



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		Amala College of Nursing
• Name of the Head of the institution	Rajee Reghunath	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Phone No. of the Principal	04872304120	
• Alternate phone No.	04872307574	
• Mobile No. (Principal)	9446606101	
• Registered e-mail ID (Principal)	amalanursingcollege@amalaims.org	
• Alternate Email ID	principal.nc@amalaims.org	
• Address	Amala College of Nursing, Amala Nagar P. O.	
• City/Town	Thrissur	
• State/UT	Kerala	
• Pin Code	680555	
2.Institutional status		
• Affiliated / Constitution Colleges	Affiliated College (Health Science)	
• Type of Institution	Co-education	
• Location	Rural	

• Financial Status	Private				
• Name of the Affiliating University	Kerala University of Health Sciences, Thrissur				
• Name of the IQAC Co-ordinator/Director	Lakshmi G				
• Phone No.	04872304070				
• Alternate phone No.(IQAC)					
• Mobile No:	9895064481				
• IQAC e-mail ID	iqac.nc@amalaims.org				
• Alternate e-mail address (IQAC)	lakshimahesh50@yahoo.com				
3.Website address (Web link of the AQAR (Previous Academic Year)	NA				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.amalanursingcollege.org/academic/college-calendar				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.02	2023	24/01/2023	23/01/2028
6.Date of Establishment of IQAC	01/04/2019				
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines	Yes				
• Upload latest notification of formation of IQAC	View File				

9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	Yes	
<ul style="list-style-type: none"> If yes, mention the amount 	1,00,000	
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Quality enhancement initiatives		
QAS accreditation of KUHS with A grade		
Collaborative research initiatives		
Initiatives towards patent and institutional innovation council under MoE		
Clinical practice integration through dual role and preceptor ship programme		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		
Plan of Action	Achievements/Outcomes	
Applying for IHNA global award	Achieved and received the award in April 2023	
Institution innovation council	Commenced functioning with one star rating	
Clinical intergation	Continuation of dual role and preceptor ship and achievement of NABH Nursing Excellence	

13. Whether the AQAR was placed before statutory body?	Yes				
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1"> <thead> <tr> <th data-bbox="86 430 769 490">Name</th> <th data-bbox="774 430 1469 490">Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 497 769 557">Governing council</td> <td data-bbox="774 497 1469 557">21/02/2024</td> </tr> </tbody> </table>	Name	Date of meeting(s)	Governing council	21/02/2024	
Name	Date of meeting(s)				
Governing council	21/02/2024				
14. Does the Institution have Management Information System?	Yes				
<ul style="list-style-type: none"> If yes, give a brief description and a list of modules currently operational 					
<p>ACON is technologically self-sufficient and has integrated technology, including AI in all its systems. The major management systems used in ACON are Edusoft is the software used for managing the academic and administrative planning, and implementation of the college One Amala -One Amala is an online server in which administrative works are done with the help of iAPPS. The server provides access to following areas through iAPPS 1. Service request for various issues: 2. PHONE Directory 3. Training schedule for each faculty 4. Purchase and purchasing history 5. Employee satisfaction survey form 6. Provision of SMS/Message for all faculties HOMES -For streamlining the financial operations, the institution uses the inbuilt system called HOMES KOHA-The library is fully automated, and the access and circulation of the books for faculty and students is maintained through KOHA system Moodle-ACON has its own learning management system through which many courses, resource material and other activities are shared to students . All faculty and students are enrolled in MOODLE</p>					
15. Multidisciplinary / interdisciplinary					
<p>ACON has followed a comprehensive baseline implementation strategy for NEP, which include the following measures - training in traditional mind-body integration techniques like yoga and traditional Indian dance styles like bhartanatyam, mohiniyattom, and kuchipudy—which combine artistic expression with geometric movements and scientific posture. Innovative curriculum are planned by ACON for the academic year 2022-2023. In order to achieve a holistic and multidisciplinary education, the affiliating university, Kerala University of Health Sciences, has adopted the new curriculum that INC proposed. This curriculum includes credit-based courses and</p>					

projects in the areas of environmental education, community engagement and service, and value-based curricula. A proposed integrated PG-Ph.D. program would only promote numerous entry exit points at the PG and Ph.D. Introduction of interdisciplinary supplemental courses, like public health journalism, medical theatrics and medical robotics, exposure to foreign languages, including French, German, and Spanish, integration of theory and practice in complementary and alternative medical systems like homeopathy and ayurveda are pathways by which the institution intends to integrate humanities and science with STEM.

16.Academic bank of credits (ABC):

ACON has registered for local chapter of SWAYAM, and a proposal has been put forth to register our students via the NIELIT virtual academy of NSQF portal. This portal enables students to enroll in short-term courses across multiple streams, including credit transfer. ACON wants to encourage students to sign up for courses via NPTEL as well as "SWAYAM," an online repository of courses in accordance with UGC clause 6.3. ACON, based on the current accreditation score of an A grade in NAAC is ready to register for the ABC

17.Skill development:

ACON has registered a local chapter of SWAYAM, and a plan to register our students through NIELIT, the NSQF virtual academy, is also being considered. ACON has decided to work with NIELIT by adding a health care component to the online academy's course offerings. Nursing Informatics course are taken up by nursing students as per their new curriculum of INC It enhances the scope to develop information technology-based needs and identify suitable tools for them..In partnership with NIELIT, an advanced course on artificial intelligence in nursing is being designed. It will cover robotics technology in healthcare delivery, developing futuristic nursing care instruments and equipment, and supporting care activities. Further future-oriented courses are being explored in the areas of cosmetology and therapeutic nutrition..

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

ACON endeavors to incorporate the recognition and appreciation of cultural diversity as a fundamental component of its curriculum, acknowledging the nation's rich cultural diversity and traditional legacy. The program skillfully combines several skill areas, including emotive, cognitive, and psychomotor. abilities. Students are encouraged to grow their vernacular linguistic abilities through

their varied clinical education sessions, in which patients get health-related information in their native Malayalam. The history of Indian culture begins with the age-old Sanskrit language. Students who study this ancient language may find it easier to understand the origins of our culture and to incorporate Ayurvedic principles into their daily care routines. Reading texts written in ancient Sanskrit, such as Ashtrahridaya, may also pique students' interest in combining different medical specialties in healthcare delivery. Up until class 12, students study Hindi, our national language, as a third language in the school curriculum. This is strengthened now by the practical applications to the multilingual population of Kerala, which includes Hindi-speaking people from all over India. Students improve their ability to speak Hindi by interacting with and educating patients in the health care system.

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

OBE is the cornerstone of ACON's curriculum design and implementation; each course's program and course outcomes form the basis of the academic planning process. The objectives of the student-centered teaching and learning activities are based on quantifiable and reachable results. The goals and outcomes of teaching and learning activities are the focus of the student-centered education system. Student performance is gauged using a number of factors. The goal of OBE is to increase competency in clinical skills, behavioral skills, core nursing competencies, and knowledge acquisition. Course outcomes are measured after each course is completed, whereas program results are measured at the end of the course. PSOs are aligned and mapped. Both direct and indirect methods are used to determine the final PO. ACON intends to provide an OBE guidebook .

20.Distance education/online education:

ACON's Moodle platform, in addition to SWAYAM, NPTEL, and Coursera, encourages students and instructors to take their classes online. The school is starting a local SWAYAM Portal chapter where teachers and students can finish a variety of courses. Course Era has made a significant opportunity available for instructors and students to finish a variety of courses throughout the 2020-21 academic year in partnership with St. Thomas College, Thrissur. A few final-year students finished more than 27 courses, and faculty members finished up to 34 courses in the curriculum. The MOODLE allows for blended learning, where teachers combine in-person and virtual instruction. Online courses act as an extra source of knowledge for students and include pre-recorded films .

Extended Profile

1.Student	
2.1	203
Total number of students during the year:	
File Description	Documents
Data Template	View File
2.2	57
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.3	52
Number of first year students admitted during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	165.03
Total expenditure, excluding salary, during the year (INR in Lakhs):	
File Description	Documents
Data Template	View File
3.Teacher	
5.1	32
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
5.2	32

Number of sanctioned posts for the year:	
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File Description	Documents
Data Template	View File

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Amala College of Nursing (ACON) follows the guidelines set forth by the university and the regulatory councils to ensure that its curriculum is planned, delivered, and evaluated in an efficient manner.

The prescribed syllabus is institutionalised through the creation of policies, plans, evaluations of implementation, and suggestions to improve the curriculum delivery. The process is overseen by a number of committees- IQAC, curriculum committee, and academic monitoring cell .Yearly academic calendar and plan prepared and communicated to all stakeholders. Course plan and Unit plans are prepared at the departmental levels and lesson plans are prepared by the faculty concerned.

The implementation of the curriculum is outcome-based and combines state-of-the-art, student-centric teaching and learning strategies with ICT-enabled tools, including projects, role-playing, experiential learning, participatory learning, problem-solving strategies, self-directed learning, and simulation. Curriculum enhancement happens through value-added and add-on programmes. It is easier to provide specialised learning experiences when students' learning levels are identified and categorised as advanced and slow learners. Formative and summative assessments are conducted through unit tests, sessional exams, model exams, project works, clinical assignments, and evaluation. All stakeholders provides feedback on the curriculum, and corrective actions are implemented.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://agar.amalanursingcollege.org/wp-content/SSR/criteria%201/1.1/1.1.1/MOM/2022-2023.pdf
Any other relevant information.	https://agar.amalanursingcollege.org/curricular-aspects/1-1/1-1-1/1-1-1-link-for-any-other-additional-information/

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

03

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	View File
Scanned copies of the letters supporting the participation of teachers	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

30

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

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

200

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

1.3 - Curriculum Enrichment

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

ACON strives to integrate cross-cutting issues into the curriculum such as

Gender

The college organises programmes that incorporate gender like school health, nutrition, empowerment education and medical camps for women. Celebrations of human rights, world men's day, international women's day, and zero discrimination day are held to sensitise on gender equality. Students receive instruction in self-defence techniques

Environment and Sustainability:

World Environment Day, World Earth Day, and World Water Day are celebrated by Eco club to raise awareness about preserving environmental resources. "Go Green" initiatives, and "Reduction of plastic use are in vogue. "Clean India Campaign". An Add on course on Environment and Sustainability is conducted

Human Values and professional ethics

Students participate Agape Services, providing free, food to 200 patients every day, Bethany Gram Services for the elderly in an assisted living facility, blood donation and hair donation campaigns, APSARA, which provides free palliative care to terminally ill patients. To instill professional ethics, expert talks, a clinical preceptorship programme and nursing attitude development programme is conducted

Health determinants, Right to health and emerging demographic issues

Students actively participate in initiatives, such as school health programmes, mass health education campaigns, nutritional campaigns, immunisation campaigns.

File Description	Documents
List of courses with their descriptions	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%201/1.3/1.3.1/LOCD.pdf
Any other relevant information	https://aqar.amalanursingcollege.org/curricular-aspects/1-3/1-3-1/programmes-conducted-to-address-cross-cutting-issues/

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

02

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

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

53

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

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

156

File Description	Documents
Any other relevant information	View File
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	View File
Total number of students in the Institution	View File

1.4 - Feedback System

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

A. All 4 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	http://www.amalanursingcollege.org/iqac/feedback
Data template	View File
Any other relevant information	View File

<p>1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected</p>	<p>A. All of the Above</p>
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File Description	Documents
<p>URL for stakeholder feedback report</p>	<p>https://agar.amalanursingcollege.org/wp-content/SSR/criteria%201/1.4/1.4.2/SFR/2022-2023.pdf</p>
<p>Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>View File</p>

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

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

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

17

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

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

File Description	Documents
Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View File
Any other relevant information	View File
Data template	View File

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

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

0

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

2.2 - Catering to Student Diversity

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

A. All of the Above

File Description	Documents
Any other relevant information	View File
Criteria to identify slow performers and advanced learners and assessment methodology	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File

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

Number of Students	Number of Full Time Teachers
203	32

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	View File

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)

ACON facilitates building and sustenance in a talent / aptitude of individual students through cultural societies / activities such as college union (Aidhika) which promotes social and cultural life and also duties and rights of citizenships through invited talks debates and competitions and also arts festival "Vaigari". The college magazine "Asclepius" is released by the students by incorporating robust literary creations from class magazines. APSARA and AGAPE instill social responsibility with creative ideas to help the marginalized. The Student Nurses Association of ACON under the guidance of respective faculty conducts sports and games, annual sports meet and participates in regional, zonal, and state level competitions. The Student clubs such as Physical Activity Club "Urja" encourages aerobics, games, yoga and Karate. Aksharamuttam- the literary club brings out the creativity in students through debates, class magazines etc. Haritham the Eco Club encourages organic farming, tree surveys and day celebrations. "Sameeksha" the film critics club conduct film shows and discussions.

File Description	Documents
Appropriate documentary evidence	https://agar.amalanursingcollege.org/teaching-learning-and-evaluation/2-2/2-2-3/appropriate-documentary-evidence-2-2-3/
Any other relevant information	https://agar.amalanursingcollege.org/teaching-learning-and-evaluation/2-2/2-2-3/any-other-additional-information-2-2-3/

2.3 - Teaching- Learning Process

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

ACON provides Student-centric learning experiences through

Experiential learning-An active process of learning by doing through a three tier blended learning process-theoretical learning in classrooms, skill training in the labs, clinical learning experience in the hospital and community

Integrated/Inter disciplinary learning-Behavioral, biological and health sciences are integrated for interdisciplinary learning experiences

Participatory learning-Group discussions, Case presentation and role-plays are used by faculty to encourage participatory learning

Problem solving methodologies-Case Study, Care plans and care analysis enhance problem solving skills of students in nursing subjects. Practical training in the clinical area encourages clinical problem solving

Self-directed learning-Self paced learning materials and assignments along with practical task such as suturing, guided reading sessions are provided.

Patient-Centric and Evidence-Based Learning-A graded approach is used in instilling patient centric learning starting with nursing care plans, advancing to case study, care analysis and bedside clinic. Group research projects is taken up by undergraduates students as a part of evidence based learning.

Learning in Humanities-Subjects like Sociology and English provides exposure to learning in humanities

Project-based learning-Group projects in Nursing Research and Community Survey are used to enhance scientific enquiry skills.

Role Play-Commonly used in the practice of Community Health Nursing.

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	View File

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

A. All of the Above

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

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

ACON uses ICT-enabled pedagogies in the class room and also makes an effort to give students an improved `a la modee learning environment. These resources can assist students tackle challenging tasks to improve their cognitive abilities in general.

The following ICT tools are used by ACON faculty

Interactive Smart board:

All class rooms are furnished with interactive smart boards with four ways split screen content sharing with built in caste software enables the delivery of high quality interactive lectures.

LCD projectors

All classrooms are equipped with LCD mount projectors

Wifi facility

A Wi-Fi with a speed of 100Mbps is available in free of cost in ACON campus. Every class room has internet facility which enables the faculty to conduct interactive sessions.

Remote access to e-journals

ACON provides remote access to e-journals and e-books through DELNET and has fully automated library with KOHA.

Tools for online interaction

ACON conducts various national and state level webinars through online platforms such as zoom, google meet etc.

LMS

Learning management system on institutional moodle is used to provide various short term and add-courses to students.

Simulation

Simulation based learning is used by teachers to create real patients in scenarios

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%202/2.3/2.3.3/ICT-TL.pdf
List of teachers using ICT-enabled tools (including LMS)	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%202/2.3/2.3.3/ICT-LMS.pdf
Webpage describing the “LMS/ Academic Management System”	https://elearning.amalanursingcollege.org/module_nc/
Any other relevant information	https://aqar.amalanursingcollege.org/teaching-learning-and-evaluation/2-3/2-3-3/details-of-ict-enabled-tools-used-for-teaching-and-learning-2-3-3/

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
26	203

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

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

Innovative teaching strategies are employed by ACON faculty in a number of departments. Innovative product development projects, video/film based learning, interactive lectures, and animation demonstrations are common examples of innovative teaching methods utilized in classrooms. Presentations, seminars, and group discussions pertaining to research nurture analytical thinking skills of students. Additionally, there are problem-based learning and reflective learning are used for the students. Clinical learning experiences are improved with the application of simulation techniques. Students receive simulation education all year long to become proficient before practicing on real patients. In order to evaluate their students' analytical abilities and problem-solving capabilities, teachers construct creative scenarios. Following the

acquisition of each skill, students offer feedback, and teachers provide them advice on how to improve.

File Description	Documents
Appropriate documentary evidence	https://agar.amalanursingcollege.org/teaching-learning-and-evaluation/2-3/2-3-5/appropriate-documentary-evidence-2-3-5/
Any other relevant information	https://agar.amalanursingcollege.org/teaching-learning-and-evaluation/2-3/2-3-5/any-other-relevant-information-2-3-5/

2.4 - Teacher Profile and Quality

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

32

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

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

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

5

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/MCh/DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc..) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	View File

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

291

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
Any other relevant information	View File

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

30

File Description	Documents
Reports of the e-training programmes	View File
e-contents / e-courses developed	View File
Year –wise list of full time teachers trained during the year	View File
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	View File
Any other relevant information	View File

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

2

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
Any other relevant information	View File

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

ACON has established system for conduct of examination as per academic calendar. The examination policy of the college provides a detailed description of mechanism of conduct of examinations.

The exam scrutiny cell facilitates the efficient operation of the internal evaluation system. In ACON, the internal assessment test, also known as the sessional examination, is administered in accordance with KUHS guidelines.

Every year, a planned schedule is published in the academic calendar, and two weeks before the exam, a notice of the schedule is posted on the notice board and class WhatsApp groups. 30% of the portions are taken for first sessional examination, 40% for second and 30% for third sessional examination.

For practical evaluation a two-tier evaluation system from clinical supervisor and preceptor is used for formative evaluation. Summative evaluation is taken at the end of each clinical posting incorporating the guidelines of KUHS.

The exam scrutiny cell reviews set of three prepared question paper and randomly selects one for the examination. Internal test performances are intimated to parents through progress cards and PTA meeting. Class Test are also conducted by teachers and learner levels are identified and slow learners are helped by the mentors in academic and non-academic problems.

File Description	Documents
Academic calendar	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%202/2.5/2.5.1/AC.pdf
Dates of conduct of internal assessment examinations	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%202/2.5/2.5.1/DCIAE.pdf
Any other relevant information	https://aqar.amalanursingcollege.org/teaching-learning-and-evaluation/2-5/2-5-1/2-5-1-any-other-information/

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

ACON provide a three-tier examination related grievance redressal system. Tier-1 is departmental chaired by the HOD, subject co-ordinator and subject teachers as its members. The students can raise their grievance through the grievance redressal form in college website which is processed by the subject co-ordinator and HOD. The answer sheet is revalued by faculty designated by exam scrutiny cell and in case of discrepancy in marks, corrections are made by faculty instantaneously. Tier-2 is college level, used for grievances not resolved in level 1, redressed by college level

committee with Principal as its chairperson HOD concerned and senior teacher nominated by college council as its member.

Internal marks list sent to the university will prepared by the subject teacher and students are allowed to verify the marks and send to university with their signature.

Tier-3 is university examination level. Out of syllabus questions and corrections are informed to Nodal officer of examination-KUHS by the Chief Superintended on day of examination. Candidates can apply for retotalling and rechecking of answer papers through the principal within the stipulated time. Candidates can apply for photocopy of theory answer book and score sheet of any papers of examination online through Principal within the stipulated time.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	View File

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

Exam scrutiny cell (ESC) facilitates efficient operation of internal evaluation system. Dates of unit tests and sessional are intimated to students in beginning of academic year. Subject teachers prepare three sets of question papers with answer key, submit to ESC ten days before exam date, ESC selects one 5 days prior to examination

Processes integrated using IT

Internal grades and attendance of students, marks of practicals are uploaded and exam fees paid online to university. Video coverage of theory University exam, CCTV monitoring during sessional examinations.

Examination reforms implemented in ACON.

- Schedule for sessional exams posted in bulletin board.
- Three sessional exams and a monthly unit test are given to students
- The benchmark for passing sessional and model exams is 50%.
- For those who score less than 50% i an improvement exam is offered.
- Students authenticate and sign results of theory internal exams.
- 25% of analysis of course outcome comes from internal exams and 75% comes from university exams.

Reforms in university examination system.

- Downloading question papers in college 10 to 15minutes prior to exam.
- CCTV is used to monitor examinations
- An observer will oversee conduct of examinations.
- Digital valuation system in respective centres following university guidelines

File Description	Documents
Information on examination reforms	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%202/2.5/2.5.3/IER.pdf
Any other relevant information	https://aqar.amalanursingcollege.org/teaching-learning-and-evaluation/2-5/2-5-3/link-for-any-other-relevant-information-2-5-3/

2.5.4 - The Institution provides opportunities to students for midcourse improvement of performance through specific interventions. Opportunities provided to students for midcourse improvement of performance through: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

A. All of the Above

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	View File

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

ACON adopted OBE framework since 2016. Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are formed in alignment with Mission and Vision of the college and is developed by the IQAC in consultation with experts and reviewed by the faculty. The IQAC has also organised workshops on OBE to familiarise teachers with the Bloom's Taxonomy.

Course Outcomes (CO) are prepared by subject teachers in consultation with Heads of Department based on university syllabus. Orientation about POs, PSOs and COs are given to the faculty and students at the start of each programme. IQAC has made POs, PSOs and COs as part of the course file. They are also displayed on the websites, department notice boards and classroom notice board, Subject teachers explain course outcomes to the students on the introductory session. The teachers also explain the pattern of setting question papers in connection with course outcomes. Amala College of Nursing has published a hand book of Outcome Based Education which contains POs, PSOs and COs of each programme and hard copy as well as soft copy is available in library and all departments.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://agar.amalanursingcollege.org/teaching-learning-and-evaluation/2-6/2-6-1/2-6-1-documents-pertaining-to-learning-outcomes-and-graduate-attributes/
Methods of the assessment of learning outcomes and graduate attributes	https://agar.amalanursingcollege.org/teaching-learning-and-evaluation/2-6/2-6-1/link-for-methods-of-the-assessment-of-learning-outcomes-and-graduate-attributes-2-6-1/
Upload Course Outcomes for all courses (exemplars from Glossary)	https://agar.amalanursingcollege.org/teaching-learning-and-evaluation/2-6/2-6-1/2-6-1-upload-course-outcomes-for-all-courses-exemplars-from-glossary/
Any other relevant information	https://agar.amalanursingcollege.org/teaching-learning-and-evaluation/2-6/2-6-1/2-6-1-any-other-information/

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

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View File
Trend analysis for the last year in graphical form	View File
Data template	View File
Any other relevant information	View File

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words

All programmes are mapped with POs, PSOs and COs.

In curriculum mapping, COs of each course are mapped to POs & PSOs with weights of 3,2,1 indicating highest to lowest level of attainments

Benchmarks are determined by course teachers and department by taking into consideration current academic benchmarking of institution. Bench mark set for ACON is 1.8 which is 60% of the HA.

In each course, to find attainment of COs, 25% weightage is given for internal assessments including sessional examinations, assignments and clinical performance, 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 about graduates' 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.

At the end of each programme, programme level assessment report and action plan on it presented before the college council.

The findings of the consolidated report and actions required are to be implemented in the subsequent year.

File Description	Documents
Programme-specific learning outcomes	https://agar.amalanursingcollege.org/teaching-learning-and-evaluation/2-6/2-6-3/2-6-3-the-teaching-learning-and-assessment-processes-of-the-institution-are-aligned-with-the-stated-learning-outcomes/
Any other relevant information	https://agar.amalanursingcollege.org/teaching-learning-and-evaluation/2-6/2-6-3/any-other-relevant-information-2/

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

The PTA at ACON is active and meets frequently to discuss issues pertaining to the welfare of the students and the institution as well as the advancement of the students. The PTA executive body actively participates in the institution's well-being. The college's faculty and parents of every student make up the PTA general body. At the start of the course, parents receive an orientation program explaining the roles and duties of the committee. The PTA's first general body meeting, at which executive members will be chosen, is scheduled for the same day. Every year, the college will host four executive committee meetings and one PTA general body meeting. There will be notification of the general body meeting's date and time. Every year, elections are held to choose executive members. A register is maintained to document details of the meeting. Regarding academic and extracurricular activities offered by the college, parents are informed. The coordinator will talk with parents about each student's progress report while principal is present. Parents are notified about rules of university, significance of sessional

exam, and college and hostel policies. The executive meeting and higher authorities examine recommendations from the general body meeting that need to be put into action.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%202/2.6/2.6.4/POP/2022-2023.pdf
Follow up reports on the action taken and outcome analysis.	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%202/2.6/2.6.4/FR/2022-2023.pdf
Any other relevant information	https://aqar.amalanursingcollege.org/teaching-learning-and-evaluation/2-6/2-6-4/link-for-additional-information-2-6-4/

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

<https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%202/2.7/2.7.1/DOS.pdf>

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

21

File Description	Documents
Copies of Guide-ship letters or authorization of research guide provide by the university	View File
Information as per Data template	View File
Any other relevant information	View File
List of full time teachers recognized as PG/ Ph.D guides during the year.	View File
List of full time teacher during the year.	View File

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

13

File Description	Documents
Fellowship award letter / grant letter from the funding agency	View File
List of teachers and their national/international fellowship details (Data templates)	View File
E-copies of the award letters of the teachers	View File
Any other relevant information	View File

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

Number of Research Projects	Amount / Funds Received
1	0.25 Lakh

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	https://agar.amalanursingcollege.org/research-innovations-and-extension/3-1/3-1-3/link-for-funding-agencies-websites-3-1-3/
Any other relevant information	View File

3.2 - Innovation Ecosystem

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

ACON has created a window of opportunity for student inventions, sharing the incubation facility with the Kerala State Industries Development Corporation (KSIDC) at Christ engineering college, Irinjalakuda. The partnership also produced the robotic nursing assistant Arogya Mitra, a significant advancement in the field of medical equipment development. Students offered one hundred creative research ideas to the incubation center at Christ Engineering College, as part of the college's Idea Day celebration, which aimed to generate extremely unique ideas.

Program for Young Innovators (YIP)

A specifically created program run by the Kerala Development and Innovation Strategic Council is called the Young Innovators Program (K-DISC). Through an inventive challenge, the program seeks to enable young, aspiring innovators to develop new goods, services, or models that more effectively address unmet needs, emerging requirements, or market demands. Faculty and students at ACON frequently take part in YIP.

File Description	Documents
Details of the facilities and innovations made	https://agar.amalanursingcollege.org/research-innovations-and-extension/3-2/3-2-1/link-for-details-of-the-facilities-and-innovations-made/
Any other relevant information	https://agar.amalanursingcollege.org/research-innovations-and-extension/3-2/3-2-1/link-for-any-other-relevant-information-3-2-1/

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

5

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

3.3 - Research Publications and Awards

3.3.1 - The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: There is an Institutional ethics committee which oversees the implementation of all research projects All the projects including student project work are subjected to the Institutional ethics committee clearance The Institution has plagiarism check software based on the Institutional policy Norms and guidelines for research ethics and publication guidelines are followed

A. All of the Above

File Description	Documents
Institutional Code of Ethics document	View File
Minutes of meetings of the committees with reference to the code of ethics	View File
Any other relevant information	View File

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

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

2

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

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

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

8

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	View File
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View File
Information as per Data template	View File
Any other relevant information	View File

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

0

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

3.4 - Extension Activities

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

35

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View File
Any other relevant information	View File

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

203

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

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

Amala College of Nursing establishes its pathways of excellence through the awards and achievements of faculty and students. The year marked its imprint on the quality journey of the college with the award of KUHS QAS A grade accreditation. The accreditation awarded by the university has significant weight to the community and extension activities of the college, and this is a recognition of its excellence. The college marked its presence in the international

awards by receiving the IHNA Australia Excellence Award again, with a weighted emphasis on extension activities. The faculty and students of the College of Nursing have conducted multiple awareness programs and video and poster presentations for creating health awareness in the community. The most notable of them was the prize winning video created by students on asthma awareness in the inter-college video competition.

File Description	Documents
List of awards for extension activities in the year	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%203/3.4/3.4.3/LOA.pdf
e-copies of the award letters	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%203/3.4/3.4.3/EAL.pdf
Any other relevant information	https://aqar.amalanursingcollege.org/research-innovations-and-extension/3-4/3-4-3/3-4-3-any-other-relevant-information/

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

ACON aims to impact the professional and personal growth of educators as well as students. The organization encourages extracurricular activity participation in order to further their personal growth. Their accolades and recognition from other organizations are evidence of this encouragement. The realms of institutional social responsibility stem from participation in AGAPE the free meal distribution scheme of AMALA and extend to various outreach activities like Swad, the nutrition education program, Kunjunnu, the baby meal program, Vayojan Sangaman, the elderly welfare program, etc. the nearby community gets from the myriad of activities for the college.

The NSS unit of the college is also actively engaged in campus and community cleaning by observing Swatchata din celebrations in the month of October 2022.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://agar.amalanursingcollege.org/wp-content/SSR/criteria%203/3.4/3.4.4/ASF/2022-2023.pdf
Any other relevant information	https://agar.amalanursingcollege.org/research-innovations-and-extension/3-4/3-4-4/3-4-4-any-other-relevant-information/

3.5 - Collaboration

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

17

File Description	Documents
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	View File
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated	View File

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

8

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
List of partnering Institutions/ Industries /research labs with contact details	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

ACON has multiple lecture halls and seminar halls with Wi fi and ICT enabled facilities like smart board .Students are receiving practical skills training through 7 well equipped laboratories- Skill lab,Advanced skill lab, Nutrition lab, Maternal and Child health lab, Community health nursing lab ,Computer lab, Simulation lab The institution follows standard procedures and policies for the functioning and maintenance of these labs.

The parent hospital, Amala Institute of Medical Sciences, 1000 bedded NABH accredited 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 . Community learning is facilitated to the students through exposure to the adopted community health center, primary health center and several field visits. ACON has computer facility for both students and faculty at various levels Students can access the central E - lobby in the medical college. The campus is facilitated with Amala Ayurvedic hospital, Amala homeopathy hospital. Amala Cancer research centre. Amala is also enriched with supporting facilities such as: Seminar halls Conference rooms KUHS approved examination hall , KUHS digital evaluation centre & Examination confidential room .

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://agar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-1/4-1-1/lis t-of-available-teaching-learning-facilities-4-1-1/
Geo tagged photographs	https://agar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-1/4-1-1/%c2 %b7-geotagged-photographs/
Any other relevant information	https://agar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-1/4-1-1/any-other-relevant-information-4-1-1/

4.1.2 - The Institution has adequate facilities to support physical and recreational requirements of students and staff - sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc.) and for cultural activities. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

To accommodate the staff's and students' physical and recreational needs, ACON offers a wealth of amenities. Three common facilities are available in the playground as football ground, basketball court, and volleyball court. There are indoor spaces where indoor games like chess, carrom, and badminton can be played. There is a fully functional fitness center inside the campus.

The Amala Ayurvedha hospital has a yoga and meditation centre with excellent ambience. Each session may handle up to 250 students at a time. The Student Nurses Association (SNA) organizes cultural events, activities, and festivities on a regular basis, including Onam, Christmas, and Arts Day.

The hostel's recreation room is fully equipped to support rehearsals for cultural shows and other events. The upper floor of the college building has separate common areas set out for teachers, boys, and girls. Amala's first-floor chapel, a roomy and aesthetically stunning auditorium with a pleasant religious atmosphere, is one of its most appealing features.

File Description	Documents
List of available sports and cultural facilities	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%204/4.1/4.1.2/LASCF.pdf
Geo tagged photographs	https://aqar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-1/4-1-2/geo-tagged-photographs-4-1-2/
Any other relevant information	https://aqar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-1/4-1-2/any-other-relevant-information/

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

Three unique hostels are offered by ACON to female students: Little Flower Hostel, Ayurvedic Hostel, and Nursing College Hostel.

Medical facilities are available, including Amala Homoeopathic Hospital, Amala Medical College, and Amala Ayurveda Hospital. With the exception of super specialties, staff and students receive free medical consultations at Staff & Students Clinic (ARCH CLINIC).

ACON has state of the art canteen, IP Cafeteria OP Cafeteria that is open till late evening. Melows, Amala Café, and Ayurvedic Canteen. are snack parlours available in campus

Amlaites have complete access to the South Indian Bank and post office, located adjacent to the Sacred Heart block on campus. Moreover, there is a 24-hour ATM incampus.

Amala is an enchanting campus that prioritizes environmental conservation, including over 5000 varieties of trees, plants, and vivid flowers. On the rooftops of four buildings, institution installed an off-grid solar power system with generator backup as an alternative energy source which generates 660 units of electricity each day. A sewage treatment plant and water purifying facility are located on campus. The water-saving facilities are available on campus:, Systems for replenishing water include bore/open well, reusing wastewater, rain water harvesting.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://agar.amalanursingcollege.org/infrastructure-and-learning-resources/4-1/4-1-3/geo-tagged-photographs-of-campus-facilities-4-1-3/
Any other relevant information	https://agar.amalanursingcollege.org/infrastructure-and-learning-resources/4-1/4-1-3/any-other-relevant-information-4-1-3/

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

41.64

File Description	Documents
Audited utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data template)	View File
Any other relevant information	View File

4.2 - Clinical, Equipment and Laboratory Learning Resources

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

ACON provides plenty of opportunities for clinical teaching and learning in all specializations at the parent hospital Amala Institute Of Medical Sciences- a 1000 bedded NABH accredited hospital . District Mental Health Hospital Thrissur, NIMHANS, Ansar Hospital Perumpilavu , RUSHA - CMC, Vellore ,St. Joseph Hospital Velupadam, ARMC IVF infertility clinic Thrissur, Primary Health Centre Elavally, Community Health Centre Mullassery, and Regional Cancer Centre Thiruvananthapuram are other affiliated areas of clinical training for Amalites.

The college maintains the necessary and sufficient advanced equipment to support students' holistic growth throughout their course work. Amala College of Nursing features well-equipped

clinical laboratories where students can practice different nursing procedures and gain preclinical experience. They are Foundations lab, Community Health Lab, Child Health Lab, OBG laboratory computer lab nutrition and AV aids lab The simulation lab is a shared space. Faculty members who are concerned with maintaining inventory and adhering to protocols and guidelines are in charge of these labs' smooth operation. These resources are being effectively used by students to improve their nursing skills.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://aqar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-2/4-2-1/geo tagged-photos-of-facilities-4-2-1/
The list of facilities available for patient care, teaching-learning and research	https://aqar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-2/4-2-1/link-for-the-list-of-facilities-available-for-patient-care-teaching-learning-and-research/
Any other relevant information	https://aqar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-2/4-2-1/link-for-any-other-relevant-information/

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

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

613640

File Description	Documents
Any other relevant information	View File
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council/ University) where the students receive their clinical training.	View File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	https://aqar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-2/4-2-2/link-to-hospital-records-hospital-management-information-system/

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

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

200

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

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students /

A. All of the Above

trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations

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

4.3 - Library as a Learning Resource

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

ACON Library is housed on the ground floor and can accommodate 100 students and 20 staff members The library is fully automated using the version 21.05.08.00 of KOHA.

Every item in the library has a unique KOHA software tag.. Tags are made to fit the requirements of the nursing curriculum. Users regularly receive announcements and information from librarians. Every item has a distinct item number. The institutional ID is combined with the item and call numbers to produce a barcode.

Other library operations like circulation, stock verification, utilization entry, are made simpler by the barcodes in KOHA.

The online database of the available content that provides academics and students with digitalized personal cards is called Online Public Access Cataloging (OPAC). The circulation module displays due date, issue and renewal, fines, history of circulation, reports, patron information, notes, etc. Statistics, member lists, shelving lists, and other lists of data from database can all be produced using reports based on our needs. Because Koha's data is kept in a MySQL database, librarians can create almost any kind of report they want by utilizing the Guided Reports Wizard or by creating a custom SQL

query.

File Description	Documents
Geo tagged photographs of library facilities	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%204/4.3/4.3.1/GTP-LF.pdf
Any other relevant information	https://aqar.amalanursingcollege.org/infrast-structure-and-learning-resources/4-3-library-as-a-learning-resource/4-3-1/ari-4-3-1/

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

In accordance with Indian Nursing Council (INC) guidelines, the ACON library has more than 4000 text volumes and all periodicals, maintaining a 1:15 ratio.

Amala College of Nursing adheres closely to a rather extensive policy when it comes to the selection and acquisition of educational tools and materials on campus. The procedure is carried out via a centralized system connected to the Amala Institute of Medical Sciences' (Padmabhushan Rev Fr Gabriel Memorial central library).

The book purchase procedure is under the control of the library advisory committee. It is mostly accomplished on campus through book exhibitions. Several publishers and vendors will visit the college on a regular basis to introduce newly updated versions of the text books, depending on the needs. In light of this, new collections are acquired by expert recommendations

Library orientation led by the head librarian, which includes information on new books, journals, learning resources of all kinds, and library innovations are provided for faculty members and new batches of students. The programme makes it possible to stay current on updates and developments in the library resources.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://aqar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-3-library-a s-a-learning-resource/4-3-2/data-on-acquisit ion-of-books-journals-manuscripts-ancient- books-etc-in-the-library-4-3-2/
Geotagged photographs of library ambiance	https://aqar.amalanursingcollege.org/wp-cont ent/SSR/criteria%204/4.3/4.3.2/GTP-LA.pdf
Any other relevant information	https://aqar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-3-library-a s-a-learning-resource/4-3-2/any-other- relevant-information-4-3-2/

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

C. Any 2 of the Above

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	View File

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

2.05

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	View File

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

The e-resources that the library subscribes to are freely accessible to faculty and students both on and off campus. This service is available around-the-clock.

DELNET membership is one of the simplest ways for faculty and students to access and share resources on campus. All students on campus are able to access the resources needed for academic work because they are assigned a special login and password.

Students can search for resources by author, title, subject, conference, series, and other criteria in DELNET's online book catalogue. vast database that includes union listings of newspapers, CD-ROMs, e-books, theses and dissertations, recordings, and videos.

DELNET provides the OPAC system to enable improved access for minute point based references also.

File Description	Documents
Details of library usage by teachers and students	https://agar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-3-library-a s-a-learning-resource/4-3-5/details-of-libra ry-usage-by-teachers-and-students-4-3-5/
Details of library usage by teachers and students	https://agar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-3-library-a s-a-learning-resource/4-3-5/details-of-learn er-sessions-library-user-programmes- organized-4-3-5/
Any other relevant information	https://agar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-3-library-a s-a-learning-resource/4-3-5/any-other- relevant-information-4-3-5/

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other	B. Any 4 of the Above
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File Description	Documents
Links to documents of e-contents used	View File
Data template	View File
Any other relevant information	View File

4.4 - IT Infrastructure

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

18

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File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
Any other relevant information	View File

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

Through many platforms, ACON offers sufficient internet access and Wi-Fi with real-time information. The college has 15 cutting-edge, user-friendly systems that are fully configured and have surfing capabilities. it offers a 1:14 ratio of sound exposure to computer technologies for studetnts

A well-equipped computer lab featuring ten computers and wi-fi connectivity is available. ACON has improved its computer facilities by 15% during the last year

The university examination confidential room has three computers with wi-fi and related reprographic facilities, and library is enhanced with access to five computers. Amala's Central E-lobby is a comprehensive computer learning center with 52 PCs and amenities including wi-fi.

One of the college's notable features is a high-bandwidth Wi-Fi connection of 90mbps, both staff and students can use the internet anywhere on campus 24/7.

Software for computers that is available Windows 10 ,NVDA Non Visual Desktop Access, which uses screen reader software. DELNET, KOHA.

All lecture halls and classrooms have interactive LCD boards. CCTV setup Amala College of Nursing has ten CCTV cameras installed. The exam room is equipped with a wireless jammer for mobile phones.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://agar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-4/4-4-2/doc uments-related-to-updation-of-it-and-wi-fi- facilities-4-4-2/
Any other relevant information	https://agar.amalanursingcollege.org/infrast ructure-and-learning-resources/4-4/4-4-2/any- other-relevant-information-4-4-2/

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

D. 50 MBPS - 250MBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant information	View File

4.5 - Maintenance of Campus Infrastructure

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

125.96

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
Any other relevant information	View File

4.5.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

Through the use of software applications, central maintenance department maintains the academic and physical support facilities located across Amala.

For maintenance and administration of its physical and academic support facilities, ACON has established a maintenance policy and procedure .

Different processes are used in the laboratories to clean, indent, issue, mend, replace, and condemn. The library crew maintains additional supporting facilities like printing, xeroxing, and scanning by following established methods, and they also oversee and finish infrastructure repairs in addition to neatly organizing and stacking books. Sports goods are maintained by the SNA team.

The students practices indoor sports, such as badminton, chess, throw ball, and volley ball, in the auditorium. On the sports field, routine maintenance, cleaning, and pruning are done. The campus Wi-Fi and IT infrastructures are maintained and operated by a centralized IT department consisting of 11 highly qualified IT staff.

The department performs routine maintenance and monitoring on the entire campus, including all supporting devices such as sensor lights, Wi-Fi, LAN, Microsoft software, screen readers, computer updates, and CCTV cameras. Classrooms and conference rooms are cleaned at the end of the day after student use. Every classroom has

an inventory of the supplies.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%204/4.5/4.5.2/MOM-MC.pdf
Log book or other records regarding maintenance works	https://aqar.amalanursingcollege.org/infrast-structure-and-learning-resources/4-5/4-5-2/log-book-or-other-records-regarding-maintenance-works-4-5-2/
Any other relevant information	https://aqar.amalanursingcollege.org/infrast-structure-and-learning-resources/4-5/4-5-2/any-other-relevant-information-4-5-2/

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support****5.1.1 - Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year**

121

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

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

A. All of the Aboe

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

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

203

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://amalanursingcollege.org/career-guidance-program
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	View File

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

ACON hopes to grow internationally by establishing TRILOKAH - an initiative that provides a forum for faculty and student exchange with other countries. Its main goals are: to act as a forum for global communication between nurses and nursing students to do cooperative research with nursing students from other nations, to offer direction on overseas migration, to improve Amalites' possibilities for employment abroad .Trilokah was created as an innovative idea for IQAC and began operations in December 2020. The main initiatives completed includes International alumni of ACON

conducts orientation sessions for Amalites.

File Description	Documents
For international student cell	https://aqar.amalanursingcollege.org/student-support-and-progression/5-1/5-1-4/5-1-4-the-institution-has-an-active-international-student-cell-to-facilitate-study-in-india-program-etc/
Any other relevant information	Nil

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

A. All of the Above

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://www.amalanursingcollege.org/grievance-redressal-cell
Details of student grievances and action taken (Data template)	View File
Any other relevant information	View File

5.2 - Student Progression

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

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

37

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	View File

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

34

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

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

0

File Description	Documents
Supporting data for students/alumni as per data template	No File Uploaded
Details of student progression to higher education (Data template)	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural**

activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

37

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

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

The goal of the ACON Student Council is holistic development of the individual, taking into account their professional position and their obligation to provide healthcare to individuals from all backgrounds. Through Student Council, ACON showcases its distinction in extracurricular and academic pursuits. Student Council plays a significant role in raising awareness of anti-ragging issues and offers excellent suggestions for planning a variety of campus events.

The executive board consists of President (Principal), SNA Advisors, 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.

Student representatives are members in academic and administrative bodies as well as events. The student council is responsible for organizing several significant events, including the Arts Festival, Sports Day, College Day Celebration, Graduation Ceremony, Festival celebrations (Onam, Christmas), College Magazine Publication, and charitable programs including blood and hair donation, library book donations, and cleaning projects. Students can participate in a variety of academic and administrative activities in a supportive environment at college, which gives them the confidence to use their abilities in a dynamic manner.

File Description	Documents
Reports on the student council activities	https://agar.amalanursingcollege.org/student-support-and-progression/5-3/5-3-2/link-for-reports-on-the-student-council-activities-5-3-2/
Any other relevant information	https://agar.amalanursingcollege.org/student-support-and-progression/5-3/5-3-2/link-for-any-other-relevant-information-2/

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

20

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

5.4 - Alumni Engagement

5.4.1 - The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

ACON 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) with the following objectives

- Impart sense of cooperation and healthy understanding among old students, present students, teaching staff,
- Maintain the pride of our Alma-mater
- Promotes academic, cultural, social, research, and scientific activities of the students and faculty

Yearly news letter includes various activities of ACONAAT. During annual meeting the data such as a permanent address, phone number,

and professional details, higher qualification of alumni members are updated. The accomplishments of both institution and alumni, awards, success stories, and articles are displayed through college magazine and newsletter. Institution intimates ACONAAT activities and meeting dates through its social media group.

Members update their personal and professional achievements. Alumni conduct various guidance classes such as career opportunities of nursing in Australia, Middle East and UK, provides books, uniforms, and tuition fees as scholarship to economically backward students

File Description	Documents
Registration of Alumni association	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%205/5.4/5.4.1/RAA.pdf
Details of Alumni Association activities	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%205/5.4/5.4.1/ALAA.pdf
Frequency of meetings of Alumni Association with minutes	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%205/5.4/5.4.1/FMA.pdf
Quantum of financial contribution	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%205/5.4/5.4.1/QOFC.pdf
Audited statement of accounts of the Alumni Association	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%205/5.4/5.4.1/ASALA.pdf

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

A. All of the Above

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

ACON is a project of Amala Cancer Hospital Society (Registered), overseen by the Devamatha Province of the CMI. The Governing Council, is ACON's highest governing body and decides institution's operations, including envisioning, organising, and carrying out its future initiatives Mission and Vision drive the ecosystem: Strict adherence to Mission and Vision is the functional ethos that propels the ecosystem. Teaching: A conscientious person who possesses the academic aptitude and a set of values necessary to carry out the institution's vision is considered eligible to be appointed to the faculty panel. Learning: ACON offers its students a comprehensive education in health care across several medical specialties, giving them plenty of opportunity to pick up skills through practice. Blended learning in an environmentally friendly setting: ACON offers students a well-kept campus encircled by more than 5000 trees. Encouragement of Fruitful Research: Approval as doctoral research centre by many universities contributes to its ability to achieve research excellence, as evidenced by its mission and vision statements.

Transparency: Admission is solely determined by merit.

Accountability: The brand value, academic quality, and the infrastructure for academics all indicates accountability.

Involvement of stakeholders in decision-making: ACON counts students, parents, teachers, and alumni among its notable stakeholders.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://aqar.amalanursingcollege.org/wp-content/SSR/Criteria%206/6.1/6.1.1/VM.pdf
Achievements which led to Institutional excellence	https://aqar.amalanursingcollege.org/governance-leadership-and-management/6-1/6-1-1/achievements-which-led-to-institutional-excellence/
Any other relevant information	https://aqar.amalanursingcollege.org/governance-leadership-and-management/6-1/6-1-1/additional-information-6-1-1/

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

ACON is a strong proponent of decentralization and participatory management, two administrative philosophies that have been included into the organization's practices. The organization provides a mechanism for power distribution and operational autonomy for all functionaries in order to move toward a decentralized governance structure. To guarantee that power is appropriately distributed from the top down to the bottom up, ACON has formed a variety of committees and cells. The college effectively produces suitable leadership at various levels by utilizing this concept.

This cooperative work culture encourages goodwill and motivates everyone to collaborate for institutional goals. Stakeholders are consulted for suggestions before policies are created. Meetings are organized to discuss ideas and proposals, such as ones with staff, alumni, the college council, the student union, IQAC, ACON promotes a participative management culture. The college's action plan is compiled by the principal and submitted to the college council for approval, and included in the year plan. Teachers play a consultative role in choices about the curriculum, the teaching and learning process. Students have a significant say in decision-making through their representatives in the college union and council, ACON has MOUs with esteemed organizations.

File Description	Documents
Relevant information /documents	https://agar.amalanursingcollege.org/governance-leadership-and-management/6-1/6-1-2/relevant-information-documents-6-1-2/
Any other relevant information	https://agar.amalanursingcollege.org/governance-leadership-and-management/6-1/6-1-2/any-additional-information-6-1-2/

6.2 - Strategy Development and Deployment

6.2.1 - The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed. Provide the write-up within 100 - 200 words

ACON has a tight-knit organizational structure that was approved by the college bodies. This structure clearly shows the hierarchy and line of authority, working down from the top to the bottom. Statutory bodies such as the Management Committee, College Council, and Administrative Council further reinforce the structure and functionality of the organization. According to the organizational structure, the following are the main responsibilities of the institution's Statutory Bodies:

- To build a governance structure that complies with the protocols
- Overseeing and controlling administrative matters as well as the institution's accounts, assets, revenue, and finances.
- Organize frequent meetings to discuss institutional excellence and future perspectives.
- The major administrative statutory bodies are Governing Council, College Council, IQAC and academic statutory bodies of the college are academic monitoring cell, joint clinical committee, curriculum committee and so on
- The strategic plan serves as a road map for accomplishing ACON's vision and mission. The major goals of the strategic plan are
- ACON target to become a "Centre of Excellence" by 2025
- Recruit diligent staff and students, execute process for better output
- Initiate and sustain research and development programmes
- Enhance College infrastructure
- Plan, implement and evaluate additional academic programmes for students

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://aqar.amalanursingcollege.org/governance-leadership-and-management/6-2/6-2-1/minutes-of-the-college-council-other-relevant-bodies-for-deployment-deliverables-of-the-strategic-plan-6-2-1/
Any other relevant information	https://aqar.amalanursingcollege.org/governance-leadership-and-management/6-2/6-2-1/any-additional-information-6-2-1/
Organisational structure	https://aqar.amalanursingcollege.org/wp-content/SSR/Criteria%206/6.2/6.2.1/OS.pdf
Strategic Plan document(s)	https://aqar.amalanursingcollege.org/wp-content/SSR/Criteria%206/6.2/6.2.1/SPD.pdf

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

A. All of the Above

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

6.3 - Faculty Empowerment Strategies

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

All statutory benefits are provided to all employees. The major non statutory benefits include

1. Subsidised canteen: All staff are eligible for 10% reduction at canteens
2. Accommodation facility: Female staff may request subsidized housing in campus hostel

3. Creche: Amala has a play school for children of employees for a modest fee.
4. Paid conference leave and sponsorship: Teachers who are presenting papers or posters at conferences receive paid conference leave and support.

5. Birthday celebrations: Every birthday of staff is marked with a regular get-together.
7. Time off: Faculty members are permitted to take up to three hours of time off every month.
8. Access to the fitness center: Staff who are interested may use the campus gym with permission
9. Faculty tour: Each year, management partially funds a one-day picnic for faculty and families,
10. Access to Central Library: Central library is available for use by all teaching faculty members
11. Amala Family Care Program: Each employee may register up to 10 (9 + 1) family members for discounted treatment (10% at AIMS)
12. Annual Health Checkup and Immunization: Free Hepatitis B Vaccine to all teaching faculty members, and all are eligible to a free annual checkup

File Description	Documents
Policy document on the welfare measures	https://aqar.amalanursingcollege.org/governance-leadership-and-management/6-3/6-3-1/policy-document-on-the-welfare-measures-6-3-1/
List of beneficiaries of welfare measures	https://aqar.amalanursingcollege.org/wp-content/SSR/Criteria%206/6.3/6.3.1/LBWM.pdf
Any other relevant document	https://aqar.amalanursingcollege.org/governance-leadership-and-management/6-3/6-3-1/link-for-any-additional-information-6-3-1/

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

14

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

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

9

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	View File

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

25

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

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

The College's Faculty Appraisal System was created with the intention of assisting both teaching and non-teaching faculty members in bettering and updating themselves. For teaching staff, a follow-up assessment is conducted three months following the initial evaluation at the time of recruiting.

For both teaching and non-teaching staff, assessments are completed on a regular basis using a defined format each year. The employee evaluates their own performance at the beginning of the procedure, and the head of the institution completes the final assessment.

The common parameters assessed includes punctuality, ability to perform work in an organized manner, completion of task without errors, taking ownership and responsibility of task, knowledge to follow instructions, the ability to take up additional task and specific parameters for teaching faculty are also used. This system aids in institution of Awards, faculty participation in decision-making, enhancement of pedagogical approaches.

File Description	Documents
Performance Appraisal System	https://agar.amalanursingcollege.org/governance-leadership-and-management/6-3/6-3-5/performance-appraisal-system-6-3-5/
Any other relevant information	https://agar.amalanursingcollege.org/governance-leadership-and-management/6-3/6-3-5/any-additional-information-6-3-5/

6.4 - Financial Management and Resource Mobilization

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

The resource mobilization policy covers identification of various income resources and its effective mobilization to various areas in accordance with the priorities set by Governing Council. Finance Committee plans effective and optimal utilization of funds. The policy on resource mobilization addresses the identification of diverse revenue resources and their efficient allocation to different sectors in compliance with the Governing Council's aims.

The sources of income listed below are considered for resource planning.

1. Tuition fees: 2. Former Students. 3.PTA 4.SNA: 5. Financial Support from Government Agencies, etc. 6 Bank Interest: 7.Loans.

The areas where money is used are listed below.

1. Development of new infrastructure 2. Infrastructure Improvements 3. Furniture and Equipment 4. Pay 5. Upkeep 6. Books and journals in libraries 7. Educational and student costs 8. Assistance for students (Scholarships, etc.) 9. Faculty & Student Endowments 10. Research costs 11. Expenses related to administration

After double entry book keeping system reports indicating amounts from all income sources and its utilization are created,. The Internal Audit Department of the organization conducts periodic reviews and audits of College's books of accounts, vouchers, approvals, supporting documents, reconciliations, assets, etc. An outside chartered accountant reviews and audits the College's external audit accounts.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://aqar.amalanursingcollege.org/governance-leadership-and-management/6-4/6-4-1/link-resource-mobilization-policy-document-duly-approved-by-college-council-other-administrative-bodies-6-4-1/
Procedures for optimal resource utilization	https://aqar.amalanursingcollege.org/governance-leadership-and-management/6-4/6-4-1/link-for-procedures-for-optimal-resource-utilization/
Any other relevant information	https://aqar.amalanursingcollege.org/wp-content/SSR/Criteria%206/6.4/6.4.1/AI.pdf

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

The goals of internal and external audits are to ensure that the books of accounts are accurate and comprehensive, to identify errors, to stop fraud and poor management, and to protect the company's assets.

The internal audit department conducts quarterly audits and the external audit is done yearly . Reports of both the audits are updated systematically. When necessary, the Finance Committee takes the necessary action after reviewing the same.

The following verifications shall be carried out by the internal audit department

.Accounting and retrieval of the following: Alumni Account, PTA Account, SNA Account, Students' Magazine Account, Hostel Fee, Caution Deposit, Mess Advance, Correctness of Pay, Allowances, Honorarium, Stipend, PF, ESI, and TDS.

The following items are included in the purchase order: professional tax, gratuity, accuracy of cheque payments, cheque payment voucher, supplier bills with approvals, supplier ledger, and goods receipt note. Petty Cash Payment Voucher, Supplier Bills, and Physical Verification of Petty Cash Payment Accuracy

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://agar.amalanursingcollege.org/governance-leadership-and-management/6-4/6-4-2/6-4-2-institution-conducts-internal-and-external-financial-audits-regularly/
Any other relevant information	https://agar.amalanursingcollege.org/governance-leadership-and-management/6-4/6-4-2/any-additional-information-6-4-2/

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

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
0	0

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

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

IQAC creates a mechanism for maintaining and sustaining quality improvement in an HEI. Through inter- and intra-disciplinary

collaborations with the parent institution and internalizing all initiatives with support from the parent institution and outside sources, the IQAC of Amala College of Nursing works to ensure and monitor the quality culture in nursing education as the primary concern, with the ultimate goal of enhancing the institution as a Center for Excellence in nursing. IQAC, the college's principal academic administrative body, works to close the gap and pinpoint the crucial areas that require development. Planning high-quality sustenance activities for teaching, learning, assessment, and research is encouraged by stakeholder feedback. It guarantees ongoing development throughout all divisions and facets of the college.

The following mechanisms are developed by IQAC:

- Ensuring prompt, effective, and progressive completion of administrative, financial, academic duties, appropriate and excellent research and academic initiatives
- Modern teaching and learning techniques are optimized and integrated
- Ensuring that necessary resources and services are allocated and maintained in an adequate manner
- Networking and exchanging research findings with other Indian and international institutions

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://aqar.amalanursingcollege.org/governance-leadership-and-management/6-5/6-5-1/the-structure-and-mechanism-for-internal-quality-assurance-6-5-1/
Minutes of the IQAC meetings	https://aqar.amalanursingcollege.org/governance-leadership-and-management/6-5/6-5-1/minutes-of-the-iqac-meetings-6-5-1/
Any other relevant information	https://aqar.amalanursingcollege.org/governance-leadership-and-management/6-5/6-5-1/any-additional-information-6-5-1/

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

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

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

A. All of the Above

File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	Nil
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	View File
Copies of the documents for accreditation	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Total number of gender equity sensitization programmes organized by the Institution during the year

4

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

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

Amala College of Nursing is dedicated to upholding the principles of social justice, equity, human dignity, and the rights of all

people. As a result, it understands the importance of establishing an anti-sexual harassment policy and gender equity, and creation of the corresponding cells, the Internal Complaints Committee and the Women Empowerment Cell. These committees' primary duty is to establish a culture free from sexual harassment and gender discrimination in all its forms. ACON is particularly interested in raising teacher and student understanding of gender equity and sensitization initiatives. The Amala campus is both threat-free and women friendly . Some of the programs offered by the college are designed to protect women from sexual harassment and to foster a safe and secure environment. These programs include: 1. First-year orientation programmes B.Sc. Nursing students regarding the policy against sexual harassment 2. A range of forums, discussions, and street plays to advance racial and gender equality and safeguard oneself and others from violence 3. A program in self-defense methods like karate The college has security cameras placed in the appropriate areas and is always monitored by closed-circuit television (CCTV).

File Description	Documents
Annual gender sensitization action plan	https://aqar.amalanursingcollege.org/institutional-values-and-best-practices/7-1/7-1-2/annual-gender-sensitization-action-plan-7-1-2/
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://aqar.amalanursingcollege.org/institutional-values-and-best-practices/7-1/7-1-2/specific-facilities-provided-for-women-7-1-2/
Any other relevant information	https://aqar.amalanursingcollege.org/institutional-values-and-best-practices/7-1/7-1-2/any-additional-information-7-1-2/

<p>7.1.3 - The Institution has facilities for alternate sources of energy and energy conservation devices 1 Solar energy Wheeling to the Grid Sensor based energy conservation Biogas plant Use of LED bulbs/ power efficient equipment</p>	<p>A. All of the Above</p>
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File Description	Documents
Geotagged Photos	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%207/7.1/7.1.3/GTP.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

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

"Reduce, reuse, and recycle" is ACON motto on waste management. The KSPCB awarded the Amala campus pollution control awards in 2011 and 2014. There are distinct containers available in every department, office, restroom, and classroom where solid waste is collected. Utilizing a compost pit, incinerators, autoclave machines, and shredding machines, solid waste is treated. The sewage treatment plant, located in the AMALA campus, is equipped to handle 10 lakh liters of waste water per day. Every day, eight lakh gallons of garbage are cleansed on average. The cleaned water is recycled for flushing toilets and utilized again for gardening and irrigation. On Amala campus, four biogas plants are operational. The students will carefully gather trash produced during procedures and dispose of it in the color-coded bins in accordance with the established biomedical waste management policy. There are two incinerators with 100 kg/hr and 50 kg/hr (standby) capacities, respectively, a 434 liter autoclave, and a plastic shredder machine that can handle waste at a rate of 25 kg/hr. Kerala Enviro Infrastructure Limited and Amala Campus have an agreement in place for the collection and disposal of e-waste. and chemical waste management

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%207/7.1/7.1.4/MOU.pdf
Geotagged photographs of the facilities	https://aqar.amalanursingcollege.org/institutional-values-and-best-practices/7-1/7-1-4/link-for-geotagged-photographs-of-the-facilities-7-1-4/
Any other relevant information	https://aqar.amalanursingcollege.org/institutional-values-and-best-practices/7-1/7-1-4/any-additional-information-7-1-4/

7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above
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File Description	Documents
Geotagged photos / videos of the facilities	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%207/7.1/7.1.5/GTP.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	View File

7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants	A. All of the Above
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File Description	Documents
Geotagged photos / videos of the facilities if available	https://agar.amalanursingcollege.org/institutional-values-and-best-practices/7-1/7-1-6/7-1-6-green-campus-initiatives/
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	View File
Reports to be uploaded (Data Template)	View File

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

A. All of the Above

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	View File
Any other relevant information	View File
Data template	View File
Relevant documents	No File Uploaded

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

Amala College of Nursing propagates an inclusive environment with toelarnce and harmony towards cultural , regional and lingusitic harmony.Admission to Amala College of Nursing is open to students

from all religious backgrounds. The institution admits students without considering their socioeconomic background, religion, or caste. The government is entitled to 50% of undergraduate seats, with the government deciding which seats are designated for restricted categories. Christmas and Onam are celebrated by all staff members and students at the college through a variety of cultural events. We give staff and students breaks to commemorate the renowned Thrissur Pooram, customary temple and church festivals, and other festivities. In the college, many religious groups celebrate their festivals in unity. There are holidays for religious festivals for both teachers and students. All students, regardless of caste or religion, pray in the common prayer room. Linguistic harmony is attained through celebrations of international mother language day as well as special training in English. In order to improve health, the college has carried out a number of extension initiatives in the neighborhood and the community at large. Families are evaluated during every field visit, and if issues arise, referrals to parent hospital will be made regardless of caste or socioeconomic background.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://aqar.amalanursingcollege.org/uncategorized/7-1-8-institutional-efforts-initiatives-in-providing-an-inclusive-environment/
Any other relevant information/documents	Nil

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

A. All of the Above

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	http://www.amalanursingcollege.org/igac/code-conduct
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	No File Uploaded
Institutional data in Prescribed format (Data Template)	View File

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

Regardless of their culture or religion, students in the college and hostel celebrate national and international commemorative days. Students from different batches collaborate to plan the event. Students are urged by ACON to accept other people's customs and cultures in the same way that they do their own. Students become more familiar with customs and cultural ideas through these festivals. 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.

<https://aqar.amalanursingcollege.org/institutional-values-and-best-practices/7-1/7-1-10/7-1-10-the-institution-celebrates-organizes-national-and-international-commemorative-days-events-and-festivals/>

7.2 - Best Practices

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

(Respond within 100 - 200 words)

BEST PRACTICE 1 :APSARA (ACON PALLIATIVE SERVICES & REACH OUT ACTIVITIES)

OBJECTIVES

1. Develop human values and compassion
2. Enhance ability to provide nursing care in a home environment
3. Recognize societal requirements & fulfill ISR

CONTEXT-APSARA, stems from belief that institutional social responsibility, enhances nursing education.

PRACTICE-Every Thursday, terminally ill and bedridden patients who live within a 20-kilometer radius of ACON receive free services from staff and students and the Palliative Department.

EVIDENCE OF SUCCESS-The satisfaction of patients and their families dealing with life-threatening illnesses, stakeholders, and student comments are indicators of success of program

PROBLEMS ENCOUNTERED-Entire care needs cannot be met in home settings

RESOURCES REQUIRED-Technical support

BEST PRACTICE 2: ROMIA(ROLE MODELLING INITIATIVE AT ACON)

OBJECTIVES

1. Close the gap between theory and practice
2. Encourage staff-student contact. Creating positive learning environment
3. Creating positive learning environment.

CONTEXT

Student representatives raised concerns about necessity of ongoing assistance and oversight from clinical personnel.As a result, the "Dual-Role initiative"& "Clinical Preceptorship" was born.

PRACTICE

DUAL ROLE-ACON faculty occupy the positions of CNO, DNS, and Nursing Coordinators in hospital. **CLINICAL PRECEPTROSHIP-** Students work under the supervision of the registered nurse,

CONTEXT

Faculty, students and preceptors reported high levels of satisfaction

PROBLEMS ENCOUNTERED

Training needs

More academic inclination

File Description	Documents
Best practices page in the Institutional website	http://www.amalanursingcollege.org/igac/best-practices
Any other relevant information	https://aqar.amalanursingcollege.org/institutional-values-and-best-practices/7-2/7-2-1/7-2-1-describe-two-institutional-best-practices-as-per-the-naac-format-provided-in-the-manual/

7.3 - Institutional Distinctiveness

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

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

Amala has an advantage over other hospitals in the field of oncology training because of its reputation as a cancer hospital. Curriculum integration of professional values for nursing students is one of the main areas of institutional differentiation. The Zero Poverty Sustainable Development Goals SDGs 1, 2, and 3—zero hunger, good health, and well-being—are integrated into the present set of activities, which makes ACON stand out.

The activities included are

1. Students going extra mile- voluntary service in oncology wards beyond duty hours
2. Special fund raising drives - students conduct food fest, voluntary contributions towards the welfare of oncology patients
3. Participating in AGAPE free meal services-All low-income

cancer patients receive free meals three times a day under the sponsorship of AGAPE. This service benefits about 200 patients daily. Students of ACON donate as well participate in serving the meals

4. Hair donation for oncology patients- Female students voluntarily donate their hair for creating wigs for patients who have lost their hair due to cancer chemotherapy

File Description	Documents
Appropriate web page in the institutional website	http://www.amalanursingcollege.org/igac/institutional-distinctiveness
Any other relevant information	https://aqar.amalanursingcollege.org/institutional-values-and-best-practices/7-3/7-3-1/7-3-1-portray-the-performance-of-the-institution-in-one-area-distinctive-to-its-priority-and-thrust/

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).

Amala College of Nursing offers methodical, simulation-based training to help students become more proficient in both fundamental and advanced nursing processes. The following are the strategies for simulation based learning:.

- A detailed simulation policy is formulated regarding the utilization of simulation lab which is communicated to the staff and students.
- Students receive instruction in both fundamental and advanced processes in six fully functional, well-equipped, and meticulously kept skill labs as well as one simulation lab.
- A rotation plan is planned and presented to guarantee that the labs are effectively utilized by the undergraduate (4 batches) and postgraduate (2 batches) nursing students.
- By getting the students feedback, the procedure demonstration's efficacy is assessed.

The procedures of BLS/ALS, venepuncture, ET intubation, lumbar

puncture, and pleural tapping are included in the training of undergraduate nursing students. The simulation lab is equipped with various medium and high fidelity simulators. The nutrition lab and centrally located computer lab provide a variety of resources to explore the knowledge gained from the theoretical sessions. Teachers receive simulation training to improve the efficient delivery of instructional strategies and the tracking of student development.

File Description	Documents
Policy on the use of clinical skills and simulation labs in the acquisition and enhancement of skills in basic and complex procedures such as endoscopic surgery and interventional procedures	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%208/8.1/8.1.1/PCS-SL.pdf
Geotagged photographs/videos of the facilities	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%208/8.1/8.1.1/GTP.pdf
Student feedback on the effectiveness of the facilities	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%208/8.1/8.1.1/SFEF.pdf
Any other relevant information	https://aqar.amalanursingcollege.org/b3/8-1/8-1-1/any-additional-information-8-1-1/

8.1.2 - Number of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships/ Master trainer certifications beyond the eligibility requirements from Universities/ Recognized Centers/ /Professional bodies in India or abroad. (Eg: additional PG degree, Ph D, Fellowships, Master trainer certifications etc.)

4

File Description	Documents
List of fulltime teachers with additional Degrees, Diplomas suchas PG degree, Fellowships, Ph D, Master trainer etc. during the year	View File
Attested e-copies of certificates of postgraduate Degrees,Diplomas or Fellowships certificates.	View File
Any other relevant information.	View File
Institutional Data in Prescribed Format (Data Template)	View File

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

Amala provides opportunities for training students in hospital quality assurance and infection control. The HIC and quality control departments have well-established rules, procedures, service standards, and programs to ensure patient safety and excellent treatment. The hospital quality management committee is in charge of ongoing quality improvement. Students participate in simulated exercises each year to assist them get used to following safety procedures in the hospital. All students have access to 84 quality manuals, SOPs, and policies that have been generated through the continuous quality improvement strategy. Students receiving training on quality audit ,explore a variety of topics, including international patient safety goals, spill control, quality assurance, progressive patient care, communication, and nurse-patient relationships. Students pursuing their last year of B.Sc. and M.Sc. in nursing will take an add on course in the health care quality management system. First- and second-year B.Sc. nursing students are assigned to the hospital's infection control department where they can become familiar with the hospital's policies , guidelines, and manuals. Students participate in the assessment of compliance with SOPs, care packages, hand hygiene protocols, and carry out checklist-based infection control audits.

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	https://agar.amalanursingcollege.org/b3/8-1/8-1-3/documents-pertaining-to-quality-of-care-and-patient-safety-practices-followed-by-the-teaching-hospital-8-1-3/
Any other relevant information	https://agar.amalanursingcollege.org/b3/8-1/8-1-3/8-1-3-students-are-exposed-to-quality-of-care-and-patient-safety-procedures-including-infection-prevention-and-control-practices-as-practiced-by-the-teaching-hospital/

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

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
52	50

File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View File
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View File
Any other relevant information	View File
Institutional Data in Prescribed Format (Data Template)	View File

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

A. All of the above

File Description	Documents
e-copies of Certificate/s of Accreditations	View File
Any other relevant documents	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.6 - Describe how the College facilities were utilized by students from other institutions (PG/UG/GNM) for administrative/educational visits and critical evaluation during the year.

Amala Institute of Medical Sciences, the only hospital in Kerala to be accredited by NABH 5th edition standards, is the parent hospital of Amala College of Nursing, In 2017, the nursing college received recognition as a research center and as a nursing Ph.D. center from KUHS and NITTE. In order to gain insights to the facilities and functions of a nursing college par excellence , students from various institutions who are pursuing an M.Sc., B.Sc., or Post Basic B.Sc. in nursing come to our college . Our college receives visits from students from various nursing colleges, such as Government Nursing College, each year. The visit is scheduled at the convenience of the faculty members and the college after the request from the concerned college is received.

File Description	Documents
List of facilities used by other Institutions	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%208/8.1/8.1.6/LFUOI.pdf
List of Institutions utilizing facilities in the College	https://aqar.amalanursingcollege.org/wp-content/SSR/criteria%208/8.1/8.1.6/LIUFC.pdf
Any other relevant information	https://aqar.amalanursingcollege.org/b3/8-1/8-1-6/any-additional-information-8-1-6/

8.1.7 - College undertakes community oriented activities.

Community mapping & survey-100 students are assigned to three wards under Elavally PHC during the academic year .Based on the annual survey, an area map is created. Students perform community service at Elavally Gramapanchayath and Patturaickal municipality, which are sub-centers of the parent institution. Four surveys are carried out annually. A report is written and the survey is presented using the results of the survey. The issues are discussed and brought to the

attention of the relevant authorities so that suitable action can be taken.

Health education-Through in-person interactions and home visits, individual health education is provided based on each family's recognized requirements. Group health education is provided via role plays, skits, lectures, dramas, and tableaux to all families in the neighborhood.

Camps & Clinics-Students take an active part in community-organized health programs Students participate in community center initiatives like immunization programs and prenatal, postnatal, geriatric, and NCD clinics.

School health programs-The college runs two school health programs each year. The initiatives aim to identify common conditions including skin infestations and nutritional deficits that affect school-age children. communicable infections, worm infestations, and offer referral services School-age awareness campaigns are presented using skits, flash mobs, and eye-catching visual aids.

File Description	Documents
Geo-tagging / Photographs of events / activities	https://agar.amalanursingcollege.org/b3/8-1/8-1-7/geo-tagging-photographs-of-events-activities-8-1-7/
Any other relevant document	https://agar.amalanursingcollege.org/b3/8-1/8-1-7/8-1-7-college-undertakes-community-oriented-activities-2/

8.1.8 - Number of full time faculty serving in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies during the year. (Memberships included in 1.1.2 should not be included)

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File Description	Documents
Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies	View File
Any other relevant information	View File