  - Smart classroom with Wi-Fi access, interactive boards and LCD projectors
  - Learning management systems like Moodle, Google classrooms
  - Webinars and Live interactive sessions with experts
  - Online applications like Padlet, Quizizz, Kahoot and Mentimeter

- Providing assistance in utilizing learning resources at **library, simulation labs and departmental laboratories**
- Augmenting clinical experience by **Preceptorship programme and faculty dual role**
- Protocol to identify and mentor students with special needs; **Remedial teaching, individual attention and peer-teaching** are actuated for **slow performers**. **Advanced learners** are provided with opportunities to attend **seminars, workshops, paper and poster presentations. Learning assessment registers** are maintained to assess the student progression
- **Enrichment of curriculum** by incorporating **add-on programmes, value added programs, conferences, day observance** etc.

Curriculum Evaluation

Effectiveness of curriculum delivery is ensured by:

- Conducting **Formative and summative assessment,** to ensure effective teaching-learning process through ***unit test, sessional exams, model exams, project works, clinical assignments and evaluation***
- **UG and PG coordination committee** meetings to evaluate the progress of curriculum delivery, where class coordinators discuss their plans and concerns on curriculum delivery
- Assessing the level of attainment of **PO/PSO/CO**
- **Feedback** obtained from all stakeholders
- Remedial actions are taken to enhance the quality of curriculum delivery in the upcoming year

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	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: 4.68

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	1	1	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
Link for details of participation of teachers in various bodies	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: 15.76

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

Response: 26

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

Response: 165

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
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: 41.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
199	99	50	50	50

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
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:

Amala College of Nursing strives to integrate various cross-cutting issues of societal importance into the curriculum by 4 major strategies like

- Effective **delivery of courses** related to cross cutting issues as prescribed by the apex bodies
- Organizing various events and programmes to sensitize students by coordinated efforts of different **functional cells and clubs**
- Imparting proper attitude and values in students by **'day celebrations'**and **'community outreach session'**
- Incorporating **add-on courses, value added courses and soft skill development programmes** pertaining to these themes

Gender

- The college organizes***community outreach programmes, classes for women and adolescent girls, nutritional programmes, school health programmes medical camps and screening tests*** innearby locality
- Various activities like ***debates, talks by experts, poster competitions and awareness videos*** are organized by Student nurses association as part of i***nternational womens day, zero discrimination day, human rights day, world mens day***to fostergender equality
- Women safety programmes are conducted totrain students on ***self defense tools and techniques***
- The college orginized ***2 national level webinar*** on Gender based violence during Covid 19 and postpartum depression
- The college offers an ***add on course on womens health***

Environment and Sustainability:

- ***Eco club*** coordinates activities like awareness campaigns, important day celebrations, quiz and poster making competitions and awareness rallies
- The institute celebrates ***world environment day, world earth day, world water day*** yearly to sensitize students towards the need to protect and conserve environmental resources
- The college has undertaken ***'Go Green' initiatives', 'Reduction of plastic use' and 'Utilization of solar energy'*** within the campus
- NSS unit of the college organizes programme like ***'clean India campaign'*** to instill a sense of responsibility for environmental sanitation and waste management
- The college developed a ***green wave plot*** in the campus and planted saplings of banana and tapiocaas part of world earth day celebration
- Department of community health nursing offers an ***add on course on environment and sustainability***

Human Values and professional ethics

- Students are in forefront of various initiatives of the college like **APSARA-*free palliative services to terminally ill patients,*blood donation campaigns, hair donation campaigns, Bethany gram services** f***or elderly in old age home, and*** **Agappe services-** ***a venture to support poor patients offering free nutritious food to 200 patients on daily basis***
- ***Clinical preceptorship programme, series of talks by experts, human value development programme and nursing attitude development programme*** are arranged to instill professional ethics

Health determinants, Right to health and emerging demographic issues

- Students actively engage in various activities like ***nutritional programmes, immunization programmes, mass health education and school health programmes to mobilize public towards maintaining health and wellbeing***
- ***International yoga day celebration andyoga classes*** to sensitize students towards importance of exercise
- Poster competitions and exhibitions, public awareness videos and programmes, streetplays and health talks are organized as part of ***important day celebrations***

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

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

Response: 10

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

Response: 10

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document
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: 59.41

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

2020-21	2019-20	2018-19	2017-18	2016-17
208	210	161	56	80

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	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: 78.54

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

Response: 161

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
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: A. All 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
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
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

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: 95.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	17	17	17	15

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

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

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
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: 90.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
54	61	57	56	58

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

2020-21	2019-20	2018-19	2017-18	2016-17
63	63	63	63	63

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: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 8.19

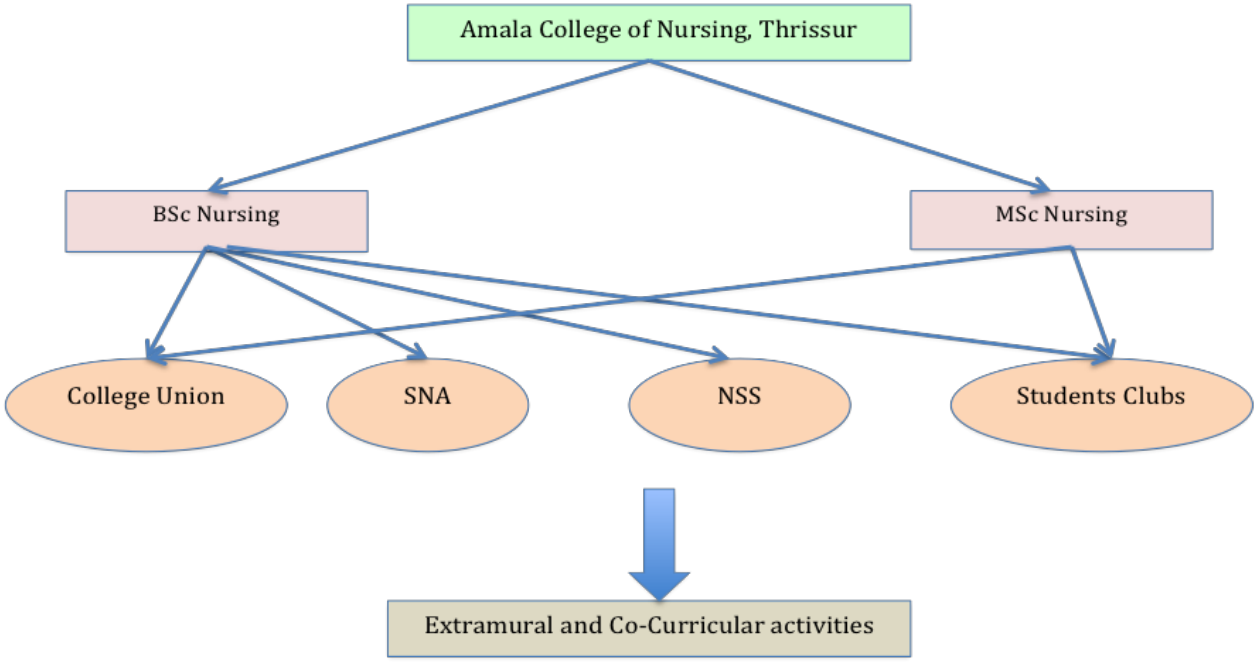
File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University	View Document
Institutional data in prescribed format (data Templates)	View Document

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:

ACON is empowered to promote and facilitate student activities of the campus for building and sustenance

of innate talents and aptitudes of individual students through the following ways:



Cultural societies/activities

College union

Undertakes programme that promotes corporate, social and cultural life of the students and train them in duties and rights of citizenship. Coordinates activities of club and forms like invited talks, debates, competitions, exhibitions, food fest of the students. Organizes arts festivals to promote and develop the artistic talents of students

College Magazine:

The annual magazine of the college allows the students to showcase their talents and creativity by drawing, writing stories, poems, scientific articles, etc.

Class magazine:

Students of each batch prepare class magazine and from which best creations will be selected for annual college magazine.

Social services

Students are provided with opportunities to participate in social services like AGAPE (Food distribution of poor patients), palliative care programme “APSARA”, Services for differentially challenged (Health teaching, Entertainment programme), School health services like health education and dental check ups, medical camp in community, blood donation camp and hair donation camp in association with Blood bank and oncology department of Amala Institute of Medical sciences

Student Nurses Association:

SNA is a formal body with student representatives from all the batches that plan and implements various extracurricular activities in the college under the guidance of respective in charge faculty.

- Conduct sports and games competitions to develop spirit of patriotism among the students
- They actively participate in organizing various activities such as a weeklong sports fest and annual sports meet.
- Students participate in sports and cultural competitions at the regional, zonal, and state level.
- Monthly educational programmes.

NSS

NSS is beneficial to both the students as well as the society in various activities, it makes the students confidence, develop leadership skills and gain knowledge about different people from different walks of life. The activities are observation of women's day associated with medical camp, Community services-health survey, Community medical extensional activities, Health awareness programme, Health rally, Health camps, Immunization programme, Nutritional awareness programme, Observation of health days include TB day, world health day, leprosy day, palliative care day, immunization awareness day, world blood donor day, international day against drug abuse, world mental health day, world hand washing day, National youth day, Martyar day, School health program, Vayojanasangamam, Seemanthasangamam, Varnasangamam, Kunjoonu and Arogya jagratha yatra.

Students clubs

Physical activity club

Engage students during leisure time in various health promotion activities like aerobics and games. Facility is provide in the campus like sports ground, college auditorium, equipped fitness Centre. Opportunities are provided for training in yoga, karate etc.

Literary club

Aksharamuttam, literary club of Amala College of nursing meet and conduct various literary activities like debates, magazine publications, day celebrations etc.

Eco club

Eco club works to encourage students to participate in eco friendly activities like organic farming, Seminars, Debates, Painting, Essay and slogan writing, Tree plantation, Cleanliness drives, Conduct awareness programme and Observation of environmental days.

Film critics club

Conducts Film shows and discussions.

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:

Faculty of ACON are inept in using the latest pedagogical technology in providing student-centric learning experiences. Nursing, being a practice-oriented profession, necessitates the development of student-centric methods in order to achieve specific learning outcomes. The major student-centric strategies used in the class are:

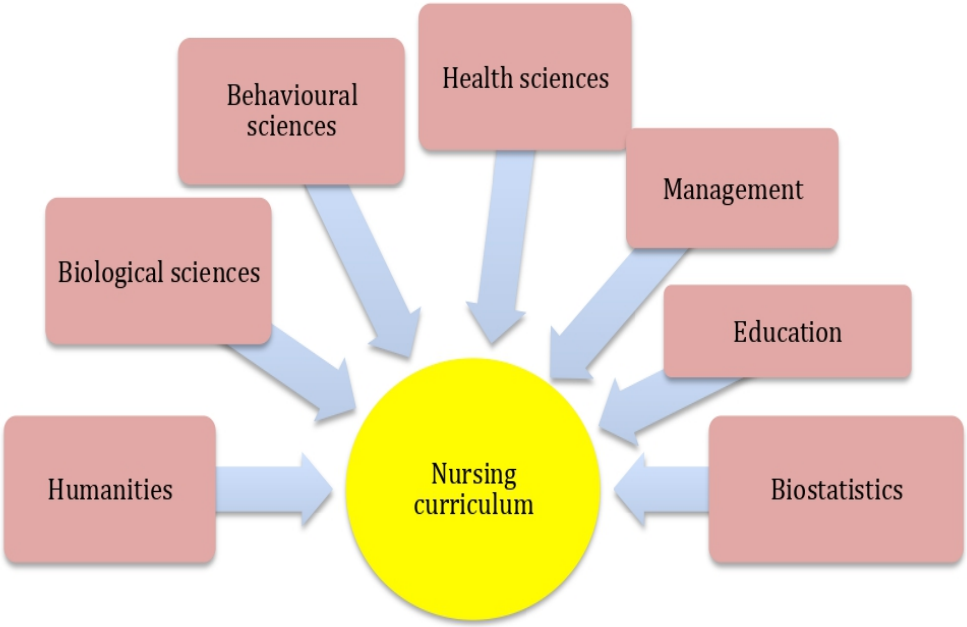
Experiential learning:

Hands on experiences are tailored for ACON students through Experiential learning-an active engaged process through which the students learn by doing and reflect on their experiences. Institution provides well-planned, supervised opportunities learning to their students in classrooms, clinical areas and community. This occurs as a three-tier blended learning process, integrating the theoretical base through skill training sessions and practical experience.

In the second level they get a hands-on practice of the procedure through skill /simulation lab sessions, and the third level of takes place in the clinical areas and community.

Integrated/ interdisciplinary learning

Curriculum in nursing includes interdisciplinary learning by various streams such as behavioral, biological and health sciences. ACON helps the students to develop interconnectedness between and among disciplines in the curriculum by including experts from various disciplines.



Participatory learning:

ACON augments student participation in learning through various methods like role-plays, Microteaching sessions , Guided Group Discussion, Clinical Case presentations where students describe the disease conditions of the patients . Psychodramas are widely used for patient education. Cooperative learning strategies like Jigsaw and Peer-Teaching methods are used to increase students' participation.

Problem solving methodologies:

Problem solving methods are used in ACON where students learn by working on their problems. Assignments such as Case studies, Care plans and Case analysis provided in the nursing subjects and practical sessions enhances the problem-solving skills of students.

Students also perform Concept Mappings and Mental Status Examination.

Self-directed learning

ACON believes in self-directed learning as a developmental teaching-learning strategy. This is achieved by providing self-paced learning materials and assignments, DIY practice tasks for learning specific skills like suturing, guided reading sessions with library reading assignments.

Patient-centric and evidence based learning

ACON enhances the patient-centric learning of students in a hierarchical model, starting with nursing care plans, advancing to care study and health educations, care analysis and bed side clinics , to conducting nursing rounds and ward teaching in the B.Sc. Nursing programme, evidence-based learning is emphasized through the conduct of a group research project on a relevant problem based on the EBP protocol.

Leaning in Humanities

The synthesis of humanities with nursing sciences in ACON curriculum is obtained through the subjects of Sociology and English. The implementation of learning in humanities is enabled through Observation visits and celebration of various days, student club activities like *Akshramutam* and so on.

Project based learning

ACON enhances the scientific inquiry skills of the students through project-based learning. Students take up group projects in the subject “Nursing Research” and “Community Survey” project . They are also encouraged to publish their projects.

Roleplay

Role plays are an integral part of Community base learning for students of ACON. Innovative methods like Medical Clowning has been employed intensifying the potentialities of Medical Theatrics.

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**

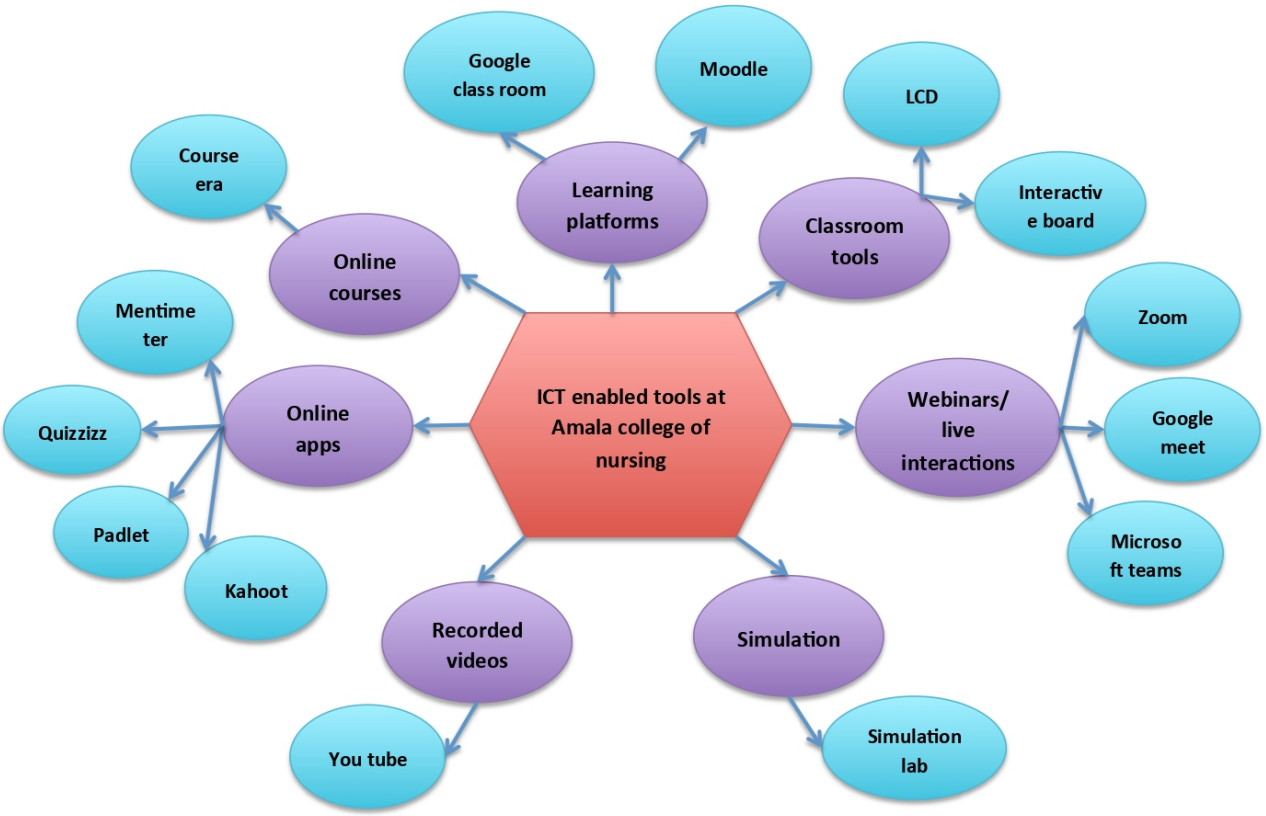
Response: C. Any two of the above

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

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

Response:

ACON follows ICT enabled teaching pedagogies in the classrooms to suit the needs of the post-millennial learners. Efforts are taken by the institution to provide and upgrade à la modee-learning atmosphere to the learners. The faculty members and students interact in ICT enabled learning environment through learning platforms, classroom tools, live interaction platforms, online courses, online apps, recorded videos, simulation and other online sources to gear up the students in pursuit of advanced knowledge and practical learning. These tools have the capability not only of engaging students in instructional activities to increase their learning, but also helping them to solve complex problems to enhance their cognitive skills



ACON Faculty utilize the following ICT tools for enriching the learning experiences of students:

- **Interactive whiteboard:** Classrooms are furnished with interactive whiteboardsfor daily use. ACON's modern day educators make use of the interactive boards which are equipped with Ultra Fine Touch technology with digital whiteboard. A 4-way split screen content sharing with built in cast software enables the lecturers to enhance productivity, efficiency and learner satisfaction.
- **LCD Projectors:** All classrooms in ACON are equipped with LCD mount projectors. Teachers make optimal use of the same for displaying flowcharts, concept charts, Critical Care Pathways, diagrams, PPTs, animations, and videos.
- **Tools for online interaction:**The virtual learning experiences of the students are further augmented withthe conduct of online classes through the Zoom and Google Meet platforms. In order to enhance learner participation and effectiveness in the online mode, game-based tools are resorted to, using platforms like Kahoot, Mentimeter, Quizezz, and Padlet.
- **Wi-Fi facility:** In order tocater to the growing needs of the technological era, ACON provides free Wi-Fi with a speed of 80 Mbps. Every classroom has an internet facility and teachers directly access the same for conducting an effective lecture. The high-speed internet facility empowers the learners to surf the web and utilize the digital resources from classrooms, canteen, or their hostel rooms.
- The College is attached to the central library which provides remote access to **e-journals** and **e-books** through **DELNET**. The library automation is done with **Koha** and new staff are oriented to these techniques by the library team.
- A fully-fledged, functional **computer lab** with internet facility is made available for teachers and

students.

- A **Learning Management System (LMS)** on **MOODLE** is being used to coordinate learning activities and as a robust platform for sharing digital content with the students.
- **Faculty Development Programmes (FDP)**have been organized for the faculty and post-graduate students tounderstand the utilization of remote access to e-resources.
- Teachers use **Simulation-based learning** to create real patient scenario. This will enhance the learner's motivation and engagement by facilitating the acquisition of basicskills.

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: 10.14

2.3.4.1 Total number of mentors in the preceding academic year

Response: 21

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
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 teacher uses multi-media to develop the contents of the course material. Apart from regular lectures

through chalk-and-talk following innovative teaching approaches is being practiced in various departments.

Classrooms: Interactive Smart Board with UFT, Liquid Crystal Display (LCD) projectors, Flannel board, Chart, model, overhead projectors are used to deliver interactive lectures and demonstrations of animations/PPT/lecture content during lectures. Classrooms are utilized for interactive teaching-learning activities where in teachers provide students with thought-provoking and problem-solving sessions. Teachers help students to bring out their creative and analytical skills by giving various innovative projects, research-related presentations, seminars, symposiums and panel discussions.

Reflective learning.

In selected courses and subject the students are motivated to maintain reflective diary for imparting reflective learning.

Problem based learning

Provide real issues to the students and ask them to form well-constructed answer.

Jigsaw Method of learning

Cooperative learning approach increases student's collaboration and help them to create their own learning. Introduce the topic and each student serve as a piece of topic puzzle and when they work together as a whole, they create the complete jigsaw puzzle.

Crossover learning

Comprehensive understanding of learning it includes formal and informal setting. These connected experience spark further interest and motivation.

Simulation-based education:

Students are exposed to simulation teaching throughout the year to get skill before they practice over the human being. Teachers make creative scenarios to check on the analytical capacity of the students and to find their problem-solving abilities. The feedbacks are taken from the students after learning each skill and the teachers provide them with suggestions for improving their skills.

Laboratory settings:

Each department is equipped with necessary equipment such as mannequins and dummies. All the basic skills are practiced in simulation labs and advanced skill labs before going to the clinical area. Students utilize the anatomy laboratory of the medical college for learning different human body parts.

Objective Structured Practical Examination

It is used for the students during the model practical examination as a method of evaluation. The faculty conduct the OSPE for undergraduate students and the knowledge and skills for various procedures are assessed critically and remarks and evaluation is communicated to the students and respective teaching

faculty to improve the skills.

Journal club

Discuss the recent updates in various teaching-learning methodologies, patient care and research.

Case-based learning and Inquiry-based learning are carried out in the clinical setting which helps the students to have more analytical experiences.

- Organize and participate in symposium, Panel discussion, Inter-collegiate events, which help to bring out the potential of the students**.**
- Plan and organize in-service education to staff nurses as a part of their curriculum. This learning enhances their in-depth knowledge and skill.
- Creativity skills are nurtured through the preparation of models, charts, concept maps and collage.
- **Nutrition day** is organized yearly where the diet is prepared for various conditions by the students and display of the same are arranged to give hands-on experience.

E-learning

Resources are available in the library via DELNET. DELNET provide access to E-books, E-journals, E-articles and rare books.

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: 97.72

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

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS

etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

Response: 9.35

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	2	1	1

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
Link for additional information	View Document

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

Response: 7.04

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

Response: 183

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	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: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	26	25	25	25

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

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

Response: 3.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	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:

ACON follows a robust examination system adhering to the well-planned academic calendar. The mechanism of the conduct of examination of the college is clearly reflected in the examination policy. The academic calendar is devised by the Academic Monitoring Cell, based on the recommendation of curriculum committee, and is prepared well in advance every academic year, indicating the time period of conduct of examinations.

Continuous Internal Evaluations

Exam Scrutiny Cell in the college promotes the smooth conduct of the internal evaluation system. The internal assessment test, (Sessional Examination) in ACON, is conducted as per the guidelines of Kerala University of Health Sciences. Hence, it is mandatory that three sessional examinations must be conducted in a year, with a prepared schedule announced through the academic calendar and two weeks prior to this scheduled examination a notice of the time table is put in the notice board as well as in the class WhatsApp groups. As per the guidelines, the faculty covers 30% of portions for the first sessional examination, 40% for second sessional examination and 30% for third sessional examination. This tri-partition is also based on the course outcomes to be attained. The distribution of portions for the examinations are intimated to the students by the concerned subject coordinators at the beginning of academic year itself.

For practical evaluation, both formative and summative assessments are used. The formative evaluation is a continuous process involving a 2 tier evaluation from the clinical supervisor and preceptor. The evaluation from preceptor is used for improvement of qualitative performance of the students, and the grades are decided by calculating the average of formative ongoing clinical evaluations by clinical supervisors in different areas. A model practical examination is conducted as per the plan, towards the end of each clinical postings, and its marks are added along with the clinical assignments' weightage.

The subject faculty prepares 3 sets of question papers with its answer keys that cover equal number of questions from each unit, covering all the topics, and the subject faculty, under the guidance of the HOD, checks for the standard of the questions.

- Exam scrutiny cell reviews the prepared question papers and randomly select one among the set for examination.
- Faculty ensure smooth conduction of test and proper valuation of answer papers based on prepared answer key / Scheme of evaluation.
- Internal Test performance are intimated to the parents through progress cards and Parent Teachers Meeting is conducted in a year, to discuss the performance of their ward.
- Whenever class tests, internal assessment tests are conducted, the results of the student's performances are used by the faculty to identify slow and advanced learners, to plan mid-course improvement programs.
- Students are encouraged to improve their performance in future through counseling. As mentors and advisors of the students, students are entrusted to each faculty member.
- The mentors sort out the personal issues, academic and non-academic problems of their mentees and provide the required counseling and guidance.
- Outcome analysis will be done in each course annually.

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:

ACON offers a transparent mechanism of examination related grievance redressal through a three-tier system, which is time bound and efficient.

Tier 1: Department Level

The department level Committee is chaired by the Head of the department, subject coordinator and the subject teachers asits members. The teacher-in-charge of the subject distributes the valued answer scripts during the class hours and the students can scrutinize their answer scripts in the presence of their teachers. It ensures the transparency and reliability of the internal evaluation process. The students can also address their grievances concerning CIE marks, if any, through the “Grievance Redressal Application Form” available in the college website. It is processed through the subject coordinator and the Head of the department. Most of the times, the answer sheet is revalued by the faculty in the presence of the complainant. If there is any discrepancy in the marks, corrections are made by the faculty instantaneously. In addition to this, a progress report of internal examinations is given to the parents during the open house. The answer key of the sessional examination is discussed in the class immediately after the examination.

Tier 2: College Level

The grievances which are not resolved at level 1, are redressed by a college level committee with the Principal as its Chairman, HOD of the Department concerned and a senior teacher nominated by the College Council as its members. The grievance redressal committee addresses the grievances judiciously, and will assure that the grievance has been properly solved in a stipulated time limit.The report will be maintained by the committee and will be informed to students.

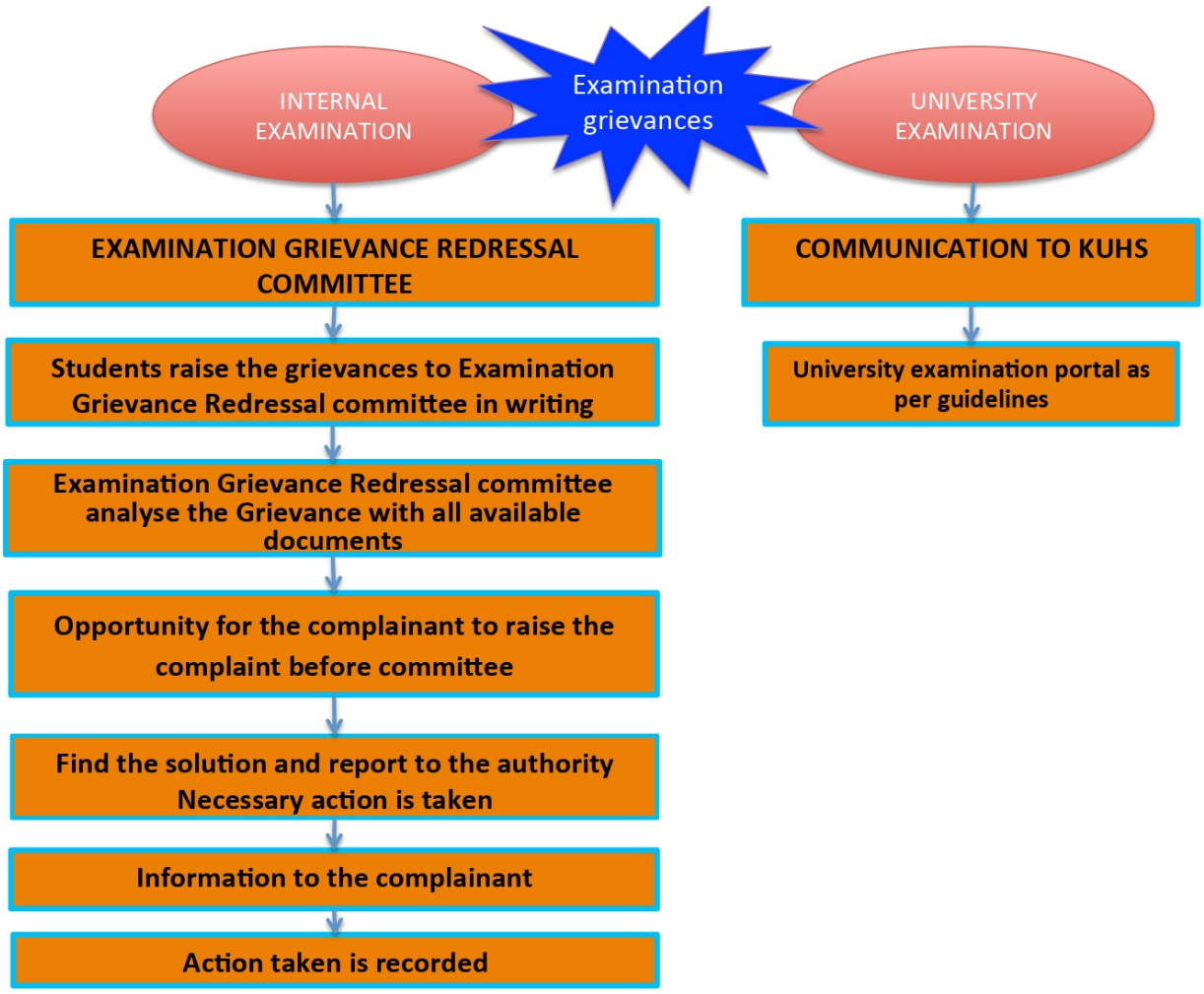
Internal mark list to be submitted to the university will be prepared by the subject teachers. Students are allowed to verify their mark, and it will be sent to university only with their signature. Any grievances regarding internal mark is also addressed by the grievance redressal committee.

Tier 3: University examination related grievance redressal

Grievances related to university examinations are addressed as per the university guidelines. Out of syllabus questions and corrections in question paper will be informed to the nodal officer, examination of KUHS, by the Chief Superintendent/Principal on the day of examination itself.

- Corrections, if any, will be downloaded within the stipulated time and informed to each student in printed form.
- Results are displayed on the website of KUHS and the students can access it with their ID and password. The same will be displayed in the college notice board.
- Candidate can apply for retotaling and rechecking of answer papers of an examination, online, through the principal, within the stipulated time frame as given in the result notification published in the website.
- Candidates can apply for Photocopy of theory answer book and score sheet of any papers of an examination online, through the principal/Head of the institution,within the stipulated time as per the result notification published in the website.
- Results of retotaling will be published in university website and in the college notice board.

Mechanism of Grievance Rederressal



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:

Examination procedure

- Exam scrutiny cell (ESC) is formulated at the college level.
- Class teachers intimate the portions and date of unit test/ sessionals to students according to the academic calendar
- Three sets of question papers with answer keys are prepared by subject teachers as per university guidelines and handed over to the ESC at least 10 days prior to exam date, out of which one is selected by ESC at least 5 days prior to the examination and given to the college office for printing.
- All examinations will be conducted in the examination hall.
- All guidelines of KUHS examinations are followed for maintaining confidentiality of examinations.
- One of the ESC member will be the Chief Superintendent of sessional examination.
- ESC should supervise collection and packing of answer papers.

Processes integrating IT

- Online uploading of student's internal marks and attendance to university.
- Online payment of the examination fees.
- Online uploading of marks of the practical examination on the same day of examination
- Video coverage of university theory examination
- CCTV surveillance during sessional examination at examination hall

Continuous internal assessment system

- Adherence to university guidelines with respect to evaluation process
- The internal assessments schedules are intimated to students in the beginning of the academic year.
- Students have opportunity to countercheck the valued answer scripts.
- Declaration of internal examination result shall be done within 7 working days
- Students will be encouraged to improve their performance through mentor mentee
- Retest will be conducted based on the decision of ESC, for the students who fail to secure the average score .

Competency-based/Workplace–based assessment: Evaluation forms are used to assess the competency of the students in the clinical and theoretical aspects.

- **OSPE:** It is conducted as a part of the practical examination

Examination reforms

- Sessional exam timetable will be displayed on the notice board.
- 3 sessional examinations and monthly unit test for undergraduate and post graduate students.
- 1 Model examination conducted same as Kerala University of Health sciences (KUHS) examination pattern.
- Personal verification of the answer script based on prepared answer key.
- 50% is the bench marks to be secured in the sessional and model examination.
- improvement exam is provided for those who secure less than 50% in the examinations.
- Internal exam marks are verified and signed by the students.
- Analysis of Course Outcome is based on 25% from internal examinations and 75 % from university examinations.

University reforms

- The university, KUHS has automated the examination system.
- Question papers downloading in college 10-15 minutes before the examination through university link and password.
- Examinations are monitored through Closed-circuit television (CCTV).
- Observer to supervise the examination conduction.
- Centralized valuation in the university.
- Multiple valuation system.
- Publication of results on the university website and view the results.
- Publication of list of awardees in the university website.

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

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

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

Response: A. All of the above

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

Outcome-based education (OBE) is an educational framework that bases each part of an educational system around specific goals (outcomes). ACON adopted OBE framework since 2016.

Communication of Learning Outcomes to the Teachers:

A committee was formed to introduce Outcome Based Education (OBE) in the college. Formation of Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) is in alignment with the Mission and Vision of the college and is developed by the IQAC in consultation with the industrial experts and the College Council, and reviewed by the faculty in staff meeting.

The IQAC has made POs, PSOs, and COs part of the course file. The IQAC of the college has also organised workshops on OBE to familiarise teachers with the Bloom’s Taxonomy.

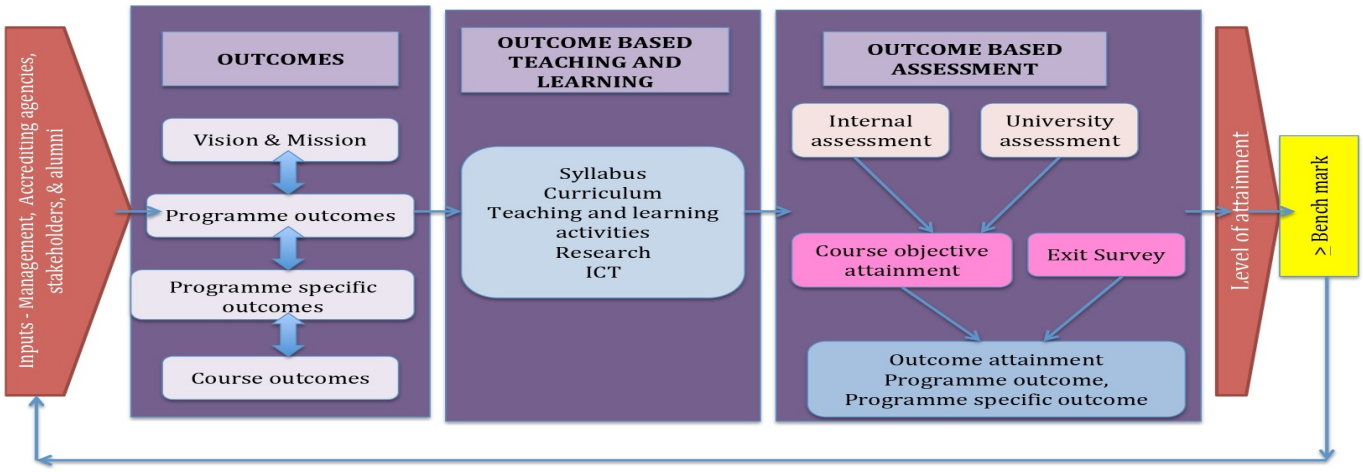
Communication of Learning Outcomes to the Students:

- POs, PSOs and COs are well displayed on the website.
- POs, PSOs and COs are displayed on the Department Notice Boards.
- Head of the Department and the concerned class coordinator explain various POs to the students during the orientation meeting.
- Teachers who handle various courses explain COs and relate such outcomes to the POs and PSOs. Teachers also explain the pattern of questions in the internal question papers and its connection with the COs.
- Each department has published a booklet for POs, PSOs and COs, and the soft copy of the same are

made available to the students through google classroom and Moodle.

- A handbook of POs, PSOs and COs is available on the table of the Head of the Department.
- POs, PSOs and COs are displayed on the department pages in the website.

OUTCOME BASED EDUCATION (OBE) FRAMEWORK – AMALA COLLEGE OF NURSING



Example for Graduate Attributes

B.Sc. Nursing

1. Knowledge of nursing science
2. Communication skill
3. Critical thinking
4. Problem Solving
5. Leadership quality
6. Independency and team work
7. Professionalism
8. Ethics
9. Environmental sustainability
10. Self-directed and Life-long Learning

Example of Programme Specific Outcomes

B.Sc. Nursing

At the end of B.Sc. Nursing programme students will be able to;

PSO1	Demonstrate competency in nursing skills and techniques based on concepts and principles of nursing and apply knowledge from physical, biological and behavioral sciences, in providing nursing care to individual, family and society
PSO2	Plan and implement comprehensive nursing care to mother and child while preparing for motherhood and from conception till adolescence by applying scientific knowledge in all levels of health care
PSO3	Utilize knowledge about mental illnesses and evaluate actions by utilizing research findings on promoting and restoring mental health in individual, family and society.
PSO4	Take part in preventive and promotive aspects of health care and carry out need based research studies in community by utilizing the available resources.

Course outcomes

Course outcomes for each courses in B.Sc. nursing prograamme and M.Sc. Nursing Programme are mapped with POs and PSOs.

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

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

Response: 96.49

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

2020-21	2019-20	2018-19	2017-18	2016-17
58	54	54	54	51

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

2020-21	2019-20	2018-19	2017-18	2016-17
58	56	56	55	53

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

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

Response:

Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 500 words.

In Amala College of Nursing formation of Programme Outcomes and Programme Specific Outcomes is in alignment with the Mission and Vision of the college and is mapped with all course in the syllabus.

Mapping of POs, PSOs and COs

Mapping factor/ correlation level is to what extent a certain component (either assessment method to CO or CO to PO or CO to PSO) is correlated.

- All programmes are mapped with POs, PSOs and COs. In the curriculum mapping, the COs which are formulated across courses are mapped to the POs and PSOs.
- The mapping provides clear evidence that the students will have ample opportunities to attain the expected outcomes.
- The COs of each course are mapped to POs & PSOs with weights of 3- indicates substantial/ high contribution towards attainment, 2-indicates moderate/ medium contribution towards attainment and 1- indicates slight/ some contribution towards attainment.
- The attainment of COs correlates to the attainment of POs & PSOs.

Benchmarks

- Bench mark setting helps to analyse the level of attainment. Benchmarks are determined by the course teachers and the department of each course and programme by taking into consideration the current academic benchmarking of the institution. Bench mark set for Amala College of Nursing is 1.8 which is 60% of the HA.

Outcome based assessment

Student outcomes are measured by direct and indirect measures.

- In the direct measures students are required to demonstrate their knowledge and skills. In each course to find the attainment of COs 25% weightage is given for internal assessments including sessional examinations, assignments and clinical performance. And 75% weightage is given for external examinations including university theory examination and practical examination. CO attainment is mapped against POs and PSOs and 80% of it is taken for final PO, PSO attainment.
- In the indirect measures assessments that measure opinions or thoughts about students' or graduates' own knowledge, skills, attitudes, learning experiences and attainments of objectives are assessed. Weightage of 20% is taken for final PO, PSO attainment and is mapped in matrix.

Closing the gap based on attainment report

At the end of each programme, programme level assessment report and action plan on it should be presented before the college council. The findings of the consolidated report and actions required are to be implemented in the subsequent year.

Actions are taken with regard to:

- Changes in curriculum
- Changes in assessment instrument
- Student training or student support
- Faculty development programmes
- Changes in Pedagogy

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:

Parent's teachers association

ACON has an active parent teacher association which meets on a regular basis and discuss the progress of students and other matters related to student and institutional welfare. The PTA executive body of ACON has an active role in the welfare of the institution.

Objective

- To foster and promote good relationship among the members of the teaching staff, students and guardians of the students
- To create in its members keen interest for the smooth working and the progress of the college and for maintaining good discipline and high academic standards

Mechanism of Parent-Teacher Association (PTA)

- PTA general body consist of parents of all students and teachers of the college.An orientation program about the functioning and responsibilities of the committee is given to the parents during the course inauguration of B.Sc. and M.Sc. Nursing programme.
- On the same day, the first general body meeting of the PTA will be conducted, in which executive members will be selected. Principal and hostel warden will orient regarding the rules and regulation of the college and hostel.
- The college will conduct one PTA general body meeting and four executive committee meetings every year.
- The date and time of the general body meeting will be notified through circular on the notice board of the college and informationwill be sent through letter/card/phone.
- The information regarding executive meeting will be intimated through letter/card /phone.
- Selected members participate in the executive meeting. Annual election is conducted for electing the PTA executive members.
- A register is maintained to document details of the meeting, list of members who participated and summary of the meeting.

Activities of PTA

- Academic progress of the students is discussed and suggestions are appreciated in the meeting.
- Parents are intimated regarding academic and non-academicactivities provided by the college.
- Progress reports of individual students will be discussed with theirparents by coordinator in the presence of the Principal.

- Parents are informed regardinguniversity rules and regulations, importance of sessional exam, college and hostel rules etc.
- Academic achievements of the students are honoured during the meeting.
- The members of the PTA will enter their name with signature and the name of their wards along with class in which they study in the register.

Outcome

- Feedback from PTA general body and executive members are valued for the betterment of the academic progress.
- Suggestions from the general body meeting are discussed in the executive meeting and among higher authorities for consideration and implementation.

File Description	Document
Link for follow up reports on the action taken and outcome analysis.	View Document
Link for proceedings of parent –teachers meetings held during the last 5 years	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: 3.59

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: 63.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	20	16	15	12

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
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

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

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
E-copies of the award letters of the teachers	View Document
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: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	0	0	0

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

Ecosystem for Innovation in the Institution:

ACON strives to provide an ecosystem which fosters new ideas and innovative thinking and takes initiative in creation and transfer of new knowledge through collaborative research.

Initiatives to promote an innovative ecosystem:

Incubation Centre

ACON has opened a window of opportunities for students' innovations by signing an MoU with Christ College of Engineering, Irinjalakuda, thereby sharing the incubation center with the Kerala State Industries Development Corporation (KSIDC). The collaboration has also resulted in the creation of Arogya Mitra- the robotic nursing assistant- a noteworthy leap in the direction of medical device development.

Arogya Mitra is a lithium battery powered mobile robotic device which could be used in hospitals to deliver food, medicines and other consumables to patients in the isolation ward. The device is collaboratively developed by the students of CCE and ACON.

Innovation committee

An Innovation committee is formed for the creative involvement in the innovative ecosystem. **Idea day** was celebrated in the college to evoke highly innovative ideas and students presented 100 research inventive ideas and shared these with the incubation center at Christ Engineering College, Irinjalakuda. The most innovative ideas transformed into research projects that were therein planned and executed. Students also actively participated in a collaborative innovation committee with Christ College of Engineering called "Gnosis". There exist regular student and faculty exchange programmes between both the institutions ever since.

Young Innovators Programme (YIP)

Young Innovators Programme is a specially designed programme under the Kerala Development and Innovation Strategic Council (K-DISC). The programme aims to empower young future innovators to come up with new products, services or models to meet emerging requirements, unarticulated needs, or existing market needs of the society more effectively through an innovative challenge. ACON students and faculty regularly participate in **YIP.**

Journal Club-Samvad Manchika

Samvad Manchika is a forum where journal presentations and critiquing is organized on a monthly basis by the students and faculty, based on recent trends and issues in Research.

Physical facilities for advanced Research activities

- **Animal house** was established in the hospital based on species, rodent housing, primate housing etc. Various external and internal research projects are undertaken there.

- **Herbal garden** is another advancement that offers the students an opportunity to identify, various medicines extracted from herbal plants, which is incorporated with **Amala Ayurveda Research Centre**. Myriad variants of herbal plants are available in this herbal garden, which is extremely handy in the medicinal extractions too.

Achievements

- ACON is an approved Doctoral Research Centre for conducting part-time Ph.D. Programme.
- 243 thesis is readily available in the library for reference.
- The institution has signed MoU s with multiple premier institutes of academic excellence.
- Geo-Spatial Hotspot mapping, an emerging trend in healthcare research was employed in HOPE Study India, an international collaborative research activity of ACON.
- Students and faculty are presented with a golden opportunity to witness and get adequate evidence-based study experiences.

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	2	1	1

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document

3.3 Research Publications and Awards

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

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

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document
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: 0.5

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

Response: 35

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

Response: 70

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
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: 0.16

File Description	Document
Institutional data in prescribed forma	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: 0.04

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

3.4 Extension Activities

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

Response: 129

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

2020-21	2019-20	2018-19	2017-18	2016-17
32	36	23	27	11

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: 92.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
199	199	199	199	200

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
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:

ACON envisions effecting personal and professional development of both faculty and students. The institution motivates them to participate in extracurricular activities, to enhance their personal development. This encouragement reflects through the awards and recognitions they receive from various organizations.

Awards received for Extension and Outreach Activities

2020-2021

- Dr.Rajee Reghunath, Principal, ACON, received the **Best Teacher Award** endowed by **Asianet News Nursing Excellence.**
- 4th year B.Sc. Nursing Students participated in the **Cancer Awareness Day Competitions**, in collaboration with Obstetrics and Gynecological society, and received Second prize for their working model.
- Students organized **nutrition programme** for pregnant mothers, health awareness programme against **COVID-19**, Nutrition demonstration programme for **Adolescence**, and received appreciation letter from Adat Grama Panchayat.
- As part of Community Health Nursing, ACON students organized **School-health** programme in Mary Rani LP School, and school management appreciated them for the same.

2019-2020

- Students observed **TB Day** in collaboration with District medical office, and bagged 2nd prize for Health Awareness Skit and Third **prize for Health Awareness Rally.**
- Students participated in **Leprosy Day Awareness Programme**. organized by Leprosy Centre, and received **first prize** for poster competition and 2nd prize for **Mime.**
- As a part of **SNA**, students received Zonal Level appreciation awards for their performance.
- ACON faculty and students received letters of appreciation for 10 community relevant health talks/role play telecasted through the **All India Radio**.
- As part of community health nursing, students participated on **Cancer detection Medical camp**, Pain and **Palliative Day** and received appreciation letters from Health center, Elavally.
- 10 Students and 4 faculty were honored with certificates, for involving in **Blood donation and hair donation campaign.**

2018-2019

- Outreach activities were carried out by students on **TB Day**, in collaboration with District medical office, and they received **first prize for best performance in rally.**

- Students observed **Women's Day** in collaboration with ATMA foundations, and were felicitated for participating in the street play competition.
- Students participated in quiz competition, secured **second prize**, and **3rd prize** for poster competition.
- Final year students celebrated **Health Day, Pain and Palliative Day,** and received an appreciation letter from Health center, Elavally.

2017-2018

- Students received **first prize in health awareness rally** and 2nd prize for TB awareness Tableau conducted in relation with **TB Day** organized by District TB center.
- Students obtained **3rd prize** in poster competition in relation with the World Vitiligo Day, organized by Dermatology department.
- As a part of **SNA Zonal Cultural and Educational Competition**, students were honored for their participation in various competitions **AURORA 2K18**.

2016-2017

- As a part of SNA, North-East Zone Sports and Games competition, students were felicitated for their participation in various competitions.
- Students received **second prize in TB Day** Tableau organized by District TB center.

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

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

Response:

The institute is having liaison with the community for various programmes among students and faculty members by promoting their participation in extension/outreach activities**.**

Community Education and welfare activities

- Our college is having field practice area in urban settings and rural settings where we provide cost effective care and organized health education programmes in preventive, promotive, rehabilitative aspects.
- Our institute is equipped with **Urban Health Training Centre (UHC)–**Patturaikkal and **Rural Health Training center–**Velatanjur**.** Our institution is having RNTCP **DOTS** centre.
- In addition, an **Integrated Counselling and Testing Centre** under the auspices of Kerala State Aids Control Society through which HIV AIDS detection and counseling services are provided free of charge.

Health care extension activities

- **National health programs:** Health awareness, Periodical health surveys and **Medical camps** are conducted in the community area. Active participation in National Immunization Program, Pulse Polio Program, TB, AIDS control, leprosy, Malaria, Non Communicable disease control programme
- **Geriatric care**: Elderly care through health check-up, care in old age home, adopted community. **Palliative care service** is provided monthly wise to the adopted community by final year students. Various activities for elderly include Geriatric Assessment, Health awareness Program, Alzheimers day, Health education/couselling services.
- **School health programme:** Students conducted school health programme for School children and Adolescence at Mary Rani L.P school Amala Nagar, Govt.School Chittattukara, Govt.L.P school Paangu, Govt.high school Elavally, health check-ups, identification of health problems, preventive measures were addressed.
- **Health Awareness through mass media:** Various health problems raised in the community are approached with health talks done by teachers and students, 10 programmes telecasted through **All India Radio**.
- **Nutrition programme:** Final year students organized Nutrition assessment, demonstration programmes for **Mothers of Anganwadi children, Pregnant, lactating mothers** and health education on nutrition of specific age group

Socio-economic development

- As a **charity contribution** Students of our college supported financially for a meal programme for needy patients and bystanders “AGAPE”.
- A ***Disaster Response Cell*** which draws volunteers from the college has provided medical expertise, rescue supplies and monetary contributions on multiple occasions over the years especially during Flood. **Pandemic management 2019-2020**, students are participated in COVID vaccination campaign, **COVID help desk services**, given awareness regarding COVID 19 to the community.

Commemorative programs

College observed special days like **TB day, water day, environment day, Health day, Leprosy day,** COPD day, women’s day, Yoga day etc. Events such as health talks, medical camps, street play, role play, Health rally, Health education programmes, and health exhibition were organized to mark such days.

Student Volunteering

Students has been an active/sustained participation in the **Swach Bharath Abhiyaan** movement with the help of NSS volunteers by cleaning around campus, neighboring villages. Camps **for hygiene/sanitation**, environmental protection activities like planting trees, agricultural activities, source reduction activities as part of mosquito control measure taken up under the NSS scheme. NSS camp organized/conducted various sessions by experts.

All kind of these social responsibility activities have great impact among students for their holistic development and concern towards fellow beings, society and towards the environment.

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

3.5 Collaboration

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

Response: 9.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	7	9	9	12

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
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: 3

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: 3

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

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:

Amala College of Nursing is a pioneer institution run by Devamatha province, Carmelites of Mary Immaculate(CMI) under the ownership of Amala Cancer Society with an annual intake of 50 students. The college offers B.Sc. Nursing, M.Sc. Nursing programme and is an approved center for Ph.D. in Nursing under Kerala University of Health Sciences as per INC (Indian Nursing Council) norms and aims to render quality Nursing education to the students. The college always provides the facilities to cater and promote an enthusiastic learning environment to evolve the highly skilled future professionals within the campus.

Teaching learning facilities

The college has 9 ICT and Wi-Fi enabled Lecture Halls,

- 4 BSc. Nursing Lecture Halls
- 5 MSc. Nursing Lecture Halls
- 4 Medical College Lecture Halls

Laboratories

Students are receiving practical skills through 7 well equipped laboratories.

1. Skill lab
2. Advanced skill lab
3. Nutrition lab
4. Maternal and child health lab
5. Community health nursing lab
6. Computer lab
7. Simulation lab

The institution follows standard procedures and policies for the functioning and maintenance of these labs.

Clinical learning facilities

- Our parent hospital, Amala Institute of Medical Sciences, 1000 bedded NABH accredited Superspeciality hospital ensures students clinical learning experience.
- Out postings to various affiliated institutions and community Health centers enables better clinical exposure in every academic year as per the curriculum requirement
- Ansar Hospital, RCC Thiruvananthapuram, Govt. District Hospital Thrissur, Community Health Centre, Primary Health Centre, water treatment plant,

Community learning facilities

Community learning is facilitated to the students through the exposure to the adopted community health center, primary health center and several field visits.

Computing equipment

- The institution has computer facility for both students and faculty at various levels in order to enhance the skills in information technology and modern practices
- **Computer lab**: The college computer lab is sufficient with computers and internet facility.
- **Library**: 4 computers are available with Wi Fi, printer facility
- **Central library**: students can access the central **E - lobby** in the medical college.

AYUSH related learning facilities

The campus is facilitated with Amala Ayurvedhic hospital, Amala homeopathy hospital.

- **Amala Ayurvedhic hospital: There is** both OPD & IPD serviceswith facilities such as Ayurvedhic medicine production unit, Paramedical courses, Herbal Garden and Fr. Gabriel herbarium and museum to enhance the clinical learning.
- **Amala homeopathy hospital:** There is both OPD & IPD services and facilitated with Homoeopathic software's like Radar, laboratory, library, Palliative measures, pharmacy and online cater services.
- **Amala center for Acupuncture:** A component of the health care system based on the premise that there are platforms of energy flow through the body. Amala caters acupuncture service to the society at various level of disease condition.

Other academic support facilities

- **The campus holds other supporting facilities such as:**
    - **Seminar halls**
    - **Conference rooms**
    - **KUHSapproved examination hall**
    - **Examination confidential room**
    - **Library**
    - **Departmental library**
    - **Reading room**
    - **Common room for boys, girls and faculty**
    - **SNA room**
    - **NSS room**
    - **AV aid room**
    - **Auditorium**
    - **Visitors room**

- **Anatomy lab**
- **Dissection lab**
- **Central library**
- **Medical Lecture halls**

- **Animal house, herbarium**
    - **Teleconference facility**
    - **Screen reader facility**

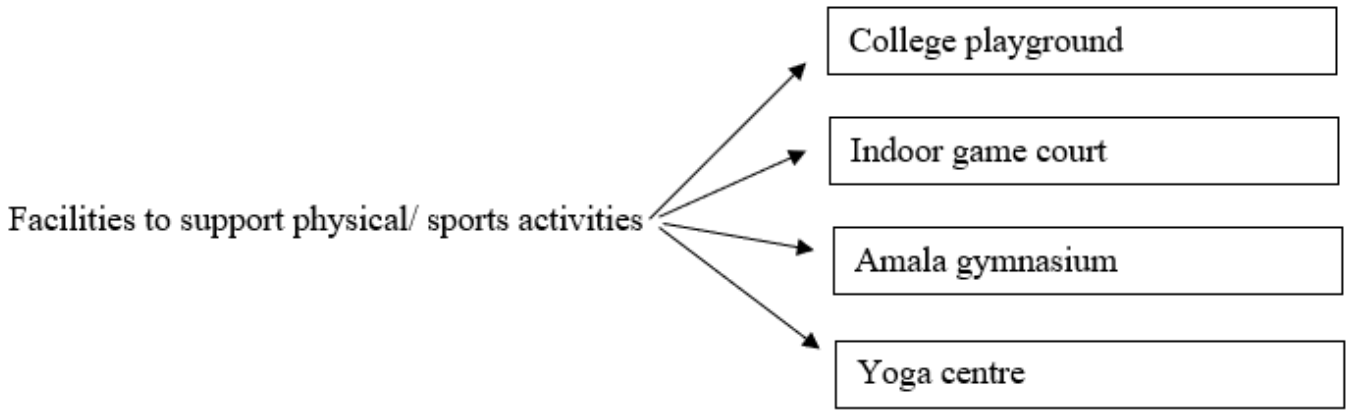
File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View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

Facilities to support physical and recreational requirements of students and staff

The institution provides ample facilities to meet the physical and recreational requirements of the students and staff.



College Ground

The playground caters to three games such as football, basketball and volleyball as shared facility.These are utilized by the students and staffs for conducting various out door games such as relay, race, javelin throw, throw ball, volleyball, basket ball, discuss throw and shot put.

Indoor game court/ Auditorium

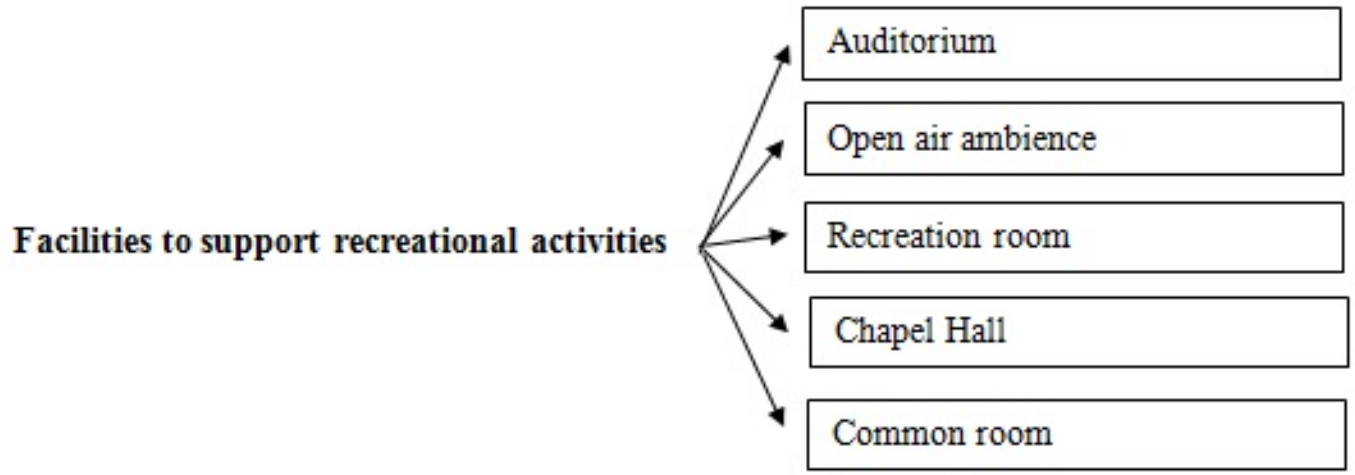
Indoor facilities are available for conduct of indoor games such as badminton, chess, carroms. Games are arranged and conducted by the college SNA (Student Nurses Association) on sports day

Amala gymnasium

The campus accommodates a well-equipped fitness centre for both boys and girlslocated approx. 300 meters away from our college. Students and staffs are well utilizing the facilities in gymnasium such as wide range of weight lifting, cardio machines like treadmill and other fitness equipment such as rubber floor mat, pulley bars, skipping rope, gym ball, etc. There are separate rooms are available for both males and females with dress changing, toileting and drinking water facility with morning and evening sessions.

Yoga center

Amala college of Nursing is providing yoga centre and variety of yoga sessions for our students and teachers to keep the body mind spirit high. Yoga and meditation room is situated in the 5th floor of Amala Ayurvedha hospital with yoga mat facilities. Nearly 250 students can be accommodated at a time for each session.



Auditorium

Student Nurses Association (SNA) regularly conductsall the cultural activities, events, special day celebrations such as Onam, Christmas, Arts day, college day in our huge, wide and balcony attached multi levelled auditorium.

Recreation room

Recreation room in the hostel is well facilitated for carrying out rehearsals for the cultural programmes or any activities. The place is well utilized by the students by the students in several ways such as for painting, display, programme rehearsals, online programmes etc.

Common room

Separate well spacious beautiful common rooms are arranged for boys, girls as well as teachers, which is

situated in the top floor of the college building. College has lift facility for the smooth travel to the upstairs. Apart from the class hours, students are permitted to utilize the common rooms to share and develop innovating ideas and thoughts for the growth. Several individual competition items such as painting, elocution, drawing etc can be conducted during the cultural fest under the supervision of SNA volunteers.

Chapel hall

Amala chapel on the first floor, a well spacious religiously harmonious, pleasing hall is an attractive feature of Amala were all kinds of informative, charity related programmes are being conducted.

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:

Hostel

- Amala college of Nursing has comfortable and well-furnished **hostel facilities** (both male and female) for all students admitted to B.Sc and M.Sc nursing courses within the premises. Rooms with attached bathrooms and conducive environment for study are provided. The institution has **3 separated** hostel facility for girls as follows:
    - **Nursing college hostel**: for first year BSc. Nursing students
    - **Ayurvedha hostel**: for second year BSc. Nursing students
    - **Little flower hostel**: for the remaining 3rd and 4th year BSc. Nursing students

Medical facilities

- Amala Medical College 1200 bedded teaching hospital is known for its excellence in **holistic healthcare, quality education and research**. AIMS infrastructure offers extensive facilities comprising 25 modern operating theaters, Ambulance service, Blood bank facility for 24 Hours, IP & OP departments for several specialties and super specialties with expert consultants and well computerized Hospital Information System etc.
- **Amala Ayurveda hospital and Homoeopathic Hospital**are alsoavailable for the medical facility.
- **Staff & Students clinic (ARCH CLINIC)** functioning under the community medicine department extends medical service to staff and students with free consultation except for super specialties.

Toilets

- Toilets and washbasins are available with separate facilities for girls, boys, staff and physically challenged persons in entire campus.

Canteen

- Institution has good **canteen facility** located within the premises up to late evening hours.

They are:

- IP canteen
- OP canteen
- Amala cool bar
- Melows
- Ayurvedha canteen – AYUSH

Post office and Bank

- Post office facility and South Indian Bank is locatednear to the Sacred Heart block of the campus with full access to the Amala staffs and students.
- 24 hour **ATM facility** is also available in the campus near to the bank

Roadsand Signage

- The entire campus is connected with good roads from one end to another with adequate signage boards at places.

Greenery

- Amala is a **beautiful, eco-friendly, campus with wide greenery, more than 5000 species of trees, plants and colorful flowers**. This is the most peculiar feature of our campus.
- The lush **green garden** and roof garden provide unique spaces for community to interact with nature.

Alternate source of energy – solar panels

Institution has installed **on- grid solar power system**with generator backup on roof top of the **four** building as alternative source of energy with energy generation of **660 units /day** to reduce the use of fossil fuels and production of pollution free electricity.

Sewage Treatment Plant – STP and Water Purification Plant

- A **Sewage Treatment Plant** and **water purification plant** are available within the campus.

Water conservation facilities

The following water conservation facilities are available in the campus such as:

- **Rain water harvesting**

- **Water recharging units**
- **Bore well/Open well**
- **Waste water recycling**

Other facilities

The Amala campus also holds the following facilities such as:

• **Parking facility** • **PET therapy** • **Day care centers** • **Fire extinguishers and fire assembly points** • **24-hour CCTV surveillance** • **Chapel** • **Adoration chapel** • **Biogas plant** • **Common room for boys and girls**	• **Eco-friendly campus** • **Security** • **Transport facility** • **Generator** • **Playground** • **Ayurveda and homeopathy hospital** • **Herbal garden** • **Auditorium** • **Research units**

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: 13.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
2.04	6.71	2.31	6.51	21.59

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
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:

Teaching hospital

- Amala Institute of Medical Sciences (AIMS) named after Blessed Virgin Mary, is a **NABH accredited hospital** with multidisciplinary medical network of pedagogical, therapeutic, research and outreach programme managed by the **Devamatha Province of CMI Congregation founded by St. Kuriakose Elias Chavara in the year of 1978.**
- AIMS bring together a dedicated team of physicians, nurses, and other healthcare professionals to provide the highest standards of medical treatment.
- Our extensive infrastructure offers facilities as follows:

• 25 modern operating theatres • 210 equipped intensive-care beds • fully computerized and networked Hospital Information System (HIS) • fully digital radiology department	Specialty services like • General Medicine • Pediatrics • Respiratory Medicine • Dermatology • Psychiatry • General Surgery • Orthopedics • Obstetrics & Gynecology • ENT • Neurology • Urology • Pediatrics Surgery • Neurosurgery • 24 hour pharmacy • Nuclear medicine	• Ophthalmology • Geriatrics Super specialty like • full-fledged Oncology care • Cardiology • Nephrology • 24 hours Dialysis unit • Endocrinology • Cardiovascular • Plastic surgery • Gastroenterology • Rheumatology • Thoracic Surgery

Clinical teaching learning facilities

The institution is offers ample clinical teaching learning experiences in each specialtysuch as;

- **Parent hospital (AIMS – Amala Institute of Medical Sciences)**
- **Mental Health Nursing: AIMS, Ansar hospital Perumpilavu, District Mental Health Hospital Thrissur, NIMHANS Bangalore**
- **Oncology Nursing: AIMS, Regional Cancer Centre Thiruvananthapuram**
- **Community Health Nursing: Primary Health Centre Elavally, Community Health Centre Mullassery and several observation visits, RUSHA - CMC, Vellore**
- **OBG Nursing: AIMS, St. Joseph Hospital Velupadam, ARMC IVF infertility clinic Thrissur**

Equipment

The institution abides adequate and needed sophisticated equipment that promote all round development of students during their curriculum.

- **Amala College of Nursing:** provide well-furnished infrastructure with adequate number of teaching learning equipment such as ICT enablingequipment, books, computing equipment, lab mannequins, articles etc.
- **Amala Institute of Medical Sciences:**One of the biggest Superspeciality Hospital in Thrissur rich in lot of sophisticated new technological advanced equipment that enable the students to explore their clinical experience.

Laboratory facilities

Amala college of Nursing has well equipped clinical laboratories as per regulatory bodies, through which students are seeking preclinical experiences by practicing various Nursing procedures. They are;

- **Skill lab**
- **Advanced Nursing lab**
- **Community Health lab**
- **Child Health lab**
- **OBG lab**
- **Computer lab**
- **Nutrition lab**
- **AV aid lab**
- **Simulation lab: as shared facility**

These laboratories have concerned faculty in charges with inventories, and following proper policy and procedure for the proper functioning. Students are well utilizing these facilities for the better development of Nursing skill.

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: 1500

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

2020-21	2019-20	2018-19	2017-18	2016-17
1000	1000	1000	1000	1000

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

2020-21	2019-20	2018-19	2017-18	2016-17
500	500	500	500	500

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
Link for additional information	View Document
Link to hospital records / Hospital Management Information System	View Document

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

Response: 214.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
199	199	199	199	200

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

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

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
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: A. All of the above

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

Amala College of Nursing Library is located in the ground floor in 362.80 Sq.m with seating capacity of 80 students and 20 for staff.

Integrated Library Management System

- Software: **KOHA latest version 2.0**
- Year of partial automation: **2015**
- Year of **full automation: 2021**

Features of KOHA

- **Tagging:** Each material in the library is separately tagged with all information in Koha software. Tags are customized as per the nursing curriculum requirement.
- **Comment:** librarians can share information/news/announcements with their users at any time. through user feedback facility is also available.
- **Social sharing:** It provide new opportunities for collaboration and information sharing between libraries and users' community. It helps will help to enhance outreach library services.
- **Customizable search:** It helps the customizable search Modern library management systems have web-based OPACs that allow patrons to interface with the library. Koha's OPAC goes beyond merely being a search tool and enables patrons to reserve books, manage their accounts, pay library fees online, track their circulation history, and even make reviews and suggestions for new books.
- **Digital bar code printing system:** All items have a unique item number. We have created the barcode with the item number, call number with our institutional ID. The barcodes in KOHA simplifies the other functions of library such as circulation, stock verification, utilization entry etc.
- **OPAC system:** Online public access cataloging is the online database of the available material which gives digitalized personal cards for the students and faculty. This feature makes the library function smoother.
- **Online circulation:** KOHA support the online circulation in library Management System (LMS). Due date, issue and renewal, fine charges, circulation history, reports, patron information. remarks etc. are visible in circulation module.
- **Patron card creation:** Library Management System KOHA helps to generate Patron's card as our requirements.
- **Report generation:** Reports in Koha are a way to gather data. Reports are used to generate statistics, member lists, shelving lists, or any list of data in your database as per our need. Koha's data is stored in a MySQL database which means that librarians can generate nearly any report they would like by either using the Guided Reports Wizard or writing their own SQL query.
- **Cataloging:** In the library all materials are orderly and systematically arranged with several customized tags like name of author, sub title, year of publication. ISSN, ISBN, edition, volume etc. with this a catalogue card is completing for each book/journal or any material.

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 college library fully computerized facility which helps for easy accessibility of the information for students and teachers. Along with this collection in a view to enrich the knowledge of students and faculty Library has included Encyclopedia, medical and other dictionaries, guides, General knowledge books, Novels, readers digest, story books, spiritual books and other moral books.

Library acquisition and enrichment

- The college library owns all periodicals and sufficient number of (more than 4000) text books as per the Indian Nursing Council (INC) norms and maintains a ratio of 1:15
- Amala College of Nursing is strictly following a fairly comprehensive policy for the selection and purchase of knowledge resources and material in the campus.
- The process is done through a centralized system, in connection with the **REV. FR. GABRIEL CENTRAL LIBRARY, Amala Institute of Medical Sciences.**
- The library advisory committee is responsible for the procurement process. In the campus it is mainly carried out through,
    - **Book exhibition:** Periodically as per the need several publishers and vendors will visit the institution for introducing new updated version of text books. Based on this the new collections are procured by the college.
    - **Through expert recommendation:** This is another way through which the new set of collection are procured based on doctors and expert faculty opinion regarding utilization and accessibility of books and journals. (Super specialty books like oncology, medicine etc)

Year	Name of The Resources	Number of Resources
2016 - 2017	Total text books	3755
	Reference volume	535
	Journals	29
	Thesis & dissertations	182
	CD/DVD	319
2017 – 2018	Total text books	3778
	Reference volume	545
	Journals	27
	Thesis & dissertations	182
	CD/DVD	322
2018 - 2019	Total text books	3923
	Reference volume	570
	Journals	24
	Thesis & dissertations	199
	CD/DVD	330
2019 – 2020	Total text books	4015
	Reference volume	610
	Journals	31
	Thesis & dissertations	216
	CD/DVD	337
2020 - 2021	Total text books	4059
	Reference volume	650
	Journals	31
	Collection of rare books	5
	Discipline specific learning resources	1
	Thesis & dissertations	233
	CD/DVD	344

User education

In a view to knowledge enrichment the college is providing adequate user education and library orientation

programme by the chief Librarian, for new batches and faculty members during the orientation program, arrival of new books, journals, all kind of learning materials and any advancements in library. It enables follow up with the new updates and advancements in the library resources.

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
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: 1.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.85	0.61	1.42	0.84	1.74

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
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:

In-Person and Remote Access to Library

The institution provides open access to the e-resources subscribed by the Library inside and outside the campus for faculty and students. This service is available round the clock. The students and faculty members are well benefited with this facility through several remote accessing subscription such as follows

1. **DELNET**

- DELNET membership is one of the most easy and accessible resource sharing platforms that the institution offers to both students and faculty in and around the campus
- The institution has its own **username and password** so that with this any one in the campus can access the needed resources for the academic purposes.
- Before purchasing this facility, the publisher will be contacted to give a **demo on the product** so that all clarifications can be made.
- DELNET maintains online catalogue of books and it is continuously updated so that students are able to retrieve the resources by author, title, subject, conference, series etc.
- Huge data base including e -books, union list of newspaper, theses and dissertations, recordings, videos, CD-ROM and articles are one of the special feature of the membership.
- **OPAC** system is available in DELNET so that it promotes greater access for the minute searches also.
- It offers easy and friendly operation of the modules such as acquisition, cataloguing, circulation, OPAC, report generation, indexing etc.
- **DELNET** promotes **user friendly** environment to the campus inmates.

Library usage programme

- The library organizes and conduct periodical orientation sessions to the students and faculty. The sessions covered are an orientation to the fresher's and user awareness programs on various subscribed e-resources and entire library of the campus.
- This session is conducted and maintained by the chief librarian in our college with proper documentation.
- Central library orientation sessions are also being conducing in the campus for the freshers.
- Student and faculty feedback is also collecting followed by the session.

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 One of the above

File Description	Document
Institutional data in prescribed format	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: 50

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

Response: 9

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

Response: 18

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
Links to additional information	View Document

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

Response:

Amala College of Nursing is providing adequate Wi-Fi and internet facility with all concurrent updates to the students and faculty through several platforms to promote extensive Nursing Education and overall growth.

Major areas of updation of software facilities during the last years are:

- **Number of computers increased to 15**
- **Availability of w-fi in the campus with 80mbps**
- **Upgrading from OHP to LCD and LCD to INTERACTIVE BOARDS**
- **Resource navigation through remote access of Delnet and E-journal Inventi**
- **Continuous software updation and implementation**
- **Server enhancement for Moodle and other online platforms**
- **High speed broadband connections**
- **Installation of several new software's such as NVDA software: Non visual Desktop Access, KOHA: Integrated library management software, KOHA: Integrated library management software, Mobile**

Number of systems with configuration

Amala college of Nursing has updated with **15 advanced user-friendly systems** including full

configuration and browsing facility from the past years.

Student computer ratio

- The institution provides sound exposure to computer technology with the ratio of **1:14** as the Nursing curriculum demands

Computer facility and updation

The college abides computer facility in several areas such as:

- Well equipped **computer lab with 10 computers** along with wi-fi facility for meeting the curriculum requirements of the students as well as the faculty members
- **From the last 5 years the institution has upgraded the computer facility by 75% and now students get sound exposure to computer technology with the ratio of 1:14 as the Nursing curriculum demands**
- **Library is enriched with accessibility to 5 computers** with all facility for both students and faculty
- **University examination confidential room** is equipped with 3 computers with wi-fi facility and associated reprographic facility.
- **Central E-lobby** is a holistic computer learning platform in Amala equipped with 52 computers including facilities such as wi-fi.

Internet facility

- As the today's fast life demand college is also providing adequate internet facility with wi-fi band width of 80mbps and broad band connection in the campus.

Wi-fi facility

- One of the noteworthy features of the college is that here the faculty and students are able to access the internet at 24/7 within the campus since there is a high band width Wi-Fi connection of **80mbps.**

Available computing software

- **WINDOWS 10:** Facility that enables for UG and PG courses
- **NVDA software: Non visual Desktop Access is** a special feature of the college were Amala supports the blind people to ensuring the learning and computer accessibility through this **screen reader software.**
- **DELNET:** college has membership with DELNET for accessing to the articles and other e-learning resources.
- **KOHA: Integrated library management software** through which college has achieved full automation rom the year 2021.

Interactive boards

- There are **3 interactive boards** are available in the campus situated in **2 lecture halls and 1 in**

conference room to facilitate interactive teaching learning platform.

LCD

All lecture halls are equipped with LCD facility for enabling smooth teaching learning experience

CCTV facility

Amala college of Nursing is equipped with a **number of 10 CCTV** cameras all around the campus for s providing electronic surveillance and a safety.

Mobile Jammer

The examination hall is connected with wireless mobile phone jammer.

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

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

4.5 Maintenance of Campus Infrastructure

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

Response: 29.79

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
5.88	23.66	17.34	18.73	22.96

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
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:

A well-planned policies and procedures are followed for the maintenance and utilization of all the academic and physical facilities in the institution.

Maintenance of the campus – team

- The maintenance of the entire college is maintained by the house keeping team of 4 members under the supervision of their administrative officer.
- The academic and physical support facilities are maintained by the central maintenance department, which is done through the system software in the entire Amala called **iApps**

Maintenance policy and procedures

- A well-planned policy as well as procedures are followed in the college for the maintenance and care of the physical and academic support facilities.

Laboratories

- **Each laboratory is well equipped and maintained by the college under the concerned authority.**
- **There is separate stock and inventory for each lab.**
- Separate procedures are following to handle the laboratory functioning such as **cleaning, article indenting, issuing, repairing, replacement and condemnation**

Library

- The college library is maintained by the team of chief librarian, Assistant librarian and library assistant under the supervision of principal.
- Library policy and procedures are used for the smooth running of library.
- Books are orderly arranged, shelved and infrastructure maintenance is also handled and done by the team.
- Other supporting facilities such as printing, xerox, scanning etc. are also well maintained by the library team properly based on the suggested protocols.

Sports facility

- College of Nursing conducts **annual sports day** for the students.
- Required sports articles are **purchased and maintained** regularly under SNA team.
- **Part-time PT trainer** is appointed by the college.
- College utilizes the auditorium for indoor game practices such as, badminton, chess, carroms and shared ground for volley ball, throw ball and other active sports items.
- The **sports ground cutting, cleaning and maintenance** are done frequently.
- To handle the emergency situations the **first aid kit** is well maintained in the institution.

IT and Wi-Fi facility

- Centralized IT department with **11 expert IT personnel** is there for the maintenance and functioning of the entire IT, Wi-Fi facility and its updates in the campus.
- The entire facilities including all the supporting gadgets such as CCTV cameras, Wi-Fi, LAN, Microsoft software, screen reader, computer updates, sensor lights etc are well maintained and monitored by the team regularly.

Class rooms and conference hall

- All Classrooms with furniture are cleaned and maintained on a regular basis.
- Classrooms and conference halls are cleaned at the end of the day after being utilized by students.
- Inventory of the item of each classroom is available.
- When the furniture and other learning gadgets becomes damaged, it is repaired and replaced by the expert team in the institution.

Day to Day Emergency Maintenance

Day to day maintenance includes daily running repairs like replacing light bulbs, repairing leaking water pipes, taps, valves, cleaning blocked drains, repairing locks and door handles and other minor repairs that necessitate day to day maintenance checks.

File Description	Document
Link for log book or other records regarding maintenance works	View Document
Link for any other relevant information	View Document
Link for minutes of the meetings of the Maintenance Committee	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: 65.82

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)

2020-21	2019-20	2018-19	2017-18	2016-17
142	138	185	111	129

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
Link for Additional Information	View Document

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

Response: A. All of the above

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

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

Response: 60.66

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

2020-21	2019-20	2018-19	2017-18	2016-17
199	150	150	100	50

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:

ACON aspires to spread its wings globally throughout the establishment of its international students

TRILOKAH. It is an initiative which serves as a platform for international students exchange and faculty exchange, the major objectives of TRILOKAH are:

- To serve as a platform for communication of nurses and nursing students from all over the world
- To engage in collaborative research among nursing students in various countries
- To provide guidance in international migration
- To enhance the career prospects of Amalites internationally

Activities

Trilokah was conceived as a novel concept of IQAC and started functioning from December 2020, the functioning is still in its nascent stages due to the Covid 19 pandemic, the major activities carried out till now are.

HOPE study India- an International collaborative research project including students of university of Toronto Canadas and faculty of ACON, Amala Institute of Medical Sciences and students and faculty of AIMS of Bhopal.

Orientation classes for Amalites by International faculty.

Orientation to various migration procedure by alumni as well as agencies.

Future plans of Trilokah

- To facilitate international student exchange programs.
- To promote collaborative research.
- To create collaborative Add-on courses.
- Promoting multicultural, multi linguistic virtual classrooms with both international students and faculty.
- Enhancing the spirit of trans cultural nursing through student exchanges.
- To enhance the visibility of Amalities globally.

File Description	Document
Link for international student cell	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
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: 60.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	19	12	16	19

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	21	32	31	30

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

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

Response: 39.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	18	22	18	22

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: 0

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

File Description	Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document
Any 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: 22

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	12	6	2	2

File Description	Document
Institutional data in prescribed format	View Document
Any 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 Council provides the best opportunities for the student nurses to communicate issues and concerns, encourages participation in health-related community activities, provides awareness about contagious diseases, and promotes legislative involvement.
- The Student Council aims to the development of the whole person, his/her professional role, and his/her responsibility for the healthcare of people from all walks of life.
- Amala College of Nursing exhibits its excellence in academics as well as co-curricular activities through the Student Council.
- Student Council provides a great suggestion to the management in organizing various college events.
- Student Council plays a strong role in anti-ragging awareness.
- The executive board consists of President (Principal of College of Nursing), SNA Advisors (faculty of ACON), Vice President, Programme Co-coordinator, Secretary, Joint Secretary, Treasurer, and 4 class representatives from the student body. The term of office will be for one year. All the student office bearers and representatives are elected by the students through a democratic and transparent process. The last election was conducted on 7/10/2021

Objectives:

- To foster the dignity and honor of the nursing profession.
- To involve the students in intercollegiate sports and cultural activities.

- To bring out the talents of the students for the upliftment of self.
- To inculcate the value of esprit de corps.
- To Promote leadership.
- To Promote citizenship and enhance professional growth.
- To promote human relations, promote cultural values.

The College Council which has wide-ranging powers to decide upon academic matters also has student representatives. The presence of student representatives is ensured in academic and administrative bodies and events through following committees and clubs.

- Curriculum committee
- College Council
- IQAC
- PTA/PTWA/PTS
- Examination related grievance redressal committee
- Anti-ragging committee
- Institutional review board
- Library committee
- Maintenance housekeeping and write off committee
- NSS & YRC committee
- Code of conduct monitoring committee
- Eco/Green committee
- Student grievance redressal committee
- Prevention of sexual harassment committee
- Magazine committee
- Alumni committee
- Student welfare committee
- Student Quality Assurance Committee
- Innovation committee
- Disciplinary committee
- Guidance and counseling SSGP/ mentor-mentee

Clubs

- Literary club
- Eco club
- Health and physical activity club
- Film critics club

Major events organized by the student council:

- Arts Festival, Sports Day and College Day Celebration, Lamp Lighting, and Graduation Ceremony.
- Festival celebration (Onam, Christmas, etc.).
- International Nurses Day Celebration and Celebration of all significant days.
- Publication of college magazine.
- Organizing webinars, and e-quizzes.
- Charitable programs like blood donation, hair donation, books to the library, and cleaning activities.
- Social welfare activities like flood relief programs in 2018, conducting health assessments and

health awareness programs and, Corona relief program 2020.

College creates a conducive atmosphere for the students to participate in the various academic and administrative activities, this empowers the students to execute their skills vibrantly.

File Description	Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

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

Response: 6.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	6	7	7	7

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
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:

- Amala College of Nursing envisions fostering friendly cooperation between present and old generations of our students. Thus formed an alumni association named Amala College of Nursing Alumni Association, Thrissur (ACONAAT) Reg No. TSR/TC/126/2021.
- ACONAAT comes under the jurisdiction of the Registrar of Societies, Kerala.

Aim and objectives:

1. To impart a sense of cooperation and healthy understanding among the old students, present students, teaching staff, and Governing body of Amala College Nursing, to maintain the pride of our Alma-mater.
2. To promote the academic, cultural, social, research, and scientific activities of the students and members of staff.
3. To uphold the dignity of the nursing profession and safeguard the rights and privileges of the profession in general.

ACONAAT first meeting

ACONAAT was inaugurated on 23rd December 2011. The meeting was inaugurated by Rev. Fr. Walter Thelappilly CMI, Director, Amala Institute of Medical Sciences.

The main agenda was to:

- elect the Executive Members
- decide the date of the next meeting
- plan the activities of ACONAAT

Action taken:

- The patrons announced the email id and the by-laws of the association.
- Alumni Executive Members were selected in the meeting.
- The meeting decided to conduct a meet on the **second Saturday in May** every year.
- It was decided to release a **newsletter** every year, including various activities of ACONAAT.

Activities of ACONAAT

- During every meeting the data such as a permanent address, phone number, and professional details, higher qualification of alumni members were updated.
- The accomplishments of both institution and alumni achievements, in the field of nursing, awards, success stories, and articles are displayed through the college magazine and newsletter.
- A **WhatsApp group** named ALUMNI ACON was created on 16th March 2019 for better coordination among alumni members. Institution intimates ACONAAT activities and meeting dates through this social media group.
- Alumni members utilize this platform to update their personal and professional achievements.

Alumni Contribution:

College Curriculum Development

- Alumni conduct various career guidance classes such as career opportunities of nursing in Australia, Middle East and UK and trends and opportunities in Australia, for the students.

Alumni supports to students

- Alumni provides books, uniforms, and tuition fees to the economically backward students of the college.

ALUMNI MEET

Alumni in house meeting

- ACONAAT establish plans to maintain a link between in-house alumnus.
- A meeting was conducted on 11-11-2021. Prof. Lakshmi. G enlightened the importance of alumni **Alumni meet -2021**
- Online alumni meet was conducted via Zoom platform on 04-12-2021. The annual newsletter of the year 2021 was released by Rev. Fr. Francis Kurissery, CMI, Academic Co-ordinator.
- IQAC Co-coordinator, Prof. Lakshmi. G took a session on the involvement of alumni in various activities for supporting the college.

Alumni Constitution 2021

Executive Members:

Head of Office Affairs	Rev. Sr. Jyothish CSC
President	Mrs. Deepthy P Joseph, 2005 Batch B.Sc. Nursing
Vice President	Mrs. Arya V. Ajith, 2015 Batch M.Sc. Nursing
Secretary	Sr. Siji Pius, 2017 Batch M.Sc. Nursing
Joint Secretary	Ms. Chippy Baby, 2013 batch B.Sc. Nursing
Treasurer	Ms. Teena Paul, 2011 Batch B.Sc. Nursing

File Description	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: C. Any three of the above

File Description	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:

Amala College of Nursing is an undertaking of Amala Cancer Hospital Society (Registered), managed by the Devamatha Province of the Carmelites of Mary Immaculate (CMI), founded by Saint Kuriakose Elias Chavara, a sage-cum-savant. It is affiliated to the Kerala University of Health Sciences.

The Administrative Council - is the supreme governing body of Amala College of Nursing, under the chairmanship of the Director. The Council is collectively responsible for the institution's activities, visualizing, planning and implementing its future ventures and direction, and establishment and nurturing of a conducive environment in which the institutional Vision and Mission are achieved.

ACON follows the **motto** **सुखार्थाः सर्वभूतानां** and inculcates the concept of universal wellness for all, as the major theme in all its activities.

Academic governing practices reflecting Vision and Mission:

Administrative council has the responsibility to take decisions necessary to enable the institution to achieve its mission and objectives of teaching, learning, and research.

- **Ecosystem is driven by Mission and Vision:** ACON's ecosystem is driven by its functional ethos adhering strictly to its Mission and Vision.
- **Teaching:** As per the Mission of ACON, a diligent individual, having a value system to carry out the institutional vision, along with academic competence is deemed to be selected in the faculty panel of ACON.
- **Learning:** ACON provides a holistic learning health care experience for its learners across multiple streams of medicine, providing ample scope for learning by practice.
- **Blended learning in an eco-friendly ambience:** In a well-maintained campus surrounded by 5000+ trees, ACON presents the learners with a unique opportunity to learn from the lap of nature, surpassing the boundaries of traditional classroom methodology, blending the latest ICT pedagogy.
- **Promotion of Innovation and Productive Research:** ACON is recognized as an approved Doctoral Research Center under various Universities, and this helps in attaining Research Excellence, as reflected in the Vision and Mission of the institution. *Srishti*, the Innovation Cell of ACON, helps in fostering innovative ideas and thoughts of the students.

Administrative governing practices reflecting Vision and Mission:

- **Transparency:** Management quota admission is purely on Merit basis. Students are admitted based on rank list and allotment list by the Association of Management of Christian Self-Financing Nursing Colleges of Kerala (AMCSFNCK).
- **Accountability:** Accountability is reflected in the brand value (most sought after private nursing college among the aspirants), academic excellence, state of art academic facilities, and

infrastructure. Financial aid to the needy students through management scholarship is available for eligible students. ACON provides quality education at an affordable cost for learners from all walks of life, imparting latest knowledge, blending the latest infrastructure and technology.

- **Stakeholders' participation in the decision making:** ACON's prominent stakeholders include students, parents, faculty and the alumni. They play a key role in all policy and decision-making matters of the institution, as their due representation is ensured in various committees and forums.
- **Regular feedback and action-taken report:** The Internal Quality Assurance Cell (IQAC) of ACON develops, circulates, analyses and takes necessary corrective action on student feedback.

File Description	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.

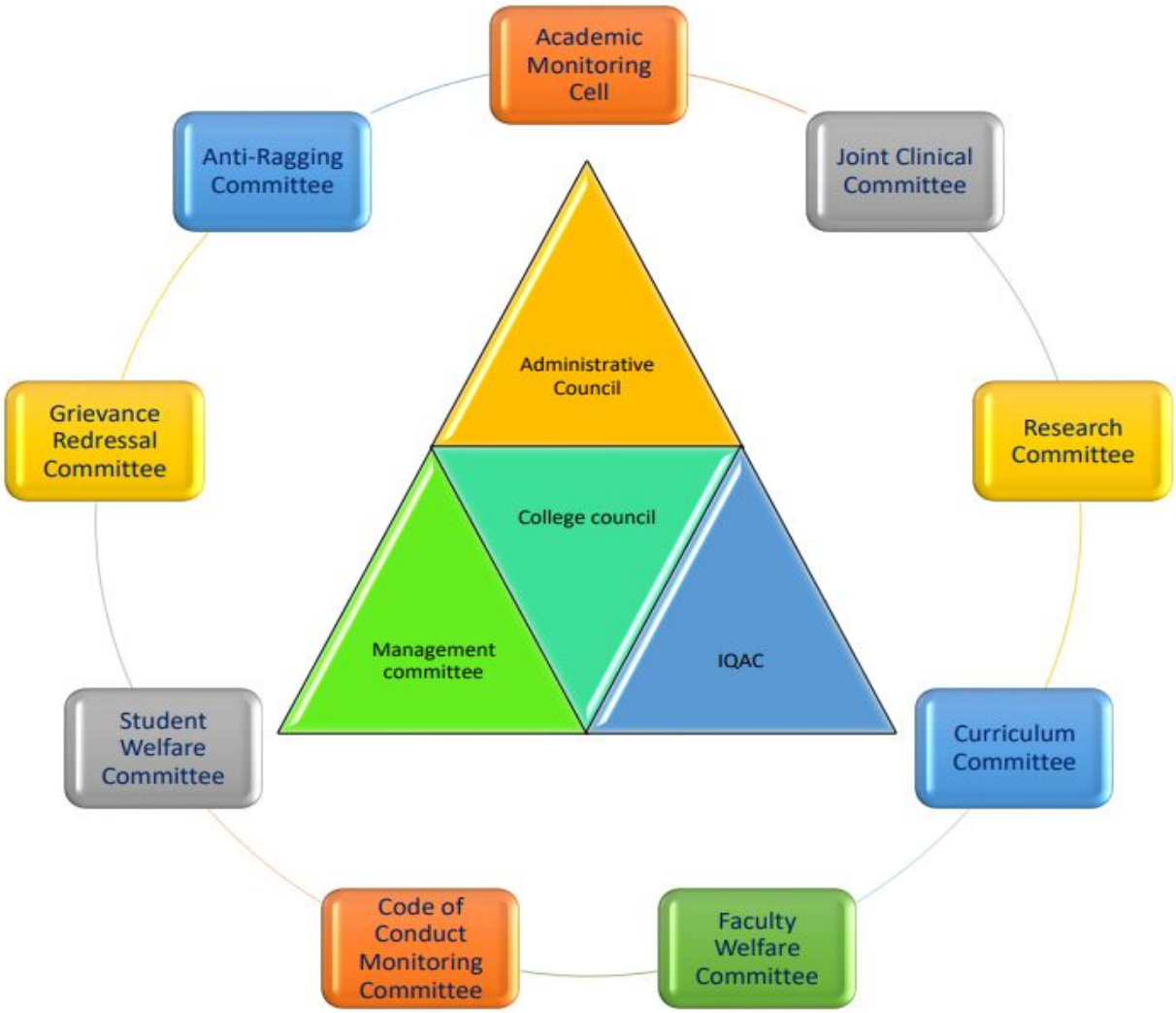
Response:

ACON strongly believes in the administrative principles of decentralization and participative management and hence has incorporated both these principles into the administrative practices. The inclusive and participatory approach of ACON promotes an environment of solidarity and mutual respect among the employees.

Decentralization

ACON has its own organizational structure, which shows decentralization of authority. To strive towards a decentralized governance system, the institution provides a method for distributing authority and granting operational autonomy to all functionaries.

Committees and Cells: Various committees and cells are formed in ACON for proper delegation of power and authority from apex to the grassroot level. Through this principle, the college effectively grooms proper leadership at various levels. The major cells and committees, which are operational in the institution to implement various activities, which are part of the strategic plan are:



- Administrative level committees such as the Administrative Council, Management committee, College council, and the IQAC.
- Academic level committees such as Academic Monitoring Cell, Joint Clinical Committee, Research Committee, Curriculum Committee, Faculty Welfare Committee, Code of Conduct Monitoring Committee, Student Welfare Committee, Grievance Redressal Committee and Anti Ragging Committee.

Thus, a participative culture is evolved in the institution. At each level and sphere of activity, the teachers and students cooperate with each other for the successful implementation of the prospective plans. This work-culture generates goodwill among the entire college community and motivates all to work in unison, to achieve the different objectives set by the authorities, in consultation with the stakeholders. Recommendations and suggestions are invited from the stakeholders before the policy formulations. Staff Meetings, Students Union Meetings, Council Meetings, IQAC Meetings and Alumni Meetings are conducted to pool opinions and proposals.

Participative management

ACON promotes a culture of participative management, as all college operations are managed by committees constituted for academic and non-academic activities, for the effective and smooth functioning of the institution.

IQAC finds areas that need to be improved and reports them to the head of the institution. The action plan of the College is consolidated by the principal and according to relevance, importance and feasibility, is placed before the College Council for approval. On approval it is declared in the year plan. All the information gathered is always distributed by the principal to teaching faculty, students and administrative faculty. Teachers have a consultative status in deciding matters regarding curriculum, teaching learning process, assessment and extracurricular activities. The students act as a strong hold in decision making through their representatives in college union and College council under whose banner comes class representatives, club leaders and association representatives. The ministerial staff plays a major role in the smooth functioning of the administrative office.

College of Nursing has signed Memorandum of Understanding with prestigious institutions Chetana College of Media and performing Arts, Thrissur, M/S Ajinorah Global Ventures LLP, Vimala College (Autonomous) Thrissur, KESS, Thrissur, Marian College, Kuttikkanam (Autonomous) Idukki, Christ College of Engineering, Irinjalakkuda and St.Thomas College (Autonomous) Thrissur, to strive towards excellence.

File Description	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:

ACON has a well-knit organizational structure, approved by the college bodies, which clearly depicts the line of authority and hierarchy, descending from top to bottom, and there are also statutory bodies like Administrative Council, College Council, Management Committee and so on, which strengthens the organizational structure and functioning. Key functions of Statutory Bodies of the institution as per the organizational structure are as follows:

- To construct a governance framework in accordance to the established procedures, including assigning department Heads to carry out academic excellence, patient care, and research activities.
- Managing and regulating the institution's revenue, finance, accounts, investments, and all other administrative affairs.
- Hold regular meetings to discuss future perspectives and institutional excellence.

Major statutory bodies and committees of the college

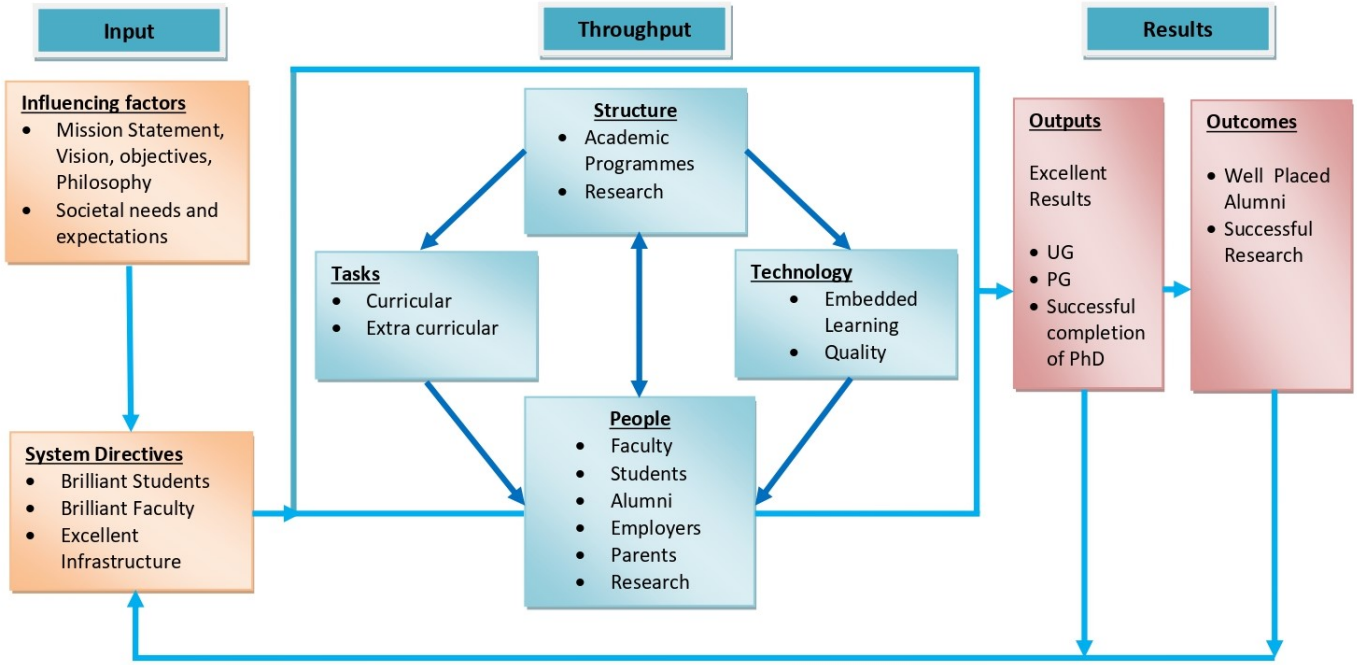
Sl No	Name of the committee / Cell	Type
1.	Administrative Council	Administrative level committees
2.	Management committee	
3.	College council	
4.	IQAC	
5.	Academic Monitoring Cell	Academic level committees
6.	Joint Clinical Committee	
7.	Research Committee	
8.	Curriculum Committee	
9.	Faculty Welfare Committee	
10.	Code of Conduct Monitoring Committee	
11.	Student Welfare Committee	
12.	Grievance Redressal Committee	
13.	Anti-Ragging Committee	

Strategic plan and its effective deployment

ACON is striving towards achieving its vision to become a Centre of Excellence. The strategic plan is a guiding light towards achieving the Vision and Mission of ACON.

A Planning committee was constituted by the College Council, for developing strategic plans of ACON for a period of 10 years, from 2015-2025. The committee adopted the “General System Theory” as the basic framework for the plan.

GENERAL SYSTEMS MODEL IN STRATEGIC PLANNING



As per the "General System Theory", input for the system includes students, staff and infrastructure. Process includes academic performance and research. Output includes quality graduates and alumni. The system focuses on professional growth. As need for nursing is universal, the demand for nurses will increase all over the world in the upcoming years.

1. **Inputs:** Brilliant students seeking admission to the college, diligent staff who are excellent in teaching, research and professional skill and good infrastructure are the integral components of ACON.
2. **Process:** Curricular and extracurricular activities for students, research activities for students and staff, and environment and facilities which are conducive for processing input forms the process.
3. **Output:** Excellent graduates who fulfil the Vision and Mission of the institution, and competent alumni who contribute continuously for the welfare of society form the output.

Modifications are made to the plan on a timely basis, as per the responses of faculty, students, management and leading educational experts.

Strategic Plan Goals

Strategic Goal I: Amala College target to become a "Centre of Excellence" by 2025

Strategic Goal II: Recruit diligent staff and students, and execute process for them for better output

Strategic Goal III: Initiate and sustain research and development programmes

Strategic Goal IV: Enhance College infrastructure

Strategy Goal V: Plan, implement and evaluate additional academic programmes for students for institutional excellence.

File Description	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
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The college ensures various welfare measures for the employees in order to achieve personal and professional satisfaction. Employees of ACON are entitled to the following welfare measures.

1. **Maternity leave for female employees:** All teaching faculty are entitled to 60 days of maternity leave with full pay after completion of 2 years of continuous service in the institution. For non-

teaching staff the benefits of ESI scheme shall be availed for Maternity leave benefits.

2. **Subsidized canteen facility:** All employees of Amala College of Nursing are entitled to a 10% reduction in charges at all canteens in the Amala Campus. The employees can also avail credit pay facility at the outpatient canteen.
3. **Accommodation facility:** Subsidized accommodation inside the campus hostel is provided at a minimal rate of Rs.400/- per month can be availed by female teaching faculty if needed.
4. **In campus child care facility (Creche):** There is a play school for kids, within the compound of Amala Institute of Medical Sciences. It is provided at a nominal rate of employees of Amala College of Nursing.
5. **Paid conference leave and sponsorship:** Paid conference leave and sponsorship to attend conference are provided to the teaching faculty who are presenting papers or posters in these conferences.
6. **Birthday celebrations:** Each teaching and non-teaching staff birthday is celebrated as common get together.
7. **Time offs:** The faculty is entitled to take 3 hours permissions in a month after getting prior approval from the Principal.
8. **Access to fitness center:** Interested faculty can utilize the Gymnasium facility present in the campus after getting approval from the faculty in charge.
9. **Faculty tour:** Every year both teaching and non-teaching faculty undertakes one day picnic along with their family members, Principal, Academic Coordinator which will be partially sponsored by the Management.
10. **Access to Padmabushan Fr. Gabriel Memorial Central (PGMC) Library:** All teaching faculty are entitled to utilize the central library in Medical College for referencing and advanced search engine like Ovid.
11. **Health Insurance Policy and Amala Family Care Scheme:** All non-ESI faculty are entitled to Covid-19 Insurance Policy with a coverage of upto Rupees one lakh and the premium is fully paid by the management. All non-teaching staffs are covered under ESI. Under Amala Family care scheme each employee is eligible for registering 10 (9 + 1) family members for concessional treatment (10% at Amala Institute of Medical Sciences).
12. **Annual Health Checkup and immunization:** All non-ESI faculty are entitled for free annual checkup at the Arch clinic and Hepatitis B Vaccine is provided by the management free of cost to all teaching faculty.
13. **Employee Provident Fund Scheme:** All non-teaching faculty with basic salary less than 15000/- is eligible for Provident Fund.
14. **ESI Scheme:** All teaching and non-teaching faculty with wage limit less than 21000/- is eligible for ESI benefit.
15. **Gratuity Scheme:** All teaching and non-teaching staff except on contract basis, on termination of employment after 5 years of continuous service due to retirement will be eligible for gratuity.

File Description	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: 21.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	3	5	1	4

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
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: 10.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	4	14	12	13

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
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: 43.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	22	8	3	5

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

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

Response:

The Faculty Appraisal System of the College is designed with the objective of helping the Teaching and Non-Teaching faculty to improve and update themselves. For teaching staff, after the initial assessment at the time of recruitment, repeated assessment is done after 3 months. Assessment is done regularly in every year for teaching and non-teaching staff using standardized format.

Process of Performance Appraisal:

The performance appraisal process starts with the employee assessing his/her performance (self-appraisal) and culminates with the assessment done by Head of the institution. The process is depicted below:

- Self-Appraisal (Part A)
- Head of the institution (Part B)

Parameters of Assessment for Teaching Faculty:

- Punctuality
- Ability to perform work in an organized manner
- Completion of task without errors
- Timely completion of works
- Taking ownership and responsibility of task assigned
- Knowledge to follow instructions and the ability to take up additional task
- Good theoretical and practical knowledge
- Knowledge of the system, process and procedures
- Knowledge of current trends
- Publication in research journal
- Maintenance of good interpersonal relationship with authorities, superiors and co-workers
- Communication skills
- Flexibility in duty timing and take up of extra assignments
- Adherence to hospital policies including punctuality, attendance, and dress code

Parameters of Assessment for Non-Teaching Faculty

- Punctuality
- Perform work in an organized manner
- Follow instructions correctly
- Timely completion of work without errors
- Team spirit
- Flexibility in duty timing and take additional responsibility
- Knowledge about work
- Communication skill
- Discipline
- Interpersonal relationship
- Attitude towards work

- Adherence to job description and institutional policies
- Dress code and grooming
- Accept criticism and try to improve their deficiencies
- Mental health / pleasant
- Physical health
- Loyalty to institution
- Attitude and behavior towards superiors
- Attitude and behavior towards students
- Helping and supportive

Self-appraisal by teaching and non-teaching faculty is done at the end of each year based on the above-mentioned criteria and handed over to the head of the institution. Performance appraisal of teaching faculty is done is at the end of each academic year and for non-teaching faculty it is done at the end of each year by the head of the institution. The consolidated report of appraisal is prepared and kept as confidential.

This system helps in:

- **Institution of Awards:** The faculty who perform best in his/her respective discipline is acknowledged and given the appropriate award for his/her contribution to the institution.
- **Involvement in decision making based on proven competencies:** Employees are given the profile and freedom to express their ideas and support the management for upgrading the on-going process of academic, research, administration, patient care etc.
- **Assignment of administrative responsibilities to deserving Faculty:** Employees are given the administrative profile in addition to their current profile because of their administrative skills.
- **Monitoring and review of recruitment policies:** Helps to understand the competencies required for employees at different level.
- **Strengthening of teaching-learning strategies:** Helpful to strengthen the teaching-learning strategies.

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

Amala College of Nursing is an undertaking of Amala Cancer Hospital Society. The resource mobilization policy covers identification of various income resources and its effective mobilization to various areas in

accordance with the priorities set by Administrative Council. Finance Committee plans the effective and optimal utilization of funds. Funds from Government are utilized for the purpose for which the same was sanctioned.

Sources of income

Following income sources are identified for resource planning.

1. Student Fees: Fee from students is received towards Tuition Fee, Special Fee, Hostel Fee, etc.
2. Alumni: Contributions from Alumni members are received from ex-students.
3. PTA: Contributions towards Parent Teachers Association are received from students.
4. SNA: Contributions towards Student Nursing Association are received, which is spend towards SNA contribution and cultural programs of students.
5. Funds from Government Bodies, etc.: Funds from Government Bodies, Non-Government Bodies, etc. towards specific projects.
6. Philanthropists and well-wishers: Contributions from philanthropists and well-wishers towards specific projects, programs and endowments.
7. Staff contributions specific programs: Contributions from teaching and non-teaching staff towards specific programmes
8. Student Contributions: Contributions from students towards specific programmes.
9. Interest from Bank: Interest from Fixed Deposits and Savings Bank accounts.
10. Loans: Loan from banks for infrastructure development, if required.

Optimal utilization of resources

Following are the areas in which funds are utilized.

1. New infrastructure development
2. Augmentation of infrastructure
3. Equipments and Furniture
4. Salaries
5. Maintenance
6. Library books and journals
7. Academic & student expenses
8. Student support (Scholarships, etc.)
9. Endowments for Students & Faculty
10. Research expenses
11. Administrative expenses

Planning and execution

Finance Committee plans the effective and optimal utilization of funds, under the guidance of Administrative Council. Finance team ensures timely utilization of funds, as finalized by Finance Committee.

Accounting of income sources and utilization

Proper books of Accounts are maintained wherein amounts from all income sources and its utilization are

accounted, following double entry book keeping system and generally accepted accounting practices.

Reports of income sources and utilization

Reports showing amounts from all income sources and its utilization is prepared.

Internal audit

Books of Accounts, vouchers, approvals, supporting documents, reconciliations, assets, etc. of the College are periodically reviewed and audited by Internal Audit Department of the organization.

External audit

Accounts of the College are reviewed and audited by an external Chartered Accountant. In case of Funds sanctioned by Government bodies, etc. accounts of the same are audited by external Chartered Accountant. Their audit report along with utilization certificate is submitted to the agencies who sanction the fund.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Internal and External Audit aims at accuracy and completeness of Books of Accounts, detection of errors, prevention of frauds or mismanagement, preservation of its assets, etc. Internal Audit Department and External Auditors conduct the audit periodically and submit reports. Finance Committee reviews the same and take appropriate steps, wherever required.

Internal audit

Internal Audit Department shall conduct the following verifications

1. Accounting and recovery of Student Fee, Hostel Fee, Caution Deposit, Mess Advance, Alumni Account, PTA Account, SNA Account, Students' Magazine Account, etc.
2. Accuracy of Salary, Stipend, Honorarium, Allowances, PF, ESI, TDS, Professional Tax, Gratuity.
3. Accuracy of Cheque Payments with the help of Cheque, Cheque Payment Voucher, Supplier Bills with approvals, Supplier Ledger, Goods Receipt Note, Purchase Order.
4. Accuracy of Petty Cash Payments using Petty Cash Payment Voucher, Supplier Bills.

5. Accuracy of Bills and Vouchers using Bill of Supply, Receipt Vouchers, Journal Vouchers, Supplier Bills with approvals, Scholarship documents, WIP records, relevant Ledgers, etc.
6. Accuracy of Accounts and Reconciliations using Trial Balance, Ledgers, Bank Reconciliation, Bank Statements, Inter-branch Reconciliation, Compliance Reports of PF, ESI, TDS and Professional Tax.
7. Physical verification of Cash, Petty Cash, Petty Cash Advance, Fixed Assets.

Internal audit report

Audit Department shall prepare Quarterly Internal Audit Report within working the quarter-end with details of audit done, documents verified, issues identified, and Finance Committee review same and take appropriate steps, wherever required.

Internal audit objections

Internal Audit Department follow the following process with respect to Audit Objections:

1. Point out errors, insufficient supporting documents, lack of relevant approvals and accounting in wrong ledgers.
2. Seek clarifications regarding ambiguous or suspicious transactions from Accounts Department or other relevant departments and ensure that required clarification received.
3. Report suspicious transactions without satisfactory clarifications, instances of fraudulent activities, mismanagement, etc. with relevant details to the Finance Committee.

External audit

Amala Cancer Hospital Society, during its annual general meeting, shall appoint a charted accountant firm as Statutory Auditor for Amala College of Nursing for that financial year, which shall conduct their audit.

Statutory Auditor shall

1. Verify books of accounts and other records, obtain all the information and explanations necessary for the purpose of Audit.
2. Conduct the audit in accordance with generally accepted audit standards and examine evidence supporting amounts and disclosures in financial statements, on a test basis.
3. Assess the accounting principles used and significant estimates made by the management and evaluate the overall presentation of the financial statements
4. Provide Auditor's Report along with Audited Receipts & Payments Account, Income & Expenditure Account and Balance Sheet

External audit objections

1. Seek clarifications regarding ambiguous or suspicious transactions from Accounts Department or other relevant Departments.
2. Report suspicious transactions without satisfactory clarifications, instances of fraudulent activities, mismanagement, etc. with relevant details to the Finance Committee.

Finance Committee shall review the same and take appropriate steps, where required.

File Description	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

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

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

File Description	Document
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

IQAC establishes a system of quality improvement sustenance and maintenance in an HEI. The IQAC of Amala College of Nursing strives to ensure and monitor the quality culture in nursing education as the prime concern through inter and intra disciplinary collaborations with the parent institution and internalizing all the initiatives with the support of parent institution and external support, ultimately aiming at enhancing the institution as Center for Excellence in nursing. As the prime academic administrative body in the college, IQAC tries to bridge the gap and identify the key aspects which needs improvement. Feedback from the stake holders promotes planning the quality sustenance activities in teaching-learning, evaluation and research. It ensures continuous improvement in all units and aspects of the College.

Strategies

IQAC shall evolve mechanisms and procedures for:

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks
- Relevant and quality academic/ research programmes
- Equitable access to and affordability of academic programmes for various sections of society
- Optimization and integration of modern methods of teaching and learning
- The credibility of assessment and evaluation process
- Ensuring the adequacy, maintenance, and proper allocation of support structure and services
- Sharing of research findings and networking with other institutions in India and abroad

Activities

- Holds the IQAC meetings minimum four times in a year
- Monitors the Programmes planned by the various committees of the institution
- Organizes workshops/seminars on quality related themes for the teaching faculty, students and non-teaching staff every year
- Conducts regular academic and admistrative audits and takes necessary steps to implement the actions based on the audit reports
- Facilitates the creation of a learner-centric environment, conducive to quality education and faculty maturation, for participatory teaching and learning process
- Participates in feedback collection from students, parents, and other stakeholders on quality-related institutional processes
- Disseminates the information to faculty and students on various quality parameters of higher education
- Documents various programmes/activities leading to quality improvement
- Compiles the documents for Annual Quality Assurance Report (AQAR)
- Prepares and submits AQAR to NAAC every year before December
- Dissemination of information on various quality parameters to all stakeholders
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles
- Documentation of the various programmes/activities leading to quality improvement
- Acts as a nodal agency of the Institution, for coordinating quality-related activities, including adoption and dissemination of best practices

File Description	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

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

Response: 79.57

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

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

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

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

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
Annual report of the College	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: 26

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	5	5	4	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
Copy of circular/brochure/ Report of the program	View Document

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

Response:

- Amala College of Nursing is committed towards the promotion and practice of the ideals of social and natural justice, human dignity and rights of all human beings. Therefore, it realizes the significance and the need for having a gender equity and **anti-sexual harassment policy,** and establishment of the committees for the same, i.e., **Women Empowerment Cell and Internal complaints committee.**
- The foremost role and responsibility of these committees are to create an environment free from any forms of gender discrimination and sexual harassment.
- ACON has special interest in the propagation of awareness on gender equity and sensitization programmes among students and faculty.
- To strengthen this movement, **add-on courses on Women Empowerment**, outreach programmes on adolescent health, are also initiated.

Annual gender sensitization action plan

- In order to promote women empowerment and gender equality, policies of ACON are framed to enable specific achievements with action from all the areas.

- The annual gender sensitization action plan is **revised every year**.

Specific facilities provided for women in terms of:

1. Safety and security

- Women empowerment cell of ACON takes care of the social security of people in and around the campus.
- Amala campus is designed in a women friendly and threat free manner. To uphold women's right to protection against sexual harassment and to create healthy and secure atmosphere, Some of the programmes organised in the college includes:

1. **Orientation programmes** for the first year B.Sc.Nursing students on **anti-sexual harassment policy**
2. Various seminars, talks and street plays to promote equality among genders and races and to protect self and others from violence
3. A women safety programme like teaching **self-defense techniques** like karate and demonstration of practical deployment of pepper spray

- The college is constantly under the surveillance of **closed-circuit television (CCTV)** and has installed security cameras in the right places. Cameras allow to view live events, as well as recorders archive footage for later use.
- The institution has appointed **security personnel**, wardens and other housekeeping staff **24/7** to ensure safety in college and in the hostel premises.
- **Anti-ragging committee** has also been constituted to avoid students indulging in any form of ragging.

2. Counseling

- A special guidance system called **the mentor-mentee**assigns every student to a staff for mentorship and is held**once in every month.**
- Every student is allotted a record in which the faculty responsible for the counselling documents the issues faced by the students and the measures taken to rectify it.
- **SSGP(**Student Support and Guidance Programme) is actively running in the college by the trained faculty from the university.
- In special cases, the mentor refers the students for a **professional counselling** in the parent hospital.

3. Common rooms

To keep the privacy as well as to eliminate unwanted incidents, ACON maintains separate common rooms for boys, girls and faculty.

4. Day care center for young children

ACON has day care facility in its campus to keep younger children of faculty members safe and cared during working hours.

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

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

Response: C. Any three of the above

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

- Amala College of Nursing takes adequate measures to reduce waste at the source and recycle it in an eco-friendly manner.
- Our motto is to "**reduce, reuse, and recycle**". Amala campus has won pollution control awards in 2011 and 2014 from KSPCB.
- Waste treatment is carried out using compost pit, incinerators, autoclave machine, and shredder machine

Solid Waste Management:

- Every classroom, department, office and washrooms are provided with separate bins in which solid waste is segregated which will be taken away by the group D workers.
- Paper waste is collected from all the departments and classrooms which will be stored in a room that is located in the basement and once in six months it will be sold to the vendors for recycling.
- The availability of **recyclable and reusable PET bottles**(20 L jars) has ensured a reduction in the utilization of 'one time use' plastic water bottles.
- The employees are committed to reduce and manage waste effectively.
- **Four** Biogas plants (food waste + night soil) are functioning in Amala campus:-

1. Ayurveda production unit (60m3)
2. Ayurveda canteen (35m3)
3. Near Ayurveda Hostel (20 m3)
4. Near Bethany gram (50 m3)

Liquid Waste Management:

- The liquid wastes are mainly generated from biogas plant overflow, kitchen of nursing hostel, laundry, canteen etc.
- The waste water is treated in the **sewage treatment plant** situated in the AMALA campus designed to **treat 10 lakh litres of waste water per day**. An average of **8 lakh litres** of waste is purified in a day.
- The treated water quality during the last year is within the range of 5mg/lit BOD. The final treated water is **reused** for gardening/ irrigation and **recycled** for toilet flushing.

Biomedical Waste Management:

- Amala College of Nursing students, during their field visit, carry out various medical procedures.
- The waste which is generated during these procedures will be collected carefully by the students and discarded in the **color coded bins** according to the standard Bio-medical waste management policy.
- Treatment and disposal of waste is done in the waste treatment plant situated within the AMALA campus.
- The plant consist of **2 incinerator** with a capacity of **100 kg/hr** and **50 kg/hr** (stand by) respectively, an **autoclave** with a capacity of **434 litres** and a plastic **shredder machine** which can process waste at a rate of **25 kg/hr.**

E-Waste Management:

- E-waste generated in the campus includes damaged medical devices, computers, printers, cables etc.
- E waste collected from the college is sent to the Bio-medical department of AMALA campus and then it is segregated and given to the authorized vendor.
- Amala campus has signed an agreement with **Kerala Enviro Infrastructure Limited** to collect and dispose E-waste. .

Hazardous Chemical waste management:

- Chemicals used to perform various procedures in the community setting is checked for the expiry

date and sent to the general stores Department.

- Amala campus has signed an agreement with **Kerala Enviro Infrastructure Limited** for a period of 5 years.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation or maintenance reports of Water conservation facilities available in the Institution	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
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
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: A. All 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

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:

Education

- The college of Nursing is located at the heart of the city. Students are attracted from various parts of India irrespective of caste, creed and socio-economic status.
- Students belonging to all religious groups are welcomed to take admission at Amala College of Nursing.
- Students are admitted in the institution **without any discrimination of caste, religion or socioeconomic status**. As per the rule, 50% of undergraduates seats are provided to the government, out of which reserved category is decided by the government.

Linguistic activities

- International Mother Language Day is celebrated to understand the importance of mother language. Programmes such as **“Aksharaslogam”** word dictation in Malayalam was conducted for the faculty and Malayalam elocution competition was conducted for the students.
- Special innovative English language learning activities for the students of all batches are organised by the institution through its experts. The activities include: daily vocabulary learning sessions, curriculum based teaching of English language,webinars and workshops on phonetics, OET training facilities and soft skill training sessions.

Religious Practices

- Each person has the freedom to practice his or her religion. Students of various religious groups i.e. **Hindu, Christian and Muslim, study or stay together** in the hostel.
- The festivals of various religious groups are celebrated in the college with harmony.The students and teachers are given holidays for religious festivals.
- The students can utilize the **common prayer room** for prayer irrespective of their caste and religion.

Regional and cultural

- Thrissur being the cultural capital of Kerala, our institution also gives importance to its regional and cultural celebrations.
- All students and faculty celebrate **Onam and Christmas,** by participating in various culturalprograms within the college. We celebrate the world-famous ***Thrissur Pooram***, traditional temple and church festivals and other festivals by providing holidays for the staff and students.

Transport

- The day-scholars commute to the college daily, with the help of private, public or government transport, whereas a well-equipped hostel facility is made available within the campus for others.
- During the time of any crises like pandemic, strikes or disasters, the management ensures well-equipped transportation facilities for its staff and students.

Community Services

- There are rural and urban centers which are adopted by the institution and our students, along with the faculty of various departments, visit and render services as per the need of the community.
- The college has conducted several **extension activities** in the community as well as in the neighborhood to promote health and prevent illness.
- Whenever **field visits** are conducted, families are screened, and if there are any problems encountered, the referral will be given to the parent hospital irrespective of caste or socio-economic status.

Every year students take part in various community outreach programmes. This includes programmes like **immunization, palliative care visits, camps, medical camps, health education on women and child health, rally, skit, wall painting, flash mob, displaying informative posters** to propagate awareness on various preventable diseases and about the current social issues.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response: A. All of the above

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

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

Response:

- A national or international awareness day or observance is a date usually set by a major organization or government to commemorate a public health or ethical cause of importance on national or international level.
- National festivals are celebrated by the students in the college and the hostel, irrespective of their culture or religion. Students of various batches plan the program together.
- Celebrating events and festivals in colleges have become an integral part of learning and **building a strong cultural belief among the students**.
- ACON encourages students to embrace other traditions and culture just as they do with their own.
- Such celebrations bring students closer to traditional and cultural beliefs. A close bond is built between the students, as they become aware of each other's different customs.
- Being a diverse country, the students need to know what each festival means, and it is only through the celebrations, he/she gets to know more about the country.
- Commemorating days like **Republic Day and Independence Day** make the students aware of their commitment to the country and brings out the patriotic feelings.

- Moreover, it arouses patriotic feelings amongst all. It brings a sense of unity irrespective of caste, religion, culture or socio-economic status.
- Every student and faculty take part in various activities to spread awareness about these commemorative days and its importance.
- This comprises health awareness programmes like wall painting,short film, debates, flash mob, skit, role plays to propagate awareness about various emerging issues.
- Celebrating these commemorative days ensures students to be aware of their commitment towards the community.
- In collaboration with the hospital, the nursing students organise free medical check-ups for the general public.
- **World Blood Donors Day** was organised and students actively took part in it by donating their blood.
- Health education were given to the parents of children attending OP, regarding prevention of diarrheal diseases during the **World ORS week**.
- A skit was performed to propagate the awareness on substance abuse and drug usage among public on **Anti-drugs day**.
- In relation to the **World Mental Health Day,** a screening camp for depression among 300 students of Vijayamatha college was organized.
- Every year on **World TB Day,** a rally starting from Thekkinkad to K.Karunakaran Memorial Hall, is organised to spread awareness among the public about tuberculosis.
- In relation to **Stroke Day**, Tele-CME was attended by the students on life changing interventions in acute stroke.
- A short film was projected in the campus auditorium in connection with **Water ConservationDay**.
- Educative posters were displayed on **World Ozone Day**.
- Debate on women entry in religious institutes was conducted in relation to the **Zero Discrimination day**.

Through these activities students are made to be aware about the socially relevant issues happening around the globe.

Besides this, the college organises various events and festivals like **Teachers day, Nurses day, Onam and Christmas.**

File Description	Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1

Title of the Practice: Amala College of Nursing Palliative Services And Reachout Activities (APSARA)

Objectives

1. To instil human values and compassion in nursing students
2. To improve the nursing care skills of the students in a home-based setting
3. To sense the needs of society and be a part of the institutional social responsibility by offering free nursing services

The Context

- ACON's initiative on palliative services is a noble venture of Amala, in collaboration with Department of Palliative Medicine of Amala Institute of Medical Sciences, Thrissur in 2019.
- The college has evolved the concept of APSARA from the thought that the nursing education is strengthened by institutional social responsibility like participating in palliative care home visits and outreach activities. Thus, the implicit aim of APSARA is the holistic development of students.
- Moreover, Amala being **a treatment centre for cancer patients**, there is a huge scope for the students of the college in gaining new **knowledge and skills about palliative care** and imparting this knowledge and skills in caring for the terminally ill patients within their **door steps**.
- Through the constant support of the management and staff the college strives, for the sense of social responsibility and team spirit in the students in tandem with personal achievement, to prepare them for life as mature, responsible, and capable young graduates.

Practice

- The students and faculty of ACON, along with the Palliative Department, conduct regular home visits and provides free service to terminally ill and bed ridden patients, who are residing within 20 kms radius of the hospital, on every Thursdays.
- Till date APSARA has covered 115 patients by visiting 2 elderly care homes and providing direct family care.
- The team is accompanied by UG or PG students, a teaching faculty, a doctor, a nurse, social worker and a chaplain. The nursing team provides necessary care to the patients.
- The resources required for palliative care, including transportation is offered by the parent hospital.
- ACON also initiates outreach activities, in which the students help the needy families, by providing adequate nursing care, health education.

Evidence of success

- Palliative care is a multidisciplinary health care process to improve patient's quality of life and their families by alleviating or reducing suffering.
- Evidence of success is measured in terms of satisfaction of patient and family who are facing challenges associated with life threatening illness, stake holders and through student feedback.
- The society recognises the value of nursing care and nursing education in this paradigm shift.

Problems encountered and resources required

Problems encountered	Resources required

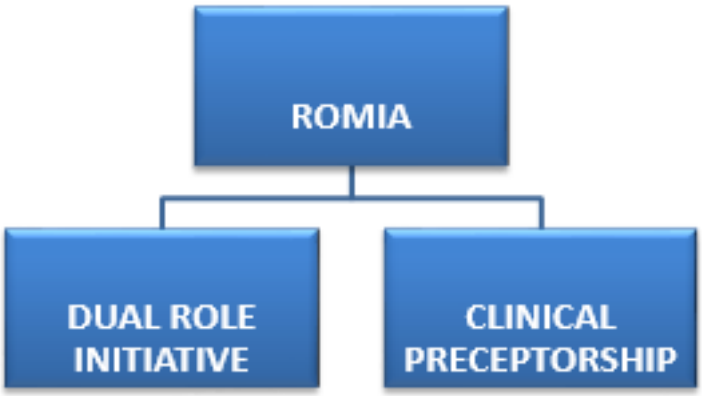
• During the COVID-19 pandemic it was difficult to provide direct home-based care. • Patients of advanced illness may also suffer from variety of complications which cannot be treated fully at the home-based care due to limited resources in home setting. • Sometimes a break in continuity of care was experienced, due to non-availability of students and staff with their theory block, examinations, vacations etc.	• Technical support is mandatory to provide better care.

Best Practice 2

Title of the Practice: ROMIA (Role Modelling Initiative at Amala College of Nursing)

Objectives

1. To provide quality clinical education and training to students and to bridge the gap between nursing education and practice
2. To improve student satisfaction by providing a positive learning environment
3. To promote staff-student interaction with good team spirit and outcome
4. To familiarise students regarding academic /practice models in health profession.



The context

- In **2018,**the student representatives of the college pointed on issues related to the **need for constant support and supervision from clinical staff** during their clinical postings.
- An ideal solution to this problem was to develop a practice using existing models of nursing education. This evolved a practice called **“Dual – Role initiative”.**
- The idea of **“Clinical Preceptorship**” stemmed from the concerns expressed by students in the first meeting of HMCC (Hospital Management Clinical Committee) conducted in **2019**.
- The students expressed their need of more expert supervision from both educational and clinical side. This stimulated the thought for more **involvement by the clinical staff in student**

supervisions which will provide the dual advantages of students benefits and improved patient care in the ward.

The Practice

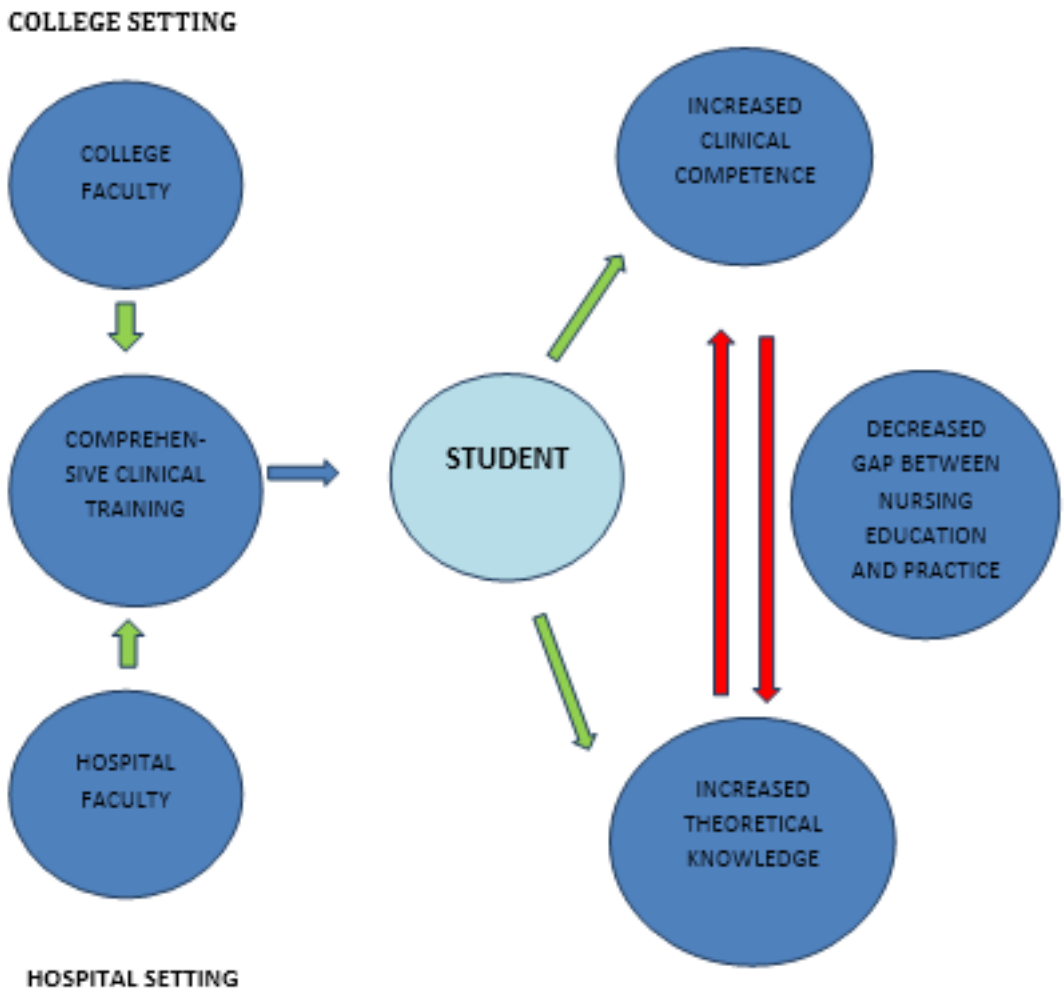
DUAL ROLE INITIATIVE

- Focuses on **ensuring optimal nursing care and nursing education** through effective utilization of **qualified faculty at top supervisory roles**.
- The faculty from college of nursing, who are assigned the dual role responsibility in the parent hospital, hold the **post of CNO, DNS and Nursing co-ordinators**.
- They participate actively in **supervision, coordination** of the ward activities, ensuring quality patient care and regular **academic activities** of the college.

Stages of implementation

- A decision was taken by the Executive Council to explore the possibility of integration of nursing education and nursing service.
- The committee, consisting of the Director, Principal of College of Nursing, Nursing Superintendent and Professors from ACON, was constituted.
- The **Mandate of the committee** was to study the model implemented by other institutions (St. John’s, Bangalore and CMC, Vellore)

DUAL ROLE INITIATIVE MODEL



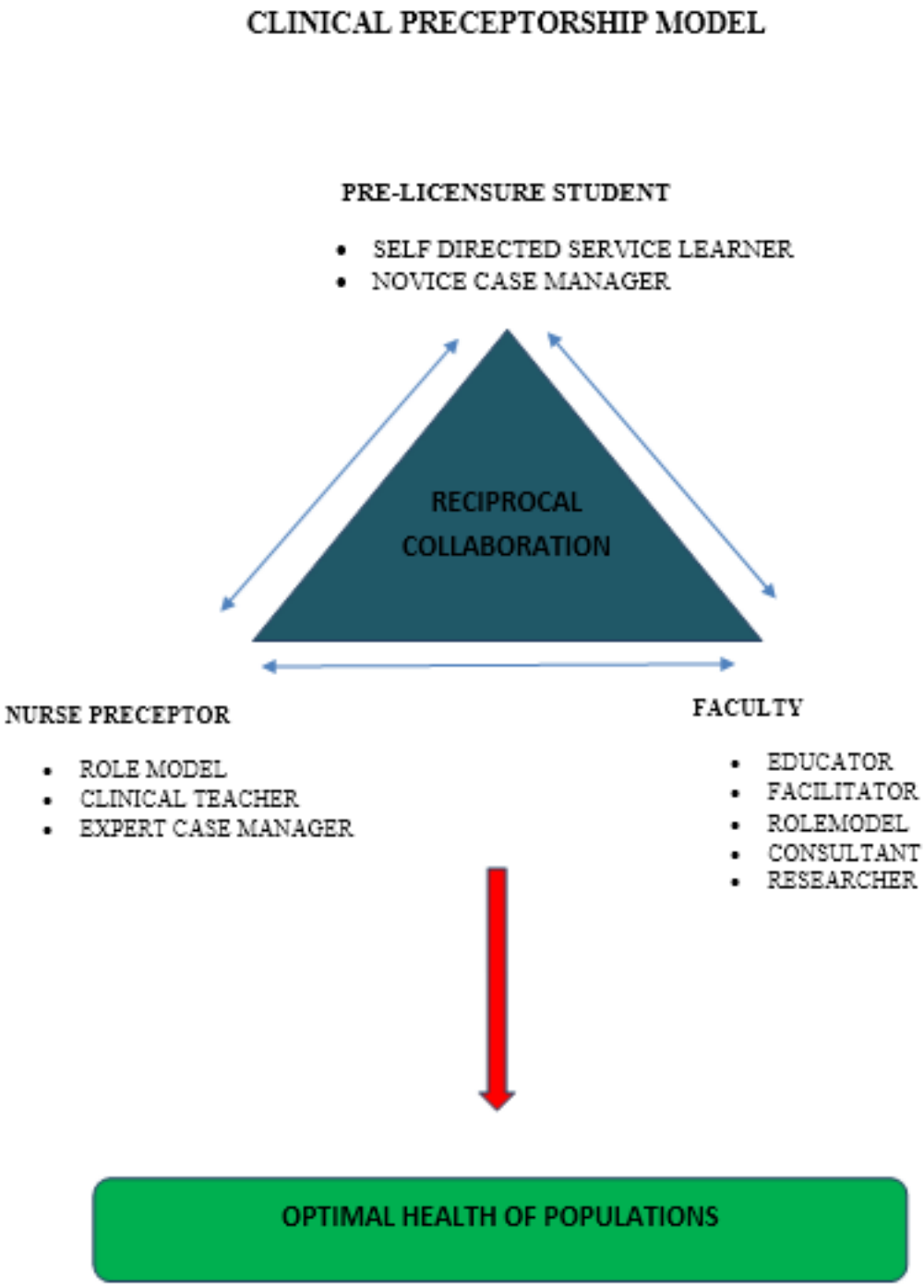
CLINICAL PRECEPTORSHIP

- Clinical Preceptorship is a time-limited, **education-focused model**.
- Using this model, **students work under the supervision of the registered nurse**,

Stages of implementation

1. Approval from the management
2. Orientation to the faculty, staff and students
3. Rescheduling of clinical posting
4. Selection and training of preceptors
5. Pilot testing
6. Implementation

- The pilot study showed high degree of satisfaction for both preceptee and preceptors.
- The practice was later implemented in 10 wards of the parent hospital.



Evidence of Success

- The preceptors and students reported a high level of satisfaction.
- It helped to establish good interpersonal relationship with members of the health team.
- Students understand the value of academic/practice models in health profession.
- Improved quality of care and patient satisfaction.

Sl.No	Problems encountered	Resources required
1	Recurrent training needs of preceptors	The dual role faculties can involve more in the academic activities of the college
2	Heavy work load and greaterresponsibilities may cause stress among the dual role initiative	
3	Time management of preceptors	

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

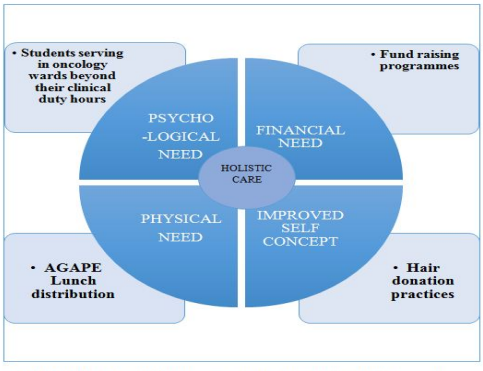
7.3 Institutional Distinctiveness

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

Response:

Title:CARYS (Cancer-care Reach-out through Young Samaritans)

The word **CARYS** stems from the Welsh vocabulary “caru”which means “to love”. Amala has always been at the forefront in delivering compassionate services and also in imparting these skills to their students. Amala, being renowned as a cancer hospital, has an extra edge in training students in the field of oncology. One of the key areas of institutional distinctiveness is the integration of professional values into nursing student’s curricula. The Sustainable Development Goals of No Poverty Zero hunger, Good Health and Well being (SDG1, 2 and 3) are in corporated in to the current set of activities which leads to disctinctiveness of ACON.



FRAMEWORK OF CARYS (Cancer-care Reach-out through Young Samaritans)

These include the following activities:-

1.Students serving in oncology wards beyond their duty hours

- The third year B.Sc.Nursing students, who were posted in the oncological wards, were inspired to add their contribution towards oncology nursing. But the restricted clinical hours put limits to their services.
- Students expressed their willingness to spend their free hours beyond their posting hours with the cancer patients.
- The management whole heartedly permitted them to be with those cancer patients, supporting and comforting them.
- They were granted permission to provide oncological nursing services from 4-6pm on working days.
- The students actively took part in assisting the patients and family members.They involved in active listening, health teaching, counselling and they felt this made a profound impact on the lives of these cancer patients.
- These service not only helped the patients and their dear ones to navigate difficult life situations, but also provided the tools and insights for the students to manage mental issues, such as anxiety and depression among those emotionally deprived patients.

2.Fundraising programmes

Students offered financial help to these patients by organising fund raising programmes like food fest, lucky draws and by selling coupons.

3.AGAPE lunch distribution

- Under the auspices of AGAPE, all poor cancer patients are given free food three times a day. About **200** patients benefit from this service.
- The local public generously support this programme by donating rice, vegetables etc. In very special cases, AGAPE funds are made available to very poor patients to meet the expenses of scanning, sophisticated surgeries, costly medicines, and transportation.
- Students also actively participate in this practice by serving food in their free time, mostly from 11:30 am -12:30 pm.

4.Hair donation practices

- The students were also moved by the traumatic experience of patients, especially when they approached women after receiving few cycles of their cancer treatment.
- Most patients spending huge money for the treatment, felt it to be a luxury to afford the natural hair wigs. Seeking solution to this problem, the students voluntarily started to donate their hairs.During the last 5 years 72 students have donated their hairs.

Ultimately the **students' active participation in these charitable activities proved that these young minds are equipped to thrive and empowered to contribute at every stage of life**. The opportunities and the wholehearted support of the management and staff are an added strength to this programme.

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:

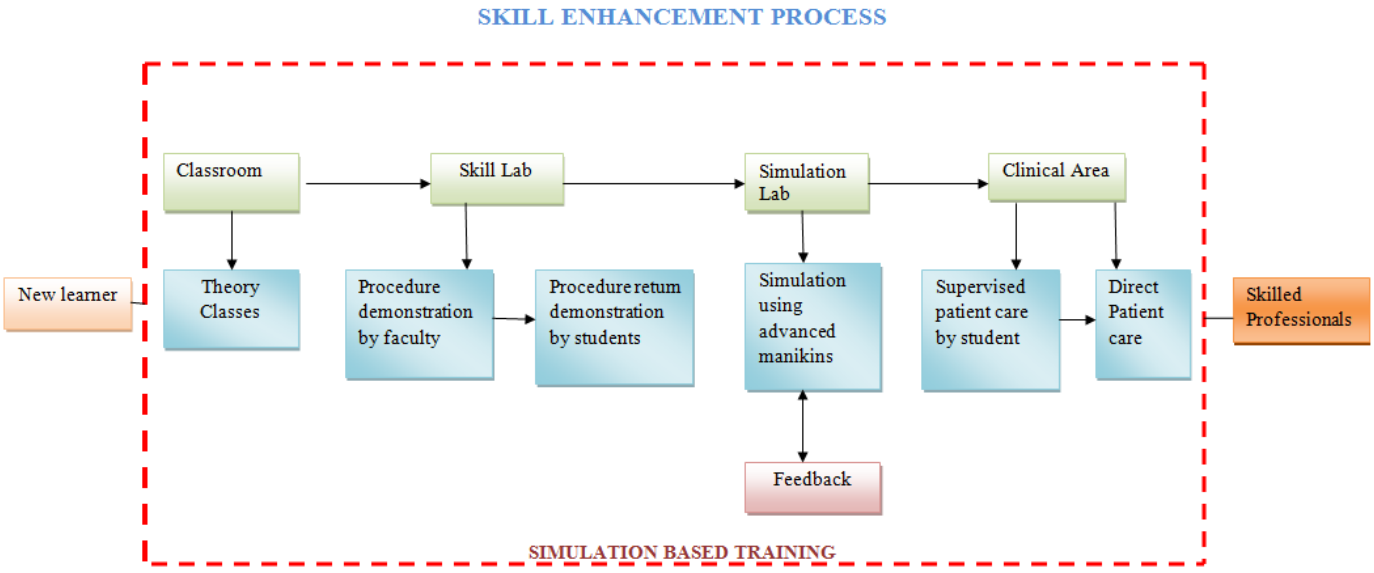
Amala College of Nursing provides **systematic simulation based training** for acquisition and enhancement of skill in basic and advanced procedures of nursing. The strategies adopted are as follows:

- A **precise simulation policy** on the use of clinical skills and simulation lab is implemented, followed stringently and revised periodically.
- The **staff and students are informed** about the established policy and guidelines on utilization of lab facilities.
- Students are exposed to training on basic and advanced procedures in full fledged, well equipped and regularly maintained **6 skill labs** and **1 simulation lab**.
- To ensure effective utilization of labs by undergraduate (4 batches) and post graduate (2 batches) nursing students a **rotation plan is scheduled and displayed**.
- **Gate register** is maintained to record the use of labs by students.
- The effectiveness of the procedure demonstration is evaluated by **obtaining the feedback** from the students.
- To **stimulate interest in the faculty** for participating in training sessions on simulation, **institution provides sponsorship and paid leave**.

Activities for acquisition of skill in basic and advanced procedures.

- **Skill lab is utilized by 100 students** from both first year and second year B.Sc. Nursing for learning procedures in **BLS/ALS, vene-puncture, ET intubation, central line insertion procedures, lumbar puncture, pleural tapping**.
- Simulation lab with **resusci-anne simulator, cricoid stick trainer, ultrasound epidural and lumbar puncture model, little junior QCPR, arm multivein AM- STD, mamabirthie and advance breast examination trainer** are used to **acquire high performing skills.**
- **Obstetrical and gynecological lab** with labour manikin **is used by 50 students** for learning procedures such as normal vaginal delivery, neonatal assessment and female pelvis.
- Growth and development assessment, neonatal resuscitation, injections, nebulization, restraints are **demonstrated in child health nursing lab** for 50 third year students.
- **Community based procedures demonstrated in Community health nursing lab** for 100 students.
- **Nutrition practical** is conducted in**nutrition lab** which offers a wide range of facilities to explore the knowledge learned from the theory classes**.**
- **Computer lab with 10 terminals and centralized lab** are utilized for enhancing the technical skills**.**

Activities for enhancement of skill in basic and advanced procedures.



- Before the start of clinics, 200 students are provided with **real life case scenarios** as **simulation to identify the challenges** faced during the posting.
- To reveal the **learning experiences beyond the college**, students are send to **INSCOL** for **hands-on training** of advanced and basic procedures.
- To enhance effective delivery of teaching methods and monitoring student progress **teachers are trained** on simulation by Kerala University of Health Sciences, INSCOL and Laerdal.
- Monthly inventory of articles in the lab is recorded to ensure that each student is provided with adequate number and well-functioning equipment to do the procedure.
- To ascertain regular use of simulation based teaching, **individual faculty record on use of simulation techniques** is maintained.

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: 30.65

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	12	11	4	6

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

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:

Amala College of Nursing along with Amala Institute of Medical Sciences provides opportunities for the students to get exposed to **quality of care and patient safety procedures** in the following ways:

- **Hospital infection control department** is established to monitor and reduce the incidence of nosocomial infections.
- **Quality control department** is functioning to ensure optimum standard for the services provided by the hospital.
- HIC and quality control department has **well established policy, service standards**, procedures and programmes to ensure quality of care and patient safety.
- **Preceptorship** is implemented to improve the quality of care and patient. Safety students are supervised by **10 experienced head nurses** who are assigned the role of preceptor by the institute.
- To bridge the gap between the theoretical and practical knowledge **4 teachers on dual role** performs **didactic function** as faculty of the college and clinical coordinator in the hospital.

Activities for improving quality of care and patient safety

- **Hospital quality management committee** is responsible for continuous quality improvement initiatives.
- Students are provided with **mock drills yearly** to familiarize them with the use of safety measures in the hospital.
- All students are **informed** about and **provided access to 84 quality manuals**, **standard operating procedures and policy** developed by the continuous quality improvement system.

- Students are provided with **training on** quality audit, international patient safety goals, management of spills, quality assurance, progressive patient care, communication and nurse-patient relationship.
- Yearly 200 B.Sc. and 10 M.Sc. Nursing students are **posted in quality department** and actively involves in the activities undertaken by the department.
- 100 B.Sc. Nursing students conducted **quality audit in 30 clinical areas** of the hospital.
- M.Sc. Nursing students done auditing in the assigned areas and **conducted audit presentation** before the quality improvement committee.
- **Add-on-course on health care quality management system** for final year B.Sc. and M.Sc. Nursing students.

Infection prevention and control practices

- First year and second year B.Sc. nursing students are having **posting in hospital infection control department** to acquire knowledge regarding infection control policy, manuals and infection prevention and control practices followed by the hospital.
- **Training sessions** are provided to 200 students regarding the functioning of hospital infection control department, infection control measures, COVID 19 infection and Nipah virus.
- **Students participate in assessment of adherence to** hand hygiene practices, care bundles, standard operating procedure and conducts infection control audit using checklists.
- To enhance the awareness regarding infection prevention and control practices, **students actively participate in hospital infection control week celebration, hand sanitizing relay, vaccination programs, hand hygiene week**.
- B.Sc. Nursing students are provided with **add on course** in infection control which includes the topics – barrier nursing, safe disposal of bio medical waste, prevention and reporting of needle stick injuries, quality indicators of infection prevention, protocols for spill management, professional responsibility for infection prevention.

All the nursing students admitted to the college undergoes **pre admission medical checkup and prophylactic immunization** against hepatitis B and COVID 19.

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: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
54	61	57	56	58

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
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: E. None of the above

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

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

Response:

- Amala College of Nursing is a unit of Amala Institute of Medical Sciences, the **only medical college in Kerala with NABH accreditation as per the 5th edition of NABH hospital standards** established in 2020.
- The nursing college is **upgraded to research centre in 2017 and is an approved Ph.D centre for nursing under KUHS and NITTE.**

- **M.Sc, B.Sc. and Post Basic B.Sc. Nursing students of other college** visit our institution for **meeting their curricular requirements**.
- Students from **premier colleges like Government nursing college visits** our college every year.
- During covid pandemic **virtual visit** was organized.
- Students of **19 nursing colleges from different districts** are **utilizing the educational and clinical facilities** of the college and its parent hospital.

Administration visit to the college

- After receiving the request from the concerned college, the **visit is scheduled as per the convenience of the college and responsible faculty**.
- The **activities are scheduled based on the objectives** of the visit.
- The objectives of the visits are as follows.

On completion of the visit the students:

1. identify the **philosophy, vision & mission** of the college.
2. outline the **organizational structure and job description** of staff in college.
3. recognize the **educational programmes** conducted in the college.
4. prepare the **infrastructure** of the college.
5. appreciate the **clinical experience provided** for the students.
6. identify the **use of advanced teaching technology** in classroom.
7. describe about the **records and reports maintained** in the college.
8. analyze the **staff and student development programs** in nursing institution.
9. describe the **methods of performance appraisal**
10. enlist the **evaluation tools and techniques** used for staff and students.
11. The students are provided a **brief session explaining the aspects** mentioned in objectives

- **College orientation to acquire live experience** of the facilities will be provided such as library, smart classrooms, college, hostel, skill labs.
- **Orientation of the parent hospital** is given by the **chief nursing officer and nursing coordinators in dual role**.
- College authority ensure that the students coming for the visit are provided with an **opportunity to view all the advanced technologies and techniques used** in the college and hospital.

Utilization of college facilities

- Students from **15 college utilized examination hall** for appearing university examination.
- **Virtual visit conducted twice** through zoom platform for post graduate students of Government nursing college.
- **College auditorium is utilized for orientation class** for students of other nursing colleges.
- Faculty of 3 **nursing colleges are given consultation visit** regarding accreditation.
- **National and international workshops**, conferences, competitions and webinars are conducted **yearly for nursing aspirants** worldwide.
- College provides **free accommodation for the participants** of the conferences.

Utilization of facilities of parent hospital

- Students from **50 nursing colleges are having affiliation posting** in the oncology department of the institution.
- Students coming for affiliation posting are **provided with food from the institution canteen**.
- Students from other nursing colleges are **allowed to access refer the library books** of the institution.

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

8.1.7 College undertakes community oriented activities

Response:

Community mapping

- In an academic year **100 students are posted in 3 wards under Elavally PHC** for providing community services
- An **area map is prepared based on the survey every year** to identify the facilities available and to notify the lack of basic amenities.
- The **parent institution has sub-centers** at Elavally Gramapanchayath and Patturaickal municipality where **students deliver the community services.**

Community survey

- **3 batch nursing students** - second year, final year B.Sc. and first year M.Sc. Nursing students **conduct surveys in the community** based on the community assessment wheel.
- **Every year 4 surveys** are being conducted by the institution by the selected community.
- **Students conduct door to door surveys** and collect the details regarding demographic data, resources available, welfare services and community characteristics.
- Based on the survey, **report is prepared and survey presentation is conducted.** The **identified proble**ms are discussed and **conveyed to the concerned authority** for appropriate actions.
- UG and PG students undertakes **project work and community related research studies based on the identified needs** of the community.

Health education

- **Individual health education based on identified needs of each family** is conducted by home visits and personal contacts.
- **Group health education for all families of an area** is given through role play, skit, lecture, drama, tableau**.**
- **Mass health awareness** delivered through posters, mural paintings, printed materials, health

exhibition and **health talk through aakashavani** by faculty and students.

Camps and clinics

- Students actively **participates in health programmes** organized in the community.
- **Medical camps are conducted for specific age groups** by the institution in collaboration with directorate of health services.
- Students are **involved in activities undertaken by community centers** such as immunization, clinics for antenatal, post-natal, geriatric and NCD.
- During covid pandemic, when outreach programs were not possible, **online geriatric clinic** was organized by the institution.

Celebrating national health and welfare programs

- College celebrates all **national days, health and welfare programmes.**
- Students actively participates in **pulse polio immunization program, mass drug administration against filariasis, maternal and child health programs, anti drugs day and nutritional programs.**
- On national day celebration, to impart awareness in the community, **students conduct theme based activities including health rally, skit, flash mob, exhibition.**
- Students **participates in the competitions held by the Government of Kerala** in association with the national day celebration and secured prizes.

In-service programme

- In-service for staff of PHC and CHC are **conducted yearly** during community posting by **2nd year and 4th year B.Sc. Nursing students.**
- During covid pandemic, **online in-service pro**gramme is conducted by **community health nursing department.**

School health programs

- **Yearly 2 school health programs** are conducted by the college.
- The **programs intend to identify the common disorders prevailing among school aged children such as skin infestation, nutritional deficiencies worm infestations, communicable diseases** and provide **referral services**
- **Awareness programs for school children** are delivered as skit, flash mobs and attractive AV aids.

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: 3

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

5. CONCLUSION

Additional Information :

Amala Hospital was established with the aim of making health care accessible to all sections of society -especially the poor and needy – a pioneering vision of CMI Devamatha Province. Under the visionary leadership of a stalwart-Padma Bhushan Rev. Fr. Gabriel Chiramel CMI, Amala Cancer Hospital was established in year 1978 April 25, inaugurated by Shri. Neelam Sanjeeva Reddy, the Honorable President of India. During the past 45 years, Amala Cancer Hospital Society has metamorphosed to a leading group of health care and research institutions and has the following institutions functioning under it.

- Amala Institute of Medical Sciences
- Amala College of Nursing
- Amala Medical College
- Amala School of Nursing
- Amala Ayurvedic Hospital and Research Centre
- Amala Cancer Research Centre

Concluding Remarks :

Amala Institutions are a hall mark of Quality and Service to Society. Following the noble values of Parent Institution, Amala College of Nursing is in the pathway of excellence, aspiring to be a world leader in providing quality nursing education.

In doing so, the college also tries to integrate the National Health Policies and proposes to adopt National Education policy in its pedagogical process. In its quality journey Amala College of Nursing is effectively supported and promoted by all its stakeholders such as, management, faculty, students, parents and alumni. Together Amalites dream towards a Centre of Excellence in Holistic Nursing Education unparalleled for its clinical excellence.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><th>Metric ID</th><th>Sub Questions and Answers before and after DVV Verification</th></tr>
<tr><td>1.2.1</td><td>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years
Answer before DVV Verification : 150
Answer after DVV Verification: 26
1.2.1.2. Number of courses offered by the institution across all programs during the last five years
Answer before DVV Verification : 165</td></tr>
<tr><td>1.2.2</td><td>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:
<table>
<tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr>
<tr><td>199</td><td>99</td><td>100</td><td>50</td><td>50</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr>
<tr><td>199</td><td>99</td><td>50</td><td>50</td><td>50</td></tr>
</table></td></tr>
<tr><td>1.3.2</td><td>Number of value-added courses offered during the last five years that impart transferable and life skills.

1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.
Answer before DVV Verification : 10
Answer after DVV Verification: 10</td></tr>
<tr><td>1.3.3</td><td>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:
<table>
<tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr>
<tr><td>208</td><td>210</td><td>161</td><td>56</td><td>80</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
</table>

2020-21	2019-20	2018-19	2017-18	2016-17
208	210	161	56	80

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: A. All of the above

1.4.2

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website
Answer After DVV Verification: B. Feedback collected, analysed and action has been taken
Remark : As per documents provided by the HEI

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	17	17	17	15

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	17	17	17	15

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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: A. All of the above

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: C. Any two of the above
Remark : Clinical skill laboratory is not belongs to the 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 : 21
Answer after DVV Verification: 21

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.

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. Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>4</td><td>4</td><td>2</td><td>2</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>4</td><td>4</td><td>2</td><td>1</td><td>1</td></tr></table>
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 : 183 years Answer after DVV Verification: 183 years
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: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>26</td><td>27</td><td>26</td><td>25</td><td>26</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>26</td><td>26</td><td>25</td><td>25</td><td>25</td></tr></table>
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 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 Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>7</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	0	0

Remark : Certificates of membership and certificates of appreciation can not be considered awards and recognitions received.

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: A. All of the above

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:

2020-21	2019-20	2018-19	2017-18	2016-17
16	19	16	15	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18	20	16	15	12

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:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	0	0	0

Remark : DVV has updated the data as per HEI clarification response

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	2	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	2	1	1

Remark : HEI is counting workshop/ seminar conducted in the session 2021-22 as 2020-21 activities.

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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.

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.

Answer before DVV Verification : 35
Answer after DVV Verification: 35

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

Answer before DVV Verification : 70

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:

2020-21	2019-20	2018-19	2017-18	2016-17
32	36	23	27	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
32	36	23	27	11

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:

2020-21	2019-20	2018-19	2017-18	2016-17
200	199	200	199	198

Answer After DVV Verification :

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

	199	199	199	199	200

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:

2020-21	2019-20	2018-19	2017-18	2016-17
21	7	9	9	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	7	9	9	12

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

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

Answer before DVV Verification : 11

Answer after DVV Verification: 3

Remark : DVV has updated the data as per HEI clarification response, DVV has excluded the MOUs for the session 2021-22. HEI must not include these MOUs

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
370907	308290	522248	507598	505112

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1000	1000	1000	1000	1000

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
24392	24149	42238	43279	43812

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
500	500	500	500	500

Remark : HEI has included the data of all his sister concern Institutes, HEI has not mention the number of patient treated in his own Institute. DVV is not able to verify the data

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 updated the data as per HEI clarification response. HEI is claiming the membership of SWAYAM, but there is no membership is required for SWAYAM portal.

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:

2020-21	2019-20	2018-19	2017-18	2016-17
0.85	0.61	1.42	0.84	1.74

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.85	0.61	1.42	0.84	1.74

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 Answer before DVV Verification : Any Three of the above Answer After DVV Verification: Any One of the above
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 : 16 Answer after DVV Verification: 9 4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 18
4.4.3	Available bandwidth of internet connection in the Institution (Lease line) Answer before DVV Verification : 50 MBPS-250 MBPS Answer After DVV Verification: <50 MBPS
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: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 5.88 | 23.66 | 17.34 | 18.73 | 22.96 Answer After DVV Verification : 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 5.88 | 23.66 | 17.34 | 18.73 | 22.96
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 5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year Answer before DVV Verification: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17

149	150	150	100	50

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
199	150	150	100	50

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

Answer before DVV Verification : All of the above
Answer After DVV Verification: All of the above

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:

2020-21	2019-20	2018-19	2017-18	2016-17
19	15	26	28	25

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	19	12	16	19

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:

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

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:

2020-21	2019-20	2018-19	2017-18	2016-17
44	32	36	39	47

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
30	18	22	18	22

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

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

Answer before DVV Verification : 3

Answer after DVV Verification: 0

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:

2020-21	2019-20	2018-19	2017-18	2016-17
29	40	38	38	37

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	6	7	7	7

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 : B. Any four of the above

Answer After DVV Verification: C. Any three of the above

Remark : DDVV has updated the data as per HEI clarification response

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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:

2020-21	2019-20	2018-19	2017-18	2016-17
15	3	5	1	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	3	5	1	4

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..

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	22	8	3	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18	22	8	3	5

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:

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

Answer After DVV Verification :

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

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: A. All of the above

7.1.1

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	5	4	3	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	5	5	4	3

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 Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: C. Any three of the above Remark : DVV has updated the data as per HEI clarification response.
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 : All of the above Answer After DVV Verification: All of the above
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 Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: B. Any four of the above
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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

<table>
<tr><td>7.1.9</td><td>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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above</td></tr>
<tr><td>8.1.2</td><td>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:
<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>11</td><td>13</td><td>16</td><td>6</td><td>7</td></tr></table>
Answer After DVV Verification :
<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>6</td><td>12</td><td>11</td><td>4</td><td>6</td></tr></table>
Remark : DVV has excluded the data of M.Sc Nursing degree, because this degree is not an additional degree for nursing college.</td></tr>
<tr><td>8.1.5</td><td>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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: E. None of the above</td></tr>
</table>

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
213	217	212	213	217

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
213	217	212	213	217

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
58	57	57	57	50

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
58	57	57	57	50

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	27	26	25	26

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	26	25	25	25

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	27	26	25	26

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	27	26	25	26

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
72.16	86.24	48.67	50.13	56.89

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
72.16	86.24	48.67	50.13	56.89