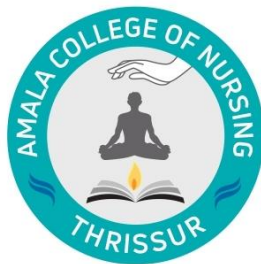




**Amala**  
COLLEGE OF NURSING  
ACCREDITED BY NAAC WITH A GRADE

# AMALA COLLEGE OF NURSING

## AQAR (2022-2023)



**CRITERION 6– Governance, Leadership and Management**

**Key Indicator 6.5–Internal Quality Assurance System**

**Metric No. 6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism**

**SUBMITTED TO**



**National Assessment and Accreditation Council**



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION**  
**(Effective from July 2017)**

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON**  
**INSTITUTIONAL ACCREDITATION OF**  
**AMALA COLLEGE OF NURSING**  
**C-8050**  
**THRISSUR**  
**Kerala**  
**680555**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**An Autonomous Institution of the University Grants Commission**  
**P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

## Section I: GENERAL INFORMATION

1.Name & Address of the institution:	AMALA COLLEGE OF NURSING THRISSUR Kerala 680555	
2.Year of Establishment	2005	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	5	
Programmes/Course offered:	3	
Permanent Faculty Members:	27	
Permanent Support Staff:	14	
Students:	203	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Visionary and supportive leadership 2. Good clinical exposure in and 1000 bedded NABH NABL accredited parent tertiary care hospital 3. Value based education with social responsibility	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 19-01-2023 To : 20-01-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SATHEESH KUMAR BHANDARY	Vice Chancellor,Nitte deemed to be university
Member Co-ordinator:	DR. MANJU VATSA	FormerProfessor,Delhi Pharmaceutical Sciences and research university
Member:	MRS. MANGALA AMBALAL JOSHI JOSHI	FormerPrincipal,ST LUKES HOSPITAL COLLEGE OF NURSING
NAAC Co - ordinator:	Dr. Shyam Singh Inda	

## Section II:CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	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.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	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
1.4	Feedback System

### Qualitative analysis of Criterion 1

Amala College of Nursing Thrissur was established in 2005 as a religious minority institution under the parent institute 'Amala Institute of Medical Sciences' of the Amala Cancer Hospital Society of the Devamatha Province of Carmelites of Mary Immaculate (CMI).

Amala College of Nursing offers UG, PG in Medical Surgical, Obstetrics & Gynecological and Mental Health Nursing and PhD program in Nursing. It is affiliated to Kerala University of Health Sciences (KUHS) and approved by Kerala Nurses and Midwives Council (KNMC) and Indian Nursing Council (INC).

A well defined system exists for implementation of the curriculum prescribed by INC and KUHS. College Council, IQAC Academic monitoring cell and curriculum committee formulate guidelines to enhance the quality of curriculum dignity. Academic Calendar is prepared well in advance and master plan, course plan, unit plans and lesson plans are accordingly prepared by the faculty.

For proper execution of Curriculum institution has College Council, IQAC, Academic Monitoring cell and Curriculum committee. They formulate proper guidelines to implement, evaluate and enhance the quality of curriculum delivery.

Outcome based education has been implemented. Mapping and assessment of the level of attainment of PO/PSO/CO has been done. Institute strives to ensure effective curriculum delivery through communicating course outcome to students and parents, and accordingly plans for corrective measures.

Formal mechanism for feedback on curriculum is taken from different stake holders like alumni, parents, students is in place, Planning-re planning is done with remedial measures to enhance quality of curriculum delivery.

Academic flexibility is constrained due to the restricted regulatory environment.

Cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics are integrated in to the curriculum. Various add-on courses with greater employability potential such as

Gerontology, Infection Control, Women's Health, Environmental sustainability, Neonatal Resuscitation program are also provided. The holistic development of the students is ensured by various activities including extension activities.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.3 QIM	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)
2.3	Teaching- Learning Process
2.3.1 QIM	Student-centric methods are used for enhancing learning experiences by: <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Integrated/interdisciplinary learning</li> <li>• Participatory learning</li> <li>• Problem solving methodologies</li> <li>• Self-directed learning</li> <li>• Patient-centric and Evidence-Based Learning</li> <li>• Learning in the Humanities</li> <li>• Project-based learning</li> <li>• Role play</li> </ul>
2.3.3 QIM	Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources
2.3.5 QIM	The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent
2.5.2 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.3 QIM	Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	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
2.6.3 QIM	The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.
2.6.4 QIM	Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The admissions to all the programs conducted at Amala College of Nursing is done as per the prevailing rules of the affiliating university, Government of Kerala and guidelines of statutory bodies. Reservations prescribed by the Government are adhered to, however the student diversity is lacking due to admission policy of the

state govt. restricting admission only from within the state.

The faculty includes five Professors, four Associate Professors, five Assistant Professors and 13 Lecturers, including 3 with PhD qualification. Student teacher ratio of 8:1 is maintained.

A wide variety of teaching methods are adopted such as experiential learning, problem solving, quiz competition, seminar, webinar, lecture-discussion, demonstration, role play, project based learning and simulation based training etc.

Various ICT enabled tools, interactive smart board with UFT, LCD projector, Flannel board, and other non projected media is used for delivery of interactive lectures.

A wide variety of activities are conducted regularly to develop leadership quality and caring attitude. Students are provided opportunity to participate in student council, SNA, NSS activities. To imbibe caring attitude students are posted regularly to provide palliative care to cancer patients in the community.

Internal assessment of the students is conducted in a planned and systematic manner. Examination cell is responsible for overall conduct of the examinations. Students learning capacity is assessed regularly, slow and advanced learners are identified based on performance of the first sessional examination and special programs are organized for them. The results of the sessional examinations are communicated to the parents after each exam. Exam related grievances are handled at different levels in a transparent and time bound manner. Outcome based education is implemented and outcome attainments mapped. PTA is active with regular meetings of the executive committee.

Students are provided various opportunities to attend conferences, educational tours and co-curricular activities etc. Students are motivated to bring out class and college magazine.

Institute facilitates building and sustenance of talent /aptitude of students through extramural activities such as students' clubs, cultural societies, etc. Students participate in eco-friendly organic farming, Seminars, Debates, various National Health Day celebrations. Students are motivated to participate in various health promotion activities such as aerobics and outdoor sports, film Critics club, conducts film shows and discussions. Institute has well developed/equipped Yoga Centre. Opportunities are provided for Karate and Marshal arts.

Institution facilitates the use of Clinical Skill Laboratory/ Simulation Based learning. Nursing college shares high-tech simulation lab of AMALA Medical college which is situated in same campus.

To augment students participation in learning various methods like role – play, Guided Group Discussion, Clinical case presentation, patient's education Psychodramas are widely used. Cooperative strategies like Jigsaw and Peer –Teaching methods are used to improve students' participation.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.3 QIM	Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years
3.4.4 QIM	Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years
3.5	Collaboration

#### Qualitative analysis of Criterion 3

Amala College of Nursing offers PhD program approved by KUHS and NITTE and has 18 teachers recognized as PG/PhD research guides. Seventeen research scholars are currently registered under the college for PhD. Five research projects funded by the Government/ Industries/NGO's have been conducted. The institute partnered in an International collaborative research activity – Hope Study India. Geo – spatial Hotspot mapping was employed in the study.

Workshops on Intellectual Property Rights (IPR) and research methodology are conducted regularly. There are few faculty research publications in UGC listed journals. There is an ethics committee in the college and plagiarism check software.

Institute needs to create an ecosystem and enhance the consciousness of faculty towards research. Seed money can be provided for the young researchers. The institute provides financial support to faculty to participate in seminars and conferences.

The institute has created an ecosystem for innovations including an incubation centre to foster new ideas, innovative thinking and creation and transfer of new knowledge through collaborative research. Collaboration with Engineering college resulted in creation of “AROGYA MITRA ROBOTIC NURSING ASSISTANT.”

The students participated in the Young Innovators' Program aimed at empowering young innovators to come up with new products services or models to meet new emerging health care challenges. Journal clubs – Samvad Manchika is held monthly where journal presentation and critiquing is organized by the teachers and students of ACON.

ACON is well aware of Institution social responsibility in the neighborhood community. The students and faculty are involved to a great extent in extension and outreach activities in collaboration with the District Medical Officer, Directorate of Health Services, Palliative Department of the Cancer hospital, NSS, NGOs and observe all National and International days. Students create community awareness on various relevant aspects through street plays, audio visual aids and health talks on Akashavani.

Many extension activities were carried out by students in the neighborhood community in terms of education,

environmental issues like Swatchh Bharat, Health and hygiene awareness, delivery of Free/subsidized health care and socio-economic development issues. Students have received appreciation certificates from various sectors for their activities.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	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
4.1.3 QIM	Availability and adequacy of general campus facilities and overall ambience
4.2	Clinical, Equipment and Laboratory Learning Resources
4.2.1 QIM	Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies
4.3	Library as a Learning Resource
4.3.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3.2 QIM	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
4.3.5 QIM	In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students
4.4	IT Infrastructure
4.4.2 QIM	Institution frequently updates its IT facilities and computer availability for students including Wi-Fi
4.5	Maintenance of Campus Infrastructure
4.5.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Qualitative analysis of Criterion 4
<p>Amala CON has its own building as per the specification and norms of INC and Kerala University of Health Sciences. The institute has intake capacity of 50 B.Sc. Nursing and 13 M.Sc. Nursing students. There are nine lecture halls which are ICT and Wifi enabled, fitted with LCD projectors and smart boards, one conference room, an Examination Hall with a seating capacity of 100, a shared auditorium with 500 seating capacity. The building is disabled friendly. There are common rooms for boys and girls separately, SNA room, IQAC, Alumni / PTA, Placement cell. Sufficient I T facility is available, there are 15 computers in lab, wi-fi with 130 mbps, all I T related equipment's have regular maintenance service available as and when required.</p> <p>The college has provision for indoor and outdoor sports, and extra and co-curricular activities. There is a common play ground gym and a yoga center shared with medical college for athletic events. The campus has all amenities as per the regulatory norms. It has solar power generators, RO plant, sewage treatment plant, rainwater harvesting system and use sustainable alternative sources of energy. Fire safety and security systems are in place. There is a bank, ATM and a canteen for the employees, patients and their visitors in the campus. Institute has one girls hostel in the campus. The rooms are on a double or triple sharing basis. The hostel is a</p>



clean, functional facility with recreation facility and a common mess.

The college has 6 nursing laboratories and computer and nutrition lab. Nursing foundation lab, Advance skill lab, Maternal and child health, Community health lab, Simulation lab. Labs are utilized according to SOP and departmental policies. The nursing laboratories are equipped with low fidelity mannequins and equipments required for demonstration of basic and advanced nursing procedures. Students also have access to the skill and simulation lab of the medical college which has moderate to high fidelity simulators.

Amala College of Nursing library has 4400 text books and 31 journals. The library is located in the ground floor in 362.80 Sq.m with seating capacity of 80 students and 20 for staff. Library is fully automated with Integrated Library Management System with KOHA latest version 2.0. The institute has in person and remote access library facility through DELNET.

The college is housed in a large well maintained, lush green, eco-friendly campus with four storey building of their own in land belonging to the trust. The medical college, cancer hospital, ayurveda and homeopathy hospital are all within the same campus. Amala Institute of Medical Sciences is a 1000 bedded NABH and NABL accredited, super specialty hospital with all the facilities is the parent hospital of the students of Amala College of Nursing. The institute has introduced integration of Nursing Services and Education. Four faculty of the nursing college are assigned dual responsibility of teaching and clinical services in the hospital. Ten senior clinical nurses have been trained and are being used as preceptors for the nursing students. Many more clinical nurses are being trained to be preceptors contributing to improve clinical supervision and skill development of the students.

The college is affiliated to a Government PHC and Health Centre managed by the Amala Institute of Medical Sciences. The Health centre has facility for all curative, preventive and promotive health programs delivery in which the students participate regularly.

#### Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1	Student Support
5.1.4 QIM	The Institution has an active international student cell to facilitate study in India program etc.,
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the last five years.

#### Qualitative analysis of Criterion 5

The Institute offers Under Graduate, Post Graduate and PhD Programs in Nursing for students of various socio economic backgrounds. The students are getting scholarships under the Government schemes and some scholarship and financial help is made available by the institution through NGOs, Philanthropists and Alumni.

The Institute has established an International Cell “Trilokah” to serve as a platform for student and faculty

exchange. The cell is still in nascent stage. Although a few orientation classes on migration procedures have been held, it still needs to be made functional for meaningful activities.

The institute has an active Student Council, Student Nurses Association (SNA) and NSS and students are also represented on various other committees and clubs of the college with the objective to bring about holistic all round development of the students. The executives of Student Council are elected by students every year. Several arts and cultural programs, festivals, academic and social welfare programs have been organized by Student Council such as Blood and hair donation drives, publication of class wise and college magazine, webinars and Quizzes etc. Students are represented on various committees of the college – Curriculum, IQAC, Grievance Redressal, Anti-ragging, Library and Discipline committee etc. The Students participate in many academic, social and literary activities of the four clubs – Literary, ECO, Health and physical activity and Film Critics Club.

The college has an alumni association (ACONAAT) which was registered in 2021. Alumni association has a plan to organize yearly meetings. The alumni have contributed in the form of holding career guidance session as well as contributing books, uniforms and financial assistance to the economically backward students. However the Alumni contributions could be enhanced in order to improve the perception and branding of the college. The Alumni engagement and contribution could be properly documented and further utilized for student exchange and placement activities.

Placement cell has been established in the college, however it could be made more functional and campus placement activities could be enhanced for helping the students for National and International placements and providing career counseling.

All the statutory committees like Anti-ragging, Grievance Redressal and Internal Compliance committees are in place and are functional. Students are duly represented in these committees.

Students are encouraged to participate in many extra-curricular activities and they have won prizes at local and state level competitions.

Several capacity enhancement schemes/programs have been introduced by the institution for the development of soft skills, communication skill, yoga and wellness and personality development etc. which help to increase the employability of the students.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	Effective leadership is reflected in various institutional practices such as decentralization and participative management.
6.2	Strategy Development and Deployment
6.2.1 QIM	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
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.2 QIM	Institution conducts internal and external financial audits regularly
6.5	Internal Quality Assurance System
6.5.1 QIM	Instituion has a streamlined Internal Quality Assurance Mechanism

#### Qualitative analysis of Criterion 6

The institution has well defined vision and mission statement which are reflected in the academic and administrative practices. The institute follows the motto “Sugartham Sarvabhuthanam” which inculcates the concept of universal wellness for all as the major theme in all its activities.

The college is governed by the Administrative Council which is the supreme Governing Body with the Director as its Chairman. The institute functions through clearly defined organizational structure which reflects decentralization of authority at different levels.

Various administrative committees govern the institution such as Administrative Council, Management Committee, College Council and IQAC. Beside academic committees such as academic monitoring cell, joint clinical committee, research, curriculum, faculty welfare, code of conduct monitoring, student welfare, grievance redressal and anti-ragging committees.

The college has eleven MoUs with various institutions and several colleges in Thrissur District with the objective to strive towards excellence. Several teaching programs have been conducted by the faculty in partner institutions as a part of the MoU's, however these could be further strengthened for sustained mutual benefits and collaborative research. The college is affiliated and regulated by various bodies like Indian Nursing Council, Kerala Nurses and Midwives Council and Kerala University of Health Sciences.

The institute has a 10 year perspective plan based on General System theory which specifies the strategic goals. However the perspective plan could be made more specific with timelines to monitor the achievement of the strategic goals.

Various welfare schemes exist for faculty and non teaching staff which includes Six months maternity leave, paid conference leave and sponsorship, health insurance, employee provident fund, ESI and gratuity scheme to name a few.

The institute has annual performance appraisal system for both teaching and non teaching staff. The performance appraisal starts with self appraisal based on specific criteria which is followed by appraisal by the Head of the Institution. The criteria of research and publications could be included in the criteria. The consolidated report of the appraisal are maintained and kept confidential.

The source of the income of the institution is primarily from Tuition fee and funds from the Governing Body. Besides, some income is generated through NGO, Philanthropists, contribution from alumni, students, SNA and staff for specific activities.

The finance committee plans the optimal and timely utilization of funds and proper accounts are maintained. Internal as well as statutory external audits are conducted regularly.

IQAC has been established as per NAAC guidelines with the aim of ensuring the efficient and progressive performance of academic, administrative and financial tasks. Regular meetings of the IQAC are held. Feedback from all stake holders are collected online/offline and analyzed for further improvement. IQAC has organized several workshops, seminars, symposia for the faculty to upgrade their knowledge, teaching skills and motivation for research and other technological advancements. Initiatives are taken for add-on courses for each batch. IQAC has prepared SOP's to ensure uniform standards in documenting the services provided to the stake holders. It also disseminates various quality parameters to the faculty and students.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Measures initiated by the institution for the promotion of gender equity during the last five years.
7.1.4 QIM	Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul>
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).
7.1.10 QIM	The Institution celebrates / organizes national and international commemorative days, events and festivals
7.2	Best Practices
7.2.1 QIM	Describe two Institutional Best Practices as per the NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

#### Qualitative analysis of Criterion 7

The college has a women empowerment cell and internal complaints committee. The students are oriented to the anti sexual harassment policy and women safety which includes seminars, talks, street plays, teaching self defense like 'Karate' and demonstration on practical use of Pepper spray. The college is constantly under CCTV surveillance and security personnel are deployed 24/7. There are separate common rooms for boys and girls. The statutory anti-ragging committee is in place.

Mentor Mentee program is working well and additional professional counseling is made available to mentees as required.

The college has appropriate waste management facilities in the form of compost pits, incinerator, autoclave and shredder. Appropriate solid and liquid waste management facility are in place. Waste segregation, biogas plants, sewage treatment plant, management of biomedical and e-waste facilities on the campus are shared

with the medical college and other institutions on the campus. Rain water harvesting and water conservation facility are available in the institution.

Various religious and cultural events are organized and celebrated by students to build strong cultural beliefs and awareness of the diversity. The college celebrates/organizes National and International commemorative days, events and festivals. Blood donors day, ORS day, Mental Health Day, TB Day, Stroke Day and Zero discrimination days are some examples.

Students participate in various community outreach programs like immunization week, medical camps, health education for women and child health, rallies, skits, flash mobs are held to propagate awareness on various preventable diseases and current societal issues.

The following are the two best practices of the institute

1. Amala College of Nursing Palliative Services and reach out activities (APSARA)
2. Role Modeling Initiative at Amala College of Nursing (ROMIA)

As part of APSARA the students and the faculty in collaboration with the Palliative department of the hospital, visit the homes and provide services to terminally ill and bedridden patients in their homes in nearby areas once a week. Patients and their families have expressed satisfaction with the care.

As part of ROMIA-Dual Role Initiative, four senior faculty of the college have been assigned dual responsibility in parent hospital holding the positions of CNO, DNS and Nursing Coordinators. They participate actively in supervision and co-ordination of clinical activities as well as regular academic activities of college. Besides, ten senior nursing staffs have been trained as clinical preceptors for nursing students. The initiative has helped the students in getting quality, hands on clinical training and good Inter personal relations between the clinical and academic nurses.

The institutional distinctiveness is Cancer Care Reach Out Through Young Samaritans (CARYS). The students of the college willingly and whole heartedly provide care, support and comfort to cancer patients beyond their regular duty hours. Students also carry out health teaching and counseling activities, which have benefited the patients and their families. Students also organize fund raising activities and free food distribution and hair donation practices.

Criterion8 - Nursing Part (Key Indicator and Qualitative Metrics(QIM) in Criterion8)	
8.1	Nursing Indicator
8.1.1 QIM	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).
8.1.3 QIM	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.
8.1.6 QIM	Describe how the College facilities were utilized by students from other institutions (PG/UG/GNM) for administrative/educational visits and critical evaluation during the last 5 years within 500 words.
8.1.7 QIM	College undertakes community oriented activities

#### Qualitative analysis of Criterion 8

Amala College of Nursing has six skill and simulation laboratories in Medical Surgical Nursing, Maternal and Child Health, Community Health, Nursing Foundation and Advanced Nursing.

The laboratories are fairly well equipped with necessary mannequins and task trainers for skill training in BLS, Venipuncture, ET incubation, vaginal delivery and neonatal resuscitation etc. The institute has also access to simulation lab in the medical college attached to the parent hospital which has facility for training in advanced level skills. The students are provided demonstrations followed by practice in skill lab and real life scenarios in simulation lab before experiential learning in the 1000 bedded parent teaching hospital. The students are also sent to INSCOL for hands on training in basic and advanced skills.

The parent hospital has all the specialties and super specialty departments. The students are supervised by qualified and experienced faculty, maintaining a ration of 1:8 as well by the clinical preceptors. The institution has made a beginning for integration of Nursing education and services four senior faculty members have been assigned dual role in academics and clinical duties. Ten senior experienced nurses from the hospital have been trained as clinical preceptors for nursing students.

The parent hospital has quality control as well as hospital infection control departments. Both departments have well established policy, service standards, procedures and programs to ensure quality of care and patient safety. Students are exposed to mock drills every year and are oriented to 84 quality manuals, SOPs and policies developed by the continuous quality improvement system. They are trained and participated in quality audit in the hospital. All the students are posted and trained in infection control policy, manuals and infection prevention and control practices. They participate in assessment of hand hygiene practices, care bundles, SOPs and Infection Control audits using checklists. Students actively participated in hospital infection control week celebration, hand sanitization relay and vaccination programs. The college has introduced add-on course in infection control which includes bio medical waste management, needle stick injuries and spill management etc. All the students are provided prophylactic immunization against Hepatitis B and Covid 19.

The college has good infrastructure and students and faculty of many local institutions come for educational/observation visits and also for clinical posting in the oncology department of the hospital. They also refer the institution library.

The students of the institution are posted in Elavally PHC and its three sub centers where they conduct

community mapping, community survey and conduct health education sessions for individual, families and community using various media including health talks through Akashavani. They participate in health checkups and medical camps for several age specific groups in collaboration of Directorate of Health Services. Students conduct flash mobs and other health education activities. They also conduct in service training for PHC/CHC and participate in school health program in identification of disorders of skin infestation, worm infestation, nutritional deficiencies and communicable diseases. Students participate in all activities of the health centers such as immunization clinic, antenatal and postnatal clinics, geriatric and NCD clinics.

The college is an approved centre for PhD in Nursing by the KUHS and NITTE University.

### **Section III:OVERALL ANALYSIS**based on Institutional strengths,Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

#### **Overall Analysis**

##### **Strength:**

1. Visionary, supportive and participative leadership
- 2 Effective curriculum planning and implementation
3. Recognized center for PhD by affiliating KUHS and NITTE
- 4 Lush green campus with good infrastructure
- 5 Qualified and experienced faculty with good teacher student ratio
6. Exemplary performance in University examinations
7. Clinical experience in 1000 + tertiary care, well equipped,NABH &NABL accredited parent teaching hospital
8. Value based education through extensive extension activities
9. Opportunities for co curricular and extra curricular activities
10. Strong community presence through well organized outreach activities

##### **Weaknesses:**

1. Minimal enrolment in PG admissions
2. Lack of research funds
3. Regulations permitting student enrolment only from Kerala state affecting student diversity
4. Less training programs in research
5. Few quality publications

##### **Opportunities:**



1. To increase institutional visibility
2. To increase the UG intake and start MSc program in other specialties and PB diploma in different Specialties
3. To start an incubation center in collaboration with the engineering institute in the parent trust
4. To motivate more faculty to join Phd program
5. Develop into a center of excellence
6. Opportunity for student exchange with overseas universities
7. Enhancement of collaboration and inter disciplinary research with medical college as well as with other institutes on national importance

#### **Challenges:**

1. Attract more students in the PG program
2. Attract extra mural research funds
3. international student and faculty collaborations and exchange programs
4. Collaboration with national and international institutions
5. Motivating experienced and senior faculty for regular professional development activities and research publications

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Motivate and incentivize quality research output by faculty
- Generate intra mural and extra mural research funds
- Encourage faculty for professional development in recent advances in their specialty
- Collaboration and linkages with other organizations within and outside the country for student and faculty exchange programs
- Increase number of UG seats and introduce PG in child health and Community health nursing and PB diplomas in different specialties and NPCC etc.
- To start a language lab for training students in English for competitive exams
- To strengthen the career guidance center for students
- To improve the research ecosystem to promote Intellectual property, patent, entrepreneurship

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**



Sl.No	Name		Signature with date
1	DR. SATHEESH KUMAR BHANDARY	Chairperson	
2	DR. MANJU VATSA	Member Co-ordinator	
3	MRS. MANGALA AMBALAL JOSHI JOSHI	Member	
4	Dr. Shyam Singh Inda	NAAC Co - ordinator	

Place

Date