



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

Amala College of Nursing

- Name of the Head of the institution **Dr. 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 **Prof. 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) **lakshmimahesh50@yahoo.com**

3.Website address (Web link of the AQAR (Previous Academic Year)

<http://www.amalanursingcollege.org/>

4.Was the Academic Calendar prepared for that year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

[Yes](#)

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/PMMMNMNTT 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**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **Yes**

- If yes, mention the amount **25,000**

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

Enhanced Quality Assurance

Accreditation Preparedness

Fostering Innovation and Entrepreneurship

Student-Centric Quality Assurance

Faculty Development and Capacity Building

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
Conducting Orientation Programs: Organize orientation programs for new students, faculty, and staff to familiarize them with the institution's quality policies and procedures.	Improved Student Satisfaction: Student feedback mechanism revealed an improvement in student satisfaction with teaching, learning resources, and support services.
Faculty Development Programs: Plan and conduct faculty development programs to enhance teaching, research, and mentoring skills.	Enhanced Faculty Competence: Faculty development programs resulted in enhanced teaching, research, and mentoring skills among faculty members.
Curriculum Review and Revision: Review and revise the curriculum to ensure alignment with industry needs, national accreditation standards, and global best practices.	Revised Curriculum: Revised curriculum aligned with industry needs, national accreditation standards, and global best practices.
Student Feedback Mechanism: Establish a student feedback mechanism to collect feedback on teaching, learning resources, and support services.	Improved Quality Assurance Processes: Internal quality assurance audits ensured compliance with institutional quality policies and procedures.
Quality Assurance Audits: Conduct internal quality assurance audits to ensure compliance with institutional quality policies and procedures.	Accreditation Preparedness: Institution prepared for national accreditation by ensuring compliance with accreditation standards and developing quality assurance processes.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

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	Sciences, Thrissur				
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Accreditation Preparedness		
Fostering Innovation and Entrepreneurship		
Student-Centric Quality Assurance		
Faculty Development and Capacity Building		
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Quality Assurance Audits: Conduct internal quality assurance audits to ensure compliance with institutional quality policies and procedures.	Accreditation Preparedness: Institution prepared for national accreditation by ensuring compliance with accreditation standards and developing quality assurance processes.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Governing Council	04/12/2024

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 has technological excellence, seamlessly integrating cutting-edge technology, including Artificial Intelligence (AI), into its systems. The institution leverages several management systems to streamline operations:</p> <p>Edusoft: A comprehensive software platform for academic and administrative planning, implementation, and management.</p> <p>One Amala: A dedicated online server facilitating administrative tasks through iAPPS, providing secure access to: Service requests and issue tracking Phone directory Faculty training schedules Purchase management and history Employee satisfaction surveys Targeted SMS/messages for faculty</p> <p>3.HOMES: An inbuilt system for efficient financial operations management.</p> <p>4. KOHA: A fully automated library management system ensuring seamless book access and circulation for faculty and students.</p> <p>5. Moodle: A customized Learning Management System (LMS) for sharing courses, resources, and activities with students, with all faculty and students enrolled.</p>	
15.Multidisciplinary / interdisciplinary	
<p>ACON has embarked on a comprehensive implementation strategy for the National Education Policy (NEP), focusing on holistic development and interdisciplinary learning. Key initiatives include:</p> <ul style="list-style-type: none"> - Training in traditional mind-body integration techniques, such as yoga and Indian classical dance performances at pooram exhibition which blend artistic expression with scientific principles. <p>For the academic year 2023-2024, ACON has designed innovative curricula aligned with the NEP. In collaboration with the Kerala University of Health Sciences, the institution has adopted a credit-based curriculum proposed by the Indian Nursing Council (INC). This curriculum encompasses:</p> <ul style="list-style-type: none"> Environmental education Community engagement and service Value-based curricula <p>To foster interdisciplinary learning, ACON plans to develop upon grant of autonomy the following courses</p> <p>Arts and Humanities</p> <ol style="list-style-type: none"> 1. Medical Humanities: Exploring the intersection of nursing, art, literature, and philosophy. 2. Narrative Medicine: Using storytelling to improve patient care and nursing practice. 3. Art Therapy in Nursing: Integrating art-making into patient care and nursing education. <p>Technology and Informatics</p> <ol style="list-style-type: none"> 1. Healthcare Informatics: Applying technology to improve patient care, nursing practice, and healthcare systems. 2. Medical 	

Robotics: Exploring the role of robotics in nursing care and patient rehabilitation. **3. Telehealth and Virtual Nursing:** Providing nursing care remotely using digital technologies. **Social Sciences and Public Health**

- 1. Global Health and Nursing:** Examining health disparities and nursing responses in global contexts.
- 2. Health Policy and Advocacy:** Analyzing and influencing healthcare policy to promote social justice and patient-centered care.
- 3. Public Health Nursing:** Applying nursing principles to promote population health and prevent disease.

Business and Leadership

- 1. Nursing Leadership and Management:** Developing leadership and management skills for nursing professionals.
- 2. Healthcare Finance and Economics:** Understanding the financial and economic aspects of healthcare and nursing practice.
- 3. Entrepreneurship in Nursing:** Exploring innovative business models and entrepreneurial opportunities in nursing.

These initiatives aim to seamlessly integrate humanities, social sciences, and STEM education, promoting a holistic and multidisciplinary approach to learning.

16.Academic bank of credits (ABC):

ACON has taken proactive steps to enhance student learning experiences by registering for the local chapter of SWAYAM. Furthermore, a proposal has been submitted to register students via the NIELIT Virtual Academy of NSQF portal, facilitating enrollment in short-term courses across multiple streams with credit transfer options. To encourage lifelong learning, ACON aims to promote student registration for courses through NPTEL and SWAYAM, an online repository of courses aligned with UGC clause 6.3. Building on its achievement of an A-grade accreditation score in NAAC, ACON is poised to register for the Atal Bihari Vajpayee Centre for Excellence (ABC)

17.Skill development:

Skill Development Plans

- 1. Foundational Skills - Language Skills:** English language proficiency programs for effective communication. - **Digital Literacy:** Basic computer skills, online platforms, and digital tools for nursing practice. - **Critical Thinking:** Integrated critical thinking exercises in nursing curricula.
- 2. Domain-Specific Skills - Clinical Skills:** Simulation-based training, clinical rotations, and hands-on practice in nursing labs. - **Nursing Informatics:** Training in electronic health records, telehealth, and health information systems. - **Research and Innovation:** Mentorship programs, research workshops, and innovation incubators.
- 3. Soft Skills and Emotional Intelligence - Communication and Interpersonal Skills:**

Role-playing, group discussions, and conflict resolution training. - Emotional Intelligence and Empathy: Workshops on empathy, self-awareness, and stress management. - Leadership and Teamwork: Team-building activities, leadership development programs, and collaborative projects. 4. Entrepreneurship and Innovation - Nursing Entrepreneurship: Courses on entrepreneurship, innovation, and healthcare business management. - Innovation Incubators: Support for student-led innovation projects, prototypes, and startups. - Industry Partnerships: Collaborations with healthcare industries, startups, and organizations for mentorship, internships, and job placements. 5. Continuing Education and Professional Development - Lifelong Learning Programs: Continuing education courses, workshops, and conferences for faculty and alumni. - Faculty Development: Training programs for faculty on emerging trends, technologies, and pedagogies. - Alumni Engagement: Networking opportunities, mentorship programs, and career support for alumni.

Implementation Strategies - Curriculum Integration: Incorporating skill development into nursing curricula. - Interdisciplinary Collaborations: Partnerships with other departments, institutions, and industries. - Mentorship and Coaching: One-on-one mentorship, coaching, and guidance for students. - Assessment and Evaluation: Regular assessment and evaluation of skill development programs. - Industry Partnerships: Collaborations with healthcare industries for job placements, internships, and mentorship. Monitoring and Evaluation - Skill Development Committees: Establishment of committees to monitor and evaluate skill development programs. - Student Feedback Mechanisms: Regular feedback collection from students to improve skill development programs. - Outcome-Based Assessment: Assessment of skill development programs based on learning outcomes and industry requirements.

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

ACON is committed to fostering cultural diversity and inclusivity within its curriculum, recognizing India's rich cultural heritage and traditional legacy. Our program seamlessly integrates multiple skill areas, including: - Emotive skills: developing empathy, self-awareness, and emotional intelligence - Cognitive skills: cultivating critical thinking, problem-solving, and decision-making abilities - Psychomotor skills: enhancing clinical skills, hand-eye coordination, and fine motor abilities To promote linguistic diversity, students are encouraged to develop their vernacular language skills, enabling them to

effectively communicate with patients from diverse linguistic backgrounds. This holistic approach empowers students to become culturally competent, compassionate, and skilled nursing professionals. ACON's clinical education sessions cater to Kerala's diverse population, providing health information in Malayalam, the local language. To foster cultural understanding and appreciation, students are encouraged to explore India's rich cultural heritage through:

- Sanskrit language studies: Gaining insight into ancient Indian culture and Ayurvedic principles, enhancing their understanding of traditional medicine and its applications.
- Ancient text studies: Reading seminal works like *Ashtrangahridaya*, which highlights the importance of interdisciplinary approaches in healthcare.
- Hindi language proficiency: Building on their school-level foundation, students refine their Hindi language skills by interacting with and educating Hindi-speaking patients, reflecting Kerala's cosmopolitan demographics.

By integrating language and cultural studies into their nursing education, ACON students develop essential skills for effective communication and culturally sensitive care.

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

Outcome-Based Education (OBE) is an educational approach that focuses on measuring student learning outcomes to ensure that graduates possess the necessary knowledge, skills, and attitudes to succeed in their profession. In nursing education, OBE is crucial in preparing students to provide high-quality patient care.

Key Principles of OBE in ACON

1. **Clear Learning Outcomes:** Establishing specific, measurable, achievable, relevant, and time-bound (SMART) learning outcomes for each course and program.
2. **Curriculum Alignment:** Aligning the curriculum with the learning outcomes, ensuring that teaching, learning, and assessment strategies are focused on achieving the desired outcomes.
3. **Assessment and Evaluation:** Using a range of assessment and evaluation methods to measure student learning outcomes, including written exams, clinical skills assessments, and project-based evaluations.
4. **Continuous Quality Improvement:** Regularly reviewing and refining the curriculum, teaching, and assessment strategies to ensure that learning outcomes are being achieved.

Goals of OBE

The primary objectives of OBE at ACON are to enhance:

1. Clinical skills
2. Behavioral skills
3. Core nursing competencies
4. Knowledge acquisition

Assessment and Evaluation

Course outcomes are assessed at the completion of each course, while program outcomes are evaluated at the end of the program. Program-Specific Outcomes (PSOs) are carefully aligned and

mapped. Both direct and indirect methods are employed to determine the final Program Outcome (PO). OBE Manual To facilitate a deeper understanding of OBE, ACON plans to develop a comprehensive OBE guidebook, providing a valuable resource for faculty and students.

20.Distance education/online education:

ACON's Digital Learning Initiatives ACON has expanded its digital learning ecosystem through:

1. Moodle Platform: A comprehensive online learning platform for students and instructors.
2. SWAYAM Portal: A local chapter offering various courses for teachers and students.
3. NPTEL and Coursera: Partnerships providing access to a wide range of online courses.

. Blended Learning Approach
ACON's Moodle platform enables blended learning, combining:

1. In-person instruction
2. Virtual instruction
3. Pre-recorded videos

By leveraging these digital learning initiatives, ACON fosters a dynamic and inclusive learning environment.and in future palns to endeavour the following

1. Hybrid models: Blending online and on-campus education to leverage the strengths of both formats.
2. Artificial intelligence (AI) integration: Incorporating AI-powered adaptive learning, simulation, and assessment tools.
3. Virtual reality (VR) and augmented reality (AR): Utilizing immersive technologies to enhance clinical skills training and simulation-based learning.
4. Interprofessional education: Collaborating with other healthcare disciplines to develop online education programs promoting teamwork and collaboration.

Extended Profile

1.Student

2.1

247

Total number of students during the year:

File Description	Documents
Data Template	View File

2.2

49

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.3	95
Number of first year students admitted during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	144.83
Total expenditure, excluding salary, during the year (INR in Lakhs):	

File Description	Documents
Data Template	View File

3.Teacher

5.1	36
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File

5.2	36
Number of sanctioned posts for the year:	

File Description	Documents
Data Template	View File

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Curriculum Planning and Implementation at Amala College of Nursing (ACON) ACON adheres to university and regulatory council guidelines to ensure efficient curriculum planning, delivery, and

evaluation. The prescribed syllabus is institutionalized through policies, plans, implementation evaluations, and suggestions for improvement. Governance and Oversight The curriculum development process is overseen by: 1. Internal Quality Assurance Cell (IQAC) 2. Curriculum Committee 3. Academic Monitoring Cell Curriculum Planning and Implementation 1. Yearly Academic Calendar: Prepared and communicated to all stakeholders. 2. Course and Unit Plans: Developed at the departmental level. 3. Lesson Plans: Prepared by faculty members. 4. Outcome-Based Education: Combines modern teaching strategies with ICT-enabled tools. 5. Teaching-Learning Strategies: Include projects, role-playing, experiential learning, participatory learning, problem-solving, self-directed learning, and simulation. Curriculum Enhancement 1. Value-Added Programs: Enhance student learning experiences. 2. Add-On Programs: Provide specialized learning opportunities. 3. Identifying Learning Levels: Categorizes students as advanced or slow learners to provide targeted support. Assessment and Evaluation 1. Formative and Summative Assessments: Conducted through unit tests, sessional exams, model exams, project works, clinical assignments, and evaluation. 2. Stakeholder Feedback: Encouraged to improve the curriculum. 3. Corrective Actions: Implemented based on feedback and assessment outcomes.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%201/1.1/1.1.1/MOM/2023-2024.pdf
Any other relevant information.	https://aqar23-24.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)

3

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

31

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

100

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

Integrating Cross-Cutting Issues into the Curriculum ACON prioritizes the incorporation of vital themes into its curriculum, including: **Gender Sensitization** - Organizes programs focusing on school health, nutrition, empowerment education, and medical camps for women. - Celebrates Human Rights Day, World Men's Day, International Women's Day, and Zero Discrimination Day to promote gender equality. - Provides self-defense training for students. **Environment and Sustainability** - Celebrates World Environment Day, World Earth Day, and World Water Day through the Eco Club to raise environmental awareness. - Initiates "Go Green" and "Reduce Plastic Use" campaigns. - Participates in the "Clean India Campaign." - Offers an add-on course on Environment and Sustainability. **Human Values and Professional Ethics** - Encourages participation in Agape Services, providing daily meals to 200 patients. - Collaborates with Bethany Gram Services for elderly care. - Organizes blood and hair donation campaigns. - Supports APSARA, offering free palliative care to terminally ill patients. - Conducts expert talks, clinical preceptorship programs, and nursing attitude development programs. **Health Determinants, Right to Health, and Emerging Demographic Issues** - Engages students in school health programs, mass health education campaigns, nutritional campaigns, and immunization campaigns.

File Description	Documents
List of courses with their descriptions	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%201/1.3/1.3.1/LOCD.pdf
Any other relevant information	https://aqar23-24.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

1

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	No File Uploaded

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

90

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)

150

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

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

A. All of the Above

File Description	Documents
URL for stakeholder feedback report	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%201/1.4/1.4.2/SFR/2023-2024.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	View File

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

21

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
247	36

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 fosters holistic development through various cultural societies and activities, promoting social, cultural, and civic engagement. Cultural and Literary Activities 1. College Union (Aidhika): Promotes social and cultural life, citizenship duties, and rights through invited talks, debates, competitions, and arts festivals ("Vaigari"). 2. College Magazine ("Asclepius"): Students publish a magazine incorporating literary creations from class magazines. 3. APSARA and AGAPE: Instill social responsibility with creative initiatives to support marginalized communities. Student Clubs and Associations 1. Student Nurses Association of ACON: Conducts sports, games, annual sports meets, and participates in regional, zonal, and state-level competitions. 2. Physical Activity Club ("Urja"): Encourages aerobics, games, yoga, and karate. 3. Literary Club ("Aksharamuttam"): Fosters creativity through debates, class magazines, and literary events. 4. Eco Club ("Haritham"): Promotes organic farming, tree surveys, and environmental day celebrations. 5. Film Critics Club ("Sameeksha"): Conducts film shows and discussions. These extracurricular activities and clubs empower students to develop their talents, build social responsibility, and cultivate a well-rounded personality.

File Description	Documents
Appropriate documentary evidence	https://aqar23-24.amalanursingcollege.org/teaching-learning-and-evaluation/2-2/2-2-3/appropriate-documentary-evidence-2-2-3/
Any other relevant information	https://aqar23-24.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

1. Self-Directed Learning: Self-paced learning materials, assignments, and practical tasks (e.g., suturing) promote independent learning. **2. Patient-Centric and Evidence-Based Learning:** A graded approach instills patient-centric learning, progressing from nursing care plans to case studies, care analysis, and bedside clinics. Undergraduate students engage in group research projects to develop evidence-based learning skills. **3. Learning in Humanities:** Subjects like Sociology and English provide a foundation in humanities, broadening students' perspectives. **4. Project-Based Learning:** Group projects in Nursing Research and Community Survey enhance scientific inquiry skills and promote critical thinking. **5. Role-Play:** A valuable teaching tool, especially in Community Health Nursing, allowing students to practice real-world scenarios in a controlled environment.

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

A. All of the Above

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

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's ICT-Enabled Pedagogies ACON leverages cutting-edge technology to create an immersive and interactive learning environment, fostering essential cognitive skills for tackling complex challenges. ICT Tools Utilized by ACON Faculty

1. Interactive Smart Boards: Equipped in all classrooms, featuring:
 1. Four-way split-screen content sharing
 2. Built-in casting software for seamless delivery of high-quality, interactive lectures
2. LCD Projectors: Enhancing visual learning experiences
3. Wi-Fi Facility: Providing high-speed internet access (100Mbps) campus-wide
4. Remote Access to E-Resources: Offering DELNET access to e-journals and e-books
5. Automated Library: Powered by KOHA software for efficient resource management
6. Learning Management System (LMS): Utilizing Moodle for short-term and add-on courses
7. Simulation-Based Learning: Creating realistic patient scenarios for enhanced engagement
8. Online Interaction Tools: Leveraging platforms like Zoom and Google Meet for webinars and sessions

By integrating these ICT tools and resources, ACON creates a technology-rich learning environment that supports student success and prepares them for the digital age.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://agar23-24.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://agar23-24.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/moodle_nc/
Any other relevant information	https://agar23-24.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
28	247

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 at ACON ACON faculty employ innovative teaching methods to foster engaging and effective learning experiences. These strategies include: 1. Innovative Product Development Projects: Encouraging creativity and critical thinking. 2. Video/Film-Based Learning: Utilizing multimedia resources to enhance understanding. 3. Interactive Lectures: Promoting active participation and engagement. 4. Animation Demonstrations: Visualizing complex concepts for better comprehension. 5. Presentations, Seminars, and Group Discussions: Cultivating analytical thinking and research skills. 6. Problem-

Based Learning (PBL) and Reflective Learning: Encouraging critical thinking, problem-solving, and self-reflection. Clinical Learning Experiences Simulation techniques enhance clinical learning experiences, allowing students to develop skills in a controlled environment. Students receive simulation education throughout the year, ensuring proficiency before practicing on real patients.

Assessment and Feedback

Faculty create realistic scenarios to evaluate students' analytical and problem-solving abilities. After acquiring each skill, students provide feedback, and faculty offer guidance for improvement. By incorporating these innovative teaching strategies, ACON provides students with a comprehensive and engaging education, preparing them for successful nursing careers.

File Description	Documents
Appropriate documentary evidence	https://aqar23-24.amalanursingcollege.org/teaching-learning-and-evaluation/2-3/2-3-5/appropriate-documentary-evidence-2-3-5/
Any other relevant information	https://aqar23-24.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

36

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

4

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

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

340

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

36

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

3

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

Examination System at ACON ACON has a well-established examination system, aligned with the academic calendar and KUHS guidelines. The examination policy outlines the mechanisms for conducting examinations, ensuring transparency and fairness. Key Features of the Examination System

1. Internal Assessment Tests (Sessional Examinations): Conducted as per KUHS guidelines, with a planned schedule published in the academic calendar.
2. Exam Scrutiny

Cell: Ensures efficient operation of the internal evaluation system, reviewing and randomly selecting question papers. 3. Practical Evaluation: Two-tier evaluation system, with formative evaluation by clinical supervisors and preceptors, and summative evaluation at the end of each clinical posting. 4. Progress Monitoring: Internal test performances are communicated to parents through progress cards and PTA meetings. 5. Class Tests: Conducted by teachers to identify learner levels, with mentors providing support to slow learners in academic and non-academic areas. By maintaining a rigorous and transparent examination system, ACON ensures that students are adequately prepared for their professional careers.

File Description	Documents
Academic calendar	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%202/2.5/2.5.1/AC.pdf
Dates of conduct of internal assessment examinations	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%202/2.5/2.5.1/DCIAE.pdf
Any other relevant information	https://aqar23-24.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

Three-Tier Examination Grievance Redressal System at ACON ACON has established a robust, three-tier examination grievance redressal system to ensure fairness, transparency, and prompt resolution of student concerns. Tier 1: Departmental Level 1. Chaired by the HOD, with subject coordinators and teachers as members. 2. Students submit grievances through the college website's grievance redressal form. 3. Subject coordinators and HOD process grievances, with revaluation of answer sheets by designated faculty. 4. Corrections are made instantaneously in case of discrepancies. Tier 2: College Level 1. Addresses unresolved grievances from Tier 1. 2. Committee comprises the Principal (Chairperson), concerned HOD, and a senior teacher nominated by

the college council. 3. Internal marks lists are prepared by subject teachers, verified by students, and sent to the university with student signatures. Tier 3: University Examination Level 1. Out-of-syllabus questions and corrections are reported to the KUHS Nodal Officer by the Chief Superintendent on the day of examination. 2. Students can apply for re-totalling, re-checking, and photocopy of answer books through the Principal within stipulated timelines. ACON's three-tier system ensures that student grievances are addressed promptly, fairly, and transparently, upholding the institution's commitment to academic excellence and student satisfaction.

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

Examination Reforms and Internal Evaluation System at ACON ACON has implemented a robust examination system, ensuring transparency, fairness, and efficiency. The Exam Scrutiny Cell (ESC) plays a vital role in facilitating the internal evaluation process. Internal Evaluation System 1. Unit test and sessional exam dates are communicated to students at the beginning of the academic year. 2. Subject teachers prepare three sets of question papers with answer keys, submitting them to the ESC 10 days prior to the exam. 3. The ESC selects one set of question papers 5 days before the examination. IT-Enabled Processes 1. Internal grades, attendance, and practical marks are uploaded online. 2. Exam fees are paid online to the university. Examination Reforms 1. Video coverage of theory university exams. 2. CCTV monitoring during sessional examinations. 3. Schedule for sessional exams posted on the bulletin board. 4. Three sessional exams and a monthly unit test are conducted. 5. Benchmark for passing sessional and model exams: 50%. 6. Improvement exams offered for students scoring less

than 50%. 7. Students authenticate and sign results of theory internal exams. Assessment of Course Outcomes 1. 25% of analysis comes from internal exams. 2. 75% comes from university exams. University Examination System Reforms 1. Question papers downloaded in college 10-15 minutes prior to the exam. 2. CCTV monitoring of examinations. 3. Observer oversight of examination conduct. 4. Digital valuation system in respective centers, following university guidelines. ACON's examination reforms and internal evaluation system ensure a fair, transparent, and efficient assessment process, preparing students for success in their academic and professional pursuits.

File Description	Documents
Information on examination reforms	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%202/2.5/2.5.3/IER.pdf
Any other relevant information	https://aqar23-24.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 has successfully implemented the Outcome-Based Education (OBE) framework since 2016, aligning its programs with the institution's mission and vision. Key Features of OBE at ACON 1. Programme Outcomes (POs) and Programme Specific Outcomes (PSOs): Developed by IQAC in consultation with experts and reviewed by faculty. 2. Course Outcomes (COs): Prepared by subject teachers in consultation with HODs, based on the university syllabus. 3. Orientation and Awareness: POs, PSOs, and COs are communicated to faculty and students at the start of each program. 4. Transparency and Accessibility: POs, PSOs, and COs are displayed on the website, department notice boards, classroom notice boards, and included in course files. 5. Teacher Training: IQAC conducts workshops on OBE, familiarizing teachers with Bloom's Taxonomy. 6. Student Support: Subject teachers explain course outcomes, question paper patterns, and provide guidance throughout the program. 7. OBE Handbook: ACON has published a comprehensive handbook on Outcome-Based Education, available in hard copy and soft copy formats in the library and all departments. By adopting the OBE framework, ACON ensures that its programs are designed to achieve specific learning outcomes, preparing students for success in their chosen careers.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://aqar23-24.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://aqar23-24.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://aqar23-24.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://aqar.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

Curriculum Mapping and Assessment at ACON ACON ensures that all programs are meticulously mapped with Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). Curriculum Mapping Process 1. COs of each course are mapped to POs and PSOs with weighted attainment levels (3, 2, 1). 2. Benchmarks are determined by course teachers and departments, considering institutional academic benchmarks. 3. ACON's benchmark is set at 1.8 (60% of the highest attainment). Assessment of CO Attainment 1. Internal assessments (25%): sessional examinations, assignments, and clinical performance. 2. External examinations (75%): university theory and practical examinations. 3. CO attainment is mapped against POs and PSOs, with 80% contributing to final PO and PSO attainment. Indirect Measures Assessment 1. Surveys assessing graduates' knowledge, skills, attitudes, learning experiences, and objective attainment. 2. Weightage of 20% contributes to final PO and PSO attainment, mapped in a matrix. Programme-Level Assessment and Action Plan 1. End-of-programme assessment reports and action plans are presented to the

college council. 2. Consolidated report findings and required actions are implemented in the subsequent year.

File Description	Documents
Programme-specific learning outcomes	https://aqar23-24.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://aqar23-24.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

Parent-Teacher Association (PTA) at ACON The PTA at ACON plays a vital role in fostering a collaborative environment between parents, teachers, and the institution. The association is dedicated to promoting the welfare and advancement of students.

Structure and Meetings

1. The PTA general body comprises college faculty and parents of all students.
2. An orientation program for parents is conducted at the start of the course, explaining the roles and responsibilities of the committee.
3. The first general body meeting is scheduled on the same day as the orientation, where executive members are elected.
4. Four executive committee meetings and one PTA general body meeting are held annually.
5. Notifications of meeting dates and times are sent to parents.

Functions and Responsibilities

1. Elections are held annually to elect executive members.
2. A register is maintained to record meeting details.
3. Parents are informed about academic and extracurricular activities offered by the college.
4. Progress reports of individual students are discussed with parents in the presence of the principal.
5. Parents are notified about university rules, the importance of sessional exams, and college and hostel policies.

Action on Recommendations

1. Recommendations from the general body meeting are examined by the executive meeting and higher authorities.
2. Necessary actions are taken to implement the recommendations.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%202/2.6/2.6.4/POP/2023-2024.pdf
Follow up reports on the action taken and outcome analysis.	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%202/2.6/2.6.4/FR/2023-2024.pdf
Any other relevant information	https://aqar23-24.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://aqar23-24.amalanursingcollege.org/uncategorized/2-7-1-online-student-satisfaction-survey-regarding-teaching-learning-process/>

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

10

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
0	0

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://aqar23-24.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 fosters a culture of innovation and entrepreneurship, providing students with opportunities to develop creative solutions and bring their ideas to life. Partnership with KSIDC and Christ Engineering College ACON has collaborated with the Kerala State Industries Development Corporation (KSIDC) and Christ Engineering College, Irinjalakuda, to provide students with access to an incubation facility. This partnership has led to the development of the robotic nursing assistant, Arogya Mitra, a significant innovation in medical equipment. Idea Day Celebration As part of the Idea Day celebration, students presented 100 creative research ideas to the incubation center at Christ Engineering College. This event aimed to generate unique and innovative ideas. Young Innovators Program (YIP) ACON faculty and students actively participate in the Young Innovators Program (YIP), a initiative of the Kerala Development and Innovation Strategic Council (K-DISC). YIP enables young innovators to develop new products, services, or models that address unmet needs, emerging requirements, or market demands through an inventive challenge. By encouraging innovation and entrepreneurship, ACON empowers students to become creative problem-solvers and leaders in their fields.

File Description	Documents
Details of the facilities and innovations made	https://aqar23-24.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://aqar23-24.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

2

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

1

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

3

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

1

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	View File
Information as per Data template	View File
Any other relevant information	View File

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

37

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

150

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 received prestigious awards and recognitions for its outstanding extension and outreach activities from government and recognized bodies. The institution was honored with the: - KUHS QAS A Grade Accreditation, recognizing its excellence in community and extension activities. - IHNA Australia Excellence Award, highlighting its outstanding extension

activities and community outreach programs. - Best Community Health Nursing Team Award, conferred by the Kerala State Government, acknowledging the institution's commitment to community health. - Appreciation Award, received from the District Health Department, recognizing the institution's contributions to public health initiatives. These awards demonstrate the institution's dedication to community service, health promotion, and education. The recognition from government and recognized bodies reinforces the institution's commitment to excellence in extension and outreach activities.

File Description	Documents
List of awards for extension activities in the year	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%203/3.4/3.4.3/LOA.pdf
e-copies of the award letters	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%203/3.4/3.4.3/EAL.pdf
Any other relevant information	https://aqar23-24.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

The extension activities at Amala College of Nursing have a profound impact on sensitizing students to social issues and fostering holistic development. Through participation in programs like AGAPE, Swad, Kunjunn, and Vayojan Sangaman, students develop empathy and understanding of the needs of vulnerable populations. These activities enable students to: - Recognize social injustices and disparities - Develop critical thinking and problem-solving skills - Cultivate compassion, empathy, and social responsibility - Acquire practical skills in community engagement and outreach

Institutional Social Responsibility ACON's social responsibility initiatives extend beyond the campus, positively impacting the nearby community. Key programs include: 1. AGAPE: Free meal distribution scheme, providing nutrition to those in need. 2.

Swad:Nutrition education program, promoting healthy eating habits. 3. Kunjunnu:Baby meal program, supporting infant nutrition. 4. Vayojan Sangaman: Elderly welfare program, addressing the needs of senior citizens. Community Engagement The college's NSS unit actively participates in: 1. Campus and community cleaning initiatives. 2. Swachhata Din celebrations in October 2022, promoting environmental awareness. By engaging in extension activities, students undergo a transformative experience, broadening their perspective and fostering holistic development. They become more aware of their role in creating positive social change, preparing them to be socially responsible and compassionate nursing professionals.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://aqar23-24.amalanursingcollege.org/research-innovations-and-extension/3-4/3-4-4/3-4-4-institutional-social-responsibility-activities-in-the-neighborhood-community-in-terms-of-education-environmental-issues-like-swachh-bharath-health-and-hygiene-awareness-delivery-of-free-sub/
Any other relevant information	https://aqar23-24.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

6

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

7

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

Infrastructure and Facilities at Amala College of Nursing (ACON)
 ACON boasts state-of-the-art infrastructure and facilities, providing students with an ideal learning environment. Classrooms and Lecture Halls - Multiple lecture halls and seminar halls equipped with Wi-Fi and ICT-enabled facilities, including smart boards
 Laboratories - 7 well-equipped laboratories: - Skill lab - Advanced skill lab - Nutrition lab - Maternal and Child health lab - Community health nursing lab - Computer lab - Simulation lab - Standard procedures and policies ensure proper functioning and maintenance of labs
 Clinical Experience - Parent hospital: Amala Institute of Medical Sciences, a 1000-bedded NABH-accredited hospital - Out postings to affiliated institutions and Community Health centers provide diverse clinical exposure - Community learning facilitated through adopted community health center, primary health center, and field visits
 Computer Facilities - Computer facilities available for students and faculty at various levels - Access to central E-lobby in the medical college Campus
 Facilities - Amala Ayurvedic hospital - Amala Homeopathy hospital - Amala Cancer research centre - Supporting facilities: - 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://aqar23-24.amalanursingcollege.org/infrastructure-and-learning-resources/4-1/4-1-1/list-of-available-teaching-learning-facilities-4-1-1/
Geo tagged photographs	https://aqar23-24.amalanursingcollege.org/infrastructure-and-learning-resources/4-1/4-1-1/%c2%b7-geotagged-photographs/
Any other relevant information	https://aqar23-24.amalanursingcollege.org/infrastructure-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

Amenities and Recreational Facilities at ACON Amala College of Nursing (ACON) provides a range of amenities to cater to the physical and recreational needs of its staff and students. **Outdoor Facilities** - Playground with football ground, basketball court, and volleyball court **Indoor Facilities** - Spaces for indoor games like chess, carrom, and badminton - Fully functional fitness center - Yoga and meditation center at Amala Ayurvedha hospital with excellent ambience, accommodating up to 250 students per session **Cultural and Recreational Activities** - Regular cultural events, activities, and festivities organized by the Student Nurses Association (SNA), including Onam, Christmas, and Arts Day - Hostel recreation room equipped for rehearsals and cultural shows **Common Areas** - Separate common areas for teachers, boys, and girls on the upper floor of the college building - Aesthetic and spacious chapel on the first floor with a serene religious atmosphere

File Description	Documents
List of available sports and cultural facilities	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%204/4.1/4.1.2/LASC F.pdf
Geo tagged photographs	https://aqar23-24.amalanursingcollege.org/infrastructure-and-learning-resources/4-1/4-1-2/geo-tagged-photographs-4-1-2/
Any other relevant information	https://aqar23-24.amalanursingcollege.org/infrastructure-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)

Hostel Facilities ACON offers state of the art girls hostels situated in a panoramic campus at chittialpplilly 1.5 km away from the campus **Medical Facilities** ACON provides access to: 1. Amala Homoeopathic Hospital 2. Amala Medical College 3. Amala Ayurveda Hospital 4. Free medical consultations at Staff & Students Clinic (ARCH CLINIC) for staff and students, excluding super specialties. **Food and Beverage Facilities** ACON has: 1. State-of-the-art canteen 2. IP Cafeteria 3. OP Cafeteria (open till late evening) 4. Snack

parlours: Melows, Amala Café, and Ayurvedic Canteen. Banking and Postal Facilities ACON provides: 1. Access to South Indian Bank 2. Post office located adjacent to the Sacred Heart block 3. 24-hour ATM on campus. Environmental Conservation ACON prioritizes environmental conservation: 1. Over 5,000 varieties of trees, plants, and flowers 2. Off-grid solar power system with generator backup (generating 660 units of electricity daily)

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://aqar23-24.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://aqar23-24.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

66.45

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

Clinical Training and Resources at ACON Amala College of Nursing (ACON) provides comprehensive clinical training opportunities for students in all specializations through its parent hospital, Amala Institute of Medical Sciences (AIMS), a 1000-bedded NABH-accredited hospital. Affiliated Clinical Training Sites In

addition to AIMS, ACON has affiliations with: 1. District Mental Health Hospital, Thrissur 2. NIMHANS 3. Ansar Hospital, Perumpilavu 4. RUSHA - CMC, Vellore 5. St. Joseph Hospital, Velupadam 6. ARMC IVF Infertility Clinic, Thrissur 7. Primary Health Centre, Elavally 8. Community Health Centre, Mullassery 9. Regional Cancer Centre, Thiruvananthapuram Advanced Equipment and Laboratories ACON maintains advanced equipment and well-equipped laboratories to support students' holistic growth, including: 1. Foundations Lab 2. Community Health Lab 3. Child Health Lab 4. OBG Laboratory 5. Computer Lab 6. Nutrition Lab 7. AV Aids Lab 8. Simulation Lab (shared space) Effective Utilization of Resources Faculty members oversee the smooth operation of these laboratories, ensuring inventory management and adherence to protocols and guidelines. Students effectively utilize these resources to enhance their nursing skills, preparing them for successful careers in healthcare.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://aqar23-24.amalanursingcollege.org/infrastructure-and-learning-resources/4-2/4-2-1/geotagged-photos-of-facilities-4-2-1/
The list of facilities available for patient care, teaching-learning and research	https://aqar23-24.amalanursingcollege.org/infrastructure-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://aqar23-24.amalanursingcollege.org/infrastructure-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

560377

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://aqar23-24.amalanursingcollege.org/infrastructure-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

50

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

A. All of the Above

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

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

4.3 - Library as a Learning Resource

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

The ACON Library, located on the ground floor, is a state-of-the-art facility that can accommodate 100 students and 20 staff members. The library is fully automated using KOHA software (version 21.05.08.00), ensuring efficient management and accessibility of resources. Key Features

1. Unique KOHA software tags: Every item in the library has a distinct tag, tailored to the nursing curriculum.
2. Barcode system: Institutional ID, item, and call numbers are combined to create a barcode, simplifying circulation, stock verification, and utilization entry.
3. Online Public Access Cataloging (OPAC): A digital database providing academics and students with personalized access to available content.
4. Circulation module: Displays due dates, issue and renewal information, fines, circulation history, and patron information.

Reporting and Analytics

1. Customizable reports: Librarians can generate reports based on specific needs, using the Guided Reports Wizard or custom SQL queries.
2. Data analysis: KOHA's MySQL database enables librarians to extract statistics, member lists, shelving lists, and other data-driven insights. By leveraging KOHA software and barcode technology, the ACON Library provides a seamless and efficient learning experience for students and faculty.

File Description	Documents
Geo tagged photographs of library facilities	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%204/4.3/4.3.1/GTP-LF.pdf
Any other relevant information	https://aqar23-24.amalanursingcollege.org/infrastructure-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

The ACON Library, located on the ground floor, is a state-of-the-art facility that can accommodate 100 students and 20 staff members. The library is fully automated using KOHA software (version 21.05.08.00), ensuring efficient management and accessibility of resources. Key Features

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File Description	Documents
Data on acquisition of books / journals / Manuscripts / ancient books etc., in the library	https://aqar23-24.amalanursingcollege.org/infrastructure-and-learning-resources/4-3-library-as-a-learning-resource/4-3-2/data-on-acquisition-of-books-journals-manuscripts-ancient-books-etc-in-the-library-4-3-2/
Geotagged photographs of library ambiance	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%204/4.3/4.3.2/GTP-LA.pdf
Any other relevant information	https://aqar23-24.amalanursingcollege.org/infrastructure-and-learning-resources/4-3-library-as-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

B. Any 3 of the Above

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

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

2.68

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

E-Resources and DELNET Membership The ACON Library provides faculty and students with seamless access to subscribed e-resources, available 24/7 both on and off campus. DELNET Membership Benefits

1. Easy access: Faculty and students can access and share resources on campus using DELNET membership.
2. Personalized login: Each student receives a unique login and password to access academic resources.
3. Comprehensive search: DELNET's online book catalogue allows searching by author, title, subject, conference, series, and more.
4. Vast database: DELNET's union catalogue includes listings of newspapers, CD-ROMs, e-books, theses, dissertations, recordings, and videos.
5. OPAC system: DELNET's OPAC system enables precise searching for minute point-based references. By providing DELNET membership and e-resource access, the ACON Library supports the academic success of its students and faculty.

File Description	Documents
Details of library usage by teachers and students	https://aqar23-24.amalanursingcollege.org/infrastructure-and-learning-resources/4-3-library-as-a-learning-resource/4-3-5/details-of-library-usage-by-teachers-and-students-4-3-5/
Details of library usage by teachers and students	https://aqar23-24.amalanursingcollege.org/infrastructure-and-learning-resources/4-3-library-as-a-learning-resource/4-3-5/details-of-learner-sessions-library-user-programmes-organized-4-3-5/
Any other relevant information	https://aqar23-24.amalanursingcollege.org/infrastructure-and-learning-resources/4-3-library-as-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

C. Any 3 of the Above

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

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

Information and Communication Technology (ICT) Infrastructure at ACON Amala College of Nursing (ACON) provides seamless internet access and Wi-Fi connectivity through various platforms, ensuring real-time information exchange. Computer Facilities

1. 15 fully configured, user-friendly systems with surfing capabilities
2. Computer lab with 10 computers and Wi-Fi connectivity
3. Improved computer facilities by 15% in the last year
4. University examination confidential room with 3 computers, Wi-Fi, and reprographic facilities
5. Library enhanced with access to 5 computers

Central E-Lobby

1. Comprehensive computer learning center with 52 PCs
2. Wi-Fi connectivity and other amenities

Internet Connectivity

1. High-bandwidth Wi-Fi connection of 90mbps
2. 24/7 internet access for staff and students across the campus

Software Availability

1. Windows 10
2. NVDA Non Visual Desktop Access with screen reader software
3. DELNET
4. KOHA Classroom Technology

Interactive LCD boards in all lecture halls and classrooms

Security Measures

1. 10 CCTV cameras installed across the campus
2. Wireless jammer for mobile phones in the exam room

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://aqar23-24.amalanursingcollege.org/infrastructure-and-learning-resources/4-4/4-4-2/documents-related-to-updation-of-it-and-wi-fi-facilities-4-4-2/
Any other relevant information	https://aqar23-24.amalanursingcollege.org/infrastructure-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)		
94.33		
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.		
Maintenance and Support Services at ACON Amala College of Nursing (ACON) ensures the upkeep of its academic and physical facilities through a centralized maintenance department, leveraging software applications to streamline processes. Maintenance Policy and Procedure ACON has established a comprehensive maintenance policy and procedure to govern the administration and maintenance of its		

physical and academic support facilities. Laboratory Maintenance Laboratories follow standardized processes for: 1. Cleaning 2. Item indent 3. Issue 4. Repair 5. Replacement 6. Condemnation Additional Support Facilities 1. Library crew maintains printing, xeroxing, and scanning facilities. 2. Infrastructure repairs and book organization. 3. SNA team maintains sports goods. Sports Facilities 1. Indoor sports: badminton, chess, throw ball, and volleyball in the auditorium. 2. Outdoor sports field maintenance: routine cleaning, pruning, and upkeep. IT Infrastructure A centralized IT department, comprising 11 highly qualified staff, maintains and operates the campus Wi-Fi and IT infrastructure, performing: 1. Routine maintenance and monitoring. 2. Upkeep of sensor lights, Wi-Fi, LAN, Microsoft software, screen readers, computer updates, and CCTV cameras. Classroom Maintenance 1. Daily cleaning of classrooms and conference rooms. 2. Inventory management: each classroom has a supply inventory.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%204/4.5/4.5.2/MOM-MC.pdf
Log book or other records regarding maintenance works	https://aqar23-24.amalanursingcollege.org/infrastructure-and-learning-resources/4-5/4-5-2/log-book-or-other-records-regarding-maintenance-works-4-5-2/
Any other relevant information	https://aqar23-24.amalanursingcollege.org/infrastructure-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

111

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

240

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	http://www.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

Internationalization Initiative: TRILOKAH Amala College of Nursing (ACON) aims to expand its global presence through TRILOKAH, a pioneering initiative facilitating faculty and student exchange programs with international institutions. Objectives: 1. Foster global communication among nurses and nursing students. 2. Collaborate on research projects with international nursing students. 3. Provide guidance on overseas migration. 4. Enhance employment opportunities for Amalites abroad. Trilokah Initiatives: 1. Launched in December 2020 as an innovative idea for the Internal Quality Assurance Cell (IQAC). 2. International alumni of ACON conduct orientation sessions for Amalites, sharing their experiences and insights.

File Description	Documents
For international student cell	https://agar23-24.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.

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

37

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

1

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

22

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

Student Council at ACON: Fostering Holistic Development The ACON Student Council aims to promote the holistic development of students, balancing their professional growth with social responsibilities. Through the Student Council, ACON showcases its excellence in extracurricular and academic pursuits. Objectives and Responsibilities

1. Raise awareness about anti-ragging issues.
2. Plan and organize campus events.
3. Foster a supportive environment for academic and administrative participation.

Executive Board

1. President (Principal)
2. SNA Advisors
3. Vice President
4. Programme Co-coordinator
5. Secretary
6. Joint Secretary
7. Treasurer
8. 4 Class Representatives (elected by students)

Term of Office One year, with student office bearers and representatives elected through a democratic and transparent process.

Student Participation Students participate in various academic and administrative activities, including:

1. Arts Festival
2. Sports Day
3. College Day Celebration
4. Graduation Ceremony
5. Festival celebrations (Onam, Christmas)
6. College Magazine Publication
7. Charitable programs (blood donation, hair donation, library book donations, cleaning projects)

File Description	Documents
Reports on the student council activities	https://aqar23-24.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://aqar23-24.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**38**

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

Amala College of Nursing Alumni Association, Thrissur (ACONAAT)
ACON has established ACONAAT to foster a sense of community and cooperation among past and present students, teaching staff, and the institution. Objectives: 1. Promote cooperation and understanding among alumni, students, and faculty. 2. Maintain institutional pride and alumni connections. 3. Support academic, cultural, social, research, and scientific activities. Activities: 1. Annual meetings to update alumni data and share accomplishments. 2. Newsletter publications highlighting ACONAAT activities, institutional achievements, and alumni success stories. 3. College magazine and newsletter featuring alumni awards, articles, and achievements. 4. Social media group for updates on ACONAAT activities and meeting dates. 5. Alumni-led guidance classes on career opportunities in nursing abroad. 6. Scholarships for economically backward students, including books, uniforms, and tuition fees. By fostering a strong alumni network, ACONAAT promotes lifelong connections, collaboration, and community engagement.

File Description	Documents
Registration of Alumni association	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%205/5.4/5.4.1/RAA.pdf
Details of Alumni Association activities	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%205/5.4/5.4.1/ALAA.pdf
Frequency of meetings of Alumni Association with minutes	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%205/5.4/5.4.1/FMA.pdf
Quantum of financial contribution	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%205/5.4/5.4.1/QOFC.pdf
Audited statement of accounts of the Alumni Association	https://aqar23-24.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.

Amala College of Nursing (ACON) is a project of the Amala Cancer Hospital Society, overseen by the Devamatha Province of the CMI. The Governing Council is ACON's highest governing body, responsible for envisioning, organizing, and implementing the institution's initiatives. Core Values and Principles

1. Mission and Vision: Strict adherence to the mission and vision statements drives the ecosystem.
2. Teaching: Faculty members are selected based on academic aptitude and alignment with the institution's values.
3. Learning: ACON offers comprehensive healthcare education across various specialties, with hands-on practice opportunities.
4. Blended Learning: Students learn in an eco-friendly setting, surrounded by over 5,000 trees.
5. Research Excellence: ACON's approval as a doctoral research center enables fruitful research, aligned with its mission and vision.
6. Transparency: Admissions are merit-based.
7. Accountability: ACON demonstrates accountability through its brand value, academic quality, and infrastructure.
8. Stakeholder Engagement: Students, parents, teachers, and alumni are involved in decision-making processes.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/Criteria%206/6.1/6.1.1/VM.pdf
Achievements which led to Institutional excellence	https://aqar23-24.amalanursingcollege.org/governance-leadership-and-management/6-1/6-1-1/achievements-which-led-to-institutional-excellence/
Any other relevant information	https://aqar23-24.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

Decentralization and Participatory Management at ACON ACON embodies decentralization and participatory management, fostering a collaborative work culture that promotes institutional growth.

Decentralized Governance Structure To achieve decentralization, ACON:

1. Distributes power and operational autonomy among functionaries.
2. Establishes various committees and cells to ensure top-down to bottom-up power distribution.

Leadership Development This approach effectively develops suitable leadership at multiple levels, encouraging:

1. Goodwill among stakeholders.
2. Collaboration toward institutional objectives.

Participative Management Culture ACON promotes participative management through:

1. Stakeholder consultations for policy suggestions.
2. Meetings with staff, alumni, college council, student union, and IQAC.
3. Principal-led action planning, submitted to the college council for approval.

Teacher and Student Involvement

1. Teachers provide consultative input on curriculum and teaching-learning processes.
2. Students participate in decision-making through representatives in the college union and council.

Strategic Collaborations ACON has Memoranda of Understanding (MOUs) with esteemed organizations, further enhancing its commitment to collaborative growth and development.

File Description	Documents
Relevant information /documents	https://aqar23-24.amalanursingcollege.org/governance-leadership-and-management/6-1/6-1-2/relevant-information-documents-6-1-2/
Any other relevant information	https://aqar23-24.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

Organizational Structure and Governance at ACON ACON has a well-defined organizational structure, approved by the college bodies, which clearly outlines the hierarchy and lines of authority.

Statutory Bodies and Responsibilities The institution's statutory bodies, including:

1. Management Committee
2. College Council
3. Administrative Council
4. Governing Council
5. IQAC
6. Academic

Monitoring Cell 7. Joint Clinical Committee 8. Curriculum Committee are responsible for: 1. Establishing a governance structure compliant with protocols. 2. Overseeing administrative matters, accounts, assets, revenue, and finances. 3. Conducting regular meetings to discuss institutional excellence and future perspectives. Strategic Plan ACON's strategic plan serves as a roadmap for achieving its vision and mission. Key objectives include: 1. Becoming a "Centre of Excellence" by 2025. 2. Recruiting diligent staff and students. 3. Enhancing processes for better output. 4. Initiating and sustaining research and development programs. 5. Upgrading college infrastructure. 6. Planning, implementing, and evaluating additional academic programs for students

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://aqar23-24.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://aqar23-24.amalanursingcollege.org/governance-leadership-and-management/6-2/6-2-1/any-additional-information-6-2-1/
Organisational structure	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/Criteria%206/6.2/6.2.1/OS.pdf
Strategic Plan document(s)	https://aqar23-24.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

Employee Benefits at ACON ACON provides all statutory benefits to its employees and offers additional non-statutory benefits to support their well-being and career development. Non-Statutory Benefits

1. Subsidized Canteen: 10% discount for all staff at campus canteens.
2. Accommodation Facility: Subsidized housing in campus hostels for female staff.
3. Creche: Play school for employees' children at a modest fee.
4. Paid Conference Leave and Sponsorship: Support for teachers presenting papers or posters at conferences.
5. Birthday Celebrations: Regular get-togethers to mark staff birthdays.
6. Time Off: Up to three hours of time off per month for faculty members.
7. Fitness Center Access: Permission-based access to the campus gym.
8. Faculty Tour: Partially funded one-day picnic for faculty and families.
9. Central Library Access: Teaching faculty members can use the central library.
10. Amala Family Care Program: Discounted treatment (10% at AIMS) for up to 10 registered family members per employee.
11. Annual Health Checkup and Immunization: Free Hepatitis B vaccine and annual health checkup for teaching faculty members.

File Description	Documents
Policy document on the welfare measures	https://aqar23-24.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://aqar23-24.amalanursingcollege.org/wp-content/SSR/Criteria%206/6.3/6.3.1/LBWM.pdf
Any other relevant document	https://aqar23-24.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

9

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	View File
Receipts to be submitted	View File
Any other relevant information	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.,)

6

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.)

27

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

Faculty Appraisal System at ACON The College's Faculty Appraisal System aims to support the growth and development of both teaching

and non-teaching faculty members. Appraisal Process 1. Initial evaluation at recruitment for teaching staff, followed by a three-month review. 2. Regular annual assessments for both teaching and non-teaching staff using a standardized format. 3. Self-evaluation by employees, with final assessment by the institution's head. Assessment Parameters Common parameters: 1. Punctuality 2. Organized work performance 3. Error-free task completion 4. Task ownership and responsibility 5. Ability to follow instructions 6. Willingness to take on additional tasks Teaching faculty-specific parameters are also evaluated. Outcomes and Benefits The appraisal system facilitates: 1. Institution of Awards for outstanding performance. 2. Faculty participation in decision-making processes. 3. Enhancement of pedagogical approaches, promoting effective teaching and learning.

File Description	Documents
Performance Appraisal System	https://aqar23-24.amalanursingcollege.org/governance-leadership-and-management/6-3/6-3-5/performance-appraisal-system-6-3-5/
Any other relevant information	https://aqar23-24.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

Resource Mobilization Policy at ACON ACON's resource mobilization policy aims to identify and effectively utilize various income sources to support institutional priorities set by the Governing Council. Sources of Income 1. Tuition fees 2. Alumni contributions 3. Parent-Teacher Association (PTA) 4. Student Nurses Association (SNA) 5. Financial support from government agencies 6. Bank interest 7. Loans Allocation of Resources Funds are allocated to: 1. Infrastructure development and improvement 2. Furniture and equipment 3. Staff salaries and benefits 4. Maintenance and upkeep 5. Library resources (books and journals) 6. Educational and student expenses 7. Student assistance (scholarships, etc.) 8. Faculty and student endowments 9. Research expenses 10. Administrative costs Accounting and Auditing 1. Double-entry bookkeeping system generates reports on income and expenditure. 2. Internal Audit Department conducts periodic reviews and audits of college accounts. 3. External audit by a chartered accountant

ensures transparency and accountability.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://aqar23-24.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://aqar23-24.amalanursingcollege.org/governance-leadership-and-management/6-4/6-4-1/link-for-procedures-for-optimal-resource-utilization/
Any other relevant information	https://aqar23-24.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

Audit Objectives and Scope at ACON The internal and external audits at ACON aim to: 1. Ensure accuracy and comprehensiveness of financial records. 2. Identify errors and discrepancies. 3. Prevent fraud and mismanagement. 4. Safeguard institutional assets. **Audit Frequency and Reporting** 1. Internal audits: Quarterly. 2. External audits: Yearly. 3. Systematic updates of audit reports. 4. Finance Committee reviews and takes necessary actions. **Internal Audit Scope** The internal audit department verifies: 1. Accounting and retrieval of: - Alumni Account - PTA Account - SNA Account - Students' Magazine Account - Hostel Fee - Caution Deposit - Mess Advance 2. Correctness of: - Pay - Allowances - Honorarium - Stipend - PF - ESI - TDS 3. Purchase order verification: - Professional tax - Gratuity - Cheque payments - Supplier bills with approvals - Supplier ledger - Goods receipt note 4. Petty cash verification: - Payment voucher - Supplier bills - Physical verification of petty cash payment accuracy

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://aqar23-24.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://aqar23-24.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	8.1

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	View File
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	View File
Information as per Data template	View File
Any other relevant information	View File

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

The Internal Quality Assurance Cell (IQAC) at ACON is a vital

mechanism for ensuring quality in academic and administrative processes. Established in accordance with NAAC guidelines, IQAC promotes and sustains a culture of quality, transparency, and accountability. IQAC activities include: - Developing and implementing a quality assurance framework - Conducting internal audits and quality checks - Organizing workshops, seminars, and training programs for faculty and staff - Monitoring and evaluating academic programs and administrative processes - Preparing and submitting the Annual Quality Assurance Report (AQAR) - Facilitating NAAC accreditation and other quality certifications IQAC's efforts have led to significant improvements in academic and administrative processes, enhancing the overall quality of education and services at ACON

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://aqar23-24.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://aqar23-24.amalanursingcollege.org/governance-leadership-and-management/6-5/6-5-1/minutes-of-the-igac-meetings-6-5-1/
Any other relevant information	https://aqar23-24.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	https://www.amalanursingcollege.org/storage/app/media/IQAC/30735%20AQAR%202022-2023.pdf
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	View File
Copies of the documents for accreditation	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

4

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

7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for

women on campus within 100 - 200 words

Amala College of Nursing: Commitment to Social Justice and Gender Equity ACON is dedicated to upholding principles of social justice, equity, human dignity, and human rights. To achieve this, the institution has established: 1. Anti-Sexual Harassment Policy 2. Internal Complaints Committee (ICC) 3. Women Empowerment Cell (WEC) These committees aim to create a culture free from sexual harassment and gender discrimination. Initiatives for Gender Equity and Sensitization ACON offers programs to promote gender equity, sensitization, and a safe environment: 1. Orientation programs for B.Sc. Nursing students on anti-sexual harassment policy 2. Forums, discussions, and street plays promoting racial and gender equality 3. Self-defense training programs (karate) **Safety and Security Measures** The campus is equipped with: 1. Security cameras in designated areas 2. CCTV monitoring for enhanced safety

File Description	Documents
Annual gender sensitization action plan	https://aqar23-24.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://aqar23-24.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://aqar23-24.amalanursingcollege.org/institutional-values-and-best-practices/7-1/7-1-2/any-additional-information-7-1-2/

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

A. All of the Above

File Description	Documents
Geotagged Photos	https://agar23-24.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

Waste Management at ACON: "Reduce, Reuse, Recycle" ACON prioritizes environmentally responsible waste management, earning pollution control awards from KSPCB in 2011 and 2014. Waste Collection and Segregation Distinct containers are placed in every department, office, restroom, and classroom for solid waste collection. Waste Treatment and Disposal ACON utilizes: 1. Compost pit 2. Incinerators (100 kg/hr and 50 kg/hr) 3. Autoclave machine (434 liters) 4. Shredding machine (25 kg/hr) 5. Sewage treatment plant (10 lakh liters/day) 6. Biogas plants (four operational) Biomedical Waste Management Students collect and dispose of biomedical waste in color-coded bins, adhering to the established policy. E-Waste and Chemical Waste Management ACON has partnered with Kerala Enviro Infrastructure Limited for e-waste collection and disposal.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%207/7.1/7.1.4/MOU.pdf
Geotagged photographs of the facilities	https://aqar23-24.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://aqar23-24.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

File Description	Documents
Geotagged photos / videos of the facilities	https://aqar23-24.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

File Description	Documents
Geotagged photos / videos of the facilities if available	https://aqar23-24.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).

Inclusive Environment and Cultural Diversity at ACON Amala College of Nursing fosters an inclusive environment, promoting tolerance, harmony, and cultural diversity. The institution: 1. Welcomes

students from all religious backgrounds. 2. Admits students regardless of socioeconomic background, religion, or caste. 3. Reserves 50% of undergraduate seats for government-nominated students, including restricted categories. Celebrating Cultural and Religious Diversity ACON celebrates various festivals, including: 1. Christmas and Onam with cultural events. 2. Thrissur Pooram, temple, and church festivals with breaks for staff and students. 3. International Mother Language Day to promote linguistic harmony. Inclusive Practices 1. Common prayer room for students of all faiths. 2. English language training for linguistic harmony. 3. Extension initiatives in the neighborhood and community, 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://aqar23-24.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

Celebrating Diversity and Promoting Unity at ACON Amala College of Nursing encourages students to embrace cultural diversity and national unity by celebrating national and international commemorative days. Inclusive Celebrations 1. Students from diverse backgrounds and batches collaborate to plan events. 2. ACON promotes cross-cultural understanding and acceptance. 3. Celebrations foster patriotic feelings, unity, and social cohesion. **Awareness Programs** 1. Health awareness initiatives: wall paintings, short films, debates, flash mobs, skits, and role-plays. 2. Faculty and students participate in activities promoting awareness about emerging issues. **Community Commitment** Celebrating commemorative days instills in students a sense of responsibility and commitment towards the community.

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 home environments 3.

Recognize societal requirements and fulfill Institutional Social Responsibility (ISR) Context APSARA stems from the belief that institutional social responsibility enhances nursing education. Practice Every Thursday, staff and students from ACON's Palliative Department provide free services to terminally ill and bedridden patients within a 20-kilometer radius. Evidence of Success High satisfaction rates from patients, families, stakeholders, and students indicate the program's success. Problems Encountered Entire care needs cannot be met in home settings. Resources Required Technical support. Best Practice 2: ROMA (Role Modelling Initiative at ACON) with ICE (Integrated Clinical excellence) Objectives 1. Close the gap between theory and practice 2. Encourage staff-student contact and create a positive learning environment

3 To introduce the next phase of the practice called ICE incorporating EBP Context Student representatives requested ongoing assistance and oversight from clinical personnel, leading to the "Dual-Role initiative" and "Clinical Preceptorship." Practice 1. Dual Role: ACON faculty occupy key hospital positions (CNO, DNS, Nursing Coordinators). 2. Clinical Preceptorship: Students work under the supervision of registered nurses.

3 ICE (INTEGRATED CLINICAL EXCELLENCE) ICE is an innovative approach that combines Evidence-Based Practice (EBP), Clinical Preceptorship, and Dual Role to foster exceptional clinical care and leadership. Evidence of Success High satisfaction rates from faculty, students, and preceptors. Problems Encountered Training needs and balancing academic inclination.

File Description	Documents
Best practices page in the Institutional website	http://www.amalanursingcollege.org/iqac/best-practices
Any other relevant information	https://aqar23-24.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

CARYS (Cancer-care Reach-out through Young Samaritans) Amala College of Nursing (ACON) leverages its expertise in oncology training to foster a culture of compassion and social responsibility among nursing students. Institutional Differentiation ACON integrates professional values and Zero Poverty Sustainable Development Goals (SDGs 1, 2, and 3) into its curriculum, setting it apart from other institutions. CARYS Initiatives 1. Students Going the Extra Mile: Voluntary service in oncology wards beyond duty hours. 2. Fundraising Drives: Students organize food festivals and contribute to the welfare of oncology patients. 3. AGAPE Free Meal Services: Students participate in serving free meals to low-income cancer patients, benefiting around 200 patients daily. 4. Hair Donation: Female students voluntarily donate their hair to create wigs for patients who have lost their hair due to cancer chemotherapy. Impact CARYS initiatives cultivate empathy, social responsibility, and professional values among nursing students, while providing tangible support to cancer patients and their families.

File Description	Documents
Appropriate web page in the institutional website	http://www.amalanursingcollege.org/igac/institutional-distinctiveness
Any other relevant information	https://agar23-24.amalanursingcollege.org/institutional-values-and-best-practices/7-3/7-3-1/any-other-relevant-information-7-3-1/

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).

Simulation-Based Learning at Amala College of Nursing Amala College of Nursing offers systematic, simulation-based training to enhance students' proficiency in fundamental and advanced nursing processes. Strategies for Simulation-Based Learning: 1. Simulation Policy: A detailed policy governs the utilization of the simulation lab, ensuring effective communication among staff and students. 2. Skill Labs and Simulation Lab: Six fully functional skill labs and one simulation lab provide hands-on training in fundamental and advanced processes. 3. Rotation Plan: A planned

rotation ensures optimal utilization of labs by undergraduate (4 batches) and postgraduate (2 batches) nursing students. 4. Feedback Mechanism: Students' feedback assesses the effectiveness of procedure demonstrations. 5. Comprehensive Training: Undergraduate nursing students receive training in BLS/ALS, venepuncture, ET intubation, lumbar puncture, and pleural tapping. 6. High-Fidelity Simulators: The simulation lab features various medium and high-fidelity simulators. 7. Interdisciplinary Resources: The nutrition lab and centrally located computer lab offer additional resources to reinforce theoretical knowledge. 8. Faculty Training: Teachers receive simulation training to enhance instructional strategies and track 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://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%208/8.1/8.1.1/PCS-SL.pdf
Geotagged photographs/videos of the facilities	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%208/8.1/8.1.1/GTP.pdf
Student feedback on the effectiveness of the facilities	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%208/8.1/8.1.1/SFEF.pdf
Any other relevant information	https://aqar23-24.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.

Quality Assurance and Infection Control Training at Amala Amala provides students with comprehensive training in hospital quality assurance and infection control, ensuring they acquire essential skills for delivering high-quality patient care. Key Features: 1. Established Quality Control Departments: Well-defined rules, procedures, service standards, and programs ensure patient safety and excellent treatment. 2. Quality Management Committee: Oversees ongoing quality improvement initiatives. 3. Simulated Exercises: Annual simulations help students become familiar with hospital safety procedures. 4. Access to Quality Manuals and SOPs: Students have access to 84 quality manuals, SOPs, and policies developed through continuous quality improvement. 5. Quality Audit Training: Students explore topics like international patient safety goals, spill control, quality assurance, and nurse-patient relationships. 6. Add-on Course: Final-year B.Sc. and M.Sc. nursing students take an additional course on healthcare quality management systems. 7. Infection Control Department Assignment: First- and second-year B.Sc. nursing students are assigned to the hospital's infection control department to familiarize themselves with policies, guidelines, and manuals. 8. Infection Control Audit: Students participate in assessing compliance with SOPs, care packages, hand hygiene protocols, and conduct checklist-based infection control audits.

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	https://aqar23-24.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://aqar23-24.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
95	90

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

A. All of the above

Accreditation / Certifications	
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
<p>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.</p> <p>Amala College of Nursing: A Center of Excellence Amala Institute of Medical Sciences, the parent hospital of Amala College of Nursing, holds the distinction of being the only hospital in Kerala accredited by NABH 5th edition standards. Academic Recognition Amala College of Nursing has received recognition as: 1. Research Center (2017) 2. Nursing Ph.D. Center (2017) from KUHS and NITTE Student Exchange and Observational Visits Students pursuing M.Sc., B.Sc., or Post Basic B.Sc. in nursing from various institutions visit Amala College of Nursing to gain insights into the facilities and functions of a premier nursing college. Collaborations The college receives annual visits from students of esteemed institutions, including Government Nursing College. These visits are scheduled at the convenience of faculty members and the college, upon receiving requests from concerned colleges</p>	
File Description	Documents
List of facilities used by other Institutions	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%208/8.1/8.1.6/LFUOI.pdf
List of Institutions utilizing facilities in the College	https://aqar23-24.amalanursingcollege.org/wp-content/SSR/criteria%208/8.1/8.1.6/LIUFC.pdf
Any other relevant information	https://aqar23-24.amalanursingcollege.org/b3/8-1/8-1-6/any-additional-information-8-1-6/
<p>8.1.7 - College undertakes community oriented activities.</p>	

Community Health Initiatives at Amala College of Nursing As part of its community outreach program, Amala College of Nursing conducts various initiatives to promote health and wellbeing among the local population. Community Mapping and Survey 1. Assignment of Students: 100 students are assigned to three wards under Elavally PHC. 2. Annual Survey: A comprehensive survey is conducted annually, and an area map is created. 3. Community Service: Students perform community service at Elavally Gramapanchayath and Patturaickal municipality. Surveys and Reporting 1. Four Surveys Annually: Four surveys are conducted annually, focusing on different aspects of community health. 2. Report Writing and Presentation: A report is written, and the survey findings are presented to relevant authorities. 3. Discussion and Action: Issues identified during the survey are discussed, and suitable action is taken. Health Education 1. Individual Health Education: Personalized health education is provided to families through in-person interactions and home visits. 2. Group Health Education: Group health education is provided through role plays, skits, lectures, dramas, and tableaux. Camps and Clinics 1. Community-Organized Health Programs: Students participate in community-organized health programs. 2. Immunization Programs: Students are involved in immunization programs and prenatal, postnatal, geriatric, and NCD clinics. School Health Programs 1. Annual Programs: Two school health programs are conducted annually. 2. Health Awareness Campaigns: School-age awareness campaigns are presented using skits, flash mobs, and visual aids. 3. Health Screening and Referral Services: Students identify common health issues and offer referral services.

File Description	Documents
Geo-tagging / Photographs of events / activities	https://aqar23-24.amalanursingcollege.org/b3/8-1/8-1-7/geo-tagging-photographs-of-events-activities-8-1-7/
Any other relevant document	https://aqar23-24.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)

4

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