



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SRI DEVARAJ URS COLLEGE OF NURSING

**SRI DEVARAJ URS COLLEGE OF NURSING TAMAKA KOLAR
563103**

www.sducon.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Devaraj Urs College of Nursing (SDUCON) is a unit of Sri Devaraj Urs Educational Trust, (SDUET) established by a group of philanthropic dedicated and service-minded leaders for the rural and backward community under the able guidance and Chairmanship of Sri. R.L. Jalappa. The Trust started the school of nursing which offers a Diploma in General Nursing and Midwifery in 1995 with a vision of providing standard education and training to the students.

Sri Devaraj Urs College of Nursing came into existence in 1998, with four years B. Sc Nursing Degree program to pace with the rapid advancement in health and nursing sciences. The college has stepped on to a higher ladder of nursing education to meet the needs of the professional nurse educators, leaders, administrators and researchers, Master of Science in Nursing, a Post Graduate Degree Program was started in 2006. With five specialities. Post Certificate Degree program of two years was started in 2011 for upgrading those with Diploma in General Nursing and Midwifery.

The College of Nursing is approved by the Government of Karnataka (10-03-1998) and recognized by Karnataka Nursing Council (05-10-1999) and Indian Nursing Council (23-03-2001). The College is affiliated to Rajiv Gandhi University of Health Sciences Bangalore, Karnataka (06-07-1998).

Further, the college was accorded with ISO-9001-2000 Certification in the year 2006, which was later upgraded to 9001-2015 Certification Standards in the year-2018, which enhanced the academic excellence through Internal Quality Audits.

Sri Devaraj Urs College of Nursing is attached to a Parent Hospital, a constituent unit of Sri Devaraj Medical College affiliated to Sri Devaraj Urs University Academy of Higher Education and Research. The hospital is 1204 bedded with NABH & NABL accredited laboratory. The college has five nursing laboratories along with computer and preclinical labs (Biochemistry, Microbiology, Biophysics, Anatomy and Physiology) attached to a parent teaching hospital.

Sri Devaraj Urs College of Nursing situated in Sri Devaraj Urs Medical College and Hospital campus at Tamaka, a rural area which is 6 KM. away from Kolar Town. It is known for its serene, salubrious atmosphere. The campus is calm and quiet and inspirational for studies

Vision

The college of nursing has formulated Motto, Vision, Mission and educational objectives based on the philanthropic ideals of the trust and the core values of the affiliating university (RGUHS). The same is communicated to all the students, teaching and non-teaching staff.

Motto:

“Quality Education – Compassionate care”.

Vision:

“Strive to become an institution of *Excellence* in the field of nursing Education, Practice, administration and research with continual improvement”.

Mission

To promote value-driven higher education, to meet the Global health care needs of the society by:

- Quality training and education,
- Comprehensive clinical training,
- Fostering leadership competencies,
- Enhancing research skills.

Philosophy:

1. We the faculty of Sri Devaraj Urs College of Nursing believes that Nursing is a formal education where we educate students to provide comprehensive service in order to meet the needs of the individual, family, community and society.
2. We accept that our institution is the centre of excellence in imparting core values in developing student to demonstrate a high standard of professional behaviour.
3. We believe that the education provided in this institution will enable nurses globally to practice evidence-based care, engage in scholarly activities and translate knowledge into practice at all levels of the health care delivery system.

Educational Objectives:

1. To plan the curriculum and devote its resources for quality nursing educational training in an environment that focuses on the overall development of the student with adequate clinical competence across all scopes of practice.
2. To ensure innovative methods of the teaching-learning process for better professional competence.
3. To train and strengthen the nursing students for better development in the clinical practice, to make them more skilful and assertive in meeting the challenges of health care needs.
4. To offer equal opportunity to all economically and ethnically diverse regional community.
5. To enhance problem-solving and evidence-based practice through various research activities.
6. To promote maximum student participation in co-curricular and extracurricular activities.
7. To motivate and inculcate leadership qualities among nursing students

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Education:

Curriculum planning and implementation by qualified and experienced teaching faculty.

Information and Communications technology (ICT) – enabled teaching & learning environment

Library with an adequate collection of books, journals and e-resources

Student support through structured mentoring and counselling

Career enrichment – certificate and value-added courses.

Unique college book bank facility

Unique LMS “Gyan-bhandar” a learning resource.

Academic achievement- University Ranking

Practice

Well equipped nursing laboratories

Integrated Faculty Dual Role – enhanced student clinical training

Clinical training – hands-on skill at parent hospital -NABH and NABL accredited.

Administration:

Good governance and leadership

College administrative and academic committees foster participatory leadership

Structured Continuing Nursing Education (CNE)

Deputation of faculty for higher education, attending conference and workshops

Research

Research methodology workshop- annually

Integrated research culture in best and distinctive practice

Extension and outreach activities.

Continual improvement:

Internal Quality Audits- twice annually

Assistance to students for fetching government/non-government scholarships

Periodic feedback from stakeholders with corrective actions

Institutional Weakness

- Admission for Post Basic B.Sc Nursing and M.Sc. (N).
- Publications in indexed journals.
- Faculty and student exchange programmes.
- Research Grants.

Institutional Opportunity

- Collaborative research.
- Organizing international seminars, workshops and conferences.
- Development entrepreneurial leadership.

Institutional Challenge

- Increasing the number of Admissions, research publications, research grants,
- Student's skill needs to be enhanced through additional measures as per the continuous changing requirements of the health care settings
- Judicious mobilization of resources

1.3 CRITERIA WISE SUMMARY

Nursing Part

Health care in India has undergone profound changes during the past several decades. In today's health care arena, nurses are faced with increasingly complex issues and situations resulting from advanced technology, greater acuity of patients in the hospital and community settings, complex disease process as well as ethical issues and cultural factors. Nursing, as a health care profession and a major component of the health care system, has been significantly affected by these changes. As the profession of Nursing is skill-based the nursing students require appropriate skills training during their graduate and post-graduate programs. The college has five labs which help the students to learn nursing foundation skills, advanced procedural skills, community health nursing skills, therapeutic diet preparation skills and computer skills. The students enhance their skills in basic and advance procedures such as ACLS, BLS, Venipuncture, Ventilator Management, Critical Care management and ET intubation/suctioning in Medical-Surgical Lab of the college. Majority of the faculty are postgraduates. A good number of faculty has additional qualifications as like Ph D, Nursing. The parent hospital follows patient safety codes including infection prevention and control practices and provides theoretical and practical exposure to quality student learning in enhancing clinical competencies. The hospital has developed five manuals i.e., Quality Improvement Manual, Hospital Infection Prevention and Control Manual, Safety Manual and Nursing Care procedure-specific manual which is implemented by the students in

providing care to the patients. All the students and staff of college receive prophylactic immunization against Hepatitis B as per the college policy. The hospital was certified for Pre-Entry NABH level in the year 2016 and presently awaited for the final NABH Accreditation process as per the revised Fifth edition standards. The hospital laboratory services are NABL Accredited from the year 2016 onwards. Every year students and faculty of other Colleges visit our institution for administrative/educational purposes. Students of the college actively participate in community-oriented activities like Community mapping, Community survey, Health education, Camps and clinics, the celebration of world health days and School health programs.

Curricular Aspects

The college ensures effective curriculum delivery through a well-planned and documented process through the Curriculum Committee, and Internal Quality Audits as per the curriculum set by the INC and RGUHS. The curriculum is operationalised through the academic calendar, master plan, Program objectives, Course objectives, Unit plans and Lesson plans which are planned by the respective departmental HODs in co-ordination with class/course coordinators. The curriculum is enriched by ICT enabled teaching, incorporating department-specific teaching modules, SOPs, along with “Gyan-bhandar” a learning resource. The college offers flexibility in catering to the different needs of students, by allotting the speciality based on their choice in PG courses. Student teaching and learning is evaluated by both formative and summative assessment as per RGUHS curriculum specifications. Feedbacks are obtained from students and other stakeholders to take appropriate actions to ensure academic flexibility. The college offers various faculty development programs to enhance teaching skills. Presently there are twelve Certificate and eight value-added certificate courses to enrich student learning for holistic development. The college encourages students and staff to conduct research on cross-cutting issues pertaining to societal and national issues relevant to gender, environment and sustainability, human values and professional ethics etc. by integrating the curriculum through regular feedback. The students undertake field trips, clinical internship, research projects and community posting as per the curriculum requirements. The feedback on curriculum and syllabi is obtained from Students, Teachers, Employers, Alumni and Professionals, and actions are taken which helps to implement the curriculum effectively. For quality sustenance and quality enhancement in curricular aspects, the college conducts periodic Internal Quality Audits of all the departments including the principal’s office.

Teaching-learning and Evaluation

Understanding the importance of college’s responsibility in teaching and learning, the college has adopted all the innovative teaching-learning methods. The process of admitting students is transparent. The students are admitted based on the eligibility criteria as per norms of INC. However, 20% of the graduate and 25% of the post-graduate seats are reserved for various categories and the admissions in such categories are done by RGUHS and now by Karnataka Examination Authority (KEA). The students from other states demonstrate a national spread in all programs. The learning levels of students are assessed after the admission based on initial internal assessments tests and are classified as advanced learners and slow performers. Remedial measures are carried out regularly for slow performers whereas advanced learners are motivated to take active participation in poster competitions, group activities etc. To enhance the learning experiences of student’s various student-centric methods are used in the college. The college has a total of 52 permanent faculty of which 23 are post-graduates. Nursing being a skill-based profession, the students are taught in nursing laboratories and are given clinical training in the Parental Hospital, which is 1204 bedded. The teachers use ICT enabled tools for teaching. There is a mentoring system in the college which further enhances the overall development of the student. The college conducts a continuous evaluation as per the academic calendar and makes sure that

transparency is maintained. The students are provided with the opportunities for midcourse improvement in their performance. Parent-Teacher Association (PTA) meetings are conducted twice in a year for every batch of students. Student success rates in graduate examinations have been 90% over the last five years. Evaluation of attainment of program and course Outcomes is performed through mapping of test performance to outcomes.

Research, Innovations and Extension

The college promotes academic research through individual faculty and student research projects as per the curricular requirement. The college has four full-time faculty with PhD and five faculty are pursuing Ph D. Every faculty is actively involved in research projects. In 2018-19, four of the UG student projects have received grants from RGUHS. There are about 10-15 projects per year exclusively done by UG students carried out under the guidance of faculty. The college has an Institutional Research Committee (IRC) comprising of senior faculty from various nursing departments that, review the research proposals and submit the same to the Institutional Ethics Committee. The IEC verifies the synopsis and approves ethically for submission to the RGUHS. The college conducts a research methodology workshop every year to foster research culture as one of the innovative practices among the students and staff. The college faculty and students participate in extension activities in the community through community surveys, health camps, health education, etc. By conducting extension activities, the college promotes its social responsibility for the neighbourhood communities. The college has started eco-system, for innovation under the title of “Multimodal Approach” (a startup) intending to bring positive outcomes among vulnerable clients. The college conducts one/ two seminars on Intellectual Property Rights (IPR) every year. The college has received appreciation certificates from Rotary Kolar Trust, for Blood Donations done by the students and staff in the year 2016, 2018, & 2019 respectively and from District Health and Family Welfare Kolar for the sincere outcome-based Swachh Bharath Abhiyan Activity in the year 2018 & 2019. The best practice and distinctive practice of the college foster the culture of research among students and staff.

Infrastructure and Learning Resources

The college is sufficiently endowed with physical infrastructure, situated in Sri Devaraj Urs Medical College and Hospital campus at Tamaka, 6 KM. away from Kolar Town. It occupies an area of 7 Acres and 20 gunthas (7895.883 sq. ft). There are five labs in the college which comprises of Nursing Foundation, Community Health Nursing, OBG and Child Health Nursing laboratories equipped with articles, audio-visual aids and mannequins for skill training and The Nutrition lab facility enhance students knowledge on food and drug interaction in the treatment of specific diseases. The e-learning is further enhanced in Computer Lab. Classrooms are ICT enabled for both undergraduate and postgraduate programs. The college has a reprographic machine etc. The college has a library with easy lib software along with the departmental libraries. The college is facilitated with multipurpose hall, seminar hall, separate male and female student’s rooms, counselling room, a guest room for visitors, department-specific faculty rooms with restrooms, staff-student Health Center, student sick room, creche’ and college cafeteria. The campus is enabled with Wi-Fi connection. A secured campus is ensured with 24 hours security guard, fire extinguishers, emergency exit with CCTV coverage. There is provision for both indoor and outdoor games in the college. Hostel facility is available for both male and female students inside the campus. The parent hospital is well equipped with adequate clinical training material, which has NABH and NABL Accredited laboratory services. College is striving towards green initiatives by having “Plastic-free campus” The college has an office for Student Nurses Association (SNA). Provisions for clean drinking water and washroom facility are available for all.

Student Support and Progression

The College offers graduate and postgraduate programmes in nursing for students of various socio-economic backgrounds. For the last year, a total of 113 students were admitted for UG and PG program out of which 96 were under the general category, and 17 from reserved categories. About 28 students were benefitted by various scholarships for their studies in the last year. The college conducts value-added and certificate courses on communication, yoga, human values, personality and professional development for enhancing their capabilities. The Placement Cell of the college organizes career guidance sessions for students, especially outgoing batches. The student counselling Cell of the college guides students who require counselling and direct them to a qualified counsellor. The Women Empowerment Cell has organized gender sensitization and equity-related programs. The grievance redressal committee addresses the grievances of students and staff as per the guidelines. Majority of the outgoing students are placed in Parent Hospital. The alumni of the college have progressed to the higher education i.e., M Sc Nursing, and Ph D in Nursing or higher education programmes in specific fields of Nursing. The college has the Student Nurses Association (SNA) which conducts programme specific to cultural and social activities which enhance their all-round development of personality. The students of the college have won prizes in the cultural and sports events conducted in regional and state levels competitions organized by RGUHS. The Alumni Association of the college, was initiated in the year 2010, supports various aspects of the college like organizing conferences/workshops etc. and sponsors with financial support along with felicitation of distinguished alumni.

Governance, Leadership and Management

The college has clearly stated motto, vision and mission which is reflected in the student selection, teaching-learning process. The value-added and certificate courses endow the student with compassion, moral values, interpersonal communication and leadership skills. The college has various academic and administrative committees which meet at regular intervals for effective functioning. The college encourages departments to execute departmental functioning through programs and activities. Academic audit on teaching learning and follow up enhances academic and administrative performance. The faculty empowerment strategies like faculty participation in the workshop, seminars conferences and Continuing Nursing Educations equip them with current teaching strategies and health care updates. The college has an Internal Quality Audit Cell (IQA) which strengthens the quality implementation of the curriculum. Students, faculty, alumni, parental, peer team and employee feedback mechanism enhance corrective measures and assure quality education. The e-governance has been implemented in some areas i.e. student admission and examination. The college has a Staff Welfare Committee which plans staff picnics, celebrates festivals and conducts farewell functions etc. The Trust of the college has various welfare measures like Provident fund, Gratuity Benefits, Medical Benefits, Maternity Benefits, leave for higher studies, staff quarters and Special casual leave for attending conferences and doing examination duties. Effective manpower planning, selection, orientation and faculty enhancement policies help to place the right kind of faculty to the right position. The college provides financial support to the faculty who attend the conferences/workshops if they present paper or poster. The college has organized several professional development/quality initiative training programme for the staff. The college has a performance appraisal system for teaching and non-teaching staff. The financial audit of the college is conducted annually. The institution mobilizes its funds effectively for students' curricular and co-curricular, staff developmental activities, learning resources and infrastructure augmentation.

Institutional Values and Best Practices

The college Women Empowerment Cell has conducted programs related to gender sensitization and promotes gender equity. There are separate common rooms for males and females. For promoting the gender equity, and ensuring the safety and security of student's various measures are used. The security personnel are available round the clock in strategic parts of the college and campus. Surveillance is done through CCTV cameras covering the strategic locations of the college. Each floor of the College of Nursing, corridor, office rooms and classrooms are under the surveillance of CC cameras. Timings for entry and exit into hostels are monitored by the wardens. Helpline numbers are displayed on the notice board which student can access during an emergency. The students are counselled as per their need, especially if there are any incidents of harassment. The college uses solar energy as an alternative source of energy. To reduce the power requirements, LED bulbs are used. The college has facilities for the management of degradable and non-degradable wastes like solid, liquid, biomedical, and e-waste. The green campus initiatives of the college include planting the trees during environment day and encouraging the reduction of plastic use. The college has ramps, disabled-friendly washrooms and signposts. The college has taken several initiatives in providing an inclusive environment, especially by the community services provided by the college irrespective of linguistic, cultural, regional and socio-economic diversities. The college has clearly stated the code of conduct for students whereas for staff it's given in the hand Book of Rules and regulations. The College believes in celebrating National and International commemorative days, as an integral part of learning and building a strong cultural heritage a concept of patriotism. The college in pursuit of excellence has adopted best and distinctive practices which stands as a significant milestone in the concerted quest for excellence in creating research culture as a basis for training students to be globally competent in meeting the health care needs of the society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI DEVARAJ URS COLLEGE OF NURSING
Address	SRI DEVARAJ URS COLLEGE OF NURSING TAMAKA KOLAR
City	KOLAR
State	Karnataka
Pin	563103
Website	www.sducon.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	G.vijayalakshmi	08152-243003	9880092435	-	sduconson@yahoo.com
IQAC / CIQA coordinator	Zeanath C J	08152-	9880609853	-	zeanathcj@gmail.com

Status of the Institution	
Institution Status	Self Financing
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

Date of establishment of the college	10-03-1998			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Karnataka	Rajiv Gandhi University of Health Sciences		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
INC	View Document	11-09-2019	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SRI DEVARAJ URS COLLEGE OF NURSING TAMAKA KOLAR	Rural	7.2	106770

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc Nursing,Bsc Nursing	48	PUC Science	English	100	100
UG	BSc Nursing,Pbbsc Nursing	24	GNM	English	30	9
PG	MSc Nursing ,Psychiatric Nursing	24	BSc Nursing	English	4	0
PG	MSc Nursing ,Medical Surgical Nursing	24	BSc Nursing		5	4
PG	MSc Nursing ,Paediatric Nursing	24	BSc Nursing		5	0
PG	MSc Nursing ,Community Health Nursing	24	BSc Nursing		5	0
PG	MSc Nursing,Obg Nursing	24	BSc Nursing		5	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				5				11			
Recruited	0	4	0	4	1	4	0	5	1	7	0	8
Yet to Recruit	0				0				3			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				35				0			
Recruited	0	0	0	0	3	32	0	35	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				27
Recruited	3	24	0	27
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	3	24	0	27
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	3	0	0	0	0	0	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	1	4	0	1	6	0	13
UG	0	0	0	0	0	0	0	0	0	0
Permanent Teachers										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	5	0	0	0	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	3	0	2	7	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	1	1	0	3
UG	0	0	0	0	0	0	0	0	0	0
Part Time Teachers										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	5	3	0	1	0	0	0	0	0	9
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	0	0	1
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	2	0	2
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	15	10	0	0	25
	Female	70	263	5	0	338
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	1	2	0	0	3
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	4	0	1
	Female	17	29	22	14
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	0	0
	Others	0	0	0	0
OBC	Male	15	14	12	9
	Female	42	33	23	29
	Others	0	0	0	0
General	Male	19	18	15	11
	Female	273	209	199	161
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		370	308	271	225

General Facilities**Campus Type: SRI DEVARAJ URS COLLEGE OF NURSING TAMAKA KOLAR**

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes

• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	0
* Qualified Doctor (Part time)	1
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	1
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Creche

Hostel Details
Hostel Type
* Boys' hostel
* Girls's hostel
* Overseas students hostel
* Hostel for interns
* PG Hostel

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
368	370	308	272	225
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
92	101	35	35	44
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
113	108	78	114	102
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
52	52	52	52	50
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
52	52	52	52	50
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
135.47	133.84	114.18	61.59	65.54
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Sri Devaraj Urs College of Nursing follows the curriculum formulated by Statutory Regulatory Authority (Indian Nursing Council) and affiliating university (Rajiv Gandhi University of Health Sciences). The curriculum is effectively planned, delivered, and evaluated through a well-defined process in alignment with Vision, Mission and Objectives of the Institution.

Curriculum planning:

Institutional Academic Calendar is prepared by incorporating the calendar of events specified by the affiliating University, along with institution-specific curricular, co-curricular and extracurricular activities. The same is communicated to all the students and teaching staff by displaying on the notice board and on the college website.

Curriculum Implementation:

The curriculum is implemented to help students to walk through the learning pyramid from knowledge to practice. Curriculum committee allocates subjects based on subject preferences of faculty and preceding year course feedback.

The master plan, Programme and Course objectives, Unit plan, Lesson plan are prepared by the respective departmental Heads, subject teachers in co-ordination with class coordinators which is submitted to course co-ordinators and approved by the curriculum committee.

The class-co-ordinator schedules the classes in monthly time table which is monitored by the course co-ordinator to ensure on implementation of teaching schedule.

The college incorporates Information and Communications technology (ICT) enabled teaching for both undergraduate and postgraduate programmes in all the classrooms.

The curriculum is delivered by incorporating department-specific teaching strategies, standard operating procedures (SOPS), a question bank, teaching card, models, videos, value-added and certificate courses along with “Gyan-Bhandar” learning resource which is a subject-specific and unique nursing instructional module created by faculty and the same is made easily accessible to the students.

Classroom instructions include lecture cum discussion, role play, project method, seminar, microteaching, panel discussion and journal club. Whereas demonstration, simulation, case study, drug

study, bedside clinic and nursing rounds are used for clinical teaching and training.

Students are trained to develop clinical competencies in well-equipped laboratories before direct care of patients in the hospital. Further, their skills are monitored at the bedside under the supervision of teachers. Adequate learning resources are provided to integrate theory and practice.

Further, the curriculum is enriched through guest lectures, seminars, workshops, field visits, and celebrations of National days, Health days by active students and staff participation.

Curriculum Evaluation

The College implements evaluation as per RGUHS regulations, for theory three internal assessment tests and two assignments each for 25 marks and for practical three tests and performance of clinical requirements including cumulative and procedure record book for 50 marks. Additionally, the college evaluates students learning through unit tests, model examination for theory performance and Objective structured clinical examination (OSCE) for clinical performance.

IQA

The college conducts Internal Quality Audit (ISO-9001-2015) for every six months once to verify the compliance of curriculum planning, delivery and evaluation.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document

1.1.2

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

Response: 0.38

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

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

1.2 Academic Flexibility

1.2.1

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

Response: 63.29

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

Response: 150

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

Response: 237

File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

1.2.2

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

Response: 38.66

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-

wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
335	316	52	00	00

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The College integrates cross-cutting issues relevant to the contemporary concerns of societal and national relevance to gender, environment and sustainability, human values and professional ethics, health determinants, right to health, emerging demographic issues are included in curriculum of RGUHS which is operationalised through various academic committees with implementation of co-curricular calendar of events for development of creative and divergent competencies.

Gender

The college has women empowerment cell which empowers regarding the student knowledge on gender wises and legal laws available to protect the women. Conducts guest lectures and poster competitions with regard to gender issues. Equal opportunity cell at college ensures gender equality and equal opportunities among everyone.

Environment sustainability and Emerging Demographic Issues

Students actively participate in swatch bharath. Students conduct and participate environmental day every year. The college conducts mass health education and awareness programmes to the community. Guest lectures and Poster competition with regard to environment is conducted to students. The college provides opportunities for interested final year students to select value added courses on Green Campus

initiative to promote green environment. Environment cell at college facilitates and protects environment for a sustainable and healthy future.

Human values and professional ethics

The institution teaches and follows INC code of ethics and professional conduct. Handbook for code of conduct is made available for students. The institution has its own ethical committee, which is authorized to give permission to carry out research projects by students and faculty. Monitoring Committee for Code of Conduct encourages good ethical behaviour among the students and staff. Staff and student welfare committee fosters good relationship among staff and students, to create a healthy environment. The college provides opportunities for interested students to select value added courses like universal human values, Nursing Empowerment an approach to futuristic nursing to protect professional and patient's rights.

Right to health & health determinant

The college conducts value added programme like yoga and self-esteem and personality development which guides them to become competent professionals. Annual Health checkup is done for all students and their health record is maintained. Hepatitis B vaccine is given to all the students before attending clinical training. Youth Red cross unit conducts health campaigns' and arranges blood donation every year.

To match with today's need for fast and accurate information, the college provides access to fast internet facilities to students and faculty. Student's inputs and feedbacks taken after each of the orientation programmes regarding the cross cutting issues is analyzed for needful implementation of curriculum. The curriculum committee also envisions research on the issues pertaining to health, health determinants, human rights, human values, environment and its sustainability, and emerging demographic issues of the society.

File Description	Document
Link for list of courses with their descriptions	View Document

1.3.2

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

Response: 8

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

Response: 8

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

1.3.3**Average percentage of students enrolled in the value-added courses during the last five years****Response:** 60.64

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

2019-20	2018-19	2017-18	2016-17	2015-16
354	340	240	100	99

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document
Link for additional information	View Document

1.3.4**Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)****Response:** 95.91

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

Response: 352

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

1.4 Feedback System

1.4.1

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

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

Response: E. Any 1 of the above

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

1.4.2

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

Response: E. Feedback not collected

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	18	20	19	11

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	18	20	19	11

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

2.1.2**Average percentage of seats filled in for the various programmes as against the approved intake****Response:** 66.75

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

2019-20	2018-19	2017-18	2016-17	2015-16
113	107	78	114	102

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

2019-20	2018-19	2017-18	2016-17	2015-16
154	154	154	154	154

File Description**Document**

The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any other relevant information

[View Document](#)**2.1.3****Average percentage of Students admitted demonstrates a national spread and includes students from other states****Response:** 70.24

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

2019-20	2018-19	2017-18	2016-17	2015-16
82	82	40	81	82

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

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: A. All of the above

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

2.2.2

Student - Full- time teacher ratio (data of preceding academic year)**Response:** 7.08

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

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

The college has made initiatives to facilitate the sustenance of innate talent/aptitude of individual students by encouraging the students to participate in various extra-mural activities beyond their classroom learning by appointing the student representatives in various academic and administrative committees to carry out various extramural and academic activities:

Sl.No	Committee	Representation and activities of students in the committee
1.	*Student Nurses Association	Students take up leadership roles and promote corporate spirit among students. Organizes various co-curricular and extra-curricular activities
2.	Curriculum & Evaluation Committee	Students feedbacks are considered for improving curriculum implementation.
3,	Library Committee	Representatives suggest in the improvement of facilitation and optimal utilization of learning resources
4.	Student Welfare Committee	Representatives collect, co-ordinate and communicates matters related to personal development and wellbeing of students
5.	Anti-ragging Committee	Representatives help in surveillance and communication of Ragging incidence (if any) to the

		concerned for the needful action.
6.	Grievance Redressal Committee	Grievances of students related to academics, examinations, library facilities, Food, safety and accommodation which are communicated through students' representatives to the concerned for the needful action.
7.	Placement cell	Communicates information to the peer group on-campus placements, higher education and career opportunities globally as per the objectives of placement-cell.
8	Women Empowerment & Anti-sexual Harassment Cell	Representatives create awareness on strategies adopted for women empowerment and helpline displayed related to harassment issues.
9.	Equal Opportunity Cell	Collaborates in disseminating the information on priorities entrusted in enhancing equal opportunity in terms of selection to various courses offered in the college.
10	Youth Red Cross Unit and NSS	Participates actively in the implementation of activities in coordination with the programme officer to facilitate blood donation and various social events.
11	Hostel Committee	Communicates information related to food, accommodation, discipline and welfare of the students in the hostel.
12.	IQAC	Participates actively in quality sustenance of the institution by repeated orientations on upgraded Institutional standards focusing on the Teaching learning process.

Student Nurses Association encourages students participation for building and sustenance of innate talents such as Poster presentations, Essay, Pencil Sketch, Chess, Folk/Classical Dance etc., Choir is organized on Christmas. Students are made Master of ceremony for various programmes to bring out confidence and language proficiency.

Further Roleplays are conducted by students in Community setup and De-addiction centres during their clinical postings to create awareness on environment sustenance, Prevention of Communicable, non-communicable and Mental illnesses. Health camps, school health programmes, antenatal, postnatal & geriatric clinics are conducted by students which instil the social commitments and citizenship.

Models and poster presentations are organized by various departments. Documentaries are filmed by

students regarding mental illness and its prevention which facilitates to exhibit student's innate talent.

To build up the student's administrative abilities, they are given the opportunity to expose themselves to different health care settings by organizing educational-visits to other colleges, hospitals, voluntary health organizations and Apex Bodies.

To create positive relationships, high self-esteem, in life students is encouraged to enrich spiritual health by daily prayers in their faith.

File Description	Document
Link for any other relevant information	View Document
Link for Appropriate documentary evidence	View Document

2.3 Teaching- Learning Process

2.3.1

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

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

Response:

The institution ensures on shifting teaching methodology from the traditional teacher-centric approach to a student-centric one. The teachers act as facilitator and students play an active role in the learning processes. As an affiliated college, the institution takes all measures in incorporating active student participation in classroom learning.

The learning experience is enhanced by the following student-centric methods:

1.Experiential Learning:

Students learn from their experiences during their clinical postings along with various learning activities assigned to them like case studies, case analysis, clinical teaching, field visits and drug studies, which strengthen their hands-on skill to be competent inpatient care. During students, Internship training in the parent teaching hospital provides crucial work-place based learning opportunities for enhancing clinical

competencies.

2.Integrated/interdisciplinary learning:

Students are encouraged to coordinate and participate with other health team members like doctors, physiotherapists, dietitian, yoga therapist, lab technician, respiratory therapist, social worker and family members for effective implementation of patient care by assessing, planning and evaluating.

3.Participative Learning:

Faculty encourage the students for participatory learning through group projects, discussion, poster presentation, quiz, essay writing, journal club, debate etc.... field visits are organized to provide students with a real-time functional environment for learning enrichment.

4. Problem-solving methodologies:

The problem-solving abilities of students are enhanced through care plans, mind mapping, case scenarios and patients need based research projects to bridge the gap between theory and practice and allow students to think critically and utilize the knowledge to arrive with workable solutions for problems related to nursing practice.

5. Self-directed learning:

This method is adopted in both classroom and clinical teaching. Classroom instructions encourage the students to brainstorm on assignment topics by open book technique. Students in clinical postings are encouraged to take up case studies of their own choice and present it which helps in building self-confidence. A learning management system provides learning information online along with tests which support self-directed learning.

6. Patient-centric and Evidence-Based Learning:

Students are encouraged to practice evidence-based patient care protocols which is undertaken by both UG and PG students which enables them to be competent health care providers.

7. Learning in the Humanities

The faculty help students to incorporate professional code of ethics-integrity, bioethics etc., which encourages students in creative thinking skills, reasoning and the best ways of relating to others. These are fundamental skills that allow them to perform well and gain insight.

8. Project-based learning:

Various research projects are undertaken on the thrust areas identified by the institution under the guidance of speciality related faculty by both UG and PG students through which patient care standards are formalized and same findings are communicated and practised inpatient care setting in the form of nursing care bundles such as VAP, CAUTI, CLABSI-PLABSI, SSI etc.,

9. Role Play:

Roleplay technique is adopted as a method of learning in all the specialities for deliberating health education to the patients, caretakers and the general public on health and its maintenance.

File Description	Document
Link for any other relevant information	View Document
Link for learning environment facilities with geotagging	View Document

2.3.2

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

The Institution:

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

Response: A. All of the above

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

2.3.3

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

Response:

Information and Communication Technology (ICT) enabled teaching-learning methodologies are utilized for both undergraduate and postgraduate programmes. All lecture classes and seminar hall are ICT enabled with projectors and Laptop/desktop computers, and internet connectivity for the effective teaching-learning process.

The faculty members effectively utilize Audio-Visual aids to demonstrate the concepts to the students using the e-resources to enhance the learning experience. The College has the support of well-designed Learning Management System(LMS) platform for the teaching and learning. The LMS is well utilized by the students for learning purposes by revisiting to the contents of the lecture classes, as all the teachers ensure that the learning materials/ lecture contents are uploaded and retrievable in the LMS window of the college website. Students find it easy to catch-up with the contents of the missed lecture classes. The teachers are provided adequate training on the use of technology in routine teaching-learning activities as well as for the development of e-content.

Institutional Learning Management system (Gyan-bhandar) is accessed by all the students and teachers. Subject-specific content is uploaded for easy access by the respective teacher as per the prescribed syllabus.

The college has procured a licensed version of the Zoom meeting software to enable the teachers to disseminate the course contents and hold interactive online learning activities. Individual faculty makes use of zoom classroom for effective teaching and learning processes.

Through flipped classroom model teachers aim to leverage the use of blended learning. Online videos, podcasts, animations, medical information links, PPT formats circulated to students through LMS, Google classroom, watsapp groups to teach basic concepts while the face to face classroom learning is used for exploring application and synthesis of information.

Digital Library has 50 computers, LAN connectivity and 2 GBPS internet speed. It is digitalized with E-books, E-journals, E-newsletter, faculty publications and previous year question papers preserved in DSpace server. Students are accessing these resources through the following link <http://172.16.0.8080/xmlui/>. Library provides remote access facility (REMOTEXS) to students, Research Scholar and Faculty to access e-resources subscribed by the RGUHS

The electronic resource packages like Pro-Quest Database, Free Access Journals, PubMed Free Access journals Open access journals, Directory of Open Access Journals (DOAJ), and National Digital Library covers all the major clinical and healthcare disciplines.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 7.36

2.3.4.1 Total number of mentors in the preceding academic year

Response: 50

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

2.3.5

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

Response:

The teacher acts as a mentor and motivator, in nurturing the creativity, analytical skills and innovation among students through modified multimedia contents for an effective learning process.

Apart from regular teaching methods following innovative teaching approaches are being practised by various departments.

Sl.No	Teaching approaches	Skills nurtured	Impact
1	LCD, Flannel board,	Creativity/	interactive teaching-

	Chart, model, overhead projectors are used to deliver interactive lectures and demonstrations	innovation	learning activities wherein teachers provide students with thought-provoking and problem-solving sessions.
2	Mind Mapping and model presentation	Creativity/innovation	Helps student to have a comprehensive understanding of the topic
3	Educational Charts	Creativity/innovation	Helps in understanding the subject concepts comprehensively
4	Models of Organ system in Human Anatomy & Physiology Laboratory	Analytical skills	Aids in realistic learning with hands-on skill
5	Animations, Live Videos and simulations	Innovation	Enhances understanding and aids in the retention of learning
6	Problem Based Learning (Case studies and care plans, care maps)	Analytical skills	Develops problem-solving skills
7	Journal Club Activity for PG students	Analytical skills	Enables the students learning in enhancing evidence-based advances and technologies adopted inpatient care and learning.
8	Objective Structured Clinical Examination (OSCE) is used for the students during the model practical examination as a method of evaluation.	Analytical skills	It gives hands-on experience for postgraduate students to conduct the OSPE and gives the undergraduate students a proper evaluation to improve their skills.

File Description	Document
Link for appropriate documentary evidence	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2.4.2

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document

2.4.3

Average teaching experience of fulltime teachers in number of years (preceding academic year)**Response:** 4.21**2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)****Response:** 219

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

2.4.4**Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years****Response:** 59.85**2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
20	40	14	40	40

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college follows Rajiv Gandhi University of Health Sciences, Bangalore, guidelines for internal assessment and adheres to the academic calendar for the conduct of Continuous Internal Evaluation, to ensure robustness and transparency by considering the following points.

The college plans for CIE at the beginning of the academic year in the calendar of events. For UG programme three internal assessment tests both in theory and practical will be planned and for PG programme, two internal assessment tests in both theory and practical will be planned

In terms of Transparency

1. The CIE planner is prepared in line with the academic calendar before the start of the academic year.
2. The institute organizes orientation program and Parents meet to make the students and parents acquainted with the rules and regulations of the affiliating University, CIE scheme and evaluation processes.
3. The CIE planner and schedule is displayed on the college website and students' notice board at the start of each academic year. The students are notified about the time schedule through oral information by the class coordinators and through the notice board two weeks prior to the date of examination.

In terms of robustness

- Syllabus for internal assessment will be informed by the subject teachers in consultation with the HOD
- Duration will be one hour for theory and three to five hours for practical examination including viva.

Theory Internal Assessment

- Respective subject teachers with the consultation of HOD prepare 03 sets of Question papers and submitted to the Principal.
- One question paper will be selected randomly by the Principal and distributed on the day of the Internal Assessment Examination.
- The test papers are evaluated and results will be communicated to the students within 10 days of the conduct of the IA.
- Any grievances related to marks in terms of absence and failure, students should approach the respective subject teachers within 3 days of the announcement of the results.
- Such deserving students are given improvement/retest after approval from concerned HOD and the principal
- Marks are maintained in the register after notifying the students and then authorised by concerned faculty, HOD and Principal.
- Analysis of the results will be done and corrective and preventive actions will be taken to improve the performance of the students.
- The model examination is conducted for all the programmes by the end of the academic year and before study leave.

Practical Internal Assessment

- Schedule for practical Internal assessment will be planned based on the student's exposure to the clinical area by the respective subject teachers and HOD in consultation with the class coordinators.
- Performance of the students will be assessed by two examiners by following RGUHS examination pattern and the marks are entered in the score sheet.
- Third practical internal assessment will be in the form of OSCE.
- Marks are maintained in the register by computing scores of both the examiners, after notifying the students and then authorised by concerned faculty, HOD and Principal.
- Internal assessment marks are verified and signed by the students, before sending to the University

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for academic calendar	View Document

2.5.2

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

Response:

- The students raise their grievance in the Internal Assessment examination to their respective subject teachers and departmental heads.
- Student grievances related to internal examination are resolved within five working days.
- The concerned subject teacher looks into the matter, analyse and verify the same and corrections are incorporated for final scoring.
- In case of dissatisfaction, the students may approach the grievance redressal committee. The grievance redressal committee addresses the grievances by sorting out the problems promptly and judiciously and will assure that the grievance has been properly solved in a stipulated time limit provided by the committee. The report will be maintained by the committee.

Grievances related to University Examination:

As the college is affiliated to RGUHS for the conduct of examinations the college plays a limited role in resolving the grievances of the examination process. However, as per the university guidelines, the student appeal is resolved as follows.

- Students have to submit their appeal through the Principal to the University for the Photocopy of the answer book within 10 days from the declaration of result, just to have clarification regarding their marks
- During the conduct of exam, if questions are found “out of syllabus” or if any error in the question paper is observed, students inform their grievance to the invigilator and it is communicated to the Registrar, Evaluation through Chief Superintendent /Principal.
- Any grievance regarding the examination process if noticed is communicated to the University through the principal.
- University has not made provision for re-totalling and re-assessment as corrections are done through digital evaluation by three evaluators.

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

2.5.3

Reforms in the process and procedure in the conduct of evaluation/examination; including

Continuous Internal Assessment to improve the examination system.

Response:

The college has adhered to the examination system as per the norms and guidelines prescribed by the university (RGUHS).

1. Examination Procedures:

The college is affiliated to Rajiv Gandhi University of Health Sciences, Bangalore, which has adopted automation of the whole process of the examination system namely

I. Theory Examination:

- Examination time schedule
- Payment of examination fee
- Entry of final Internal assessment marks
- Examination application
- Examination hall tickets
- Invigilator's diary
- Transmission of question papers

II. Practical Examination:

- Transmission of group/batch list of students
- Uploading of final practical examination marks

III. Evaluation of answer scripts

IV. Announcement of results

2. Processes Integrating IT

Following Information Technology and Internet Technology-based resources and processes are being used by the RGUHS University Examination wing for the benefit of all stakeholders (Students and Colleges):

- Enrolment of Examiners for the University Panel of Examiners is made online using customized Google forms for every faculty.
- All colleges and departments are connected to university examination wing through a secured web-based application.
- Examination management software is used for student internal assessment marks entry by respective institutions, online fee payment challan generation, code generation, code slip generation, online practical marks entry, theory marks entry, decoding and result generation.
- Examination management software is also used for instant online result display.

3. Continuous Internal assessment System

Three Internal Assessment tests are conducted for UG and two Internal Assessment tests for PG students are planned in line with the academic calendar

Remedial measures are taken by conducting additional classes to clarify doubts

Unit tests are conducted after the completion of each unit.

- Subject wise question banks are revised by respective subjects teachers.
 - Students are encouraged to solve previous years University Exam question papers by giving needful suggestions.
 - Model theory & practical examination is conducted prior to University Examination which is similar to that of the university.
- Poor performance due to various reasons is analysed and the information is communicated to the parents and decision is taken for the needful action.
- Student performance is monitored based on their IA scores and slow performers are mentored to empower their learning skills.

4. Competency-based assessment

Students competencies with regard to knowledge and skill in both classroom and clinical are assessed regularly by formative and summative assessment. The institution evaluates each of the students re-demonstrations by using rating scales.

5. Workplace-based Assessment

- Students are supervised and evaluated in the workplace/clinical area by the faculty in carrying out patient care procedures and needful corrections are made.
- Common techniques adopted for workplace-based assessment are clinical teaching, case studies.

6. Self-Assessment

Verbal questions and MCQs administered to students at end of lectures, discussing ideal answers. Teachers discuss answer scripts of internal examinations with specific feedback. Xerox copies of answer books are provided for the purpose on request in University examinations. Students are encouraged for self-analysis continually from their own logbooks regularly which are perused by the head of the department and institutional heads.

7. OSCE

- The college conducts Practical IA by adopting OSCE for both UG and PG students.

File Description	Document
Link for Information on examination reforms	View Document

Other Upload Files

1

[View Document](#)**2.5.4**

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

Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes**2.6.1**

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

Response:

The college has ensured that the learning outcomes for all programs offered by the Institution are stated and displayed on the website and communicated to teachers and students. The faculty of the college through a participatory approach defines the learning outcome (generic and programme specific) for all academic programmes as stipulated by the regulatory body and RGUHS University. The students are made aware of the generic outcomes during induction program and programme specific outcomes in the

respective classes where the teacher/mentor/supervisor explains the skills to be acquired and the outcome expected of programme/course being undertaken by the student. Apart from the above-mentioned steps, the institution also ensures that communication of these outcomes to the students and teachers as given below:

The learning outcomes are published at:

1. **Departmental files:** All the departments maintain a department file containing the list of learning outcomes of all courses offered by the program.
2. **College Website:** learning outcomes are displayed on the college website and can be accessed by all the stakeholders.
3. **Practical Cumulative Records:** of the department are printed and issued to all students at the beginning of the academic year.
4. **Library:** Institute's central library keeps all the learning outcomes for easy access to students and faculty.
5. **College brochure/faculty handbook /students handbook:** The list of learning outcomes is mentioned.
6. **Class co-ordinator Files:** All the class co-ordinators will prepare a course file for each year that lists the learning outcomes for that specific year

The program outcomes are reviewed and revised based on the feedback obtained from stakeholders periodically.

- Student feedback on teaching-learning is obtained thrice a year after each internal assessment to make needful modifications in curricular implementation.
- HOD's evaluate the performance of the departmental faculty needful remedial measures are planned to strengthen the teaching skill of faculty.
- Parents feedback is obtained on admission and course delivery and facilities provided.
- Feedbacks from alumni of the institution is obtained once in a year.
- Employers feedback is obtained from other institutions.
- Course end programme evaluation is obtained.

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

2.6.2

Incremental performance in Pass percentage of final year students in the last five years**Response:** 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

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

2019-20	2018-19	2017-18	2016-17	2015-16
96	101	34	32	43

File Description	Document
Trend analysis for the last five years in graphical form	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	View Document
Institutional data in prescribed format	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	View Document

2.6.3

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

Response:

Every programme/ course has specific learning outcomes to be achieved by the students at the end of the programme/course. The student learning assessments are measured systematically and sequentially throughout the program using a variety of reliable direct and indirect assessment methods by adhering to the guidelines given by RGUHS as listed below.

The direct assessment is done through the following tools which quantify the attainment of course-specific learning outcome.

Formative assessment - The methods employed yield critical information for monitoring an individual's acquisition of knowledge and skills, evaluates analytical thinking, decision-making, and problem-solving abilities. They permit the instructors to monitor the extent of attainment of course-specific learning outcomes. Its main purpose is to identify the deficiencies so that the proper learning interventions can take place that allows the students to master the required skills and knowledge.

- **Internal Assessment:**

UG:

- Three internal assessment tests are conducted for UG courses both in theory and practical. Theory exams are of 25 marks each. Practical internal tests are for 50/100 marks.
- Each student is given two assignments based on course-specific learning outcomes and 25 marks are awarded for each assignment.
- Case study presentations and clinical performance appraisal forms are awarded 25 marks.

PG:

- Two internal assessment tests are conducted for PG course both in theory and practical. Theory exams are of 20 marks each. Practical internal tests are for 100 marks.
- Each student is given two assignments based on course-specific learning outcomes and 20 marks are awarded for each assignment.
- Case study presentations and clinical performance appraisal forms are awarded 20 marks.
- **Classroom/Pedagogy and Clinical teaching:** The students are assigned with a topic to carryout classroom, clinical teaching or pedagogy. Same is assessed by the faculty and peer team on the objective formulation, content, preparation, presentation, questioning techniques and communication skills.
- **Assignment:** The assignment on a selected topic given to assess students' comprehension abilities to gather information, organisation of the content, creative and innovative ideas, interpretation skills with respect to the learning outcomes.
- **Viva-voce:** Practical examination evaluation is done by Viva-voce to analyse problem-solving skills and presentations skills.
- **Project work:** The third-year UG students take up a group research project and PG students take up individual projects. The ability of the students - to plan and then execute the plan by designing and conducting experiments, analyse& interpret data and deliver the outcomes within a time frame are assessed.

Summative assessment - Comprehensive evaluation of learning outcomes are carried out at the end of the academic year. The methods employed are the annual University examination that is conducted both in theory and practical at the end of the academic year covering the complete syllabus.

Indirect Assessment:

The college has incorporated indirect assessment techniques as obtaining feedbacks and surveys from various stakeholders. The frequencies of conducting the various surveys/feedback are as follows;

1. Students feedback: At the end of each internal assessment
2. Graduating Students feedback: At the end of course
3. Alumni feedback: Annually during the Alumni meet
4. Parents feedback: bi-annually
5. Employers' feedback: Annually
6. Placement record: Annually

File Description	Document
Link for programme-specific learning outcomes	View Document

2.6.4

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

Response:

The institution has adopted a structured mechanism for parent and teacher association meetings as given below

Objectives of PTA,

1. To foster a good relationship between parents and the institution
2. To promote open communication and co-operation between teaching staff and parents

Activities of the Association

1. Plan and organize meeting twice in a year (after 1st and 3rd internal assessment test) and as and when necessary.
2. Inform parents regarding their ward performance related to curricular, Co-curricular and extracurricular aspects and to obtain feedback for the same.

Member Composition

1. Principal-chairman
2. Senior faculty-member secretary
3. Warden-member
4. Parent representatives-member

The procedure adopted for conducting meeting:

- **Intimation:**

Member secretary of the committee will decide the date in consultation with Principal, HOD's and class co-ordinators after the 1st and 3rd Internal Assessment test. The same will be communicated to the students by the class coordinators to inform the parents and the committee members will be communicated through the circular and displayed on the website.

- **Day of meeting:**

Member secretary will read the previous meeting minutes and action is taken report after a formal welcome by the principal, and takes approval from the members.

Discussions will be carried out based on the agenda and decisions will be taken

- **Agenda for the meeting will be**

- Performance of the students in the IA.
- Attendance percentage and discipline.
- Any other matters addressed by faculty and parents.
- Feedback.

- **Feedback**

Followed by the meeting parents feedback will be collected

REMEDIAL MEASURES

As per the meeting conducted the proceedings of the meeting minutes are recorded and needful measures are taken based on the suggestions and decisions taken during the meeting.

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.57

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 21.32

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	11	11	11

File Description

Document

List of full time teacher during the last five years.

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Copies of Guideship letters or authorization of research guide provide by the university

[View Document](#)

3.1.2

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

3.1.3

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for funding agencies websites	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

Yes

Sri Devaraj Urs College of Nursing has made its efforts for the creation and transfer of knowledge by collaborating with R.L.Jalappa Health Science Incubator Center sponsored by and located in the campus of Sri Devaraj Urs Academy of Higher Education and Research, Tamaka, Kolar 563103, India. The

college has notified the committee members for collaboration of activities to the affiliated incubation centre. Further, The Research committee of SDUCON coordinates to oversee the activities undertaken by the incubation committee members, in fostering overall growth of the innovations in the College.

The activities of creation and transfer of knowledge focus on ZEANGAYA Multimodel therapy which incorporates the following core elements;

- Enhance interaction and cooperation between researchers for interdisciplinary and multidisciplinary work.
- Take up research projects related to emerging health issues.

- Organize research promotion events like conferences, seminars, workshops, invited guest lectures.
- Motivate faculty for doctoral and post-doctoral research.
- Encourage faculty to undertake research projects in thrust areas in the health sector.
- Promote research publications through Institutional Ethics Committee (IEC) which monitors to safeguard the dignity, safety rights and wellbeing of all the potential research participants and to conduct a scientific evaluation and to ensure technical appropriateness of the proposed study.
- It motivates faculty and students to publish/ present their research work in reputed journals, in various national and international conferences.
- Further ecosystem is empowered by institutional LMS named as Gyan-bhandar.

Impact of innovation and Indented outcome of Zeangaya- Multimodel Approach:

To organisation: Provides effective utilization of nursing manpower and also ensuring cost containment. Promotes decentralization with interdisciplinary interaction.

To the patient: Achieve improvement in the standard of care and satisfaction. Ensures team approach, better planning, implementation and evaluation of manpower, resource and competency skills for quality patient care.

To the student: It promotes a positive learning environment.

To the faculty: Promotes competitive nurses to practice at all health care settings, enhances the job satisfaction and retention of staff.

The college Innovation Ecosystem practice would serve as a platform for future entrepreneurship.

File Description	Document
Link for details of the facilities and innovations made	View Document

3.2.2

Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research

methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 12

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	2	1

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

3.3 Research Publications and Awards

3.3.1

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

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

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

Response: A. All of the above

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

3.3.2

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

Response: 0.21

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

Response: 11

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

Response: 52

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

3.3.3

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

Response: 0.02

File Description	Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

3.3.4

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

Response: 0

File Description	Document
Institutional data in prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response: 9

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	2	2	2

File Description	Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document

3.4.2**Average percentage of students participating in extension and outreach activities during the last five years****Response:** 11.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
32	19	54	14	44

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

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

The College believes in the Dual responsibility of sensitizing the students and also the community towards social responsibilities through several extension programs. Every Department is engaged in conducting health awareness programs which focuses on health, behaviour change, lifestyle modification, and importance of nutrition for a healthy life. Students are provided hands-on skill experience both in Clinical and Community area where students are encouraged to take active participation.

The College has organized and represented in various Social Awareness programs which were organized through YRC such as Blood Donation Camps, Save the Lake rally, Yoga day, Swachh Bharath Abhiyan, Pulse Polio Awareness program etc. The college has received appreciation certificates from Rotary Kolar Trust, for Blood Donations done by the students and staff in the year 2016, 2018, & 2019 respectively and from District Health and Family Welfare Kolar for the sincere outcome-based Swachh Bharath Abhiyan Activity in the year 2018 & 2019.

Department of Child Health Nursing Celebrated World New Born week and World Breast Feeding week in Collaboration with Parent Hospital. The program benefitted more than 300 mothers and their family members.

Department of Psychiatric Nursing celebrated World Mental Health Day, which focused on the Promotion of Mental Health and Prevention of Mental Illness at PHC adopted Villages, Kolar. The beneficiaries were Patients, Patient's caretakers, Visitors and Common Public.

YRC Unit of SDUCON and Community Health Nursing Department conducts program by using various AV Aids like Role play, Drama, Demonstration and Mime such as World AIDS Day, National Girl Child Day, World Water Day, World TB Day, World No Tobacco Day, World Population Day, World Health Day and World Blood Donors Day etc., as an integral part of learning and building a strong social responsibility among students.

The students and faculty of Medical-Surgical Nursing participated in Health Camps, for Screening the specific diseases and disorders in Collaboration with Parent Hospital. The health talks are delivered based on the need.

The World Reproductive Day was celebrated by OBG Nursing department at various Colleges and Community areas to give Awareness on Reproductive Health and STDs among adolescents and women.

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

3.4.4

Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/

subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

The college organises Co-curricular activities under the guidance of concerned Faculty to inculcate a sense of social responsibility to develop Like mindedness, spread importance on Indian Culture, Nurture Ethics, Values of our Traditions and for Holistic development in terms of Environmental issues like Swachh Bharath, Health etc. These activities are conducted through Youth Red Cross, Women Empowerment Cell and All Nursing Speciality Departments.

The activities conducted are as follows.

YRC, unit of SDUCON and Community Health Nursing Department conducted the program on various Health Days such as World AIDS Day, National Girl Child Day, World Water Day, World TB Day, World No Tobacco Day, World Population Day, World Health Day and World Blood Donors Day.

Students Nurses Association organizes National and Regional Festivals, National Days, Annual Sports and Cultural Events at the College level, University and Interuniversity level. Regional Festivals are celebrated at the College level by Students like Independence Day, Republic Day, Rajoystava Day, and OnamDay.

The Alumni association of college organized a guest lecture and state-level conference on issues pertaining to crime against women and women's role in society.

Women Empowerment Cell organizes International Women's Day, Gender Sensitive Issues, Defense Mechanism, Mother's Day, International Girl Child day etc.

Psychiatric Nursing Department organizes an outreach program periodically which focuses on Mental Health Awareness in different villages. The program includes World Mental Health day, Health Education on De-addiction, Ill-Effects of Alcohol, Alcohol-Induced Psychiatric Illness, Stress Management, and Suicide Prevention.

Medical-Surgical Nursing department conducts Health Awareness program at parent hospital on Health Maintenance, Promotion and Prevention of Communicable and Non-Communicable diseases for all the patients and Caretakers.

Department of Child Health Nursing Conduct World New Born Week and World Breast Feeding Week.

The World Reproductive Day was celebrated by OBG Nursing department at various Colleges and Community areas to give Awareness on Reproductive Health and STDs among adolescents and women.

By organizing and conducting program pertaining to environmental issues like Swachh Bharath, health and hygiene awareness motivates and builds the students in all-round development.

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

3.5 Collaboration

3.5.1

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

Response: 1.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
02	01	01	02	02

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document

3.5.2

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

Response: 0

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Sri Devaraj Urs College of Nursing is located on 7 Acres with 20 gunthas with the total built-in area of 87,456 sq. ft. The college physical facilities are planned as per Indian Nursing Council (INC) norms.

Classrooms with ICT enabled:

Classrooms are equipped adequately to meet the learning needs of students as per the curriculum. The college has eight lecture halls for UG and PG students. Each lecture hall is well furnished, ventilated, with adequate seating arrangements for students with built-in black and whiteboards. The lecture halls are facilitated with LCD projectors, screens, audio systems, internet connectivity and Over Head Project. There is a provision for stocking teaching aids.

Council/ Seminar / Multipurpose Hall

- **The college council hall** is ICT enabled used for staff meetings, journal clubs and Continuing Nursing Education Sessions (CNEs).
- **The college seminar hall** is spacious enough to accommodate nearly 200 students, used for hosting functions of the college educational conferences/workshops, symposiums, etc.
- **The college multipurpose hall** is spacious enough to accommodate 450 to 475 students for hosting conferences/ workshops at State/National/ International level. The multipurpose hall is ICT enabled, well ventilated with the lighting system.

Laboratories:

The college has five nursing laboratories along with computer and preclinical science labs (Biochemistry, Microbiology, Biophysics, Anatomy and Physiology) attached to a parent teaching hospital.

- **Nursing Foundations and Medical-Surgical Laboratory:**

A well-furnished nursing foundation laboratory is spacious, capacity to accommodate 50 students at a time. The lab has simulations, models and mannequins for the practice. The procedural articles are maintained at the ratio of 1:10. The basic multiprocedural and advanced (CPR) mannequins are used for student training. As the Laboratory is well-equipped for the practice of Medical-Surgical related procedure for students.

- **Community Health Nursing Laboratory:**

The lab can accommodate 50 students at a time, contains all Audio-Visual Aids for the Community

Awareness Program. The students are provided individual bags with articles for their practice.

- **Maternal and Child Health Nursing Laboratory:**

The lab contains a good collection of specimen, models and mannequins, it can accommodate 25 students at a time and lab also contains a good collection of learning resources along with labour/ birthing, neonatal and paediatric CPR mannequins for students' practice.

- **Nutrition Lab:**

The lab is well equipped with a capacity to accommodate 50 students at a time to learn on the relation of food to health.

- **Learning Resources/Computer Lab:** There are 19 computers for both students and staff facilitated with an internet connection.

Common boys' and girls' rooms: Adequate physical facilities like girls and boys waiting rooms, restrooms are available.

Library: The college has a library facilitated with semi-automated easy lib software along with the departmental library. Further, the college has created a unique facility i.e., book bank which collectively enhances the learning process of students.

Parent Hospital: The students are exposed to clinical training in the parent hospital, with the bed capacity 1200, accredited by Pre-Entry NABH certification and NABL Accredited laboratory services.

Community-based learning: UG and PG students are exposed to Rural and Urban Health Centres.

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

4.1.2

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

Response:

The college gives equal importance for sports and cultural activities as that of academic requirements to

enhance the overall growth of the students. The students and staff of the college are provided with opportunities to take part in indoor, outdoor sports, athletic and cultural events organized at college/university level. The students are trained for various sports & games under certified dedicated physical director.

Recreational facilities:

- The college multipurpose hall serves as a platform to conduct recreational activities and extracurricular activities such as cultural competitions, national festival, exhibitions, teacher's day, the inauguration of the academic year, international health days and Nurses day celebrations. The hall is spacious enough to accommodate 450 to 475 students and staff. It is ICT enabled, well ventilated with the lighting system.
- Further, the college seminar hall (1,560. Sq. ft.) is used for hosting events of inter-batch competitions as music, dance, singing, mimicry, mono act, fancy dress, food fest etc., enrich the student's extracurricular talents.
- An open auditorium with state of art facilities is utilised for intuitional celebrations as a lamp lighting, convocation, fresher's day,

PlayGround:

- A common playground (8,700 sq. ft.) is available for both outdoor and indoor games like volleyball, shuttle Badminton, throw ball kabaddi, long jump, high jump and athletic events. The college organises inhouse sporting events annually as well as it also encourages students to excel in the sport at university, state and national level.
- The student nurses hostel has indoor games facility.
- The student and staff of the college utilise a well-equipped gymnasium facility which is within the campus.

Yoga centre:

- The college recreational hall located at student nurses' hostel is used for self-practice of yoga by students and staff.

File Description	Document
Link for geotagged photographs	View Document
Link for list of available sports and cultural facilities	View Document

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The College of Nursing is situated in Sri Devaraj Urs Medical College and Hospital campus at Tamaka, a rural area which is 6 KM. away from Kolar Town. It is known for its serene and sylvian atmosphere.

The college campus facilities include hostels, residential facilities, medical facilities, canteen, cafeteria, security, transport, post box, bank, roads, and signage, an alternate source of energy and STP etc.

Hostel:

- The college has two hostels separately for boys and girls. The female student nurses' hostel is placed just opposite to the college building with built in area of 67135 Sq. ft, with three floors building consisting of hundred and eight (108) rooms.
- Each room is well furnished and can accommodate three students.
- The restroom facilities provided are at the ratio of 1:8 in each floor. The boys hostel has five rooms with adequate facilities to accommodate six students in each room with attached restroom facilities.
- The girl's hostel has a facility for kitchen with modernised cooking equipment, RO-UV water filters and dining hall which can accommodate nearly 150 to 175 students at a given time.

Other facilities available in hostels are:

- Visitors waiting lounge,
- Guest room and visitor's room.
- Recreation room with television, VCD, Wi-Fi facilities.
- Extended library facility with circulation books, Computer with LAN connection in study hall,
- Solar water heaters.
- Indoor games facilities for Able tennis, Carom board chess etc.
- Sickroom and isolation room.

Security: The CC cameras are installed in college and hostel premises in the strategic points, every entry and exits etc. The 24 hours security is provided by the security personnel.

- **Medical Facilities:** The college has a medical centre as an extended facility at college to meet the

immediate needs of students, immunisation along with the medical examination under the supervision of the Medical Officer. Further, the parent hospital provides free consultation to students with 50% concession

- **Washrooms facilities:** College has adequate washroom facility on each floor of college and hostel with safe disposal of wet and dry waste bins.
- The college has a **cafeteria and canteen** facility which serves with clean and healthy food items.
- The college has separate student/ staff counselling room and Student Nurses Association office (SNA)
- **Transportation:** Transportation facility available for staff and students.
- **Post-box:** Courier services are available within the campus.
- **Bank:** Branch of Kotak Mahindra bank is within the campus with ATM service.
- **Roads and signage:** The college has good road facility from one end to the other with adequate bilingual signboards at required areas giving adequate directions.
- **Greenery:** The college campus is planted with different kinds of trees and plants surrounding the college building
- **Alternative Source of Energy: the hostels are provided with** solar heaters and solar street lamps are fixed within the campus.
- **Sewage Treatment Plant:** The campus has STP and ETP plants
- The campus has a generator facility, fire extinguishers and water purification plant.

The overall campus facility is eco-friendly, calm, quiet and inspirational for studies.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

4.1.4

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

Response: 30.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
6.43	6.46	4.36	79.42	5.36

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

The clinical training is the core component of nursing education, as it allows the students to appreciate the patient as a holistic individual, to provide comprehensive nursing care and develop the skill to function as a clinically competent Nurse.

The college has a well defined clinical training schedule for both the UG and PG students. The students clinical training is planned at three levels –OPDs, IPD at Bedside and at community setting rural and urban health centres.

Parent Hospital

- The students clinical training is provided at Parent Hospital i.e., R. L. Jallappa Hospital Research Center, a constituent unit of Sri Devaraj Urs Medical College, affiliated to Sri Devaraj Urs Academy of Higher Education and Research.
- The Parent Hospital is 1204 bedded, multispeciality tertiary care referral Centre.
- The speciality and super speciality services provided are General Medicine & Surgery OBG,

Paediatrics, Orthopaedics, ENT, Ophthalmology, Respiratory and chest diseases, Psychiatry, Dermatology, Neurosurgery, Paediatric Surgery, Nephrology, Urology, Plastic Surgery, Cardiology, Onco-surgery, along with Dentistry and Forensic Medicine.

- The critical care services available are EMD, ICU, PICU, NICU, SICU, and ICCU units. There are 17 Modular Operation Theatres with PACU.
- **Central Diagnostic Laboratory Services (CDLS) and Radiological Services:**

The hospital Central Diagnostic Laboratory Services is NABL accredited with full equipped departments as Pathology, Microbiology, and Biochemistry. The radiological facilities available are MRI, CT, Duplex Scan, Doppler, Mammography, ECG, EEG, endoscopy, Pulmonary function test, and bronchoscopy.

- The well-stocked hospital **Blood Bank** functions 24x7.
- The hospital has support services include CSSD, mechanized laundry, mortuary with cold storage facility, pharmacy, physiotherapy facilities, department of Speech Pathology and Audiology, full-fledged clinical nutrition department with therapeutic kitchen, manifold operations and information and management system.
- **Hospital equipment:** All the patient care units have adequate speciality specific patient care articles, equipment, ECG machine, wall-mounted oxygen and suction apparatus, pulse oximeter, infusion pumps, syringe pumps, crash cart, defibrillator, multipara cardiac monitors, ventilators, incubator machines, ABG analyser, dialysis machines, aneroid meters, critical biomedical machines, patient porting furniture etc.
- The hospital has effective systems approved by regulatory authorities for disposal of bio-hazardous waste and other types of waste (COVID-19, chemotherapy drugs, radiation, e-waste etc.).
- The hospital has well-defined policies on patient safety codes, infection prevention and control policies and protocols, critical alert pathways, and nursing care protocols.
- Each ward is attached with a clinical demonstration room which is used for teaching purpose. The hospital has adequate signage boards, teaching cards, information display boards which facilitate in orientation on patient care protocols.
- **Affiliated Clinical hospitals/Units:** The students are enriched in rehabilitative patient care services at affiliated hospitals/ units as Sri Sai Foundations (Psychiatric rehabilitation Centre-Kolar), Neuroscience at National Institute of Mental Health and Neuro Science (NIMHANS) and cardiology speciality at R.L. Jalappa Narayana Hrudhalaya (RLJ-NH).
- **Community clinical training facilities:** The students are posted at Rural Health Care (Kolar -OPD) facility of the Parent Hospital for urban and rural clinical training.

The students are posted on a rotation basis in different in-patient and out-patient departments of the

hospital.

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

4.2.2

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

Response: 706587.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
373443	391091	396208	469928	503649

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

2019-20	2018-19	2017-18	2016-17	2015-16
282277	302653	254579	241299	317812

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

4.2.3

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

Response: 294

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

2019-20	2018-19	2017-18	2016-17	2015-16
363	365	296	210	217

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	00	8	4	3

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: D. Any one of the above

File Description	Document
Institutional prescribed format	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document
Any additional information	View Document

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The college library is partially automated using the Integrated Library Management System (ILMS). The library developed an excellent resources centre with a built-in area of 2083 Sq ft. with 150 seating capacity at a time. The library is well equipped with modern facilities such as e-resources, access to internet and web resources including online journals and e-books. The library Easylib is the library software used for automation.

This software is useful in daily operations and user satisfaction. Presently the college Library is using 4.4.2 V version. All the books in the library are bar-coded.

The main features of Easylib :

CATALOGUE/ACCESSIONING:

This system provides cataloguing and complete stock details of all the books, Manuals, Project reports, Journals, periodicals and other non-book materials available in the library.

MEMBERSHIP MANAGEMENT:

Faculty and students are registered for library membership with their profile and photograph

CIRCULATION:

Circulation is one of the major functions in Library operations, It deals with charging and discharging & Renewals of books (Issue and return). The Smart Campus package has been successfully implemented for the circulation activities, by using the barcode. All the books of the library are bar-coded

Following modules are available in 4.4.2 version.

1. Requisition and Acquisition
2. Cataloguing and Accessioning
3. Membership Management
4. Circulation Management
5. Serial Control
6. Security and Set-Up

Library Automation:

All the active book collection are barcoded and is updated. in ILMS software.

- Name of ILMS software: Easy lib
- Nature of automation (fully or partially); Partially
- Version: 4.4.2 v

- Year of Automation commenced in 2018 and still in the process.

File Description	Document
Link for geotagged photographs of library facilities	View Document

4.3.2

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

Response:

The college library act as the hub of learning resources for the students & staff since 1998.

The library has a total book 6285 which includes Textbooks, reference volumes, ancient books, biography, special reports, encyclopedia, general books, MCQs, and other knowledge resources enriches its collection.

Text Books and Reference Volume: the recent edition of textbooks and reference volume are being added periodically to update the present nursing information. Regular notifications on the upcoming events, important information, newspaper clippings are displayed regularly on the library notice board.

Rare, ancient and special books collection: The "rare" or "special" collection of books have been identified and displayed separately from the institution general library stock for easy access to student and faculty reference. These books will enable the students and faculty to gain knowledge which is out of the syllabus and difficult to find on the internet.

Journals: The web URL address to access the e-resources. The e-resources subscribed to the library is through HELINET of RGUHS student and faculty can access by campus and remote access.

File Description	Document
Link for geotagged photographs of library ambiance	View Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	View Document

4.3.3

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

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: E. Any one of the above

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

4.3.4

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

Response: 0.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.01	1.01	0.85	0.33	0.33

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

4.3.5

In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

The college library strives to ensure full access to its range of services and information sources and facilities to students and staff.

- The library functions from 8.30 am to 6.30 pm which ensures the maximum utilization of the library by the students and faculty. The student nurses' hostel is facilitated with extended service of library service after six PM with computer and internet connection.
- The remote access facility is available. Students are allowed to use e-resources subscribed by the Library RGUHS. The web URL address to access the e-Resources from RGUHS student Registration Web URL- [https://bit.ly /RGUHS registration](https://bit.ly/RGUHS_registration).
- The user's ID is created for all the student and faculty for off-campus access all the subscribed resources through the links.
- The following are the subscribed resources through RGUHS HELINET Consortium. The members can access:
- Library catalogue, New arrival List, Journals List, e-journal's list, e-books list and Question papers. The Library users are given a username and password to login to the website in person to access the e-resources and library holdings.
- The Library organizes several online learning sessions to the faculty and students to help the researchers to understand and access collections, facilities and services.
- The orientation sessions are conducted for freshers to access various subscribed e-resources,

infrastructural facilities, e-resources through remote access, guidelines to borrow books, rules and regulations of the Library.

- The library resources are periodically enriched as per the request made by the HODs, / teaching faculty. Based on the request made the purchasing of books will be made as per budget allocation.

The library services are enhanced based on the feedback given by students and staff on the library facilities.

File Description	Document
Link for details of learner sessions / Library user programmes organized	View Document
Link for details of library usage by teachers and students	View Document

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any One of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

4.4.1

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

Response: 43.75

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

Response: 7

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

Response: 16

File Description	Document
Institutional data in prescribed format	View Document
Consolidated list duly certified by the Head of the institution.	View Document
Any additional information	View Document

4.4.2

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

Response:

The college is well equipped and connected with computers for the enhancement of the student learning process. The students are provided with computer facilities for undertaking the academic and co-curricular activities, project and research activities, community outreach programs. Computer facilities have been provided to each nursing department with peripherals and are connected through LAN/Wi-Fi. There are 40 computers available in college. All the computers are installed with licensed Operating System (OS) and office tools. All computers and audiovisual equipment are supported by UPS.

The software is upgraded with minimum configuration dual-core/core duo/I3/i5processors.

LCD projectors interfaced with computers have been installed in all the Lecture Halls/Class Room to undertake Computer-Aided Teaching/Learning as well as for presentations

The Internet Leased Line of 1 Gbps is used from SDUAHER connectivity from BSNL through NMEICT project. The network is been protected and controlled by Cyberoam 1000ia Firewall, eventually upgraded with SOPHOS XG 450.

Wi-Fi Facilities are provided in all the departments & in nurse's student hostels with free internet connectivity 24x7

Training programs are organized for faculty, UG and PG students by the SDUAHER IT department. The college IT Incharge is responsible for the regular maintenance of the website of the Institute as well as its administration.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document

4.4.3**Available bandwidth of internet connection in the Institution (Lease line)****Response:** <50 MBPS

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

4.5 Maintenance of Campus Infrastructure**4.5.1****Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 24.04

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
28.11	31.72	32.15	19.67	10.26

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document

4.5.2**There are established systems and procedures for maintaining and utilizing physical, academic and**

support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Response:

Policy for Maintenance:

The college of nursing has defined procedures for maintaining and utilizing physical, academic and support facilities. The college maintenance committee meets annually and plans action based on the priority. For routine maintenance and attending to complaints on daily basis, two separate registers are maintained in the office of the principal. Based on the request made, the Maintenance Department of SDUAHER, will initiate remedial/repair measures within 24 to 48 hours by maintaining the logbook.

Computer maintenance: The computers are maintained by IT in charge of the college. The maintenance includes software installation, up-gradation, projectors, computers, printers, photocopiers are serviced as and when required.

Classrooms: The maintenance work required in the classroom will be analyzed by the class coordinator and the request is made for needful repair.

Library: The Librarian, ably assisted by a team of support staff, looks after the maintenance of the library books, journals, periodicals, furniture, electronic equipment, computers and software. Library staff co-ordinates with the library committee members to ensure maintenance. The library committee meets annually.

Power generation and energy conservation: All buildings are connected through a 1000 kVA transformer and one 500 kVA generators to provide the uninterrupted power supply. All power/electrical installations are under the control of the Engineering Department for maintenance.

Water supply: for the supply of portable there are 03 high-capacity Reverse Osmosis (RO) water plants supplying water.

Pest Management: The College has pest control measures employed in both college and hospital.

Plumbing & Carpentry work: the required repair in plumbing and carpentry college is based on the requisition letter sent from concerned HOD/ Class coordinators,/ lab in- chargers/hostel warden through the principal to Estate officer & need-based action will be initiated for the same.

Security: The College security operation is outsourced and 02 Assistant security officers provide security throughout the College campus round the clock. The security operations are managed by the security Liaison officer. CCTV is installed in all the prime locations of the Campus.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 5.82

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	34	30	14	7

File Description

Document

List of students who received scholarships/ freeships /fee-waivers

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution

[View Document](#)

Attested copies of the sanction letters from the sanctioning authorities

[View Document](#)

Link for Additional Information

[View Document](#)

5.1.2

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

- 1. Soft skill development**
- 2. Language and communication skill development**
- 3. Yoga and wellness**
- 4. Analytical skill development**
- 5. Human value development**

6. Personality and professional development**7. Employability skill development****Response:** C. Any three of the above

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

5.1.3

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document

5.1.4

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

Response:

The institution Admission process has incorporated equal opportunity for International student cell. The

Admission notice is displayed on the college website with the institutional information.

The college has formulated the International Students Cell in the year 2017, with the purpose of orienting each student to the college facilities in view of easing, cross-cultural adjustment, food practices etc.

The International Student Cell further takes utmost care of International students during their stay, from the time of their admission till their completion of the programme.

The meetings are conducted at the beginning of the academic year and every quarterly wherein student is given the opportunity to express their requirements thereby improving awareness and tolerance.

Further, to facilitate academic performance and language skills, mentors are allotted.

The college guides international students for the smooth process of admission and registrational requirements for foreign nationals and necessary clearances from Government agencies.

The International student cell focuses on the following objectives.

- Assisting and guiding newly admitted students to adjust to the new college, hostel and campus facilities/environment.
- Conducting orientation programme on course, campus facilities, and the rules and regulations of the college.
- Motivating students to participate in curricular and extra-curricular activities such as games and sports, cultural presentations and social service activities by allotting them to college groups.
- Providing career guidance for passing out foreign students and involving them as an active member of the Alumni Association.
- The Committee shall notify on the helpline number in case of any need.

Based on the admission process the international student cell of the college curriculum committee notified the following members

List of Members

Sl.No.	Names	Designation	Position in the committee
1	Dr. G. Vijayalakshmi	Principal	Chairperson
2	Mr. Guru raja Rao	Counselor	Member
3	Concerned Class co-ordinator		Member
4	Ms. Debu	2ndB.Sc(N)	Member
5	Ms. Renuka	2ndB.Sc(N)	Member
6	Mrs. Sumana Yesu Priya	Asst. Professor	Member secretary

The Committee shall,

1. Shall sensitize the newly enrolled international students on the existence, functioning and role of the cell and also share with them the mode of contact in case of grievance and any other issues pertaining to the college, hostel and campus.
2. Conducts meeting annually.
3. Address the issues/grievances of International students with respect to academics, accommodation and admission, evaluation or any other issues during their stay.

The college has a well-structured mechanism in handling international students from admission till the completion of the programme.

File Description	Document
Link for international student cell	View Document
Link for Any other relevant information	View Document

5.1.5

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

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

4. Record of action taken**Response:** Any 2 of the above

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

5.2 Student Progression**5.2.1**

Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 34.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	5	0	0	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	5	0	0	0

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

5.2.2

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

Response: 70.78

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	82	31	28	42

File Description	Document
Institutional data in prescribed format	View Document
Annual reports of Placement Cell	View Document

5.2.3

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

Response: 1.09

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

Response: 1

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 31

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	11	1	12	3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Duly certified e-copies of award letters and certificates	View Document

5.3.2

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

Response:

The college students are encouraged to participate actively by involving in co-curricular and extracurricular activities of the college. The college has notified the Student Counselling Cell, student welfare committee and Student Nurses Association. Student council takes active participation in coordinating and connecting between the college faculty and student body for all the academic processes and procedures.

The Student Nurses Association aims to help students to uphold the dignity and ideals of the profession for which they are qualifying and to promote a corporate spirit among students for a common goal, leadership abilities and help students gain a wide knowledge of the nursing profession.

SNA encourages student participation in National and Regional, zonal, competitions, conferences,

cultural competitions and sports organized by the college and the affiliating university.

The teaching-learning process in the college is enriched by the extension activities and outreach programme are conducted as nurse's day, sports day, a celebration of national festivals, teacher's day, fresher's the day, lamp lighting and farewell party, etc., which helps to keep the academic activities in a more realistic perspective and expand the scope of learning experience to students.

The students represent in college administrative and academic committees of the college where the student representative liaisons between the committees and students for communication of information and decision took with regard to the student body for maintaining expected student roles and responsibilities in carrying out various activities.

Administrative Committee.

1. Curriculum & Evaluation Committee: - Student's feedbacks are considered for improving curriculum implementation.
2. Management Review Meeting: - Participates actively in quality sustenance of the institution by repeated orientations on upgraded Institutional standards focusing on the teaching-learning process.

Academic Committee

1. Hostel Committee: - Communicates information related to food, accommodation, discipline and welfare of the students in the hostel.
2. Anti-ragging Committee: - Representatives help in surveillance and communication of ragging incidence (if any) to the concerned for the needful action.
3. Library Committee: - Representatives suggests an improvement of facilitation and optimal utilization of learning resources.
4. Grievance Redressal Committee: - Grievances of students related to academics, examinations, library facilities, Food, safety and accommodation etc., is communicated through students' representatives to the concerned for the needful action.
5. Placement cell: - Communicates information to the peer group on-campus placements and career opportunities globally as per the objectives of placement cell.
6. Women Empowerment & prevention of sexual Harassment Cell: - Representatives create awareness on strategies adopted for women empowerment and helpline displayed related to harassment issues.
7. Equal Opportunity Cell: - Collaborates in disseminating the information on priorities entrusted in enhancing equal opportunity in terms of selection to various courses offered in the college.
8. Youth Red Cross Unit: - Participates actively in the implementation of activities in coordination with the programme officer to facilitate blood donation and various social events.
9. Student Nurses Association: - Students take up leadership roles and promote corporate spirit among students.
10. Student Welfare Committee: - Representatives collect, co-ordinate and communicates matters related to personal development and wellbeing of students.

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

5.3.3

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

Response: 3

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	3	3

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

5.4 Alumni Engagement

5.4.1

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

Response:

Sri DevarajUrs School and College of Nursing Alumni Association was registered in the year 2010, under the Karnataka Society's Registration act, 17 of 1960 (Society Number D.R.K-S 69-2010) on 10-6-2010.

All nursing students of Sri Devaraj Urs College of Nursing are entitled to become a member of Alumni Association from the year 2010 with life membership of Rs, 500.

A total of 643 alumni have registered till date.

The objectives and activities of the Alumni Association are as follows:

Objectives:-

- 1.To create a forum to promote and foster relationship among the Alumni and the college
- 2.To actively and constructively participate in the Well-being of College, by utilizing the goodwill, rich experience and services of the Alumni.
- 3.To initiate scholarships, prizes/ medals, for the deserving students of Sri DevarajUrs School and College of Nursing.
- 4.To provide and disseminate information regarding the college, its graduates, facilities and students to Alumni
- 5.To arrange a lecture by eminent alumni and other eminent personality for the benefit of students and alumni.

Activities:-

- 1.To enrol and maintain life membership of the association.
- 2.Conduct meeting twice in a year
- 3.To conduct an annual reunion at the present parent institution
- 4.To establish and maintain a link with all the students and with the community at a large
- 5.To maintain a close relationship between the ex-students and the present students of the college

The Alumni Association prepares an annual calendar of events in coordination with committee members and executes the activities as planned for the benefit of students and faculty

The Alumni state level Conference on “Crime against Women- Challenges in Emergency Room” was conducted on 31-08-19 in coordination with Forensic Medicine of Sri Devaraj Urs Medical College, the beneficiaries were 485.

Celebration of Women day was done in the year 2019 by felicitating Mrs Nagamani A C, who has taken a charge of Assistant commissioner of commercial tax, Bangalore division in the year 2019.

Nurse’s day was celebrated on 12-05-2020 by felicitating Mrs Renjana Theresa Mathew, working at Taulaught University of Dublin, a Covid-19 victim survived for rendering her remarkable service to Covid 19 patients admitted in ICU.

The Alumni Association contributed towards the donation of water dispenser and solar lights. Alumni Association of the college has developed well-established network through e-mails, Facebook and Whatsapp. The Alumni Association of SDUCON is making all the efforts to bring together the alumni under one roof to serve as a platform to meet and interact with each other. The Alumni feedback is taken regularly and presented in the college council meeting. Alumni working at different places in India and abroad come to college, meet faculty and students and share their experience.

Further for active participation of alumni, there is a separate link in the website where the alumni can register and connect to share their views and ideas.

The members of the Alumni Association of the college is further stepping forward towards developing Alumni chapters globally and financial contribution to benefit in terms of scholarship for the deserving students of the college.

File Description	Document
Link for Additional Information	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for audited statement of accounts of the Alumni Association	View Document

5.4.2

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

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

Response: E. Any one of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Yes, the College has clearly stated vision and mission statement as follows;

The Vision

“Strives to become an institution of **Excellence** in the field of Nursing Education, Practice, Administration and Research with continual improvement”.

Mission

To promote value-driven higher education to meet the global health care needs of the society by

- Quality training & Education
- Comprehensive clinical training
- Fostering leadership competencies,
- Enhancing research skills.

Driven by vision and mission

The College vision emphasis on promoting professionalism through quality and value-driven education, provision of competent clinical experience to inspire young professionals with leadership qualities.

Academic and Administrative Governance

The academic activities of the college are decentralized and are delegated for the smooth functioning of the college. This is implemented by the Principal, Vice-Principal, HODs, Course and Class Coordinators, teaching faculty and various committee members participate directly or indirectly in governance. The administrative activities are lead by the Principal.

Participative governance

The college has formulated academic and administrative committees, internal Quality audits, which provide avenues for teaching and non-teaching faculty and other stakeholders to participate directly or indirectly in governance.

Autonomy

The college has cultivated a trusting environment for the teaching-learning process where students have

the autonomy to express their needs for holistic learning. Efforts are made to make teaching and non-teaching faculty feel valued and motivated through obtaining regular feedbacks and self-appraisal.

Accountability

The college functions by delegation of authority at various levels for comprehensive implementation of teaching-learning process which is further monitored through academic, administrative committees which instils accountability.

Perspective Plans

A perspective plan was developed in 2017 with short term goals for the period 2018-2020 and long-term goals for 2025. The Perspective Plans are reviewed in Management Review meetings and the governing council of the college to measure the progress and outcome through a structured internal quality audits (ISO-9001:2015) conducted twice a year. The strategic goals focus on

1. To increase the staff numbers
2. It envisages improving Pass Percentage
3. To increase the numbers of Distinction and University ranks
4. To obtain MOU's and faculty exchange
5. To increase the number of books in the library
6. To have publications in Indexed Journals

The same goals were approved and Achieved by the college council committee as per the plan.

Participation of stakeholders in decision making

Regular interactions with various stakeholders are conducted in the form of Alumni meets, Parent Teacher Association meetings to consider their viewpoints needful implementation. This ensures constant communication and participation of various stakeholders in decision making for academic and administrative aspects of governance.

Reinforcing the culture of excellence:

The college has well qualified and experienced teaching faculty by incorporating the integration of the dual role of teaching to further reinforce the culture of clinical competencies in teaching the students.

The college, striving to achieve its goals as guided by its vision and mission statement primarily focuses on teaching-learning outcomes as one of the higher education colleges.

File Description	Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for achievements which led to Institutional excellence	View Document

6.1.2

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

Response:

The college has adopted decentralization and participative management practices. The organizational structure allows for delegation of responsibilities and existence of various departments of teaching, administrative staffs for seeking inputs and provides a framework for participative management.

The departments and committees promote the smooth functioning of the college. Every committee has a chairperson, secretary and committee members. Committee and departments have the freedom to make a decision in conduct of various programs which is communicated to the Principal.

The Principal is assisted by Vice Principal and HOD of the various departments in monitoring and implementation of day to day academic activities. The activities of the department are put in an action plan which is prepared in order to promote the development of the staff and students.

Committees of the college:

Administrative committees

1. **College Governing Council committee:** The overall plan with regard to academic, administration and financial budgetary proposals are discussed from all departments and sections of college by the head of the College.
2. **Management Review Meeting committee:** The committee reviews the overall processes and procedure for needful implementation of planned strategies to enhance the academic excellence of the college.
3. **Internal Quality Auditcell:** The cell is headed by ISO Coordinators and conducts audit twice a year on analysing the achievement of programme objectives as per the specified academic and collegial calendar of events. The IQA cell also measures the collegial excellence based on the stakeholder's feedback, student results and collegial innovative & best practices
4. **Curriculum and evaluation committee:** the committee meets bi-annually to define the curriculum implementation by planning Master Rotation, programme outcomes, course outlines, time schedules etc. The committee also defines the method of evaluation for all the programmes. The feedbacks are obtained from students and stakeholders for needful corrective action.
5. **Student and staff selection and recruitment committee:** as per the defined eligibility criteria by INC, the student and teaching staff are selected.

Academic committees:

General faculty committee meeting: The committee meets monthly once with the aim to analyse on implementation of curriculum and student involvement in learning.

1. **Staff and Student Welfare committee** focus on the welfare measures initiated on the students and staff for the smooth functioning of the college and better implementation of the teaching-

learning process.

2. **Continuing Nursing Education committee:** focuses on upgrading the knowledge and skill in training the students to keep pace with the advanced technology and scope of the nursing profession.
3. **College Research and collegial Ethics Committee** meet regularly to monitor on enhancing research culture among students and staff with a view to being innovative in creating patient care standards for students teaching and learning.

The college has formulated Anti-Ragging committee, Women empowerment cell, Placement/Career guidance cell, Grievance redressal committee, Internal complaints committee, Prevention of sexual harassment cell and Student counselling committee meet regularly to enhance the safe and comprehensive learning environment and inspirational campus for learning.

The college leadership is reflected in its e-governance which mainly focuses on selected aspects of college functioning i.e, Admission, Examination, LMS.

File Description	Document
Any additional information	View Document
Link for relevant information / documents	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college has a well defined organizational structure. The strategic plan prepared by the college is effectively deployed through departments and committees of the college.

Strategic Goals of the College as follows:

GOAL 1

Quality Training and Education

- Recruit, retain and graduate a diverse student body
- Conduct UG and PG nursing education programs for students as per the norms
- Create clinical simulation while providing skill-based training
- Lead the use of innovative, evidence-based technologies in nursing education
- Conduct OSCE based clinical evaluation
- Implement interdisciplinary learning experiences

- Develop a mentoring program to empower weaker students

GOAL 2

Research culture among students and staff

- To develop a research culture, the College motivates both students and staffs to conduct basic and innovative research in the clinical/ community /education settings.
- Encourages students and faculty to publish research in professional journals for evidence-based practice.

GOAL 3

Faculty and Staff excellence

- Provide Continuous Nursing Education (CNE) programme by regularly conducting workshops or conferences or Journal clubs to motivate faculty
- Promote faculty and staff development
- Recognize staffs work excellence internally, then reward and recognize them

GOAL 4

Outreach Services

- Develop a collaborative relationship with educational and community setup
- Conduct various awareness programmes at clinical and community setup
- Conduct various health care clinics in the community for all groups of
- People eg. Under fives, adolescents, antenatal, postnatal, women, Diabetic, geriatric groups etc

GOAL 5

Maintenance and improvement of infrastructure

- Develop policies and procedures that promote and improve infrastructure, equipment and technology
- Update and maintain all documents related to infrastructure, equipment and technology for the sustainability of all actions and decisions.

GOAL-6

Research Culture and Innovation

- Imbibing research culture and Innovation through institutional best and distinctive practices.
- Enhancing collaboration for interdisciplinary research and faculty exchange
- Strengthening the institutional ecosystem as one of the innovative practice.
- Enhancing online certificate and value-added courses among students and staff.

The college has formulated administrative and academic committees as per the statutory requirement for

effective implementation of policies, procedures planned for the training of the students, and to enhance the overall functioning of the college.

The committees formulated are, College Governing Council committee, Curriculum and evaluation committee, Student and staff selection and recruitment committee, General faculty committee meeting, Staff and Student Welfare Committee, Continuing Nursing Education committee, Institutional Research and Institutional Ethics Committee, Anti-Ragging Committee, Women empowerment cell, Placement/Career guidance cell, Grievance redressal committee, Internal complaints committee, Prevention of sexual harassment cell and Student counselling committee.

Deployment of the Strategic plan

The college has deployed the responsibilities and accountability through the existing organization structure. Actions required at the college are guided and monitored by the Heads of departments, Course coordinators, Class coordinators, Member secretaries of the committees, ISO coordinators, senior faculty and Non-teaching staff. The college administration facilitates the process and monitors the progress through regular evaluations, feedbacks and Internal ISO audits. The outcome of the strategic plan is measured as per the strategic goals defined as per the college.

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: D. Any two of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

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

Financial Services

Salary advance:

- The college provides salary loans to teaching and non-teaching employees based on the duration of service provided.
- A maximum of one-month salary advance to teaching faculty and three months salary advance to the non-teaching faculty members will be provided and the deduction will be made in the salary on an equal instalment basis

Health Benefits and gratuity:

- **Health insurance:** The medical or health insurance is provided to the non-teaching employee as per the Employee state Insurance Act 1948 dated 19th April.
- Fifty per cent concession in the medical treatment is provided to the employees in the parent hospital.
- **Gratuity:** As per the payment of gratuity act, 1974. The employees who completed 5 years of experience in the parent institution are eligible for **Gratuity benefits**.

Quarters:

A substantial number of faculties along with supporting staffs are provided quarters in the campus for a nominal rent.

ESI & EPF Benefits:

All the employees are eligible for Employees state insurance (ESI) (less then Rs.21,000/salary per month)/Employees Provident Fund (EPF) scheme.

Recreational facilities:

- The College recognises that the health of its employees is very critical in their efficient and effective delivery of services so various recreational facilities such as playgrounds, gym and canteen are available & employees are encouraged to use them

Facilities for higher studies :

- The college recognises the need for employees knowledge upgrading and deutes them for higher studies
- Fifty per cent concession in tuition fees is provided to the employee's children who are studying in R.L.J. Central School run by the trust.

Transport facilities:

- The entire employee travelling from the Kolar town is provided bus services which are free of cost.

File Description	Document
Any additional information	View Document
Link for list of beneficiaries of welfare measures	View Document
Link for policy document on the welfare measures	View Document
Link for additional information	View Document

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

Response: 2.69

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	2	2	0

File Description	Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Office order of financial support	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

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

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

Response: 14.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	10	12	18	19

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document

6.3.4

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

Response: 90.72

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

2019-20	2018-19	2017-18	2016-17	2015-16
46	47	48	46	47

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Any additional information	View Document

6.3.5

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

Response:

Sri Devaraj Urs College of Nursing collects the faculty performance evaluation annually from the entire faculty. The management evaluates the performance of the faculty based on personal qualities, teaching and communication skills, administration skills, research and professional development.

The appraisal system motivates the staff to excel and put forth the best of their efforts. The faculty appraisal and annual confidential report will be used for the evaluation during the promotion.

The Principal collects self-appraisal form from faculty, annual confidential report with student feedback from the departmental head and the same with evaluative remarks is forwarded to the Administrative officer for final approval.

A performance appraisal system for faculty includes:

- 1. Personal qualities:** This includes appearance, adaptability, imitativeness, punctuality, loyalty and sense of duty.
- 2. Teaching and communication skills:** This includes contribution in the curriculum implementation, regularity in taking classes, knowledge in the area of work and effectiveness in clinical guidance, communication skills (oral and written), ability to inspire and motivate.

3. **Administration Skills:** This includes interpersonal relations and teamwork, supervisory ability, leadership ability (ability to instil confidence, Problem-solving ability), administrative ability (ability to get the work done with effectiveness, efficiency and maintains Esprit-de-corps as a team member), integrity and trustworthiness.

4. **Research and Professional development:** Special weightage will be awarded to the faculty who takes up funded projects along with student's projects, organizing and participation in seminars/workshops, special lectures, publication in indexed journals, membership or fellowship of professional/ academic bodies.

If the above said criteria is found to be satisfactory, then the faculty application forwarded for increment/promotion of faculty.

Performance appraisal for non-teaching staff

The Principal collects annual feedback on supportive staff and ministerial staff from the departmental heads and the same with evaluative remarks are forwarded to the Administrative officer for a final appraisal.

1. **Personal qualities:** This includes appearance, adaptability, imitativeness, punctuality, loyalty and sense of duty.

2. **Communication Skills:** work efficiency as per the job description, regularity in accomplishing the task, knowledge in the area of work & its effectiveness, communication skills(oral &written), ability to inspire & self-motivate to adopt skills, interpersonal relations and teamwork, integrity and trustworthiness

If the above said criteria is found to be satisfactory, then the faculty application forwarded for increment/promotion of faculty.

File Description	Document
Any additional information	View Document
Link for performance Appraisal System	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The College is self-financing and the main source of income for the College is tuition fees. Management has a well-defined structure to monitor the effective and efficient utilization of available financial resources for the development of the academic and infrastructure.

These funds are utilized for the activities of the College, Staff and Student welfare/development, infrastructural development and maintenance, research work, etc. Research activities are being actively conducted by the staff and students in collaboration with R.L.Jalappa Hospital and Research Centre and its community area.

- The College principal prepares budget well in advance after discussing with departmental heads, Lab in charges, faculty advisor of student nurses association, library in charge, hostel in charge and the non-teaching staff representative and collecting the list of requirement from them for the coming academic year.
- After collecting the requirement the proposed budget is planned every year taking into the account recurring and non-recurring expenditures, expected student fees collection and expenditure expected.
- The prepared budget will be sent to the finance officer for any clarification. Once it is finalised, the same will be presented in the governing council to get approval.
- After the approval in the Governing Committee, a request is sent to the Director and Trust(A&F)/Administrative officer, and then it is forwarded to store (for regular common items) /purchase department (if major items) based on policy set by the Trust

Purchases of routine items are processed through the Principal based on the approval of Director A&F) / Administrative officer. Indents for routine items are sent to the General Stores for purchase.

Purchases of capital items are processed through the Principal to the Administrative Officer/ Director of the Trust and then it is referred to the Purchase department to get an approval in purchase Committee. A minimum of 3 quotations are obtained and negotiations are held by the committee. Approved quotations are sent for further processing.

All purchases go through three levels of approvals, first at the Principal level, next at the purchase committee chairmen level and finally, payments are approved at the Administrative officer level.

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

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Yes.

The college has an accounts section where the accounting and compliance are taken care of, student fee collections are monitored at the college level. All revenue and capital expenditure bills were thoroughly scrutinised by the principal and forwarded to the finance section through for processing payment.

The College annual statements of accounts are audited regularly within the three months of the end of financial year and accounts department has internal audit section which regularly monitors the income-expenditure of the college and mistakes related misclassification and wrong entries are corrected from time to time. A monthly review of the receipts and payments are done regularly.

This process helps in monitoring revenue inflow and expenditure. Further the accounts of the unit are audited regularly once in six months by the internal auditors. The observations made by the internal auditors are scrutinised and compliance report was given periodically. This practice allowed the scope for keeping track of financial transactions in consonance with the budgetary allocations. Any deficiencies noticed during the Internal Audit are immediately reported to the Management and corrective action is taken.

The Secretary of the Trust is the only authorized signatory for all payment approvals. Since there is a control over funds by finance section, hence there is a minimized risk of audit objections.

The Trust also has appointed external statutory auditors namely Narayansetty and Co. who would conduct audit statements of accounts of the College and prepare a statement of annual accounts and balance sheets.

Any queries raised are resolved after discussion with the management and auditors. External Auditors examine the financial statements given to them and after a satisfactory note from them; the financial statements are presented to them in Trust meeting. On approval from the Trust, the Auditors certify the financial statements.

File Description	Document
Any additional information	View Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document

<p>6.4.3</p> <p>Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)</p> <p>Response: 0</p> <p>6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)</p>

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

The Internal Quality Audit cell of College aims to achieve excellence by adopting ISO 9001:2015 Standards. The purpose of this system is to determine the effective implementation of quality management system in meeting the specific quality objectives by conducting the internal quality audit. The audit covers all functions of Quality Management System elements and its responsibility is Administrative officer, Principal (Management representative), Delegated Representative-DR(ISO Co-ordinator) and Internal Auditors. Each function of the Quality Management System is audited twice a year by certified internal auditors. The ISO Co-ordinator prepares an Annual Internal Quality Audit Schedule and gets approval from the Principal. After the approval, it will be intimated to the auditors well in advance the objectives of the audit to be carried out in a quality management system during the audits.

The scope of the audit includes: Achieving excellence in Education, Practice, Administration and Research.

- 1.Principals office,
- 2.Academic and Administrative committees,
- 3.Departments as Fundamentals of Nursing, Pediatric Nursing, Medical-Surgical Nursing, Psychiatric nursing, Obstetrics and Gynecological Nursing and Community Health Nursing.
- 4.Nursing Laboratories, and Computer lab
- 5.Class co-ordinators,
- 6.Library services,
- 7.Material management-Equipment and maintenance
- 8.Security services,
- 9.Transportation services
- 10.Policies and services of staff welfare
- 11.Transportation facilities,
- 12.Hostel services,

The Audit process highlights on,

- Organizational structure as per Quality manual.
- Administrative and operational procedures.
- Personnel, equipment and material resources
- Work areas, operations and processes
- Degree of conformance of services being rendered
- Documentation, reports and record keeping.

Audit Procedure:

The audit schedule is prepared and circulated prior one week. Based on the audit schedule the audit is conducted which mainly identifies the best practices, process to improve and Non-compliant processes and procedure of the system. If the system is found compliant with defined objectives the report is finalized and communicated to the concerned HOD, Class coordinator, course coordinator and staff.

The non-conformity of the procedures and policies are classified as major and minor.

The concerned department/unit/staff are encouraged to take necessary preventive and corrective actions and report back to the auditors for needful documentation.

The re-audit of the identified non-conformances will be re-assessed for its completion and the report is prepared based on action taken.

Every internal audit has a post-audit meeting to highlight on the audit findings.

External surveillance audit: The college external surveillance audit is conducted annually based on a defined scope of certification.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document
Link for any other relevant information	View Document

6.5.2

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

Response: 44.25

6.5.2.1 Number of teachers attending programs/workshops/seminars specific to quality improvement

year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
52	45	17	0	1

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

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC)**
- 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements**
- 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.**
- 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)**

Response: D. Any one of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 19

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	4	4	4

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

7.1.2

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

Response:

The college has a conducive environment for gender equity which focuses on the overall development of the student in curricular and co-curricular activities irrespective of gender, caste, creed and socio-economic background of the students. Mostly, the profession of nursing is selected by the women as a career, the safety and security measures have been implemented as specified below:

Promotion of gender equity and sensitisation through the curriculum:

The college has a well-defined schedule for sensitisation of students on gender equity, as per the curriculum specified for both UG & PG students. A total of ten hours are allotted. The topics specified in the courses are:

- Gender-Sensitive issues,
- Women and occupational health,
- Women empowerment and child abuse,
- National Welfare Programs for Women.

Safety and security:

- The college facilities ensure the safety and security of students, teaching and non-teaching staff round the clock by regular monitoring and supervision.
- Further, direct supervision of the students is ensured by Senior Faculty in the college and by the warden inside the hostel- 24 X 7.
- Electronic surveillance through CCTV cameras is installed at strategic locations of college and hostel, office rooms, Library, examination halls and every entry and exit points of college and hostel.
- The campus has security guards round the clock to ensure safety and security
- Student's timings for entry and exit into the hostel are strictly maintained.
- The College Anti-Ragging committee and Squad team conduct adequate rounds (24X7) for prevention of ragging in the college and hostel premises. The contact details are displayed at an appropriate location as helpline numbers for easy access. The institution is proved as Zero tolerance for ragging.
- Action on any sexual harassment in college or workplace is viewed very seriously by the committee and needful action is implemented as per the guidelines along with counselling of the victim confidentially.

Counselling:

- The college has a facility for counselling room with a qualified counsellor along with the senior faculty from the department of psychiatric nursing for counselling concerning gender-related issues.
- At the time of admission, students are counselled along with the parents regarding co-education, discipline, rules and regulations of college and hostel along with a display of helpline numbers to access when required.
- The mentor counsels the mentee for overall development through self-motivation to enhance self-esteem. If a student requires further support, the mentor involves the parents and the counsellor for resolving the issues.
- Guest Lectures by experts are arranged for students and faculty on self-defence, women safety, personality development, etc.,

Separate Common room for girls and boys:

Separate common rooms are provided for girls and Boys with washrooms.

Day Care Centre for Young Children:-

Crèche facility is available for children of teaching and non-teaching staff during working hours.

Further, to monitor and enhance the safety and security of women and to promote gender equity and sensitization, the college organises programs through selected committees as Women Empowerment

Cell, Anti-Ragging Committee and Prevention of Sexual Harassment cell.

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

7.1.3

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

1. Solar energy
2. Wheeling to the Grid
3. Sensor based energy conservation
4. Biogas plant
5. Use of LED bulbs/ power efficient equipment

Response: E. any one of the above

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

7.1.4

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Solid waste management

- The college ensures and recognizes the importance of segregation and management of waste as the latest guidelines.
- Each classroom, departments, nursing laboratories, offices, common corridors, common girls and boy's rooms along with washrooms are provided with separate bins in which solid waste is segregated.
- The awareness programs are organized to all the teaching and non-teaching staffs on the management of solid waste.
- The housekeeping staff is trained in handling chemicals used in cleaning the restrooms with the help of the Material safety data sheet.
- The students, teaching and non-teaching staff are motivated to adhere to plastic-free policy, which is further reinforced by the display of bilingual signage boards.

Liquid waste management:

- The liquid waste generated from the washrooms and washbasins is connected to a Central Sewage Treatment Plant.
- Collected wastewater is treated and recycled, for watering the plants, and construction purpose.

Bio-Medical Waste Management:

- The awareness programs are organized on Bio-Medical Waste Management and its final disposal process to all the students as per the current guidelines, which specifies on the handling of hazardous and non-hazardous materials, chemicals/ reagents used for training and patient care in nursing laboratories, practice settings and parent teaching hospital and community field visits for practical training.
- The Bio-Medical Waste generated is taken away by the attendee / sanitary workers of the college to hand it over to the outsourced agency VV INCIN SOLUTIONS PVT. LTD (Prajwal Enterprises)

E-Waste Management:

- The maintenance committee of the college shortlists the items that are to be repaired/replaced or condemned. Based on verification made the shortlisted items/material is submitted for needful decision.
- The electronic waste from college includes computer monitors, printers, and scanners, keyboards, mouse, cables etc.
- The college adheres to the institutional policy of e-waste disposal. The E-waste collected from the college is handed over to condemnation committee of the parent teaching hospital through maintenance committee.

Waste Recycling System:

- Waste is segregated according to the latest guidelines.
- Paper waste from all the departments and classrooms is collected in the storeroom which is sold to the vendors annually for recycling.
- Treated wastewater from ETP and STP are recycled for building constructions and gardening.
- Single side printed papers are re-used for office purpose.

Hazardous Chemicals and Radioactive Waste management:

- Cleaning agents used for housekeeping are used as per the guidelines of the manufacturer.
- Reagent/chemicals used in training of students at nursing laboratories are checked for the expiry date and disposed of as per the guidelines of the manufacturer.

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

7.1.5

Water conservation facilities available in the Institution:

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

Response: Any Two of the above

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

7.1.6**Green campus initiatives of the Institution include**

- 1. Restricted entry of automobiles**
- 2. Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastics**
- 5. Landscaping with trees and plants**

Response: D. Any two of the above

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

7.1.7

The Institution has disabled-friendly, barrier-free environment

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

Response: C. Any three of the above

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

7.1.8

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

Response:

Inclusive environment :

The college of nursing is located at Kolar Town and admits students from various parts of India. As per the government rules 20% of undergraduate seats are provided to the reserved category of students. The college provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities.

Religious practices:

Each student has the freedom to practice their religion and stay together in the hostel. The festivals of various religious groups are celebrated in the college with harmony.

Celebration of National Festivals:

National festivals are celebrated in the college which establishes positive interaction among the students of different regional and cultural backgrounds to understand the faiths and values. The festivals commonly celebrated are Sankranti / Pongal, Deepavali, Holi, Onam, Id Millad and Christmas. Food

ests and campfire nights are carried out to create an inclusive environment for the students.

Linguistic inclusiveness:

The college has formulated a certificate course on "Communication a way to Forward" to all the beginners to overcome language barriers and enhance communication among students and also at the bedside for patient care.

Community Services:

The college extends its services to the community by conducting various programs based on the needs of society. The programmes conducted to focus on the promotion of public health by providing health awareness activities on various social issues. The students along with the faculty of various departments conduct mass health education, under-five clinics, antenatal & postnatal clinics, family screening, geriatric assessment etc for a referral to the parent hospital irrespective of caste or socioeconomic status.

The college coordinates in conducting national health programs like world mental health day, No tobacco day, World AIDS day etc. The college conducts blood donation camps and involves in swatch Bharath activities.

College celebrations for inclusiveness:

In order to promote harmony towards each other and to have social connections among the student's community both UG and PG students are divided into four teams with different colour codes i.e. Red, Green, Yellow and Orange which enhances and signifies the inclusiveness among students. This inclusiveness helps to promote unity, team spirit, collaboration among the students. The teaching and non-teaching faculty actively participate in all the college events for enhancing togetherness.

These are the efforts initiated by the college in providing an inclusive environment for all those who are a part of the institution.

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

7.1.9

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

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**

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

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

Response: B. Any three of the above

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

7.1.10

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

Response:

The College believes in organizing and celebrating National and International commemorative days, events and festivals to keep the significance and to foster cultural heritage among the students. These events are conducted by the Student Nurses Association, Youth Red Cross, Student Welfare committee as an integral part of learning.

Every year our institution organizes the national festivals and birth and death anniversary of the great Indian personalities. Faculty and students get to know the importance of national integrity by participating in all these events.

The following National and International commemorative days, events are celebrated in the college:

- **January-26th: Republic Day-** celebrated every year on 26th January to commemorate the adaptation of our Indian Constitution.
- **March-8th: International women's Day-** The college celebrates women's day every year to promote Gender Equity among the students.
- **April-7th: World Health Day-** celebrated to focus on societal health issues among the General Public.
- **May-12th: International Nurses Day-** Every year International Nurses Day is celebrated on 12

may to commemorate the anniversary of Florence Nightingale Birthday.

- **May-31st: No Tobacco Day-** is celebrated in our parental hospital as well as in the community, to bring awareness among the population regarding the harmful effects of tobacco and its prevention.
- **June-5th: World Environmental Day-**It is an annual event celebrated to raise the importance of a healthy and green environment in human lives as a whole.
- **June-21st: International Yoga Day** is celebrated every year to adopt a healthy lifestyle among the students as well as to raise awareness among the population in the public.
- **August-1-7th: World Breast Feeding Week-** is celebrated in the postnatal wards of the parental hospital, to bring the importance of breastfeeding among the Postnatal mothers.
- **August-15th: Independence Day-** The celebration of independence day make the students become aware of their commitment to the country and bring out the patriotic feelings.
- **September-5th: Teachers day-** The student body of the college celebrates teachers day with great intense and passionate feeling to create honour to teachers for their dedicated and committed service.
- **October-2nd: Gandhi Jayanthi-** is celebrated in order to praise the birth anniversary of Mahatma Gandhi who had introduced the standards of truth, peace, fullness and trust among everyone.
- **October-10th: World Mental Health Day-**It is celebrated with overall objectives of raising awareness about Mental Health care and mobilizing efforts and support of mental health. Our college is celebrating every year in the hospital and community mental health to raise awareness among the general population.
- **December-1st: World AIDS Day-** our college conducts mass health education and rally on 1st December annually to raise awareness about AIDS/HIV and educate the general population.

Celebration of these days/festivals will help the students and staff to understand their responsibility towards the country as a citizen. These activities encourage arousing patriotism to bring a concept of unity in diversity.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I

1. Title of the Practice:

Nursing Dual Role: Integration of Education and Service- "A Practical Model"

2. Objectives of the Practice:

- To provide quality clinical training to all the nursing students-**Novice to Expert**
- To bridge the gap between nursing education and practice through the collaboration of qualified teaching and nursing staff- **Manpower Planning & utilisation**
- To achieve maximum effective utilization of nursing resources-**Planning of Manpower, material and Money.**

Concept of Integration:

The model selected by the college of nursing for integration involves the unification of the nursing services and nursing education to improve the clinical competencies of the students in the hospital. Nursing qualified faculty from the college of nursing will contribute their knowledge in the clinical field and the senior nursing fraternity from the hospital will be involved in the training and supervision of the nursing student. The college has initiated the integration of Dual role concept from 2018 by standardizing the policy which focused on student's comprehensive clinical training.

3. The context:

To pool the resources of both education and nursing professional of the clinical setting, integration, is the only and an ideal situation. It facilitates both student learning and quality patient care. Integration also improves the interpersonal relationship between nurse educators and practitioners and creates a healthier clinical environment, facilitating student learning.

4. The practice.

The integration model focuses on the following features:

- 1.Learner – “Novice to Expert”
- 2.Clinical setting
- 3.Faculty integration
- 4.Maxims of clinical training:
- 5.Comprehensive clinical training:

Other features of faculty integration model are:

- 1.As academic and practice leaders acknowledged the need to work together in promoting the faculty integration-Dual Role,
- 2.The faculty integration model focuses on socialising the students to the role of professional nurse within the context of the nursing situation.
- 3.This approach in the clinical practice setting is thought to be more consistent with the educational needs of the nurses who are preparing the students to meet the challenges in today's health care settings.

4. Recruitment and retention of nursing faculty and staff of parent teaching hospital at all stages of the carrier.

Challenging issues in designing and implementing this practice

- Policy document:
- Clinical Area Allotment:
- Credentialing & Privileging:
- Continuous Nursing Education:
- Students Feedback on an Integrated dual role:

Constraints/ limitations:

- Workload-additional
- Training and re-training of staff/teaching faculty
- Attrition nursing staff
- Lack of experienced staff
- Lack of clinical competency by college faculty
- Lack of instructional capacities/competencies by nursing staff.

5. Evidence of success:

Implementation of the integrated model in Nursing brought out the following important outcomes.

1. Quality of nursing education had improved the competency of new graduates and postgraduates,
2. Completion of clinical cumulative record (timeline-based)
3. Academic achievement through -University result analysis.
4. Learners feedback and Faculty feedback – on nursing dual role integration of education and service

6. Problems encountered and resources required:

- Lack of qualified teaching faculty and clinically competent nursing staff
- Attrition of trained qualified staff.
- Creating awareness to the concerned administrators in order to understand the concept of model.

Resources required:

- Periodic training and related materials.
- Advanced technology,
- Manpower and materials for student clinical training.
- Resources as, an additional allowance of new staff
- Recruitment of new staff as per Statutory Regulatory Authorities requirements

Best Practice – II

1. Title of the Practice:

Imbued Research Culture - means to innovations among Students and Staff- "Evidence from Practice"

2. Objectives of the Practice

- 1.To empower research culture and innovations among students.
- 2.To foster the research culture and innovations among faculty.
- 3.To create a research-driven culture among stakeholders.
- 4.To enhance and support start-ups of the college incubation- A multimodal patient focus model.
- 5.To boost research publications in indexed journals among students and staff.

Concept of Integration:

A culture of research provides a supportive context in which research is uniformly expected in the institution that traditionally emphasises effective faculty contact with students as a means to success for developing research activity and increased faculty research production.

3. The Context

Contextual features in designing and implementing this practice:

- Research Methodology Workshop- the college organises workshop annually to keep in pace with advances that affect the quality of nursing research.
- Enhance and improve UG & PG research projects with the multi-method approach under the guidance of experienced faculty,
- Empower research projects among teaching faculty,
- Engaging with the stakeholder's participation
- Development of multimodal approach in patient outcomes
- Enabling the research findings in getting published in indexed journals.
- Conduct interdisciplinary research projects

Challenging issues

- Resources for faculty development training programmes,
- Ethical issues pertaining to research projects,
- Analysis and interpretation of the research finding,
- Implementation of findings of the research,
- Research consultancy,
- Collaboration with sponsors/grants agencies
- Time restrictions/time bound

4. The Practice

The research culture is largely missing in many of the institutions/ colleges. To overcome the scenario, our college has developed a bond between the students, staffs and stakeholders in sharing the research-related values and practices towards building an organizational culture in imbibing the features of research by planning and organizing research methodology, conferences/ seminars/workshops every year as a part of institutional best practice.

5. Evidence of Success

- Faculty will regularly publish original research article in indexed journals
- Initiation and implementation of interdisciplinary and collaborative research
- Fostering relationships with other institutions in developing procedures and protocols for patient care standards,
- Recognizing faculty accomplishment in completing the research projects
- Enhanced number of UG and PG research projects among staff and students.
- Develop an engaged and vibrant professional community with the stakeholders by bringing practice from evidence.

6. Problems encountered and resources required:

- Develop research centres
- Seek external Funding/Grants for research
- Streamline research administrative procedures (policy on research-related activities)
- Less research support mechanisms
- The decrease in resources required for research in terms of man, money and material.
- Lack of formal training in research skills.

Resources Required:

- Grant money for projects
- Establishing extensive IT support for Research Activities/ Projects
- Training required in advanced research methodology for students and staffs
- Establishment for a research centre at institutional level/collaborate with partners
- Faculty mentors for personalized research guidance.

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

7.3 Institutional Distinctiveness

7.3.1

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

500 words

Response:

Title:

"Screening today for a Healthier Tomorrow".

“Preventive and promotive focus-on the health status of patient caretakers”

The Visual function is important for optimal orientation in functional and social life and has an effect on physical and emotional wellbeing. Visual impairment, therefore, leads to restriction in all aspects of daily living and is related to the quality of life.

The college has established its distinctive approach towards the comprehensive vision of providing quality health care service to the society by screening the caretaker’s health status in order to meet the national health policy requirements of ***"Screening today for a Healthy Tomorrow"***. The thrust area of the institution is “preventive and promotive focus-on the health status of patient caretakers”

In this regard, the college has initiated to conduct screening to the caretakers of the patients (family members/ relatives of the patient) admitted in a parent teaching hospital. The screening focused on identifying the common visual defects and its related predisposing risk factors influencing the visual defect for early detection, diagnosis and treatment.

The Internship students, faculty of SDUCON and staff of RLJH&RC (Dual role integration staff) aimed to conduct screening in the hospital for all the caretakers with a defined screening tool. The purpose of screening the caretakers is to identify people in an apparently healthy population who are at higher risk for visual defects.

Objectives of this practice include:

- 1.To screen the health status among the caretakers of patients admitted in a parent teaching hospital.
- 2.To identify the predisposing risk factors influencing the visual impairment and its risk Factors,
- 3.To have an easy reference for prompt diagnosis
- 4.To provide early free treatment based on the identification
- 5.To create awareness on healthy lifestyle for promotion and prevention of common Visual defects/ diseases.

Setting: Parent Teaching Hospital

- The distinctive practice was conducted in Parent Hospital which is 1204 bedded, multispeciality tertiary care referral Centre with speciality and super speciality services provided as General Medicine & Surgery OBG, Paediatrics, Orthopaedics, ENT, Ophthalmology, Respiratory and chest diseases, Psychiatry, Dermatology, Neurosurgery, Paediatric Surgery, Nephrology, Urology, Plastic Surgery, Cardiology, Onco-surgery, along with Dentistry and Forensic

Medicine.

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

8.Nursing Part

8.1 Nursing Indicator

8.1.1

Training in the clinical skills and simulation labs are organized with reference to acquisition and enhancement of skills in basic and advance procedures such as BLS/ALS, Venepuncture, ET intubation/suctioning, central line insertion procedures (PG- as per clinical specialty).

Response:

To keep in pace with the advance technology and complex health care settings the college believes in training the students in well-equipped laboratory, hospital, and community settings to meet the health care needs of patients/clients.

In today's complex health care setting nurses are faced with increasingly complex issues and situations resulting from advanced technology, greater acuity of patients in the hospital and community settings, complex disease process as well as ethical issues and cultural factors.

Nursing, as a health care profession and a major component of the health care system, has been significantly affected by these changes.

As the profession of Nursing is skill-based the nursing students require appropriate skills training during their graduate and post-graduate programs.

Skills in Basic Procedures:

Before the clinical posting, students practice basic procedures in the clinical and skill lab in the college. The records and reports of each lab are maintained by the lab in-charges. Periodically the labs are updated as per the needs.

The college has five labs which help the students to learn nursing foundation skills, advanced procedural skills, community health nursing skills, therapeutic diet preparation skills and computer skills.

In **Nursing Foundation Lab**, the basic procedures like universal precautions, hand hygiene, donning and doffing of Personal Protective Equipment (PPE), Bio-Medical Waste Management, bed making, meeting the hygienic needs of the patient, Ryle's tube insertion and feeding, administration of medication enteral and parenteral routes, patient safety measures, IV cannulation, use of syringe and infusion pumps, urinary catheterization, bowel and bladder preparation, etc.

Maternal and Child Health Nursing Lab: is utilized training the students on procedures as assessments of antenatal mothers, normal and abnormal labour, CPR for children, care of a child with ostomies, restraints etc. The lab is equipped with mannequins, IUCD models, suturing model, drugs, pelvis, skull, etc.

Community Health Nursing Lab: is utilized for training the students before they expose to community settings. It is equipped with community bags which contains articles needed during home visit.

Nutrition Lab: train the students with the cooking skills for enhancing knowledge on drug interaction with food.

Skills for Advanced procedures:

The Advanced Nursing Procedures as BLS, Venepuncture, Ventilator Management, Critical Care management and ET intubation/suctioning etc. is practised on mannequins in Medical-Surgical Laboratory of the college.

Simulation-based interventions in nursing can train novice as well as experienced nurses, helping them develop effective skills, practice in emergency situations, and providing a variety of authentic life-threatening situations through immediate feedback, repetitive practice learning and adaptability to various learning strategies.

The UG, PG Students and faculty enhance advanced clinical skill **in Simulation and Skill Laboratory** of the Sri Devaraj Urs Academy of Higher Education and Research.

It provides a variety of activities using patient simulators, devices, trained persons, life-like virtual environments and role-playing with realistic case scenarios.

The students are posted in parent hospital, R. L. Jalappa Hospital and Research Centre a constituent is 1204 bedded super speciality hospital, a tertiary care centre. The students get an excellent opportunity for high-tech high-touch care.

File Description	Document
Student feedback on the effectiveness of the facilities.	View Document
Policy on the use of clinical skills and simulation labs in the acquisition and enhancement of skills in basic and complex procedures such as endoscopic surgery and interventional procedures.	View Document
Geotagged photographs/videos of the facilities	View Document
Any additional information	View Document

8.1.2

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

Response: 4.25

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	4	3	1	1

File Description	Document
List of fulltime teachers with additional Degrees, Diplomas such as PG degree, Fellowships, Ph D, Master trainer etc. during the last 5 years	View Document
Institutional data in prescribed format	View Document
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates	View Document

8.1.3

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

Response:

The College of Nursing has adopted a systematic procedure of providing didactic and practical exposure to the quality of care and patient safety issues and procedures as given below:

- Conducting theory classes related to the quality of care and patient safety
- Demonstration of related procedures by the respective subject teachers to the students
- Taking re demonstration from the students till they develop proficiency in the laboratory
- Direct supervision of patient care in the clinical area by allotting patients based on category,
- Group discussion in the form of Case study and case presentations
- Giving feedback through clinical performance appraisals
- Orienting to various standards of quality of care and patient safety issues through field visits and educational visits

Parent Hospital facility in clinical training:

The college is attached to its parent hospital, Sri RL Jalappa Hospital and Research Centre, a multi-speciality and Medical College Teaching Hospital with NABH-Pre-Entry-level certification and NABL Accreditation. The Parent Hospital is 1204 bedded, multispeciality tertiary care referral Centre. Hospital has the Nursing Service department in collaboration with Quality Cell-RLJH and Hospital Infection Control Team which conducts orientation classes for students both didactic and practical sessions related to the quality of care and patient safety issues.

The parent hospital has well-defined procedures and protocols pertain to patient registration, admission, procedural protocols, and discharge process which are implemented strictly without compromising the quality of patient care. The undergraduate and postgraduate students receive adequate training from the Dual Role faculty in the hospital as they get exposure to various sections of the hospital, especially different ward settings and critical care areas. The parent hospital facilities enable student to be competent in handling all the types of patients at various settings.

Infection Prevention and Control Policies adopted at parent hospital:

The parent hospital has well-defined infection prevention and control policy and procedure manual. The topics discussed and demonstrated under infection prevention and control are as given below:

- Nature of infection
- Defence against infection
- Universal Isolation protocols and immunization schedule
- Hand hygiene and personal protective equipment
- Bio-medical waste management
- Infection prevention and control practices protocols and care bundles
- Injections and infusion practices quality indicators and surveillance
- Health care workers safety- annual health check-up, staff prophylaxis (TT, Hep-B, DT and need-based),
- Needle Stick Injury, Post Exposure Prophylaxis,
- Policies and procedures specific to the handling of Covid-19 (safety precautions. Isolation, management, role of health care workers, etc.)
- The continuous quality indicators – related to infection control protocols.

Patient Safety Code Protocol:

The hospital has implemented patient safety codes. The hospital orients the staff, students and faculty of SDUCON by conducting Mock Drills. The common patient safety codes include Code Blue (Medical Emergencies), Code Pink (Baby or Patient Absconds), Code Brown (External disasters), Code Red, (Fire and non-fire emergencies), code white (Health care Workers Safety).

The college faculty in collaboration with Dual Role Staff of R. L. Jalappa Hospital & Research Centre to train and empower the student nurses to appreciate the patient as a holistic individual, to provide comprehensive nursing.

File Description	Document
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	View Document

8.1.4

Average percentage of first year students, provided with prophylactic immunization against

communicable diseases like Hepatitis-B during their clinical work in the last five years.

Response: 88.52

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	98	59	100	102

File Description	Document
Uploads for policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View Document
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View Document
Institutional data in prescribed format	View Document

8.1.5

Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

- 1.NABH Accreditation of the teaching hospital**
- 2.NABL Accreditation of the laboratories**
- 3.ISO Certification of the departments / divisions**
- 4.Other Recognized Accreditation / Certifications**

Response: B. Any three of the above

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

8.1.6

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

Response:

The Undergraduate and Postgraduate students of other schools and colleges in and around Kolar District utilise the facility of Sri Devaraj Urs College of Nursing in order to enrich their curricular achievements. On average, three to five colleges visit every year.

The Continuing Nursing Education Unit of college based on the objectives specified by the respective colleges/ schools/ institution plans on the orientation sessions in collaboration with the Dual role staff of the Nursing Service Department of the parent hospital orient students about the college and clinical training facilities based on the request made with specific objectives.

The students of other nursing institutions/colleges/ schools visit Sri Devaraj Urs College of nursing mainly to enrich the student experience in terms of clinical training, leadership skills, and role of the nurse in expanded scope in the nursing profession;

The objectives focus on:

- Orient and know the philosophy, vision & mission of the Nursing college and Nursing Service Department attached to parent hospital,
- Discuss the organizational structure and job description of the personnel working at the college and nursing service department.
- Understand the policies and procedures adopted for selection of student, teaching faculty and the Nursing Staff at Parent hospital,
- Understand the policies and procedures adopted for the planning and execution of the budget and its audit process,
- Understand on the documents maintained for students, faculty of the college and the staff of the Nursing Service Department.
- Describe the pattern of planning, organizing, implementation and evaluation of the curriculum
- Recognise the student and staff welfare/development programme in the institution.
- Understand the patient care documentation and handover procedure inpatient care units.
- Recognise the policy and procedures adopted in staff performance appraisal.
- Describe the process of quality assurance and control policies adopted in the implementation of policies and procedures specific to academic, administrative governance and leadership.
- Realize the process of accreditation and affiliations related to the nursing profession
- Describe the policies and procedures pertaining to Human Resource Management.
- Understand the material management, equipment and supplies involved in patient care settings.
- Describe procedures and process involved Staff Development Program for nursing staff.
- Visit the hospital and appreciate various technology advancement applied inpatient care.

The college and Nursing Service Department of the Parent Hospital obtain feedback by focussing on the following important parameters on a three-point rating scale (agree, partially agree and disagree).

- The organisational structure of the college and Nursing Service Department,
- The procedures and policies used for selection of student, staff and nursing staff at parent hospital,
- Planning the infrastructural facilities and budget process,
- The curriculum planning, implementation, and evaluation procedures adopted,
- The clinical training facilities,
- The procedures protocols used for providing quality patient care,
- The documentation process-records and reports adopted at college and parent hospital on patient

care documentation.

- Their opinion on recommending other colleges for student orientations.

Based on the feedback given the suggestions are incorporated for needful action. Further, Sri Devaraj Urs College of Nursing is recognized as one of the UG and PG university examinations centres in the Kolar District.

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

8.1.7

College undertakes community oriented activities

Response:

The college students actively participate in community-oriented activities like Community mapping, Community survey, Health education, Health Camps, clinics and celebration of world health days and School health programs. The curriculum specified for both UG and PG students is provided with ample of opportunities to explore community, identify the population demographics, health status, felt needs of the community, accessibility and availability of health care services etc. Community health programs connect students to the local community. It is a service-based learning method which sensitizes students to the felt health care needs of the community.

Community mapping and surveys:

The UG and PG students posted in the community with defined objectives as per the syllabus specified. The students conduct house to house survey after mapping the community and numbering the houses in their assigned community practical area.

The students prepare the community map based on the survey made by highlighting on the type of houses, availability of Anganwadi and school, health programmes, temple, shops, water tank, river, type of roads, transportation, type of drains, tower etc. Based on the survey made the Nursing students plan and provide care to the individual, family and community as a whole.

The survey report is then presented before the department and health programs based on the felt needs of the community. Mass and individual Health education programmes will be planned and conducted as per the felt needs of the community. Further, the students are encouraged to conduct community-based research projects under the guidance of their research guide.

Camps and Clinics:

The Parent hospital conducts various health camps where students take active participation by screening, assessing the basic vital parameters etc. The parent hospital conducts camps which focus on screening of the geriatric population for cataract, Pulse Polio Camp, Blood Donation Camps, etc. The UG & PG students conduct antenatal, postnatal, under-five, immunisation and geriatric clinics. Based on the findings the individual is referred to parent hospital for further management.

Celebrating National Health and Welfare Programs:

The Department of Community Health Nursing celebrates national health programs like PulsePolio Programme, No tobacco day, girl child day, world aids day, world environmental day and world population day by organizing debates, essay writing competitions, exhibition and conducting rallies. Celebration of these days will help the students and staff to understand their responsibility towards the country as a citizen.

Organize in-service education for SC/PHC/CHC staff:

The Department of Community Health Nursing organizes in-service education programs for Asha Workers and ANM of PHC on topics as family health services which mainly focuses on breastfeeding, immunization, contraception, and prevention of Sexually Transmitted Diseases.

School Health Programs:

School health programmes are organised by the Department of community health nursing in collaboration with the pediatric department of the college. The department organizes a visit to the schools in the local community as a part of their field visits. During the field visits, the students conduct physical examination and health awareness programs. The programs focus on the importance of physical activity, personal and environmental hygiene etc.

File Description	Document
Any additional information	View Document

8.1.8

Number of full time faculty serving in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies during the last 5 years

Response: 3

File Description	Document
Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies	View Document
Institutional data in prescribed format	View Document

5. CONCLUSION

Additional Information :

Thrust areas:

1. Enhance Innovative teaching and learning activities.
2. Build a research culture among students and staffs.
3. Strengthen collaboration with nursing education and Nursing service with standardized patient care model.
4. Build the concept of nursing practice at different health care settings.
5. Strengthen inter-collegiate and inter-university curricular and co-curricular activities.

Concluding Remarks :

Sri Devaraj Urs College of Nursing, striving to achieve its goals as guided by its vision, mission statement and core values primarily focus on teaching-learning outcomes as one of the Higher Educational Institution. The overall campus facility is eco-friendly, calm, quiet and inspirational for studies. The college attributes are characterized in the best and distinctive practices which are reflected in all its activities as innovation and research culture among the students and staff.

The teaching-learning process in the college is enriched by the extension activities, collaborations along with value-added and certification courses which helps to keep the academic activities in a more realistic perspective and expand the scope of learning experience to students. The college ensures adequate infrastructure and technology deployment facilities for the efficient conduct of programmes.

The college promotes inclusive practices for social justice and a better stakeholder relationship. The college encourages student participation in activities facilitating developing skills and competencies and foster holistic development towards employment.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.4.1	<p>Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. Any 1 of the above Remark : Google forms feedback has not considered.</p>																				
1.4.2	<p>Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website Answer After DVV Verification: E. Feedback not collected Remark : Google forms feedback has not considered.</p>																				
2.4.2	<p>Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.</p> <p>2.4.2.1. Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>12</td> <td>11</td> <td>11</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the supporting documents provided by HEI, faculty members are recognised as guides to guide dissertation work, not for the Ph.D degree.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	11	12	11	11	11	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
11	12	11	11	11																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
2.4.3	Average teaching experience of fulltime teachers in number of years (preceding academic year)																				

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

Answer before DVV Verification : 338 years

Answer after DVV Verification: 219 years

Remark : As per the Data Template, excluding less than a academic year, the value seems to be 219.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	4	2	1	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
92	99	34	31	41

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
96	101	34	32	43

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
96	101	34	32	43

Remark : DVV has made the changes as per the report provided by the HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
02	01	03	01	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : As per the supporting documents, participation certificate not to be considered in this metric

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

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

Answer before DVV Verification : 11

Answer after DVV Verification: 11

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

Answer before DVV Verification : 55

Answer after DVV Verification: 52

Remark : DVV has made the changes as per the data in Extended Profile 2.2.

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

3.4.1.1. Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations

engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	16	14	14	13

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	2	2	2

3.4.2	<p>Average percentage of students participating in extension and outreach activities during the last five years</p> <p>3.4.2.1. Number of students participating in extension and outreach activities year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>368</td> <td>370</td> <td>308</td> <td>272</td> <td>225</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>19</td> <td>54</td> <td>14</td> <td>44</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	368	370	308	272	225	2019-20	2018-19	2017-18	2016-17	2015-16	32	19	54	14	44
2019-20	2018-19	2017-18	2016-17	2015-16																	
368	370	308	272	225																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
32	19	54	14	44																	

3.5.2	<p>Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years</p> <p>3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years</p> <p>Answer before DVV Verification : 1</p> <p>Answer after DVV Verification: 0</p>
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4.2.4	<p>Availability of infrastructure for community based learning</p> <p>Institution has:</p> <ol style="list-style-type: none"> 1. Attached Satellite Primary Health Center/s 2. Attached Rural Health Center/s other than College teaching hospital available for training of students 3. Residential facility for students / trainees at the above peripheral health centers / hospitals 4. Mobile clinical service facilities to reach remote rural locations <p>Answer before DVV Verification : E. None of the above</p>
-------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Answer After DVV Verification: D. Any one of the above
 Remark : DVV has made the changes as per the report provided by the HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.68	0.68	0.52	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1.01	1.01	0.85	0.33	0.33

Remark : DVV has made the changes as per expense on library books and Journals and Helinet Journals shared by HEI.

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

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

Answer before DVV Verification : 16

Answer after DVV Verification: 7

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

Answer before DVV Verification : 16

Answer after DVV Verification: 16

Remark : DVV has made the changes as per photos of classrooms and seminar halls excluding labs and LCD.

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

Answer before DVV Verification : ?1 GBPS

Answer After DVV Verification: <50 MBPS

Remark : Provided bill for the year 2020-21 has not considered.

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

4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
28.83	39.43	38.18	20.36	15.54

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
28.11	31.72	32.15	19.67	10.26

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
28	64	59	22	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	34	30	14	7

Remark : DVV has made the changes as per only considered students benefited by scholarships /free ships / fee-waivers shared by Government by HEI.

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

1. Soft skill development
2. Language and communication skill development
3. Yoga and wellness
4. Analytical skill development
5. Human value development
6. Personality and professional development
7. Employability skill development

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made the changes as per the report provided by the HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
247	87	24	35	34

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Insufficient document provide by HEI.

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

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any 2 of the above

Remark : DVV has made the changes as per the report provided by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
28	36	34	31	25

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	3	3

Remark : DVV has made the changes by considering annual sports event as one and cultural event

as one and RGUHS event as one event.

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

1. Financial / kind
2. Donation of books /Journals/ volumes
3. Students placement
4. Student exchanges
5. Institutional endowments

Answer before DVV Verification : D. Any two of the above

Answer After DVV Verification: E. Any one of the above

Remark : HEI has provided insufficient documents.

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	19	18	20	22

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	10	12	18	19

Remark : DVV has not considered Journal's club.

6.5.3 The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

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

	<p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any one of the above Remark : DVV has made the changes as per the report provided by the HEI.</p>
7.1.3	<p>The Institution has facilities for alternate sources of energy and energy conservation devices</p> <ol style="list-style-type: none"> 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: E. any one of the above Remark : DVV has made the changes as per the report provided by the HEI.</p>
7.1.6	<p>Green campus initiatives of the Institution include</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants <p>Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: D. Any two of the above Remark : DVV has made the changes as per the report provided by the HEI.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier-free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

Answer before DVV Verification : B. Any four of the above
 Answer After DVV Verification: C. Any three of the above
 Remark : As per supporting document, any 3 may be considered (Sl. No. 1, 2 & 3).

- 7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.
1. The Code of conduct is displayed on the website
 2. There is a committee to monitor adherence to the code of conduct
 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff
 4. Annual awareness programmes on the code of conduct are organized
- Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any three of the above
 Remark : As per supporting document, any 3 may be considered (Sl. No. 1, 2 & 4).

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	3	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	4	3	1	1

2.Extended Profile Deviations

ID	Extended Questions										
1.1	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)										
	Answer before DVV Verification:										
	<table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>141.90</td> <td>131.52</td> <td>118.54</td> <td>133.41</td> <td>65.24</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	141.90	131.52	118.54	133.41	65.24
2019-20	2018-19	2017-18	2016-17	2015-16							
141.90	131.52	118.54	133.41	65.24							

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
135.47	133.84	114.18	61.59	65.54