SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SWAMI VIVEKANAND COLLEGE OF NURSING, UDGIR

SURVEY NO 184, BODHAN NAGAR, JALKOT ROAD, UDGIR, DIST LATUR, 413517

www.svcnudgir.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Swami Vivekanand Shikshan Prasarak Mandal was established in 1997 to facilitate accessible, affordable, quality and man making education that leverages the students with scholarly and professional skills, moral values and global perspective. Our college is situated on a hilly top outskirts of the city of Udgir, Latur so as to provide an pleasant environment suitable for acquiring knowledge.

Sensing the fastest growing demand for nurses, we established Swami Vivekanand School of Nursing in the Year 2010 which was approved by Indian Nursing Council, New Delhi and Maharashtra Nursing Council, Mumbai further upgraded to Swami Vivekanand College of Nursing in 2013 which is Affiliated to Maharashtra University of Health Sciences, Nashik. Swami Vivekanand College of Nursing was established in the year 2013-2014 with an annual intake 40 students for the Basic B.Sc Nursing.

We Swami Vivekanand College of Nursing faculties believe that the nursing practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across their life span in wide variety of health care settings. We also believe that the nursing education program prepares its graduates to become exemplary citizen by adhering to code of ethics and professional conduct at all times in fulfilling personal, social and professional obligations so as to respond to national aspirations.

Our institute is one the best nursing educational institute in region. It has excellent infrastructure, clinical field, and full-time faculty and guest lecturers. We are the pioneers of private graduate nursing education in the state of Maharashtra. We are striving to develop outstanding holistic, empowered professional nurse leaders in providing excellent, compassionate health care at the local, national, and global level.

Our Objectives Are:

- To prepare graduate nurses to assume responsibilities as professional, for providing promotive, preventive, curative and rehabilitative services.
- To make graduate to understand health need and asses the health resources, so that they can innovate and transform the way of delivering high quality services, primarily the health need within the resources available.
- To prepare nurses who can make independent decision in nursing situations, protect the rights, facilities individuals and groups, function in the hospital, community, and conduct research studies in the areas of nursing practice.
- To develop the qualities in the nurses so that they will effectively and efficiently play the role of teacher, superior, and manger in a clinical/public health setting.
- Provide leadership in the transformation of nursing education, health care, and lifestyles.
- Increase visibility and participation of our students, faculty, and other nursing colleges and academic leaders as advocates for problem solving and innovations in nursing.
- Facilitate opportunities for students, faculty, and other private nursing colleges to participate in (a local university), state, and national academic and health policies concerning nurses.
- To help students acquire knowledge of theory and principles of nursing and allied subjects in the delivery of comprehensive nursing practice.

Vision

The vision of SWAMI VIVEKANAND SHIKSHAN PRASARAK MANDAL'S Swami Vivekanand College of Nursing, Udgir, Latur is to emphasis on developing nurse leaders to inspire individuals across the life span in order to achieve health, wellness, and quality of life and also to develop solutions for the most important nursing challenges pertaining to human health and health equity in our communities through education, practice, scholarship and service.

Mission

The mission of SWAMI VIVEKANAND SHIKSHAN PRASARAK MANDAL'S Swami vivekanand College of Nursing, Udgir, Latur is

- To provide exemplary and innovative education, research, practice, service, and leadership that improves our students ability, knowledge and skills towards nursing profession.
- To provide outstanding educational programs to diverse student populations.
- To create the nurses for transforming nursing care in a rapidly changing, diverse and complex healthcare environment through academic excellence, innovative research, superior clinical practice, strong community partnerships, and global initiatives.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Has very good infrastructure with necessary facilities.
- Institute gained its place among best nursing colleges of the country. Active SNA unit, represented by students.
- Institute provides extensive health services to urban and rural area. Helping at PHC's sub center to arrange medical health camps, street plays, exhibitions etc.
- Well disciplined, character forming moral and value education to students. Holistic quality education and training is provided to UG students.
- Good management support to organize academic and all the other activities of the institute.
- Working parallel with government policy towards health for all.
- Active participation of institute in NSS activity and emergency services. Well qualified and experienced teaching faculty.
- Institute is an examinations center for examinations of Maharashtra Nursing Council and Maharashtra University of Health Sciences.
- Attendance of students is well maintained.
- The institute is centrally located in the rural area of city.
- Various Government scholarships for needy and poor students.
- Strong Alumni Association.
- Active participation of Faculty in curriculum planning in the affiliating agencies

Institutional Weakness

- Fund generating services need to be improved.
- Scope for improving research / dissertation publications nationally and internationally in UGC care and Scopus journals.
- Faculty to be motivated /encouraged for securing awards and recognitions at national/international levels.
- To strengthen Research training program/ activities.

Institutional Opportunity

- Under continuing education program, there are opportunities for students to go for GNM- Post Basic B.Sc.(N) and Basic B.Sc.(N).
- Evidenced based nursing researches are possible with the help of parent hospital to increase the status of nursing.
- To participate in all state and national conferences.
- Faculty is in examination panel for theory examination, practical examinations, inspections etc.
- Institute has opportunity to register TNAI and SNA.
- To make the society become aware about healthy life style through continuing education on promotion, preservation, and protection of health at all levels.
- Student and teacher exchange program and collaborative activities for research publications in indexed journals.
- Introduction of skill-based courses/programs.
- To increase the Alumni participation in the institutional development program.
- To give qualitative and satisfactory health care to the rural population within the district.
- To introduce innovative interdisciplinary programs in collaboration with renowned nursing colleges.
- To attract and retain competent faculty.

Institutional Challenge

- Lack of interest among 12th passed students to join nursing due to the poor salary structure, working conditions in private hospitals of India.
- Funds are limited for the making over of professional image of nursing in India.
- Lack of strong leaders and professional bodies to stand up for the issues affecting image and status of nursing in India.
- To start Master Program in Nursing.
- To continually maintain standards and quality.
- To develop eco-friendly campus.

1.3 CRITERIA WISE SUMMARY

Nursing Part

Swami Vivekanand College of Nursing prepares the competent nursing professionals by providing adequate training through well-equipped skilled/simulation labs.

Through highly qualified and university-approved teaching faculties, the institute offers top-notch instruction.

By offering grants, deputations, and other benefits, the institute helps teachers pursue further education and ongoing professional development.

Students are exposed to quality of care and patient safety procedures, including infection prevention and control measures, thanks to teachers' use of didactic teaching and practical sessions.

College faculty and students are given preventative immunizations against infectious and pandemic diseases like Hepatitis-B, COVID-19, etc. The health committee of the college developed well-documented policies regarding the preventative immunization and health care requirements of the students and faculty, and it meticulously monitors each student's health record.

For administrative/educational visits, MUHS University Practical Exams, and collecting data for dissertation vivas, UG/GNM students from other institutions frequently use college resources.collecting information and participating in workshops, conferences, seminars, etc. on research methodology that the institute hosts.

Along with the students, faculty from institutions that are affiliated with and outside of universities visit the college to execute administrative tasks such staff recruitment, inspections, exams, and research projects.

In accordance with the requirements of the UG and GNM nursing curricula, the institute has an affiliated UPH/RPH/PHC center for community-oriented activities. These services include community diagnosis, health screening/check-up/diagnostic camps, tree planting drives, the Swachha Abhiyan, a campaign for cleanliness and health screening, and health education campaigns through individual, group, and mass awareness programs on various social issues like gender.

The Institute promotes the Faculty by giving them special leaves to serve on several committees that are affiliated with and recognized to be part of the University, Institutional Advisory Committee, or Core Committee under the jurisdiction of the Government, INC, State, or National Bodies.

Curricular Aspects

The institute is affiliated to Maharashtra University of Health Sciences Nashik. Implement curriculum provided by Indian Nursing Council and operationalize it within the overall framework provided.

Principal serves as chair of the committee overseeing the college curriculum, and HOD is a member. Activities that the curriculum committee and IQAC collaborate on.

Each academic year, the college hires an academic coordinator who reviews all of the college's curriculum-related activities.

For newly hired faculty, the institution prepares an induction session to introduce them to its rules, regulations, and policies. The academic coordinator and HODs assess newly hired professors' teaching styles to ensure they follow the finest teaching and learning procedures in colleges.

Five specialized departments within the college diligently organize, implement, and complete departmental activities, programs, and curriculum for the academic year.

Various inter-disciplinary, inter-departmental, and training courses are offered by the college in association

with other professional associations.

By introducing students to numerous cross-cutting topics like gender, health determinants, human values, and professional ethics, curriculum enrichment is accomplished.

The institute provides students with value-added courses that enable them to close knowledge gaps, advance their abilities, and grow interested in the field they have chosen.

Regarding the creation, development, and implementation of curricula, the institute has an effective feedback process.

Feedback from students, parents, alumni, stakeholders, and professionals was gathered, assessed, and the necessary changes were immediately implemented.

Teaching-learning and Evaluation

The Directorate of Medical Education and Research (DMER), ARA, and the Social Welfare Department are the regulatory authorities that set out the norms and regulations governing the college admissions process. Equity and inclusivity are duly taken into account, with 35% of the seats reserved for all groups during the admissions process. Members of the admissions committee enroll students in courses offered by admission regulatory authorities by following a methodical procedure.

Institution abides by the reservation guidelines provided by the Government of Maharashtra (GOM). At our institution, we guarantee that students from diverse socioeconomic, cultural, and educational backgrounds will receive an impartial and equitable education.

Faculty members adhere to learner-centered education using a variety of teaching-learning strategies. Effective teaching and learning strategies that are routinely used with our students include experiential learning, hands-on experience gained through clinical teaching, bedside teaching, procedure demonstration, seminar, conference, and workshop planning, among others.

Teachers place a high value on and employ ICT-enabled teaching approaches to make instruction more sophisticated and interactive. Through a variety of accredited courses and training sessions, our teaching faculty is trained in the use of ICT tools in teaching and learning processes.

Instructors take the initiative to acquire and use the most recent information and work tirelessly to provide pupils with a top-notch education. The institute offers a variety of facilities to encourage and motivate professors to improve their instruction. Teachers are recognized and awarded for their contributions and achievements in the classroom.

The institute follows INC's guidelines for a robust and comprehensive internal and external evaluation procedure MUHS. Exam coordinators adhere to university standards for the internal review process by following examination directives. The university has established a transparent evaluation system that is managed by the Grievance Committee cell in accordance with established guidelines.

The College has a well-established policy for identifying advanced learners and slow achievers. Students can improve their academic performance throughout the course with the help of remedial instruction and a thorough

mid-term assessment.

The College successfully implements a mentoring program to assist students in resolving both academic and nonacademic issues.

Research, Innovations and Extension

The institute supports teachers and students financially offers facilities and encourages a culture of study.

Initiated by faculty and students, the institutional ethics committee, central research lab, and parent hospital assist in overseeing research initiatives and clinical/skill trials.

By means of an incubator, an institutional journal club, and other initiatives, the university has established an ecosystem that fosters innovation in research by generating and disseminating novel techniques and insights.

The college encourages the publication of research papers through its own research publications, such as the e-journal of nursing. Under UGC supervision, faculty members publish research papers in a variety of indexed publications both nationally and internationally.

The nursing profession is one of compassion, and the institution's numerous outreach and extension initiatives show our dedication to the community. Future professionals (nurses) are instilled with basic values, ethics, humanism, and social responsibility by our community-serving institute.

To foster curiosity and a scientific attitude, the institute developed an incubator center for knowledge transfer and research through collaborative and research activities. Workshops on intellectual property rights, research methods, writing research grants, and industry-academia collaboration support students' and faculty's ability to do high-caliber research.

Intellectual property rights (IPR), research methodology, good clinical and laboratory techniques, collection practices, writing for research grants, and industry-academia are all covered in workshops and seminars. partnerships between teachers and students.

The college's research ethics code is well-documented and explicitly states the institution's positions.

Teachers routinely produce books and chapters in volumes/books published with ISBN and ISSN number, as well as papers in national and international conference proceedings. They also publish articles in journals that are listed on the UGC -CARE list in the UGC website, Scopus, Pubmedand Web of Science.

Infrastructure and Learning Resources

Institute provides all the necessary and optimum teaching and learning resources in terms of well equipped physical and campus facilities as per regulatory authority norms for academics, laboratory clinical, and community-based teaching-learning. In the form of ICT enabled classrooms, well equipped demonstration rooms, seminar halls, laboratories and pre-clinical laboratories , museums, clinical skill lab, urban and rural health training centres and enriched clinical parent hospital are made available for teaching learning best practices.

Institute campus facilitates all requirements to equip the physical /sports, cultural, and recreational requirements of students and staff .

Campus has separate sports ground for cricket and football and provides required trainings to the students under sports trainings. Campus has spacious auditorium with capacity of 300 for various functions and events.

Institute has campus facilities such as student hostels with mess, canteen, roads and signage, greenery, Sewage Treatment Plant, Organic waste composting, Restricted vehicle entry etc. Campus is well maintained under strict and continuous supervision of Safety/ security/ maintenance department in campus Police station and security facilities are made available.

The hospital provides diverse and adequate clinical experience to students. Round the clock hospital provides enriched health services to needy people by maintaining outpatient and inpatient facilities and maintains adequate patient ratio throughout the year.

In the nursing institute, library is the most important learning resource in terms of books, journals, reference books, manuscripts and dissertations and e-resources.

Library is well equipped with Auto Lib for remote access, library management systems (LMS), eJournals, eBooks, e-library, membership are the recent advances in these learning resources. The institute has spacious, safe, and clean central library with computer lab and an audio-visual room.

ICT-enabled facilities are effectively utilized in academic, library and administrative processes.

The maintenance committee of college as well as of the campus looks after periodic replenishment and maintenance of the infrastructure facilities.

Student Support and Progression

Institution supports students to excel holistically. Students are provided with excellent opportunities with scholarship, free-ship, mentorship, student council, placement cell, cultural, sports, NSS, SNA and Alumni unit which helps students for all-round development.

Institute has well established College Students Council under MUHS to co-ordinate and promote participation in extra-curricular, welfare and academic activities of the students. The Student Council is formed from one student nominated by the Principal who has shown outstanding performance in activities like Sports, National Service Scheme, cultural and academics.

Anti-ragging and Student Grievance Redressal committees function actively in the institute.

Institute always encourages student participation in various skill enhancement and development programs like soft skill development, Language and communication skill development, Yoga and wellness, Analytical skill development, Human value development, Personality and professional development, Employability skill development etc.

Institutional Placement Committee cell plans and executes various sessions for UG students in collaboration with national and international external agencies for providing enriched guidance and counseling sessions to

compete competitive examinations, career excellence and decision regarding future endeavors.

The institution has various committees which provides transparent mechanism for timely redressal of student grievances, prevention of sexual harassment, prevention of ragging. Various activities are conducted for creating good awareness among the faculty and students through adoption of guidelines of Regulatory bodies, standard mechanism of receiving student grievances (online/ offline), Periodic meetings of the committee, Record of action taken is maintained scrupulously.

Students of college are appearing in various government and other exams, out of which most of the students come in merit and get placed at good position in government as well as overseas.

Institute has a alumni association to facilitate activities to contribute significantly for overall development of the institution. Institutional Alumnus are placed globally.

Alumni unit gives support to the Alumnus by providing approved budget/grants for professional development through seminar workshops, conferences and research activities. Institute has maintained strong Alumnus feedback which supports to bring out recent/ required modifications in academics facilities, administration etc.

Governance, Leadership and Management

To achieve the vision, mission, and goals of the institution, effective leadership is essential. Institute strives for excellence through dynamic leadership and the best teaching- learning practices, community services, curricular and extracurricular activities, research and fostering overall development of the students.

Institute has a centralized mechanism for delegating authority and providing operational autonomy to work towards a decentralized governance system.

The college has adopted participative management style to create values and bring sense of belongingness in the employees through ideas, suggestions and complaints. The whole procedure is backed by a strong and comprehensive reward policy that encourages employees to perform better each time.

Employee participation at each level of decision-making process managed efficiently. The whole process is well coordinated and controlled by the heads of the committees & principal and final decisions are made based on established policies.

Institutional administration follows strategies of recruitment, performance appraisal system, welfare policies, code of conduct, leave policies for teaching, and non-teaching staff.

Teaching faculties are encouraged to upgrade their academic and professional acumen.

Institute has the policy to mobilize financial resources for continuous improvement in infrastructure and learning resources.

An unbiased feedback system is paramount in continuous quality improvement.

The institute ensures an internal and external audit of its accounts regularly.

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The IQAC of Swami Vivekanand College of Nursing believes in quality maintenance, sustenance and enhancement.

Organizes workshops/ seminars, Expert lectures series on quality related themes for the teaching faculty, students and nonteaching staff every year.

Feedbacks from stake holders promotes planning the quality sustenance activities in teaching, learning, evaluation and research. It ensures continuous improvement in all units and aspects of the College.

Preparation of strategic and action plan of institute in the beginning of every academic year.

Conducts regular internal / external audits, takes necessary steps to implement the actions based on the audit reports.

IQAC initiates multiple quality improvement programs in the institute.

In order to encourage a harmonious work atmosphere among the administrative staff, workshops/seminars in Work Ethics, Stress Management and Emotional Well-being are conducted on regular intervals.

IQAC has planned various deployment strategies to execute perspective plan.

Institutional Values and Best Practices

Institute's Gender equity cell conducts various curricular and co-curricular activities. Women Leadership is promoted at higher academic and administrative positions.

Internal Complaints Committee (ICC) exists for timely redressal of grievances. The institution has an annual gender sensitization plan in place. Institute follows curriculum of MUHS where gender equity sensitization training is been imposed through nursing syllabus. Helpline numbers are displayed on the notice board which student can access during emergency.

Institute promotes alternate sources of energy and conversation devices. parent hospital installed Sensor based energy conservation devices at critical care units, OT, Auditorium etc. and Utilization of LED bulbs/ power efficient equipment.

Standard Guidelines and policies are maintained for management of Solid, Liquid, Bio-medical and E-waste throughout the campus.

The campus has waste water recycling system and recycled water is used for gardening. Water filtration system is made available.

Whole campus is being tagged as Green Campus is pollution free with restricted vehicular movements and pedestrian friendly pathways. Entire campus is eco-friendly, plastic free and is landscaped with gardens and trees. Green Audit is conducted regularly.

The college campus is disabled-friendly with ramps, disabled friendly washrooms, display signboards and human assistance.

Sensitization of the students and employees to the constitutional obligations, values, rights, duties and responsibilities is done by organizing various events and programs regularly. Various national and international days, commemorative days and cultural fests are conducted regularly.

There is well defined code of conduct for students and staff and annual awareness program is regularly organized. There is a disciplinary committee to adhere code of conduct.

Institute has adopted villages for community development purpose as part of outreach programs. Parent hospital which provides minimal cost health services to needy people and free health services through various health schemes.

The best practices of the institution are Extended and expanded activities through health survey, school health programs, awareness programs, NSS activities, faculty exchange programs and interdisciplinary activities.

Institution has developed distinctiveness performance through Academic Excellence, Research Activities and Extensive Health Services.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SWAMI VIVEKANAND COLLEGE OF NURSING, UDGIR
Address	Survey No 184, Bodhan Nagar, Jalkot Road, Udgir, Dist Latur,
City	Udgir
State	Maharashtra
Pin	413517
Website	www.svcnudgir.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jyothi N	02385-253970	9665499669	-	svconudgir@gmail.com
IQAC / CIQA coordinator	Princy B	02385-22336644	8208876474	-	princyoommen6@gmail.com

Status of the Institution	
Institution Status	Private
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

Date of establishment of the college	01-01-2013

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Maharashtra 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/Appr oval details Instit ution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
INC	[View Document](#)	27-02-2023	12	MNC

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	Survey No 184, Bodhan Nagar, Jalkot Road, Udgir, Dist Latur,	Rural	5	5340.8

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc Nursing, Nursing,	48	Twelve Science	English	40	35

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	0				0				4			
Recruited	0	0	0	0	0	0	0	0	0	4	0	4
Yet to Recruit	0				0				0			
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				10				0			
Recruited	0	0	0	0	4	6	0	10	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	10	7	0	17
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	6	4	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/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	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/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	0	0	0	0	0	0	0
UG	0	0	0	4	6	0	0	0	0	10

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/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	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/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	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	1	0	3
Number of Emeritus Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	14	0	0	0	14
	Female	21	0	0	0	21
	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	4	3	4	2
	Female	3	2	3	2
	Others	0	0	0	0
ST	Male	3	2	2	2
	Female	0	1	2	1
	Others	0	0	0	0
OBC	Male	4	4	3	1
	Female	2	2	1	1
	Others	0	0	0	0
General	Male	8	6	6	6
	Female	5	7	3	3
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		29	27	24	18

General Facilities	
Campus Type: Survey No 184, Bodhan Nagar, Jalkot Road, Udgir, Dist Latur,	
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)	**2**
* Qualified Doctor (Part time)	**2**
* Qualified Nurse (Full time)	**10**
* Qualified Nurse (Part time)	**4**
• 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	**NA**

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

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Swami Vivekanand College Of Nursing believes in the motto "A Holistic place for education". Swami Vivekanand College Of Nursing offers courses with the latest trending courses along with traditional course streams, according to the proposal. This illustrates the positive performance and quality academic standards and maintains teaching, Research, Employability and Innovation. Swami Vivekanand College Of Nursing qualitatively emphasize research and innovation by establishing a

	start-up incubation centre and other comparable facilities, like P- Hub as well as multidisciplinary /interdisciplinary research in the Management and humanities.
2. Academic bank of credits (ABC):	Swami Vivekanand College Of Nursing emphasizes Academic Bank of Credit is envisioned as a digital bank that stores a student's credit from any course in the due years. SVCN aim to provide curriculum flexibility with interdisciplinary or multidisciplinary as add-on courses. This is a key tool for facilitating multidisciplinary and comprehensive education, as mentioned in NEP to ensure many entry and departure points into and out of higher education.
3. Skill development:	To strengthen the technical skills and soft skills of students the college concentrates on the quality standards and does the reviews periodically to update the academic programs. To implement this, the Institute has made efforts to enhance the career guidance facility and quality placement opportunities to students in line with the requirements of the health care industry and help in entrepreneurship. In addition training to pursue higher education is also been in practice.To enhance the skills of the students, the internships, industry visits, and projects are allotted to the students based on their area of interest.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The medium of instruction is English. But, wherever required the teachers use Hindi and Marathi language also in the classroom, while teaching. This results in better understanding of the subject by students. Students are also encouraged to express themselves in Hindi or local language (Marathi), wherever required. Hindi Diwas, Marathi Diwas are being celebrated in the college. Curriculum also includes local language subjects for students to facilitate smooth communication in clinical and community areas. Indian culture is given importance through NSS and SNA activities throughout the Academic Year. Each & Every National festivals are celebrated, birth and death anniversaries of national heroes, social reformers, are observed. Various cultural events like Diwali, Ganapati Festival & Christmas etc are being planned and celebrated through the Academic Calendar in the college. College celebrates the College week, were students represent culture through Traditional Day, Folk Dance, Singing.

5. Focus on Outcome based education (OBE):	Learning model that focuses on monitoring student performance using learning outcomes and metrics such as COs, POs, PSOs, and PEOs. The mechanisms for the OBE-based evaluation system are as follows: 1. Bloom's Taxonomy is used to design internal examination question papers. 2. The prepared questions are mentioned in conjunction with the course outcomes. 3. Questions are evenly scattered throughout the course (Course description). 4. Assessment rubrics are created and used in Theory, Laboratory, assignments,Seminars, Mini projects, and Major projects.
6. Distance education/online education:	Swami Vivekanand College Of Nursing enables teaching for students through distributed learning, e-learning, online learning and virtual classroom. Students can go around their life skills into job-oriented courses in a short duration under the new policy, which provides the gateway to online education. SVCN provides online education and vast information on subject content, Research, discovery and deliverable from across the world.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	YES
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research	YES

projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	YES

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
113	94	88	99	96
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

2022-23	2021-22	2020-21	2019-20	2018-19
22	15	23	35	19
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.

2022-23	2021-22	2020-21	2019-20	2018-19
35	29	27	24	18
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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

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)

2022-23	2021-22	2020-21	2019-20	2018-19
21.81	22.43	22.42	19.69	20.13

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Nursing Syllabus is developed by the apex body, that is Indian Nursing Council, New Delhi (INC), and it is reviewed and implemented by the MUHS, Nashik. The institute follows these mechanisms for effective delivery of education.

1.Internal Quality Assurance Cell(IQAC): Being the overall quality assurance body for the institution it deals with policy making and monitoring the activities of various committees, departments and cells of the institution related to curriculum.

2. The curriculum committee: The curriculum committee is headed by the Principal and senior faculty members draw up a detailed academic plan weekly, monthly, and annually, for smooth conduct of the program.

3. A well-planned academic calendar: It includes the planning of theory classes, clinical postings, related visits and examinations, other curricular activities as well as extracurricular activities planned as per the syllabus requirement is done at the beginning of each academic year.

4. Course Planning: A well planned master plan, course plan and unit plans prepared by the class coordinators annually. The students are provided with the course and unit plans and explained about it. Theory lectures are distributions are done as per the specialization and experience of faculty members.

5. The examination committee: This committee ensures smooth conduct of examinations and central assessment of answer papers. This committee member is also part of the Internal Assessment Grievance Committee.

6. Class Coordinators and staff meetings: All staff meetings are held once in a month. Here coordinators and staff discuss implementation of their curriculum and difficulties if any are discussed and solved on time.

7. Adequate infrastructure, library, and ICT facilities: The institute has a well-maintained library with the latest books, e-books. Innovative methods like Power Point presentations, videos, simulations, different e-contents, and e-resources are used. The classroom is having an LCD, facility. Students are motivated to use available technologies for their assignments and study.

8. Formative assessments: Student's formative assessment is done by periodical examinations and assignments. Student progression monitoring, mentoring is done for all students with a ratio of 1:10.

During mentoring slow and advance learners are identified. Students are guided with techniques.

9. Enrichment of Curriculum: For this, need-based courses or add-on courses, value-added courses, conferences, seminars, workshops are arranged regularly. The faculty motivates students to participate in all these events.

10. Ongoing Feedback: The feedback collected is analyzed and the findings for improvements are made. After discussion with concerned members, the action plan is discussed and executed academic year.

11. Co-curricular activities (CCA): in the college is mainly organized by Students Nurses Association(SNA). Prior to the commencement of the session, the Principal along with the faculties lay out the date and time for CCA in Master Plan. As per these assigned dates the SNA organize and execute various types for CCA which is then circulated in the college. The institution ensures the learning of every student meets the expectation of the curriculum by creating ample space in its classrooms and seven modernly facilitated laboratories. Moreover, each student is given adequate access to all physical facilities.

File Description	Document
Any additional information	[View Document](#)
Link for Minutes of the meeting of the college curriculum committee	[View Document](#)
Link for any other relevant information	[View Document](#)

1.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for details of participation of teachers in various bodies	[View Document](#)
Link for additional information	[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: 31.11

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

Response: 14

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

Response: 45

File Description	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](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.2.2

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

Response: 95.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	90	88	95	90

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:

Swami Vivekananda College of Nursing adheres to the INC's curriculum, which includes a wide range of cross-cutting topics related to gender, environment and sustainability, human values, health determinants and increasing demographic challenges, and Professional Ethics.

In terms of gender problems, the curriculum discusses women's empowerment, female feticides, and the roles of community health nurses in promoting women's health. The 8th of March is International Women's Day. On this day, a program is held in the institution to educate students about the importance of female empowerment and upliftment. Environmental sanitation is also addressed, which addresses various initiatives to address health issues in all aspects of living situations.

To address any issues that may occur inside the college, the college formed an anti-ragging cell, a legal-aid clinic, and a grievances redressal cell. The curriculum not only covers broad human values, but also care for terminally ill patients and post-death care, which ensures that every individual's dignity is maintained even after death. All of these principles, as well as nursing theories, are taught and incorporated into various conceptual and theoretical models of nursing practice.

The International Council of Nursing (ICN) established a Code of Ethics and a Code of Professional Conduct for nurses worldwide. These codes include regulatory principles including autonomy, beneficence, maleficence, justice, fidelity, and end-of-life care. The Indian Nursing Council includes these codes in the curriculum because knowledge of these codes is critical for nursing service in case

certain incidents relating to negligence, malpractice, inmate patients/criminal cases, confidentiality, informed consent, assault & battery, and so on arise at any time during service. According to the curriculum, professional ethics and legal aspects of nursing are taught in the final year under the Management of Nursing Services and Education course, and the Code of Professional Conduct is taught in the first year Nursing Foundation.

Fourth-year students are required to deliver a research project on a topic of their choice. The study ideas presented by the students are thoroughly examined by the Institution's study and Ethical Committee, which is comprised of teachers. Only with the Committee's approval are research ideas accepted.

Right to Health and rising demographic challenges are covered in the Community Health Nursing and Sociology modules taught in the second year of the BSc Nursing program. Various concerns including population and its control, social problems such as prostitution, child abuse, delinquency, and so on are discussed, and trips to various facilities are planned on a regular basis.

Health determinants are well covered in the curriculum through community health nursing classes, as well as activities such as field trips/visits to water treatment plants, old age homes, and so on.

Seminar topics are offered to all students for better understanding of the curriculum and active involvement. Students produce materials and lesson plans, which are then reviewed by teachers and presented in class.

Nursing programs have their own set of professional ethics and a code of conduct. As a result, emphasis is placed on teaching students about professional responsibilities, duties, and ethics.

File Description	Document
Link for list of courses with their descriptions	[View Document](#)
Link for any other relevant information	[View Document](#)

1.3.2

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

Response: 14

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

Response: 14

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](#)
Any additional information	[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: 47.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	70	44	20	45

File Description	Document
Institutional data in prescribed format	[View Document](#)
Attendance copy of the students enrolled for the course	[View Document](#)
Any additional information	[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: 39.36

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

Response: 37

File Description	Document
Institutional data in prescribed fomat	[View Document](#)
Community posting certificate should be duly certified by the Head of the institution	[View Document](#)
Any additional information	[View Document](#)
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	[View Document](#)
Link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

File Description	Document
Institutional data in prescribed format	[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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	10	10	10

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	10	10	10

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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](#)
Link for Any other relevant informatio	[View Document](#)

2.1.2

Average percentage of seats filled in for the various programmes as against the approved intake

Response: 66.5

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:

2022-23	2021-22	2020-21	2019-20	2018-19
35	29	27	24	18

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	40	40

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

2.1.3

Average percentage of Students admitted demonstrates a national spread and includes students from other states

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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](#)
Any other relevant information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: B. Any three 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](#)
Link for any relevant information	[View Document](#)

2.2.2

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

Response: 8.07

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:

Swami Vivekananda College of Nursing adheres to the INC's curriculum, which includes a wide range of cross-cutting topics related to gender, environment and sustainability, human values, health determinants and increasing demographic challenges, and Professional Ethics.

In terms of gender problems, the curriculum discusses women's empowerment, female feticides, and the roles of community health nurses in promoting women's health. The 8th of March is International Women's Day. On this day, a program is held in the institution to educate students about the importance of female empowerment and upliftment. Environmental sanitation is also addressed, which addresses various initiatives to address health issues in all aspects of living situations.

To address any issues that may occur inside the college, the college formed an anti-ragging cell, a legal-aid clinic, and a grievances redressal cell. The curriculum not only covers broad human values, but also care for terminally ill patients and post-death care, which ensures that every individual's dignity is maintained even after death. All of these principles, as well as nursing theories, are taught and incorporated into various conceptual and theoretical models of nursing practice.

The International Council of Nursing (ICN) established a Code of Ethics and a Code of Professional Conduct for nurses worldwide. These codes include regulatory principles including autonomy, beneficence, maleficence, justice, fidelity, and end-of-life care. The Indian Nursing Council includes these codes in the curriculum because knowledge of these codes is critical for nursing service in case certain incidents relating to negligence, malpractice, inmate patients/criminal cases, confidentiality, informed consent, assault & battery, and so on arise at any time during service. According to the curriculum, professional ethics and legal aspects of nursing are taught in the final year under the Management of Nursing Services and Education course, and the Code of Professional Conduct is taught in the first year Nursing Foundation.

Fourth-year students are required to deliver a research project on a topic of their choice. The study ideas presented by the students are thoroughly examined by the Institution's study and Ethical Committee, which is comprised of teachers. Only with the Committee's approval are research ideas accepted.

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Health determinants are well covered in the curriculum through community health nursing classes, as well as activities such as field trips/visits to water treatment plants, old age homes, and so on.

Seminar topics are offered to all students for better understanding of the curriculum and active involvement. Students produce materials and lesson plans, which are then reviewed by teachers and presented in class.

Nursing programs have their own set of professional ethics and a code of conduct. As a result, emphasis is placed on teaching students about professional responsibilities, duties, and ethics.

File Description	Document
Link for Appropriate documentary evidence	[View Document](#)
Link for any other relevant information	[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:

Swami Vivekanand College of Nursing, Bodhan nagar , Udgir , Maharashtra University of Health Sciences,Nashik; the role of the college in the design of the curriculum is limited. However, the college takes all measures in transferring standard classroom teaching learning to make active participation and involvement of students in the classrooms.

- **Experiential Learning:** Being a nursing institute, experiential learning is an important methodology within faculty. Here in the method more emphasis is given to the integration of theory into practice in terms of patient care. In nursing education, it is called as; r learning by doing. The training consists of practical applications and patient-centric learning experiences through live case presentations, history taking, physical examination, evidence-based discussions on diagnosis and management. This allows students to practice medical care repetitively in laboratory environment before encountering patients in clinical settings, greatly enhancing student confidence and patient safety.

- **Integrated /interdisciplinary learning:** Students conduct health surveys in the community area for the identification of specific community health problems. Students demonstrate role-plays to make the community aware of health problems and to maintain a healthy life. Students participate with government to organize vaccination drives.

- **Participatory Learning:** Self-Assessment, Peer Review, Case Studies, Hands-on Technology, Interactive Lecture and Inquiry Learning are some techniques used to achieve and focuses the learner to actively engage and participate in the learning process. Some other approaches used during COVID 19 are learning while physically distancing, Think-Pair- Share, Google classroom, Small Group Discussion.

- **Problem Solving Methodologies**: Students can effectively identify and ask significant questions to clarify and lead to better solutions; by understanding a problem, critical thinking, possible solutions, devising solutions, executing solutions, and evaluating the results. The methodologies used are Root Cause Analysis, Trial-and-Error, Drill down Technique and Cause and effect analysis.

- **Self-directed learning:** Many activities such as CNE, Seminar, Conference, Workshop, Journal Club, Case Study, Project and Problem-Based Learning are good examples that capture the essence of self-directed learning.

- **Patient-centric and Evidence-Based Learning:** Evidence-based practice is widely used for problem-solving approach in the clinical setting. It integrates clinical expertise with the latest and best research evidence, along with known patient values, in order to deliver the best possible patient care. A small assessment will be carried out in the form of OSCE, instrument and drug book,clinical skills as deemed relevant.

- **Learning in the Humanities:** Students are trained with communication skills, Professionalism,value-based education by incorporating topics of Bioethics like Patient privacy, Autonomy,Confidentiality, Right to health in curriculum. They are sensitized on gender equity, human rights, and health-awareness through community visits.

- **Project Based Learning:** Students does their UG project works, Community School Health Survey, School health programmes, awareness and assessment which helps to evolve and work together to complete a given task.

- **Role-play:** It is a technique that allows students to explore realistic situations by observing World breast-feeding week, World Mental Health Day, World Tuberculosis Day, Swachh Bharat Abhiyan,World Cancer health Day by playing a role play in public place, organization, or any institutions there by creating awareness to the public.

File Description	Document
Link for learning environment facilities with geotagging	[View Document](#)
Link for any other relevant information	[View Document](#)

2.3.2

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

The Institution:

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

Response: B. Any three 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 communication and technologies are utilized for effective teaching and learning. The social importance information and communication and technologies (ICT) require updated teaching practices to support nursing knowledge and advancements. These technologies include technical means to share information and communicative processes through resources such as computers, internet, and social media.

In classrooms ICTs have a significant influence on learning process. It can increase the autonomy of the process of seeking knowledge, assist the apprehension of the content supports clinical decision making and improves the quality of nursing profession. ICT will be an indispensable component in nursing curriculum

USES OF ICT: The use of ICT in the class room teaching learning provides opportunities for teachers and students to operate, store and retrieve information, and encourage students for independent and active learning and become responsible for teaching and learning. It also enables the teachers to plan and prepare the lessons and design materials such as course content, sharing of resources, their expertise and advice.

The following Steps are taken to implementation ICT in the college; The classrooms are equipped with boards, podiums, LCD projector, overhead projector facilities to support the teaching learning process. The teaching faculty has ICT knowledge and can integrate with teaching learning activity; they also encourage their students to use ICT for learning. Our campus is having Wi-Fi facilities which can be utilized by the faculty and students for updating with recent expertise.

The college has National Digital Library India, Shodh Sindhu, Shodh Ganga, PDF Drive and DELNET,and computer lab with internet facilities which provides remote access to e- resources. The students and faculty use different ICTs like printed materials, laptops for presentations and demonstrations.

Management information system (MIS) of the college is provides capabilities for building student schedules, tracking student's performance, preparing the transcripts and managing many other student related data in the college.

Teachers also use ICT tools in simulation-based learning to create real patient scenario/environment. This will enhance the learner's motivation and engagement by facilitating the asset of basic skills. During Covid-19, WhatsApp, Zoom meetings, Google Meet teams are been used by teachers and succeeded with effective teaching. After covid-19, face to face teaching and online teaching are followed to enhance the teaching learning skills of the students and teachers respectively.

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](#)
Link for any other relevant information	[View Document](#)

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 8.07

2.3.4.1 Total number of mentors in the preceding academic year

Response: 14

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](#)
Link for any other information	[View Document](#)

2.3.5

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

Response:

In order to nurture creativity, analytical skill and innovation among students institution is using ICT for effective teaching learning process. To create an innovative, open, creative, and trustworthy place for students to grow, take risks, and feel comfortable in their own patterns of learning.

Faculty of Swami Vivekanand College of Nursing has been trained to conduct virtual online classes using Google Meet and Zoom Meeting. Positive classroom cultures that invite authentic learning can lead to more opportunities for students to positively connect with content, their peers, and their teacher. The teacher uses multi-media to modify the contents of course material. Apart from regular lectures, teachers use creative and innovative methods in teaching learning process.

Classrooms: Liquid crystal displays (LCD) projectors, boards, overhead projectors, charts, models, are used to deliver interactive lectures and demonstrations of animations/ power point presentation/discussions/ lecture content during teaching process. Class rooms are utilized for interactive teaching learning activity. Teachers help students to bring out their innovative, creative, and analytical thinking by giving projects, assignments, making models, research related presentations. This method helps the students to connect, grow and innovate not only with class content, but also with each other to develop their leader, the world around them.

Laboratory Setting: Swami Vivekanand College of Nursing having all labs such as Fundamental Lab,Nutrition lab, Preclinical Lab, Anatomy Lab, Advanced Nursing Skill Lab, Pediatric Lab, Community Health Nursing Lab, and Midwifery Lab equipped with necessary equipment's, mannequins,and dummies. All the basic skills are practiced in the lab before entering to the clinical area.

Objective Structured Clinical Examination (OSCE): It is used for the students during their model practical training and examination as a method of evaluation. The faculty conducts the OSCE to assess the knowledge and skills for various procedures and evaluation is done and remarks are communicated to the students to improve their skills.

Journal Club: Journal club is conducted and gives them a forum to discuss the recent updates in various teaching learning methodologies, patient care and research.

Case Based Learning and Evidenced Based Learning: The case based and evidence-based learning are carried out in the clinical setting which helps the students to develop critical and analytical thinking.Student's creative skills are nurtured by preparing charts, models, clinical presentation, and concepts map.

Nurturing Creative and Critical Thinking: Nursing critical thinking skills drive the decision-making process and impact the quality of care provided," hence the purpose of nursing education is not just making a student literate but also add rationale thinking, knowledge and self-sufficiency. The faculty members of this institute create learning environments that lead students to go beyond just memorizing terms and apply an analytical mindset to understanding course material. Teachers make creative scenarios to check on the analytical capacity of the students and to find their problem-solving abilities. The feedbacks are taken from the students after learning each skill and the faculty provide them with suggestions for improving their skills.

File Description	Document
Link for appropriate documentary evidence	[View Document](#)
Link for any other relevant information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 82.35

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](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

2.4.2

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

Response: 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.

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the the university	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

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

Response: 0.97

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

Response: 13.6

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated Experience certificate duly certified by the Head of the insitution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.4

Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

Response: 34.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	5	4	5

File Description	Document
Institutional data in prescribed format	[View 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](#)
Any additional information	[View Document](#)
Web-link to the contents delivered by the faculty hosted in the HEI's website	[View Document](#)
Link for additional information	[View Document](#)

2.4.5

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

Response: 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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	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](#)
Awards claimed without certificates will not be considered	[View Document](#)
Any additional information	[View Document](#)
Link to additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institution's internal academic calendar closely follows the one prescribed by the Maharashtra University of Health Sciences, Nashik. The academic calendar is prepared by the institute for undergraduate courses before the commencement of every year.

The Principal of the institute holds the meeting with the class coordinators and discuss academic activities,master rotation plan, clinical rotation plan, classwork schedule, internal-external examination schedule,holidays, and other co-curricular activities of the year well in advance before the commencement of theacademic year.

The class coordinators prepare a tentative outline of the academic calendar and the approval of theacademic calendar is done at the HOD and staff meetings in the presence of the Principal.

The academic calendar is discussed with the students during the admission of each academic year and isalso incorporated in the master rotation plan and clinical rotation plan.

This drafted planning of each courseat the beginning of the session also earmarks the tentative schedule of internal evaluations of differenttypes, so that the evaluation happens in a calibrated and coordinated manner.

The class coordinators and other faculty strictly follow the academic calendar in the planning andimplementation phases.

 A copy of the master rotation plan of each class is made available to the student bydisplaying it on college official web site.

The academic calendar is communicated to parents and otherstakeholders, and external faculty.

1. Formative evaluation:

Internal evaluations are carried out both in theory and practical based onpredetermined criteria using a blueprint formed by class coordinator. The notice regarding the periodicalexaminations is displayed on the student notice board and informed in their WhatsApp groups. These examinations are carried out as per the master rotation plan as per the academic calendar.Periodicalexamination papers are handed over to the students for a check. The results of each periodical examinationare communicated to parents through progress report which to be communicated with parents-teachersmeeting Other than periodical examinations there are evaluation such as unit tests, assignments, projects,on which the students are evaluated. To assure transparency, at the end of the academic year the studentsare allowed to check their final internal marks allotted to them in their internal assessment, followed by thesignature of the student.

Then the HOD of the respective departments and Principal signature is taken andthen the Internal Assessment is uploaded in university online format.

2. Summative evaluation: is carried out by Maharashtra University of Health Sciences, Nashik guidelinesand the results are announced by the University on the website and officially communicated to the instituteby the university. University conducts the examinations in centres allocated by it and it is invigilated andassessed by the CAP centres delegated.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for academic calendar	[View Document](#)
Link for dates of conduct of internal assessment examinations	[View Document](#)

2.5.2

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

Response:

Internal Examination related grievances:At the beginning of the academic year the class coordinators orient students about the mechanism ofhandling the grievances. The feedback related to the conduct of exam is taken by subject coordinatorsfromstudents. The internal examination (Sessional and Model examination both theory and practical) relatedgrievances are handled by the subject coordinator and respective department heads.The formative examination results are displayed on the student notice board. The student is free to contactthe mentor, class coordinator, HOD or the Principal to make it time-bound & transparent. After eachinternal, answer scripts are shown to all students. Student approaches subject coordinator for theclarifications related to sessional exam marks, model exam marks or other related grievances. If the issue isnot solved, the student approaches the mentor and it will be sorted. If not, recommendations will beforwarded to the Head of the department and the opinion of the departmental faculty will be takencollectively. In case of dissatisfaction of the above, the student may approach the Principal or to put his/hergrievance in to them.The grievance redressal committee addresses the grievances by sorting out the problems promptly andjudiciously, and will assure that the grievance has been properly solved in a stipulated time limit providedby the committee. The report will be maintained by the committee.

University Examination related grievances: University Examination Results are displayed on the website and the students can access it with their ID and password. Re-totaling and photocopying of answersheets facilities are available. During the examination, the question papers are checked by exam Centreobservers, Centre In-charge or Chief Superintendent. If there are any corrections to be done, it will beinformed to the university examination portal by the exam chief superintendent on the same day. The totalexamination will be conducted under the CCTV surveillance and the recording will be stored andsimultaneously online access also sent to University for monitoring exam session. If there are any majorgrievances regarding summative examination, the same will be sent to the university through the principalof the college. During the conduct of exam, if questions from "out of syllabus" or if any error in questionpaper is observed, students inform their grievance to the subject teacher and it is communicated to theAdditional Controller of Examinations through exam Chief Superintendent. The Chief Superintendent shalldo the needful as per the standard practices.

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:

Reforms implemented in internal evaluation examination with reference to the following as,

Examination procedures: Theory and practical examinations are conducted two times before the university examination. Marks from both the examinations along with test results are grouped and isconsidered as 15% of total marks for the internal evaluation.

Processes integrating IT: Computer course is included in the syllabus and examinations are conducted for such students and evaluated.

Continuous internal assessment system: Assessment is done by conducting class tests, assignmentmarks, terminal examinations, practical return demonstrations and examinations. The internal marksaccounts for 25% in the final University Examination.

Competency-based assessment: Evaluation of practical/clinical evaluation and return demonstration is taken from each student based on the Evaluation formats/criteria prepared by the institution. The Practical Examination Evaluation accounts for 20%, Practical Assignment accounts for 10% and Clinical Evaluation accounts for 10% of the total Internal Assessment marks for Practical Evaluation.

Workplace-based assessment: Students gain practical experience in the clinical fields, community fieldsand internship for management skills. Projects are also given which is evaluated based on Evaluationcriteria of the Institution.

Self-assessment: Students are given the chance for self-study in the library and return demonstration aretaken from students for self-assessment of both theoretical knowledge and Practical skills.

OSCE/ASPE: Students are evaluated using OSCE/ASPE for different subjects such as Midwifery, NursingFoundations and Medical Surgical Nursing etc.

Summative or final examination: The Maharashtra University of Health Sciences has released Standard Operating Procedures (SOP) for the conduct of exams.

On-line paper setting and moderation Prevention of unfair means by students: CCTV cameras installed in and around examination premises. Appointment of Squads for monitoring mass copying. Question papers and answer sheets in strong room. Appointment of Centre Observer.

Feed-back Analysis from external examiners: Continuously improve our teaching-learning activities and evaluation mechanism. Evaluation by two examiners separately and taking the highest marks for finalresults. Provision of re-totalling in place as per UGC advisory.

File Description	Document
Link for Information on examination reforms	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)
3	[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](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Indian Nursing Council: INC states that the outcome of the degree program is to prepare graduates toassume responsibilities as professionals, competent nurses and midwives in providing promotive,preventive, curative, and rehabilitative services, Prepare nurses who can make independent decisions innursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, functionsin the hospital, community nursing services, and conduct research studies in the areas of nursing practice.They are also expected to assume the role of teacher, supervisor, and manager in a clinical / public healthsetting.

Affiliating University: The Maharashtra University of Health Sciences Nashik believes the outcome of degree program in nursing is same as the apex council, with the practice of nursing is based upon the application of basic concepts and principles derived from the physical, biological, and behavioural sciences, medicine, and nursing. Undergraduate, the nursing education program prepares its graduates to become exemplary citizens by always adhering to a code of ethics and professional conduct in fulfilling personal, social, and professional obligations to respond to national aspirations. The institute follows the same aims and objectives while implementing a
curriculum.

At the Institute: The institute communicates the learning outcomes to the faculty and students by circulating a copy of the syllabus to the student. Copy of the syllabi is available in each respective department of the course for ready reference for students and faculty. Based on core objectives, the faculty prepares specific learning outcomes for the lecture or topic they are teaching and clinical posting objectives. The course outcomes (COs) for each course and program outcomes (POs) alongwith program specific outcomes (PSOs) for each program are defined in line with the regulatory body. These learning outcomes are stated using Bloom's Taxonomy and expressed in the lesson plan that clearly describes the knowledge skills and competency expected from the students to acquire as a result of completing their course/program of study. Learning outcomes of the programs and courses are discussed with students at the start and end of each topic of the study by the faculty leading to which technical applications. The importance of the learning outcomes has been communicated to the faculty in every IQAC meeting and institution committee meeting.

The following criteria are also taken care of while assessing the achievement of learning outcomes: Performance of students in the periodical examsPerformance of students in theory and practical assignmentsPerformance in summative assessments (University Examination) Involvement and leadership of students in curricular and extracurricular activities throughout the year.
Comprehensive student feedback is collected at the end of every year. It covers Curriculum related feedback, CO and PO related feedback, faculty evaluation and feedback on other aspects.
Verbal Feedback is collected by the Principal directly from the students selected on a random basis.
Feedback from stakeholders: Regular feedbacks are taken from agencies where the alumni are employed. Feed backs are taken from alumni, external faculty.Feedback from parents is also collected formally in a prescribed format.

File Description	Document
Link for methods of the assessment of learning outcomes and graduate attributes	[View Document](#)
Link for any other relevant information	[View 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](#)

2.6.2

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

Response: 83.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	12	24	19

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	15	23	35	19

File Description	Document
Trend analysis for the last five years in graphical form	[View Document](#)
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	[View Document](#)
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

Links for additional information	[View Document](#)	
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	[View Document](#)	

2.6.3

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

Response:

The pedagogical activities implemented by the college are strategically geared to ensure that students successfully attain the intended educational objectives. The college is predominantly staffed by faculty members who have completed postgraduate education and has the requisite expertise to effectively instruct the students. During the commencement of the course, topic coordinators provide students with a comprehensive and informative orientation session.

The curriculum for theory classes and clinical posts is designed with a specific emphasis on achieving the desired course results and programme outcomes.

Program Specific Outcomes (PSOs) are developed specifically for those pursuing advanced degrees in various fields of study. In addition to traditional classroom activities and lectures, teaching and learning activities are implemented to inspire students and foster their engagement. The college places a greater emphasis on student-centered teaching. The institution administers periodic sessional and model examinations in addition to unit assessments, and evaluates the academic progress of students during departmental staff and curriculum committee meetings. The purpose of the monthly coordinators' meeting is to assess the students' learning progress. The Management Information System (MIS) provides access to both students and teachers, enabling teachers to post their instructional materials for students to evaluate. The analysis and communication of feedback occur within several institutional

settings, including curriculum committee meetings, staff meetings, and IQAC meetings. Subsequently, appropriate measures are implemented to enhance the quality of teaching and learning for students.

Students are provided with information regarding the objectives of any newly implemented program or activity in which they are involved. Additionally, they are given an explanation of how the program will contribute to their achievement of course outcomes and program outcomes. Various instructional strategies are employed to stimulate students' engagement in the learning process. Remedial coaching and support are offered to individuals who exhibit slower performance, while advanced learners are afforded the chance to assume the role of student teachers and participate in conferences and specialized programs pertaining to nursing care. The college offers a mentoring structure as well as access to experienced counsellors for counselling services. A mentor will be assigned to a group of eight students for the duration of the entire academic year. A mentor fulfills the role of an academic supporter, providing guidance and assistance to mentees in their educational pursuits. Additionally, mentors serve as a secondary guardian, offering guidance and support in matters outside academics. Furthermore, mentors provide psychological support, offering encouragement and assistance to mentees in navigating their personal and emotional challenges. Once the university examination results are made public, a comprehensive evaluation of the University Examination results is conducted in order to analyze the performance of students and determine the necessary measures to be taken. The institution is responsible for coordinating cultural and sporting events on campus, as well as inter-college cultural competitions and the celebration of national days and festivals. These activities are aimed at fostering the holistic development of the students.

File Description	Document
Link for any other relevant information	[View 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 mentor and parent meetings are regularly scheduled sessions when mentors engage with parents, and the resulting reports are then reviewed and validated by the institution's head. Mentors are accessible throughout regular business hours during the duration of the institute. The mentors are assigned the task of overseeing the academic progress, co-curricular involvement, attendance, and fulfillment of requirements, as well as the outcomes of all assessments and examinations for their mentees. The mentors, in collaboration with the class organizer, organize two official Parent-Teacher Association (PTA) meetings and other informal meets with parents to address various matters.

The primary aims of this initiative are as follows:

To enhance and promote effective interpersonal relationships and communication between mentors,

students, parents, and class coordinators.

The purpose of this initiative is to establish a forum wherein parents can engage in dialogue with the mentor and class coordinator regarding both the academic and non-academic challenges faced by the kid and their family.

In order to enhance comprehension of mentors, it is important to consider the socio-economic background of the mentee's family.

In order to gather parental feedback on an annual basis and afterwards analyze it, a systematic approach will be employed.

Necessary actions are implemented based on the feedback received from both students and parents.

The implementation of a mentoring system in our school aims to foster a stronger and more efficient connection between students and faculty members. This system involves the ongoing monitoring, counseling, and guidance of students in both academic and personal matters. Mentors assume responsibility for overseeing the pupils inside their assigned class. The allocation of faculty members to serve as mentors for students is a common practice. The students are encouraged to develop a sense of confidence and trust in their mentors, fostering an environment conducive to open communication and sharing. The ratio between mentors and mentees is 1:8. The mentors are granted access to the students' profiles, including their contact information. In general, mentors offer encouragement, motivation, and counseling assistance. The aforementioned procedure persists throughout the entirety of the student's academic journey. The aforementioned interactions are documented within the individual student's personal file. The process of goal setting is undertaken collaboratively between the mentee and mentor.

The primary objective of student mentorship is to strengthen the relationship between faculty members and students.

In order to optimize students' academic achievement and attendance.

In order to mitigate the rate of student attrition.

To assess the student's consistency and adherence to rules and regulations.

In order to facilitate parental awareness on the academic progress and attendance of their children.

Continual engagement in resolving individual challenges encountered by students. Students are afforded the freedom to engage in dialogue and seek guidance from their mentors on a range of matters, including academic concerns, personal challenges, familial issues, as well as their anxieties and worries, as and when necessary. Final year students receive assistance on various options such as start-ups, pursuing higher studies, and career or placement opportunities.

File Description	Document
Link for follow up reports on the action taken and outcome analysis.	[View Document](#)
Link for any other relevant information	[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: 3.52

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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[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: 51.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	7	8	8

File Description	Document
Institutional data in prescribed format	[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: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	[View Document](#)
Any additional information	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Innovation and Incubation Centre (IIC) was established by our college in 2017. The Student Nurse's Association (SNA) has annually organized a range of unique events pertaining to the scope of employment. These activities have effectively sent a useful message to students, encouraging them to seek inspiration for innovation.

The institute facilitates a range of activities aimed at fostering innovation, such as organizing events that provide students with opportunities to showcase their entrepreneurial ideas through activities like setting up stalls within the institute. The institution possesses an Innovation and Incubation Centre (IIC). The objective of this initiative is to cultivate an entrepreneurial ecosystem within the student and academic community. The primary goals encompass fostering an entrepreneurial mindset among students and faculty, promoting research and development-driven innovations, incorporating innovative elements into the curriculum, encouraging students to pursue their creative ideas, enhancing their skills through available resources, facilitating interactive sessions with accomplished entrepreneurs, and coordinating industrial visits, among other initiatives. The institute has implemented a "Start-Up Cell" that operates under the direct supervision and administrative leadership of the Principal, in conjunction with the Institution Innovation Cell. The Institute has designated a senior faculty member as the coordinator for the Institutional Innovation Council (IIC). The role of the IIC coordinator include overseeing the adoption, implementation, monitoring, and evaluation of start-up and entrepreneurial activities inside the

institute. Additionally, the coordinator is responsible for maintaining records of completed meetings. The IIC assists the institution in cultivating partnerships at the state, national, and worldwide levels to enhance the development of the start-up ecosystem. The institute serves as a facilitator in fostering robust connections between start-up enterprises and established industries of high repute. Service providers make special infrastructure, such as cloud computing and the internet, accessible to users. The institute promotes a multi-disciplinary strategy that encourages the involvement of both students and faculty members in start-up initiatives. The institution has collaborated with prominent incubators and co-working spaces to arrange programs targeting students and faculty members who aspire to become incubator managers. The institute aims to enhance the availability of expert guidance by establishing collaborations with mentor networks and industry groups, thereby implementing a mentorship program tailored for start-up enterprises. The Institute has organized Job Fairs for the past three years, specifically targeting final year students. The campus interview for final year students is conducted, which serves as the parent institution. It is highly encouraged for faculty members to engage in courses pertaining to innovation, entrepreneurship management, and venture creation. Disseminating knowledge among students and staff regarding the significance of entrepreneurship and its impact on career advancement and employability constitutes an integral component of the institutional entrepreneurial agenda. Students are actively encouraged to cultivate an entrepreneurial mindset through experiential learning, which involves providing them with opportunities to engage in cognitive skills training. The college will regularly offer a range of initiatives, including concept and innovation competitions, workshops, seminars, conferences, exhibitions, mentoring by academic and industry professionals, real-life challenge events, as well as awards and recognition programs. In order to adequately equip students for the establishment of a start-up venture, the institution will implement a strategy that involves integrating instructional activities with enterprise-related activities.

File Description	Document
Link for details of the facilities and innovations made	[View Document](#)
Link for any other relevant information	[View Document](#)

3.2.2

Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 28

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	7	04	08	05

File Description	Document
Report of the workshops/seminars with photos	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[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: B. Any 3 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](#)

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

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.

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

Response: 1

File Description	Document
Institutional data in prescribed format	[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

File Description	Document
Institutional data in prescribed forma	[View Document](#)

3.3.4

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

Response: 0

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: 33

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.

2022-23	2021-22	2020-21	2019-20	2018-19
6	10	6	6	5

File Description	Document
Photographs or any supporting document in relevance	[View Document](#)
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	[View Document](#)
Any additional informatio	[View Document](#)
Link for Additional Information	[View Document](#)

3.4.2

Average percentage of students participating in extension and outreach activities during the last five years

Response: 86.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	78	79	88	89

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](#)
Any 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:

1.Street Plays, Rallies, And Vaccination Drives: In our institution, a range of extension and outreach activities are implemented, including street plays, rallies, and vaccination drives. These activities are officially acknowledged by governmental and non-governmental entities. Over the past five years, our organization has organized rallies and street plays with the aim of raising awareness on various important issues. These include accident prevention, organ donation, the Beti Bachao Beti Padhao initiative, the Swachhata Abhiyan (Cleanliness Campaign), and mental health. All of these activities are derived from the requirements that have been discovered within the community, and subsequently chosen and presented to the community. The community openly expressed appreciation for these allies. The staff and students of the institute actively participated in the yearly Pulse Polio and Leprosy Screening Programme conducted in the parent and company hospitals.

2. Active National Service Scheme (NSS) unit: Our educational institution has a highly engaged and dynamic NSS cell. The National Service Scheme (NSS) unit at the collegiate level organizes annual winter camps. Under the National Service Scheme (NSS) banner, a range of activities are organized annually, including Cancer Day, Road Accident Safety Awareness, Breastfeeding Week Celebration, World Heart Day, Tuberculosis Prevention Day, and Mental Health Day. All of these extension activities are carried out within the context of a health awareness campaign at the college level.

3.Road Safety, and Health Check-ups: In addition to community engagement, the institution arranged a road safety exercise at the college level. The institute also actively engaged in a health check-up camp, specifically a blood donation camp. The Principal was honored with an award for their involvement in these initiatives.In addition to these health screening programs, there are coordinated initiatives specifically targeting school children. The organization also implemented a number of programs targeted at young children, including educational initiatives on dental care, personal hygiene, and health behaviors both at home and in school. These activities have been well-received and recognized by educational institutions.

4. Provision of First Aid Training and Lectures on Menstrual Health: A series of educational

sessions on first aid techniques and the promotion of accident prevention were conducted for all school van drivers in the city. Health and menstrual health workshops were attended by students from several institutions.The institute received commendations for organizing these programs.

5.Rural Community awareness programs on women's health:

The Institute has implemented a range of initiatives aimed at raising awareness on women's health in rural communities. These initiatives include organizing rallies and street plays focused on addressing the issue of female feticide. The institute has been acknowledged through letters of appreciation from the local government and different business entities for its extension initiatives.

The yearly program prepared by the department of Obstetrics and Gynaecology, child health Nursing, and Psychiatry of the college serves as a contribution to the international breastfeeding week, National New-born Week, and Mental Health Week. The entities that were engaged in the project included various nursing specialty departments, the NSS Unit, undergraduate nursing students, the District Health Office, the Women Child Development Society, and the Mental Health Department. The beneficiaries of the initiative included students, mothers, and their respective family members. During the span of one week, a greater number of students actively engaged in and derived benefits from these activities collectively.

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](#)
Link for any other relevant information	[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-level National Service Scheme (NSS) unit is engaged in a range of extension activities aimed at promoting social development by raising awareness about education in community areas.

The students are actively participated in various activities organized by the District health office and Government hospital. These activities included drug addiction awareness, health awareness, body analysis and health check-up, blood donation camps, as well as the Pulse Polio Immunization Programme and Leprosy surveillance and awareness Programme.

 Health check-ups have a significant impact on society as they serve as a preventive measure against diseases such as hypertension and Diabetes Mellitus. Blood donation camps are often arranged at our

institution. During these camps, both our staff and students actively participate as volunteers by donating blood.

Activities such as spirituality and meditation were also coordinated with the participation of volunteers from the National Service Scheme (NSS) and faculty members at the institution. Our students and staff arranged activities such as rallies and street plays with the aim of raising awareness among the community about the importance of environmental cleanliness and the prevention of road traffic accidents. These activities were conducted in collaboration with traffic police officials. A rally centered around the theme of "Organ Donation" was orchestrated with the aim of raising awareness about the significance of preserving lives and elucidating how the community may actively participate in promoting organ donation through increased consciousness, thereby fostering a culture of organ donors within society.

In addition to a public gathering, theatrical performances were staged on the streets for the local community, centered around the theme of "Beti Bachao Beti Padhao." The college has selected village as a rural community for the purpose of clinical practice. Various activities are scheduled during these domiciliary assignments. A winter special camp was arranged wherein several social activities were conducted. These activities included a rally and street play addressing important health issues like as dengue fever, swine flu, diabetes mellitus, female feticide, and the Plastic Mukta Abhiyan campaign. The cashless India movement saw active participation from the institute's teachers and students. Financial help is available to college-level National Service Scheme (NSS) students at our institution to assist with their boarding expenses. The institute commemorates a range of national and international observances, including as World Health Day, AIDS Awareness Day, Mental Health Day, and Breastfeeding Week.

The faculty and students were acknowledged for their contributions through appreciation letters from esteemed institutions. Faculty members and students engage in community-based work in both rural and urban areas. These efforts aim to deliver services and facilitate various extension activities in the future.

File Description	Document
Any additional information	[View Document](#)
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	[View Document](#)
Link for any other relevant information	[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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	1	2	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
Documentary evidence/agreement in support of collaboration	[View Document](#)
Certified copies of collaboration documents and exchange visits	[View Document](#)
Any other Information	[View Document](#)

3.5.2

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

Response: 6

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

Response: 6

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](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The Institute has adequate physical infrastructure needed to run all the programs. At present, the institute has adequate facilities for teaching-learning resources like classrooms each batch have its separate classroom.

Classrooms: There are a total of 6 classrooms in the institute; classrooms have a seating capacity of 30, 50 and 80 seats respectively. The classrooms are well furnished and well equipped with A.V.aids, LCD, OHP projectors, blackboards, notice boards & charts, etc. for a best quality teaching learning experience for the students. In addition to this, the institute has a room for paper
evaluation, six laboratories, an audiovisual room, a seminar hall, and a library.

Laboratories:- Institute has six laboratories that is, Nursing Foundation Lab, Maternal & Child Health Nursing Lab, Community Health Nursing Lab, Anatomy Lab, Nutrition Lab.demonstration/simulation Area. They are well equipped with the required articles for performing procedures and setting for simulation as per guidelines given by statutory bodies like INC, MNC,and University. Regular maintenance and up-gradation of laboratories are done. Independent faculty member 'in-charge' is assigned for each laboratory. This faculty member is responsible for regular inventory checking, maintenance of articles, purchasing new articles as per need through the proper channel including condemnation of articles. A computer laboratory is available at the institute. The institute is equipped with an administrative room, offices, a seminar hall, a strong room, faculty rooms, and a principal room.

Parent Hospital: - Institute has 100 bedded multi-specialty parent hospital (Chandraai Hospital & Research Center, Bodan Nagar, Udgir), as well as affiliated hospitals such as, Shree Balaji Hospital Udgir,Ashwini Multispecialty Hospital Udgir,Shri Anand Hospital and Critical Care Centre Udgir,Javeendeep Hospital Udgir,Baheti Hospital Udgir.

Urban and Rural Community: - Students are given exposure in urban community settings at Ram Nagar UPH center, Udgir For rural community experience, students are posted in Ramnagar. Various health camps have been organized in collaboration with rural hospitals and primary health centers.

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

4.1.2

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

Response:

Sports Activities: - The institute has extensive sports facilities available to the students. The sports activities are under the care of a faculty member with a good record in sports who is designated as 'sports in charge' and are assisted by other faculty members. A well-maintained sports ground for outdoor games is available in campus. The institute organizes various sports activities for faculty and college week for students. The sports cum physical facilities available are cricket, volleyball and football, disc throw, javelin throw, shot-put, kho-kho, 100 and 400 meters running, long jump,etc. Institute has a multipurpose hall (MPH) for the indoor game. Chess, carrom, table tennis, etc.are organized in MPH. Various indoor and outdoor sports competitions are organized every year.The students are encouraged to take an active part in various intercollegiate as well as inter university sports competitions. In the institute, every class coordinator gives sports hours regularly to all the students.

Cultural Activities: - For cultural activities MPH (multipurpose hall) is available. The institute has a functional and active cultural committee. The cultural events are under the care of a faculty member who organizes various events and guides the students for various cultural activities. She is designated as 'in charge' for the cultural committee and is assisted by a faculty as an assistant and student representatives from each class. The institute organizes a college week where maximum students take part in different cultural competitions like group dance, solo dance, solo singing, role play, fashion show, salad decoration, hairstyle, Mehndi, Rangoli, etc. The students are trained and
encouraged to take an active part in all the cultural competitions at the intercollegiate and inter university levels. Through Department of Community Health Nursing, various cultural programs are being implemented for the rural and urban communities. Popular national leaders, sports,cultural celebrities are invited regularly by the SVCN to inspire the students during occasions like Independence Day etc.

Audio Visual room is also used for seminars, workshops, orientation programs, and practice sessions of extracurricular activities like quizzes, presentations, etc.

File Description	Document
Link for list of available sports and cultural facilities	[View Document](#)
Link for geotagged photographs	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The College campus has availability of the following facilities:

Medical Facility: - First aid is provided for minor illnesses in the campus. Major cases are referred to Chandraai Hospital & Research Center, Udgir or nearby government hospitals (GMC Udgir) which are accessible from the campus.

Toilets: - Separate toilets for male and female students are available in the College ground floor.

Canteen: - College canteen serves a variety of eatables at a moderate price and has a separate seating area for staff and students.

Stationery and Xerox: - Facility exists for provision of stationery and xerox near the campus. On request, the Institute provides xerox to the students in an emergency.

Post office: - The distance of Udgir, post office is 3 km (15 mins by walk) from the College.

Bank: - State Bank of India and Central Bank of India are near the College campus about 3 km distance to extend banking services to students and staff members. Banks function 6 days a week from 9.00 am to 3:00 pm. ATM service of the bank is also available near the Bank.

Sewage treatment plant/ Waste management: - Separate bins for segregation of recyclable and non-recyclable waste have been placed in laboratories, washrooms, and classrooms with color codes such as black, blue, and red for the segregation of the waste. Waste is segregated as dry waste, wet waste, and sanitary pad in labelled dustbins. E-waste disposal is done in the ground floor in the computer Lab.

Greenery: - Although our college is located in the Rural area of Bodha Nagar, Udgir it has a green ambience. The greenery on campus is enhanced by adding plants in the limited space available and also by maintaining.

Water purification facility: - Water purifier and water cooler are available on ground floor of the College for safe drinking water.

Roads and Signage: - The College is situated in the rural area of Udgir city and has good connectivity to the local railway and public bus service. Udgir railway station is 2.5 km on distance from the college. Signages for direction and guidance exists in the campus.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.4

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

Response: 13.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.95	1.67	1.84	2.70	5.40

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](#)

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 Parent Hospital: - The institute have a parent hospital that is Chandraai Hospital & Research Center, Udgir The hospital is at a distance of 0.5 km from the institute. Chandraai Hospital & Research Center is a 100 bedded multispecialty hospital. All the basic specialty services are available e.g. cardiology, nephrology, medicine, surgery, pediatric, gynecology, eye, ENT, skin,diagnostic laboratory, blood bank, pharmacy, etc. and oncology, intensive care units, NICU etc.The hospital provides maximum clinical facilities to our students.

Other affiliated hospitals: - They are as follows: Shree Balaji Hospital Udgir,Ashwini Multispecialty Hospital Udgir,Shri Anand Hospital and Critical Care Centre Udgir,Javeendeep Hospital Udgir,Baheti Hospital Udgir and students get experience in the specialty of midwifery and obstetrics nursing, community health nursing, medical-surgical nursing, and pediatric nursing.Ram Nagar Udgir - for urban health posting, the students are posted in particular. For rural health experience, Ramnagar village have been allotted for student. Students are posted at PHCs,sub-centers. Students get the opportunity to learn various types of disease conditions and close supervision is provided for all the students. Incidental teaching, bedside teaching, CNE, workshops, seminars are the various methods used for clinical teaching-learning by the faculty and staff nurses.

Adequate equipment and articles are available for performing various procedures are provided by the institute. All the above affiliated hospitals have adequate IPD and OPD patients for students to practice in respective specialties and get good experience in a different environment and patients with different disease conditions. In all clinical areas, the 1:10 teacher-students ratio is maintained throughout the year for good supervision, clinical teaching, and mentoring of the students. Specific features for clinical learning are as under.

Clinical Teaching and Learning: - Case presentation, nursing care plan case study, drug study,case method, comprehensive care, demonstration of procedures by faculty, posting evaluation,procedure evaluation is done periodically. The clinical posting and posting objectives are planned and informed to staff and students regularly.

Community Teaching and Learning: - Surveys, health talks, family care analysis, street plays,visits, exhibitions, participation in the celebration of various health days, and national health programs are done regularly.

Infrastructure for teaching and Learning: - Institute has various laboratories such as Nursing Foundation Lab., Maternal & Child Health Nursing Lab., Community Health Nursing Lab,Anatomy Lab, Nutrition Lab. demonstration/simulation Area. are well equipped with all the required articles for performing and setting for simulation as per guidelines given by statutory bodies Indian Nursing Council, Maharashtra Nursing Council and Maharashtra University of Health Sciences, Nashik.

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

4.2.2

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

Response: 78907.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
57814	51543	64719	39030	50480

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

2022-23	2021-22	2020-21	2019-20	2018-19
23975	26863	36872	18297	24946

File Description	Document
Institutional data in prescribed format	[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: 93.4

4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House &

Herbal Garden year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
96	99	88	94	90

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.

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[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: C. Any two of the above

File Description	Document
Institutional prescribed format	[View Document](#)

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

This institute has excellent library facilities with updated books, journals and electronic resources for

students, and faculties. It has a collection of books covering various branches of nursing, medicine, health sciences and humanities. The library is situated in the college building on the first floor and working between 9 am to 6 pm.

- The library has good physical facility and seating arrangement with separate well-ventilated and lighted reading room, journal section, and reference section with large number of reference books for teachers and students.
- Library is subscribed to Databases like the LMS.The Library Management software and the data of the collection is available to the users via web-based.
- Library is Wi-Fi enabled; digital library two computers used for accessing e-journals.
- Students use their laptops and mobile devices to access online journals, periodicals, books, and other information.
- A separate issue section and space for librarians is available in the library.
- The college library acts as an apex knowledge resource center for all the departments.
- It is envisaged that this library will continue to be a strong facilitator in knowledge creation and dissemination.
- The Library serves as a source for an efficient, serious and scholarly place that supports and enables quality improvements in academic and institutional performance.
- The library procures a comprehensive range of textbooks, journals, digital databases, and thesis.
- There are collections of diverse materials, to support teaching, learning and research.
- It also provides entertainment and healthy leisure to the students and faculty by providing different newspapers and magazines.

- The entire collection is organized into various sections in the library.
- The library is updated continuously for books and journals based on the curriculum and annual budget.
- The DELNET, Shodhganga, Shodhsindhu, MUHS Digital Library, PDF drive etc. are available.

- DELNET by using a username and password for students and faculty separately that can be remotely accessed through the software.

File Description	Document
Link for geotagged photographs of library facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.3.2

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

Response:

- Our library has a combination of both traditional and modern modes of collection and dissemination of information. It is a storehouse of print resources like books, journals, newspapers thesis, dissertation, undergraduate projects, reports, question papers, and community publications.
- Besides this considering present-day need library also provide e-books, e-journals, CD-ROMs, project reports, database, scanned question papers, PPTs, and videos.

Library Committee: -

The library committee has the following members:

Chairperson: Mrs. N Jyothi .

Faculty In-charge: Mrs. Princy B

Library in Charge: Mr. Kadam Balaji

Library Clerk: Mrs Sonu Kamble Shakuntala

Students: 2 representatives from each class.

Technology:-

- The library is technically competitive and saves time for users by using library software. Open source software is used for storing e-Books caliber.
- Computers with internet facilities are available. A scanning and printing facility is available.
- Recently, we have had an LMS system that is used to share digital resources with all students.
- Library users get sufficient books to issue additional to book bank facilities.
- The reading room is clean and ventilated with good light having a capacity of 50 users. Every yearbook exhibition cum sale is organized.
- Each class is given library orientation.
- New arrival displays and content pages of journals are circulated.
- Newspaper clippings, health day's themes research publications are displayed regularly.
- Security As a safety measure library has CCTV.
- Stock verification is carried every year to check library stock.

Resources Textbooks: -

- As required separate budget is kept for library books by the institute.
- New editions and required copies of books are purchased.
- Presently library is having a total of 2291 books.
- Besides this, we also have 50+ donated books from various stakeholders like our alumni, faculty, etc.

Special Collection: -

- The library is subscribing national journals.
- General reading magazines are also purchased.

- Databases: The library is a member of the National Digital library and all students' faculties are taking advantage of this. In the year 2023, we had revised subscription of DELNET database which provides e-Books, rare books, e-journals, thesis, and dissertations. It also provides interlibrary loan services.
- Others: Library also maintains publications useful to members like brochures, pamphlets, posters, annual reports, syllabus, and projects.

File Description	Document
Link for geotagged photographs of library ambiance	[View Document](#)
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	[View Document](#)
Link for any other relevant information	[View Document](#)

4.3.3

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

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

** 4. SWAYAM**

5. Discipline-specific Databases

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed sormat	[View Document](#)

4.3.4

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

Response: 0.23

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)

2022-23	2021-22	2020-21	2019-20	2018-19
0.28	0.0	0.15	0.36	0.35

File Description	Document
Institutional data in prescribed format	[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:

- **Resources:** Swami Vivekanand College of Nursing, Bodhan Nagar, Udgir library possesses various books and other databases.

- **Timings: -** The library is open between 9 am to 6 pm for in-person access. We provide open access and students can visit the library at their convenient time.

- **Accession Registers:** - Library maintains usage records physically. We maintain a student and teachers attendance register at the entry. We also maintain usage records of the internet, book borrowing, and other resources in a separate register. Library hours are planned by faculty as per their academic schedule. Every year a nursing database is subscribed which can be accessed with the help of a user id and password. We organize class-wise library orientation in which library demonstration of accessing e-resources is shown.
- Other than this, we conduct book exhibitions cum sales of nursing books regularly, new arrival displays, and health day theme displays. Newspaper clippings are displayed on the notice board to keep students updated.
- The College library has 2 computers, internet facility (leased-line and a Wi-fi facility).
- As the server is multiuser, one log-in is used by multiple users; hence per day number of users accessing these e-resources cannot be computed.
- The librarian along with technical staff help students and staff by providing orientation on the usage of these sources for teaching and learning.
- User education programs are also done to this effect in August/September every year. Training programs in co-ordination with external publishers for accessing education material are organized.

File Description	Document
Link for details of library usage by teachers and students	[View Document](#)
Link for details of learner sessions / Library user programmes organized	[View Document](#)
Link for any other relevant information	[View Document](#)

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[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: 70

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

Response: 3

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

Response: 10

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.4.2

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

Response:

Total Computers: - 40
Laptop: - 04
Wi-Fi Connection: - Yes

- The institute has an adequate facility of computers for faculty and students for computer training and other IT activities.
- In the institute, the library has 2 computers with internet facilities available for students and faculty.
- Adequate funds are used to maintain computers in the college as per the institute budget.

Computer maintenance: - SVCN has made MoU with Metro and Sumair Ent. IT technical company for computer and laptop maintenance. IT committee is active in the institute. Maintenance is done regularly as per Institute guidelines and circulars from time to time non-repairable systems are rechecked by the vendor, if repairable appropriate action is taken. If not repairable such parts are disposed of or condemnation is done.

Printers, cartilages, refilling as per Institute purchase department. Rates are decided by the Institute purchase committee.

Internet facilities: from connection with Wi-Fi own Annual charges paid by the institute. Antivirus was purchased from Institute vendor. Rates and other technical details are finalized by Institute. LCD projectors interfaced with computers have been installed in all the Lecture Halls/Class Rooms to undertake Computer-Aided Teaching/Learning as well as for presentations. The theory/practical evaluation process is automated.

Biometric Attendance system is maintained.

The Web Committee is responsible for the regular maintenance of the Dynamic Website of the Institute as well as its administration. The Institution deploys and upgrades the IT infrastructure and associated facilities whenever required.

The institution frequently updates its facilities and computer availability for students including Wi-Fi.

The institution has upgraded its IT infrastructure in both academic and research aspects regularly.

The college campus has been well equipped with 24x7 wireless internet facilities for students and faculty members. The biometric systems are used at college to monitor the attendance of teaching and non teaching faculty members.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.4.3

Available bandwidth of internet connection in the Institution (Lease line)

Response: 500 MBPS - 1 GBPS

File Description	Document
Institutional data in prescribed format	[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: 6.31

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)

2022-23	2021-22	2020-21	2019-20	2018-19
1.81	1.69	1.15	1.08	1.03

File Description	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:

The Institute ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose. Each lab committee has faculty and student in charge of maintaining the labs. SOP's and policies are in place. Inventory utility registers are maintained.

Maintenance of Physical Facilities: maintenance department is responsible for the uninterrupted power supply and maintenance of equipment like generator sets, general lighting, power distribution system, solar panels, etc. Maintenance of water pumping plants, sewage and drainage are undertaken by support staff.

Maintenance of Classrooms, Multipurpose Hall & Furniture: Classrooms with furniture and teaching aids are maintained periodically. Classrooms are cleaned at the end of the day by the peons after being utilized by students. Maintenance of each classroom is available and maintained by the monitor. Furniture is repaired and condemned as when required. Multi-purpose halls are cleaned on daily basis and before and after every event is conducted.

Laboratories: - The record of maintenance account is maintained by the lab in-charge and supervised by class coordinators of the concerned departments. The articles and equipment are regularly cleaned and maintained by the concerned departments and the record of maintenance is maintained by the lab in-charge and supervised by HODs of the concerned departments. The calibration, repairing, and maintenance of sophisticated lab equipment are done by the technicians of related owner enterprises.

Maintenance of Library & Library Resources: - The requirement and list of books are taken from the concerned departments and students. The finalized list of required books is duly approved and signed by the Principal. The library staff handle the library documents, including books, etc, particularly during processing, shelving and cataloguing. Each class has a library in-charge who works with the library staff. Library committee meetings are done regularly where the library-related policies are reviewed and reframed, if necessary. Other issues such as removing out of old books, schedule of issue/ return of books,etc. are chalked out / resolved by the library committee.

Suggestion box is installed inside the reading room to take the user's feedback. Their continuous feedback helps a lot in introducing new ideas regarding library enrichment.

Security: - The proper account of visitors (students and faculty) on daily basis is maintained at the gate by security. Campus is safe with outsiders and other extra activities.

Sports: - Regarding the maintenance of indoor and outdoor games in the institute sports in charge takes care.

IT products: - The institute has an adequate facility of computers for faculty and students. Computer maintenance is done regularly and no repairable systems are disposed of.

The Transport: - Institute have a vehicle for transport. The vehicle is serviced periodically. Maintenance of the vehicle done regularly.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	[View Document]()
Link for log book or other records regarding maintenance works	[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: 40.34

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)

2022-23	2021-22	2020-21	2019-20	2018-19
72	47	41	41	0

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](#)
Any additional information	[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](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[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: 82.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	86	75	80	70

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	[View Document](#)
Institutional data in prescribed format	[View Document](#)
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	[View Document](#)
Any additional information	[View Document](#)
Link for institutional website. Web link to particular program or scheme mentioned in the metric	[View Document](#)
Link for additional information	[View Document](#)

5.1.4

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

Response:

Swami Vivekanand College of Nursing, Udgir, Dist.Latur has established International student cell that caters to attract the international students and assist them during the process of admission as well as during the course curriculum.

Advantages of studying in India

- Quality education.
- Professionals trained in India are competent to work in any part of the globe.
- Cultural and religious diversity.
- Good network of education.

Functions of International Student Cell: -

- To collect the students details from the admission office.
- To organize refreshment classes for the international students separately apart from regular orientation programs.
- To assist them with the help of hostelight and local native students to get familiarize with the culture, life style, food style, hostel life in India, culture of the local demographic details of the nearby villages.
- To help them in getting access to nearby banks to open accounts, to reach nearest airport or railway stations, road routes etc.
- To develop a positive relationship with other classmates and seniors to make them feel they are in a comfortable and safe atmosphere.
- Periodical meetings to be conducted with the international students to address their needs as and

when required.

Document Required: -

- Visa and Passport of the student, Visa and Passport of Mother or Father.
- Employer letter for Parents.
- Bank Statement for past 3 months Embassy letter.
- NRI status in respect of Father and Mother.
- Certificate of Education Qualification.

- Equivalence Certificate.
- Undertaking from the parent.
- Demand Draft (DD) equivalent to 1000 US Dollar other than tuition fee (for eligibility from respective university).
- Photo-5.

Composition of Cell:-

Name	Designation and Dept	Position in the composition
Mrs. Jyothi N	Vice Principal & Medical Surgical Nursing	Convener
Mrs. Kasab Surekha	Assistant Professor Dept. Community Health Nursing	Member
Mr. Yuvaraj G T	Assistant Professor Dept. Mental Health Nursing	Member
Mrs. Mali Nilima	Assistant Professor Dept. Community Health Nursing	Member
Mrs. Princy B	Nursing Tutor	Member

File Description	Document
Any additional information	[View 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: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Circular/web-link/ committee report justifying the objective of the metric	[View Document](#)
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: 33.33

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 ..

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	0	7

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**

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	3	2	7

File Description	Document
Scanned copy of pass Certificates of the examination	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.2.2

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

Response: 49.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	7	12	20	17

File Description	Document
Institutional data in prescribed format	[View Document](#)
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Placement Cell	[View Document](#)
Link for Additional Information	[View Document](#)

5.2.3

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

Response: 13.64

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

Response: 3

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](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 29

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 .

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	5	5	6

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](#)
Link for Additional Information	[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:

Students Council is the committee which is responsible for all the students' activities and its commitment is based on the phrase 'By the students for the students. In our institution the student council is known as Student Nurses Association (SNA).

SNA: The SNA comprises of various committees. Every year a new SNA is formed and the earlier SNA is dissolved. The new committee works from August to July in a year for an academic year and plans for new activities. The SNA unit follows the bylaws of the Trained Nurses Association of India (TNAI). The executive board consists of President (Principal), SNA Advisor (Faculty), and Vice President, Programme Co-coordinator, Secretary, Joint Secretary, Treasurer and 3 class representatives from the student body.

The objectives of SNA are.

1. To uphold the dignity and honor of the nursing profession.

2. To promote participation in student community affairs.

3. To involve the students in intercollegiate sports and cultural activities.

4. To promote collaborative relationships with various health organizations.

5. To bring out the talents and confidence of the students for the upliftment of self and society.

6. To inculcate the value of esprit de corps.

7. To develop leadership abilities among the students.

8. To improve the students' social contacts to enhance professional growth

The activities planned annually are sports events, cultural and academic activities, and competitions

throughout the year.

Class Committees: All programs have class committees for each course that comprises student members representing meritorious as well as weak students, along with faculty members nominated by the class coordinators. The class committees provide feedback on all aspects of the program and respective courses. Class committee meetings are held regularly.

Cultural and Sports committees: Students have strong representations in all cultural and sports committees and help in the organization and management of events. Other committees are the discipline committee, anti-ragging committee; Vivekanand committee, sports committee, etc. are cordially working for the students.

Objectives for representation of students on academic administrative bodies/committees and contribution of the student council in academic administration.

1. Coordination in day-to-day academic activities at their level.

2. Coordination in communicating the information between students and faculty.

3. Organizing and coordinating in conducting special events like college week etc.

4. Organizing and coordinating in organizing cultural events.

5. Coordination in organizing sports games for the students.

6. Coordination in inviting external guest speakers and organizing the seminar workshops.

7. To meet, discuss and make representation to the central, state, and university authorities on matters concerning the common interest of the students.

File Description	Document
Any additional information	[View Document](#)
Link for reports on the student council activities	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

5.3.3

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	2	04	6

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](#)

Other Upload Files	
1	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

INTRODUCTION:

The alumni association of the college is active and takes effort to enroll all the alumnae to become members of the association.

PLACEMENT:

Our alumnae have gone to high reputed hospital and some of them are gone for higher education.

MISSION:

The mission of the Alumni Association is to open channels of communication between the colleges and

the alumni and provide them with the optimum career's guidance and counseling. The Alumni Association is also keen to provide the graduates with the necessary training that will enable them to respond actively to their future career. The association sets up mechanisms to maintain contact between the alumni and the college on the one hand and the regional and local community institutions on the other hand.

VISION:

Swami Vivekanand College of Nursing (SVCN) shall serve as a platform to bridge the gap of student – alumni interaction driven by the ideals and values that shall ensure the upliftment of both present and future alumnus with support to build a social, knowledgeable, and motivational capital for SVCN and its students.

Build relationships and a sense of camaraderie among students and alumni Engage alumni and students through the perpetuation of tradition and pride Recruit alumni to actively promote and showcase the Alumni Association as an essential partner of the institution.

OBJECTIVES OF ALUMNI ASSOCIATION:

To keep a roster of all Alumni of college and their pertinent data. Maintaining the updated and current information of all Alumni. To encourage, foster and promote close relations among the alumni themselves. To provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities of the Alumni. The Alumni Association achieves these objectives by staging an annual programme of events and reunions; through communications, by providing a range of discounts and services for alumni; and by supporting student scholarships and other fund-raising initiatives.

INSTITUTIONAL ASSISTANCE

They also assist the institution in conducting and organizing research workshops, conferences, seminars and hands on training courses for clinical, skill training, capability programme

File Description	Document
Any 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](#)
Link for Additional Information	[View Document](#)
Lin for quantum of financial contribution	[View Document](#)

5.4.2

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

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

Response: A. All 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](#)
Any additional information	[View Document](#)
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

VISION

The vision of Swami Vivekanand College of Nursing is to develop solutions for the most important nursing challenges pertaining to human health and health equity in our communities through education, practice, scholarship and service.

1. To provide exemplary and innovative education, research, practice, service, and leadership that improves the ability, knowledge and skills towards nursing profession.
2. To provide outstanding educational programs to diverse student populations.
3. To create the nurses for transforming nursing care in a rapidly changing, diverse and complex healthcare environment through academic excellence, innovative research, superior clinical practice, strong community partnerships, and global initiatives.

Quality Policy: We at SVCON shall strive to be a premier provider in Nursing Education with the Student First Policy through:
1. Excellence in Nursing Education
2. High Standards of Nursing care
3. Inculcation of Leadership Qualities
4. Community Partnership for Health and Developmental Activities
5. Promotion of Nursing Research

Reflection of Mission and Vision in the leadership of institute in ensuring

1.**The policy statements and action plans:**

The management and Principal actively participate in Governing body for ensuring that the policy statements and action plans are aligned for attaining the mission of institute, circulates the vision and mission to all stake holders and involve them informing the policy statements. The leadership includes the Principal as the head of the institution, under him department includes all staff . Management system updated by various committees. The Principal makes action plans in consultation with faculty members

to review of outcomes from the implementation of action plans through meetings with functional committees and makes necessary changes in action plans if required. The management takes review of quality policies and makes amendments in quality policies if required

2.Formulation of action plans: The action plans are formulated in line with quality policy under the leadership of the Principal and the same are incorporated into strategic plans for effective implementation.

3.Interaction with stakeholders: The Principal ensure that all stakeholders are involved in different activities.

Periodical meeting of Mentor mentee.

Teacher association meeting, Annual Alumni meeting and interaction with neighbourhood community for various activities.

4. Proper support for policy and planning: The requirements of the society for policy making and planning are collected by the Principal through interaction with various stakeholders.

File Description	Document
Any additional information	[View Document](#)
Link for Vision and Mission documents approved by the College bodies	[View Document](#)
Link for additional information	[View Document](#)
Link for achievements which led to Institutional excellence	[View Document](#)

6.1.2

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

Response:

The institute supports a trend of decentralization system with proper well defined structure. Aparticular reflection of this practice may be seen in the extensive delegation of authority to theHeads in the college. The principal of the institution plays the role in imparting smooth functioning of administrative and academic processes through various committees. Every year Academic Planner is prepared at the closure of the previous academic year. Principal will convene the HODs' meeting. There are three levels of administrative structure under which all
the activities are carried out, they are the Principal Level, Faculty Level and student level.
Faculties are also given the responsibilities of various administrative and academic & extra cocurricular activities, thus they are involved in Policy making, and finance related matters, student welfare matters, preparation of institution norms. A report of yearly activities is presented by the in charge of the event to

the advisory committee after completion of the event. Allocation of budget on the basis of the proposal received from the department. Participation of laboratory in charge in making budget proposals. Empowering the faculty member in-charge of a laboratory to devise and implement the necessary plans for effective conduction of the laboratory. The institution always promotes the culture of participative management by involving staff and students in various activities. Participative management is carried out as Strategic Level,Functional Level and Operational level. Principal interacts and corresponds with University.

The Institute follows committee system for implementation of all its decisions and resolutions.
The students and faculties are allowed expressing themselves for any suggestions to improve the excellence in any aspect of the institute. Continuous evaluation, student appraisal and uploading students' attendance every month has helped in improving regularity and
performance. Non- Teaching staff is involved in executing day to day support services for both students and faculties. Organization of several activities by students to enhance the capabilities of students under the guidance of faculty member, improve their event management skills.
Hence at all levels there is participative management.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Yes, the Institute has a perspective plan for development for five years. The strategic plan for next five years 2019 to 2024 which elaborately dealt with;

The community impact and commitment to transform society;

Human resource development through targeted action at recruitment, in-service training,professional enrichment opportunities, and an enlightened employee service manual etc;

The Institute has IQAC to review the progress of implementation of Strategic Plan and Policies of the college and take corrective action to achieve the broad based goals.

The perspective plan is developed keeping in mind the vision, mission and objectives of the institution.

The Strategic Plan ensures that the set targets are achieved through accountability process comprising of review, evaluation, reporting and, where necessary, re-planning. The Perspective plan for the development of the institute is presented in additional information link.

The institute has a clearly defined organizational hierarchy and structure to support decision making processes that are clear and consistent with its purposes and supports effective decision making.

The organizational structure lends itself to sustaining institutional capacity and education effectiveness through involvement of stakeholders.

The institute is having well set decision making processes.

The institute is having a well-structured Governing Body. The Institute's function is based on the organizational chart shown in the information link.

Decisions made by GB are disseminated by Principal to all the teaching and nonteaching staff members. Principal works with the four main sections i.e. office administration, academics, training & placement, Extra-curricular activities and the auxiliary bodies. The auxiliary bodies work for alumni, anti-ragging, library. The Extra- curricular activities sports, Media, NSS are looked after through students 'representatives and class representatives. Training and placement is department for placement activities.

The office is administered through office superintendent for accounts and establishment sections.The Institute has various Authorities/ Bodies/ Committees at various levels for effective functioning of the Institute and decision making as stated in the key indicator The frequency of the meetings of various Statutory Authorities, Bodies and Committees is given as additional information. The minutes of the meeting of all the meetings are maintained at the office of Secretary/ Member Secretary in the appropriate department/ office.

The various non-statutory bodies/committees of the institute stating their major functions, periodicity of the meetings.

Major committees:

1. Curriculum planning/Academic Monitoring Committee

2.Admission committee

3.Anti Ragging Committee

4. Disciplinary Committee/ Internal complain Committee ICC/

5.Women redressal/WDC women Development Cell Committee

6.National Service Scheme

7.Library committee

8.SC/ST/Minority committee…etc

Members of these bodies meet as per the mentioned frequency, most of these bodies meet yearly once and some more frequently based on the need. All the Committees/Cells/Bodies discuss various agenda points and issues; the outcomes would be commendations, requests for approvals and execution. All the actionable tasks are reviewed in the next meetings for the progress.

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](#)
Link for additional information	[View Document](#)

6.2.2

Implementation of e-governance in areas of operation

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

Response: 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:

Swami Vivekanand College of Nursing management consistently makes its efforts to take some welfare measures for the staff members.

The institution supports the teaching and non-teaching staff to enhance professional development by Encouraging faculty members to associate with state, national and international professional bodies.

Encouraging the faculty to interact with the outside world. Motivating & Sponsoring faculty to organize state level, national level and international level conferences/seminars/workshops/symposia.

Creating a sense of belongingness amongst faculty members by involving them in various committees.

Encouraging participation of faculty in FDPs, seminars, workshops and conferences.

Institute encourages the expert faculty to motivate the less experienced faculty by giving essential inputs, providing training on delivery of lecture, laboratory work and seminar/project guiding.

The following facilities and **welfare measures** for the teaching staff are also provided, which help in maintaining healthcare, morale, safety and satisfaction:

1.Faculty members are promoted for self-development programs, Online courses, Refreshers courses, short term courses, training programs and higher education through grant leave.
2.Various leaves available to teaching and non-teaching staff are vacation leave, casual leave, medical leave and maternity leave

3.Subsidized health care facilities for staff

4.Ambulance and doctor facilities

5. Special Leave on the occasion of marriage to staff Health Awareness camps within campus and Free Medical Check-ups.

6.Transport facility for teaching and non-teaching staff.7.Duty Leave for attending Seminars, Conferences and Workshops and CNE. TA/DA will be paid to staff members for attending conference and other travel for official purposes within India

File Description	Document
Any additional information	[View Document](#)
Link for policy document on the welfare measures	[View Document](#)
Link for additional information	[View Document](#)
Link for list of beneficiaries of welfare measures	[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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

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: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	3	5	5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3.4

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

Response: 68.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	9	8	8

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

6.3.5

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

Response:

Swami Vivekanand College of Nursing strictly follows all the basic recruitment and promotional policies as stipulated by university.

Each and every faculty member completes the Staff appraisal procedure every year in the format prescribed. The systematic procedure has helped the Management to motivate the employees for better performance.

It helps us to analyze the strength and weakness of the employees as Institute is an academic institution and is committed to provide the best to their students. The teachers maintain records of teaching, examination, college work, research and project to calculate Academic Performance Indicators scores. For all Non –Teaching staff, increments will be sanctioned based on satisfactory report by the Principal and their Annual Performance Assessment Report (APAR) is maintained for every employee. The annual increment for Teaching faculty will be sanctioned Once in a year.

The annual increment for Non - Teaching Staff will be sanctioned Once in a year. Those who join duty in the middle of an academic year will get their first increment after one year service from the date of their joining. Subsequent increment will be sanctioned on 1st May preceding their date of joining duty.

If a staff member (Teaching or Non-Teaching) intends to resign from this college he / she shall give either 3 months' notice to the institute.

Under any circumstances a staff member shall not be relieved in the middle of a semester.The Management reviews the performance of faculty members every year and based on this, annual increment, promotion, etc will be given to the faculty Annual Performance appraisal is done on the basis of the following points:

Teaching learning process evaluation Specific duties / tasks assigned by Heads of the Department. Major contribution for the benefit of student/ staff / Institute. Awards/ Rewards obtained by the faculty and staff.

Contribution towards extracurricular and co-curricular activities.

Research contribution of staff in terms of research projects, publications and guidance provided to students for involvement in research etc.

File Description	Document
Any additional information	[View Document](#)
Link for performance Appraisal System	[View Document](#)
Link for any other relevant information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Swami Vivekanand College of Nursing The availability of fund is essential for any organization or institute but the movability of fund is even more important. If the movability is in the right direction, coordinated then the level of progress in high otherwise it becomes ineffective even though the fund is available. Therefore, the movability of fund is important for the development of organization/ Institute. The Institute has a proper system for effective and efficient use of available financial resources. The principal and the committees of the college monitor the use of resources received from the Non-Government funds. The allocated funds are utilized to purchase equipment's, articles, organize seminars, workshops and conferences etc. The administration and finance
committee and the management board, review the use of resources including audit, budgets and accounts. They make recommendation for better handling of resources and effective mobilization of available funds. For the smooth working of our college various committees have been constituted, each committee study its own field and analysis to requirements and then forwards it's to analysis committee with expected expenditure and planning. Advisory committee they look over these requirements minutely and then adding the future aspects and planning, forward it to finance committee for clear opinion. Finance committee goes through minutely all the suggestion and analysis and then act accordingly for the betterment of students, professors, non – teaching staff, the report is finally handed to management committee.

Optimum utilization of funds is ensured through: -

1.The demands of equipment, articles & infrastructure submit by concern staff to the institutional Advisory committee.

2.Advisory committee is variety & checks the actual need of requirement.

3.After verification of the demands, it is forward to the management for the final approval.

4.Institute adheres to Utilization of budget approved for academic expenses and administrative expenses by management.

5.Adequate funds are allocated for effective teaching-learning practices that include Conferences,Workshops, Inter-disciplinary activities, training programmes, Refresher Courses that ensures quality education include organization for conference.

6.After final approval of budget the purchasing process is initiated by institutional advisory committee, accordingly the quotations called and after the negotiations purchase order are recommended to the management.

7.The payment is released after completion of the task. it is done as per the terms and conditions mentioned.

8.All transaction has transparency through bills and vouchers. The bill payments are passed after testing & verification of items. An ultimately authorized person operates the transaction through the channel of the Account, Principal & Director.

9.The entire process of the procurement of the material is monitored by the Advisory committee and Principal at institute level then the finance department at corporate office level.

10.Some funds are allocated for social service activities as part of social responsibilities

11.Financial audit is conducted by chartered accountant every financial year to verify the compliance

File Description	Document
Any additional information	[View Document](#)
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	[View Document](#)
Link for procedures for optimal resource utilization	[View Document](#)
Link for any other relevant information	[View Document](#)

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Swami Vivekanand College of Nursing has a mechanism for both internal and external audit by the

statutory Auditors to audit at regular intervals as part of compliance.

We have dedicated in-house internal audit team available and they conduct periodic audits in various aspects which includes revenue audit, payroll audit and review of day to day transactions etc., Internal auditors focus on ensuring that the systems and processes of the organization are working well. Internal auditors act as consultants to the organization providing assurance on the organization risk management governance and internal control processes. Internal auditors deal with issues that are fundamentally important to the survival and prosperity of any organization. Unlike external auditors, they look beyond financial risks and statements to consider wider issues such as the organization's reputation, growth, its impact on the environment and the way it treats its employees.

Internal audit is an ongoing and continuous process in addition to the external audit to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institute each year.

Apart from internal audit all the accounts of the Institution are audited regularly by the Certified Statutory Auditors (external) on annual basis. The Statutory auditors review the internal control mechanism, accounting policies, accounting standards, financial analysis and prepare the financial statements.

The process involves effective management of internal controls and strengthens the operations in an effective manner. In a case were the external auditor identifies a significant issue with the accounts, they will provide the managers in the company with an "audit management letter" which records any issues and how they should be resolved. External auditors are important towards promoting confidence and trust in financial information. The annual audited accounts are kept before the Board of Management for discussion and approval.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for documents pertaining to internal and external audits year-wise for the last five years	[View Document](#)

6.4.3

Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Instituional data in prescribed format	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

Swami Vivekanand College of Nursing has a streamlined Internal Quality Assurance Mechanism

The IQAC Cell was established in the academic year 2017-2018 and functions on the basis of theguidelines set forth by NAAC. It works towards improving and maintaining the quality of education,identifying and suggestive new ways of using teaching aids, developing suitable infrastructure and offering suggestions for the new self-finance courses.

IQAC is an effective and efficient internal coordinating and monitoring mechanism. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.
The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or a recordkeeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies to remove deficiencies and enhance quality like the "Quality Circles" in industries.

 The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The IQAC meets every quarterly to plan, direct,implement and evaluate the teaching, research and publication activities in the College. The subcommittees dealing with various activities and departments implement the IQAC guidelines and report the feedback.

An examples of best practices institutionalized as a result of IQAC initiatives are elaborated below:
Organization of seminars, workshops, faculty enrichment programs and training for faculty as well as students
Organization of lectures by prominent speakers in different areas

- Value-added, Certificate & online courses for students and Faculties initiated.

- Feedbacks from students, alumni and parents have formally been taken and the data analysed. Availability/ Posting of feedback forms on the college website.
- Parents Teachers Meeting
- Teaching Plans & Teaching Innovations Lab supervision, Lab Manuals and Reports from Laboratories
- Library Practices
- Green Practices including Green Audit
- Meetings with Heads and Faculty
- Meetings and Reports from Committees & Cells

File Description	Document
Any additional informaton	[View 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](#)

Other Upload Files	
1	[View Document](#)

6.5.2

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

Response: 54.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	09	05	12	05

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](#)
Link for 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: C.Any two 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](#)
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: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	02	04	04	03

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](#)
Any additional information	[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 institution's contributions to programs that promote gender parity are too few to be included as we welcome special guests from a variety of professions to speak on the subjects at hand with a focus on the value and contribution of women in society. The Swami Vivekanand College of Nursing (SVCN) conducts all of its business in accordance with the highest moral standards. All people are given equal opportunity regardless of their gender, caste, color, language, race, or religion. Its unique workplace culture, sound values, and traditions must encourage the hiring of female staff members and students.

Every year, International Women's Day is organized at our college. Making a conscious effort to promote

gender equality is necessary. One of the most significant days is International Women's Day, which occurs every year on March 8. This increases public knowledge of gender discrimination, as well as social awareness of women's issues in general.

The following amenities show that gender sensitivity is a crucial element in the institution's ethos:

Safety and Security:

1. The College's front gate is manned by security personnel.

2. There are security officers 24/7 in the college grounds.

3. The institution has CCTV cameras installed in a variety of places, including the entrances, classrooms, parking, hallways, offices, libraries, and staff rooms.

4. To make the Swami Vivekanand College of Nursing a ragging-free campus, the institute established an anti-ragging committee and anti-ragging squad team and put them in charge of stringent enforcement.

5. The college is regularly covered by the security's vehicle-mounted quick reaction teams as part of the security plan.

6. Practice security drills.

7. Workshops for the Personality Development Program and also emphasize the need for gender equality and neutrality.

8. The College and Hostel's each floors have a place to store firefighting supplies.

9. All students and employees have access to a first-aid facility. Students and staff are sent to Chandraai Hospital & Research Center during an emergency condition.

10. All faculty members are required to serve on a rotating basis for the purposes of security and discipline.

11. To supply clean and safe drinking water, the institution provides water coolers and RO water purifiers.

Counselling:

Each teacher is given ten students to work with when a student is admitted to the Swami Vivekanand College of Nursing (SVCN) in order to assist them in adjusting to their new environment and provide counseling as needed. Teachers not only offer personal counseling to students whose preuniversity performance was subpar, but they also assist them in choosing the right postgraduate program for placements.

Common Area:

- It makes meetings and talks easier.

Other measures of Gender Sensitization include:

- Curricular activities
- Co-curricular activities
- Guest lecturers / online lectures / webinars are organized on the Gender equity , Sexual harassment and Women Empowerment.

Every year, students are encouraged to actively participate in extracurricular activities such as Mehndi, Rangoli, Nail Art, Flower Arrangement, Salad Decoration, Pencil Sketch Competition, Embroidery, Calligraphy, Chart Making, Dance, and athletics.

File Description	Document
Any additional information	[View 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: D. Any two of the above

File Description	Document
Institutional data in prescribed format	[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: Waste Management and Recycling support the campus goal to reduce the amount of material entering the waste stream. SVCN follows same principle and its campus is cleaned by outsourcing housekeeping staff every day. The collected waste is segregated in the segregation area. Plastic waste is given to agencies for recycling. Waste that is not able to be recycled is given to gram panchayat.Every classroom, department, office, and washroom are provided with separate bins in which solid waste is segregated which will be taken away by the group D workers. Paper waste is collected and sold to the vendors for recycling. Solid waste which is generated from SVCN is collected and used for biogas production. Generated biogas is used for hostel mess domestic gas and it is used for cooking.

Liquid waste management: Rainwater from the terrace is attached to a separate pipeline and drains into a designed percolation pit and collected water is used for the gardening purpose with the help of a motor system. This way rainwater harvesting is done. SVCN has bore wells, collected rainwater is released in these bore wells. Liquid waste collected from all the washrooms and washbasins is directed to the plant and the water recycling process takes place there. Once water is recycled it is reused for watering plants and toilet flush in hostels and institutes. The toilet water is linked to drainage pipelines further it is drained into the Gram panchayat drainage system.

Biomedical waste management: Biomedical waste generated from samstha's dispensary includes cotton balls, bandages, and dressings, are collected. Sanitary napkin waste is collected daily and incinerated. Biomedical waste which is generated from our parent hospital Chandraai Hospital & Research Centre and multispecialty and waste is segregated according to color coding and collected from each ward and department. Yellow containers for non-plastic soiled cotton, a red container for infectious plastic waste, a white/transparent container for ampoules, vials, metal sharp such as safety pro needles, blades, etc., the pink-colored container for general dry waste like wrappers, covers, etc.

E-waste management: Electronic scrap components such as CPUs contain potentially harmful materials such as lead, cadmium, beryllium, or brominated flame retardants. Recycling and disposal of e-waste may involve significant risks to the health of workers. E-waste or electronic waste is created when an electronic product is discarded after the end of its useful life. Electronic scrap is collected and given to a private company for its disposal.

Waste recycling system: Waste recycle system is active in SVCN. Recyclable waste is given to plastic pickers and non-recyclable waste is given to Gram panchayat.

Hazardous chemicals and radioactive waste management: Hazardous chemicals and radioactive waste management in these iron rods, pieces are sold. Bricks pieces, tiles pieces are used for gap filling in construction and repairs and maintenance of buildings.

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

7.1.5

Water conservation facilities available in the Institution:

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

Response: Any Three 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: A. All 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: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo tagged photos of the facilities as per the claim of the institution	[View Document](#)
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:

Swami Vivekanand College of Nursing (SVCN) is located in the Udgir city. Students are attracted from various parts of Maharashtra irrespective of caste, creed and socio-economic status. All the students and faculty and staff are treated with respect without any discrimination. As per government rules, seats are provided to the reserved category of students. Faculty and students are getting public holiday according to the festivals. Here enrolment of students from economically and socially challenged is encouraged.

College Week: The institute organizes a week of extracurricular activities for all the students. Every year this week is given themes. During this week each day four to five extracurricular activities are arranged. All the students are encouraged to participate in this. All the activities are planned by the SNA along with the SNA advisor. During this two days are dedicated for outdoor and indoor sports. Besides this students also organize a fresher party and a farewell party to fresher and final year students.

Religious Practices: Each person has the freedom to practice his or her religion. Students of various religious groups i.e. Hindus, Christians, Muslims etc. study or stay together in the hostel. The festivals of various religious groups are celebrated in the institute with harmony.

Celebration of National Days and festivals: National Days like Nurses Day, teachers Day, WHO Day

and Mental Health Days are celebrated by the students in the Institute and national festivals in the hostel, irrespective of their culture or religion. Students of various batches plan the program together. Some of the activities are celebrated along with the Student Nurses Association.

Linguistic balance: Students from various places come and take admission in SVCN; they are counseled in comfortable language that is Marathi, Hindi, or English. The teaching and learning language in Swami Vivekanand College of Nursing Education in English. The faculty of Swami Vivekanand College of Nursing Education is teaching students in the English language in the classroom. There are slow learner students if they have doubts their concept is cleared in simple language. Students write exams in English. Students from different socio-economical background get enrolled in Swami Vivekanand Shikshan Prasarak Mandal's Swami Vivekanand College of Nursing education, once they get admission students those who are not able to pay institute fees are recommended for various scholarships.

Community Services: The rural and urban centers adopted by the institution are visited and rendered services by the students along with the faculty. These services are health camps, health education programmes and awareness on various social issues, rally, and street plays. The institute has conducted several extension activities in the community as well as in the neighborhood to promote health and prevent illness. Whenever field visits are conducted, families are screened, and if there are any problems encountered, the referrals are given to the Urban Health Centre where students are posted

File Description	Document
Any additional information	[View Document](#)
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information/documents	[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: C. Any two 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](#)

7.1.10

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

Response:

A national or international awareness day or observance is a date usually set by a major organization or government to commemorate a public health or ethical cause of importance on national or international level. This is used to commemorate, promote and mobilize for action. Celebrating events and festivals in colleges have become an integral part of learning and building a strong cultural belief in students.

Our country has several eminent personalities whose vision has propelled us into becoming a nation which is hospitable to all communities and religions, setting an example to the rest of the world for Unity in Diversity. International days of significance are also celebrated to produce students who are responsible and conscientious world citizens. For all the following commemorative days and festivals, celebratory functions with speeches and talks are held by students and staff. Additional activities are indicated as relevant.

- **Independence Day (15th August)** since last 2 years our alumina were invited as chief Guest for flag hoisting as they were frontline Covid Warriors.
- **Republic Day (26th January).**
- **National Festivals: Diwali, Guru Purnima, & Christmas.**
- **Teacher's Day (5th September).**
- **Ambedkar Jayanti (14th April).**
- **International Women's Day (8th March) & International Day of the Girl Child (11th October)**
- **World Health Day (7th April):** Quiz for students, walkathon, talks on WHO theme of the year.
- **Lamp lighting and Oath taking ceremony for First year students International Day of Yoga (21st June):** Yoga demonstration and training session,
- **Other International Commemorative Days/Weeks:**

- **Eye Donation Week (4th-6th September).**

- **World Tuberculosis Day (24th March).**
- **World Diabetes day (14th November).**
- **World AIDS day (1st December).**
- **World Immunization Week (24th – 30th April) Breastfeeding Week (1st – 7th August).**
- **World Mental Health Day (10th October): Increase public awareness on mental health International Leprosy Day (30th January).**
- **World Breast Cancer Day (4th February).**
- **World Sight Day (8th October).**
- **World Heart Day (29th September).**
- **World No Tobacco Day (31st May).**
- **World Hospice & Palliative Care Day (10th October).**
- **World Cancer Day (4th February).**

Every year these days are celebrated not just to remind people of diseases but also to unite people to maintain health. SVCN actively participates and creates events to improve and maintain the environment rather than simply taking advantage of it. Our institute students do tree plantation on world environment day. Students take care of the planted trees.

We create awareness among students for blood donation also and periodically arrange blood donation camps on our campus. Along with faculty, our students are also taking participating in blood donation camps and they donate blood. Our students' volunteers participate in this camp as a medical team and help to collect history, check weight and hemoglobin level and monitor the vital signs and also provide care to the donor in the recovery stage after the blood donation. We also arrange health camps annually for all class IV women employees for prevention of breast and cervical cancers. Free health checkups are arranged for them with help of NGOs.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

TITLE OF THE PRACTICE-1

Teaching-learning activities in best simulated labs.

Objectives:

- To inculcate good skills among students in up to date labs with latest models / manikins.
- To provide firsthand experience to students before going to hospital.
- To consolidate and further validate the knowledge gained in classroom.
- To instill sense of confidence among pupils before they proceed for clinical training in the affiliated hospital.
- To inculcate quality of teamwork in performing procedures on patients.
- To learn outcome of procedures done on patients, draw relevant lessons and further improve standards.
- To strengthen skills and knowledge among faculty of college.

Practice:

After orientation, students are made to attend theory portion first. Once acquainted with basics they are allowed to do various procedures like hand washing, vital signs, basic care, positioning. All basic and procedures related to Nursing Foundation & Medical Surgical nursing are performed in Nursing Foundation lab. In Pediatric Lab, students of B.Sc. Nursing 3rd year perform procedures on dummies like infant CPR, holding infant and feeding, phototherapy care machine, ET tube placement etc.; advance procedures like ET insertion, suctioning, ABG analysis are also performed on dummies in lab. Apart from clinical point view, there is an A V aid lab in which students are able to utilize best boards and bulletin- boards in their practice teachings. In Nutrition Lab, students prepare different diets according to patient needs. They calculate energy required as daily allowance for patients to meet their specific body needs.

In the library, plenty of nursing books, and non-nursing books, periodicals, encyclopedias, reference books, competitive exam books, GK books, journals, magazines, newspapers are available to enrich knowledge students. Practical books allow students to enhance clinical side knowledge plenty of procedure books related to each speciality are available. The 'Knowledge Bank' that enables reference material on all important subject and topics. E-journals and Consortia have further helped in a barrier free sharing and exchange of resources.

In addition,students also use computers in Computer Lab effectively and efficiently. Pupils utilises computers in research work, assignments and for forms of competitive exams. Apart from this, professional up-gradation of mentors is also focused. Throughout the year teachers organise and take part in CNEs according to their departments and discuss the value new technological advancements in their fields. Yearly, dealers with advance and basic models visit college and exhibit the dummies. This further empowers faculty and students to go with latest trends. Labs are generously endowed with cut section and working models and manikins that greatly enhance the level of proficiency, in a step by step process.

Overall, this practice empowers students to be more vigilant and knowledgeable while taking care of patients.

TITLE OF THE PRACTICE-2

Integration of traditional and digital teaching and learning

This is an approach in education that combines online educational materials and opportunities for interaction online with traditional place-based teaching and learning methods. It requires the physical presence of both teacher and student, in smaller groups with students having control over pace, time and place. In the institute blended the in-person teaching with synchronous and asynchronous learning methods, where students in smaller groups learnt with traditional lectures, simulations, and clinical postings combined with online teachings with PPTs, and worked on online exercises and watched instructional videos during their own time. The online component of the learning complemented what the faculty was teaching in the classroom or clinical is in the form of PPTs to meet the educational needs of students.

Objectives:

- To teach students in smaller groups with offline and online teaching methods
- To make learning with no restrictions of time, place, path and pac
- To make students as self-directed learners.
- To gain knowledge of the latest trends and technologies.
- To learn concepts from online resources to get broader perspectives.
- To blend traditional teaching and learning with self-learning
- To minimize face time learning due to Covid restriction.

The Context of practice- This integrated learning became the need of the hour during Covid times. Our MUHS University didn't closed down the institutes. Google meet facility of Google was the Learning Management System used for this as it had multiple features.

The Practice- The faculty taught the subject matter in the traditional classroom, simulation lab and clinicals in smaller groups on rotations and then posted PPTs; videos on students group.

File Description	Document
Any additional information	[View 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:

MENTOR AND MENTEES SYSTEM

Objectives of the Practice:

In our institute, the mentoring system has been introduced for establishing a better and effective relationship between students and faculty and also continuously monitors, counsel, and guide students in educational and personal issues. Mentors are in charge of the students of that class. All faculty work as mentors for students is allotted to them. The students are made to feel confident to confide in their mentors.

The mentor-mentee ratio is 1:10. Mentoring is a continuous process till the student passes out of the institution and takes up an employment. These interactions are recorded on the personal file of each student.

Goal setting by mentee and mentor is done. The goal of student mentorship is

1. To enhance the faculty student relationship.

2. To enhance student's academic performance and attendance.

3. To minimize the student dropout ratio.

4. To monitor the student's regularity and discipline.

5. To enable the parents to know about the performance of regularity of wards.

The Context

Nursing being the professional course with caring for others as main motto the careers' physical, emotional and psychological needs required to be taken care of by the institute for their optimum growth

Practice

The institute has adopted this system from 2017. This is done to improve smooth transition of students to the professional career role.Our students hail from smallt owns.They find it difficult to adjust to the professional learning.In order to bridge the communication gap and to anchor the students on cognitive, and emotional, and psycho motor level mentoring done on one to one basis. This practice hashelped in solving various personal, emotional issues faced by the students. In the beginning of everyacademic year the class coordinator dedicates a week for one to one interview of students with theirmentors. During this interview the mentor gets to know the students well to understand their unique need.A Mentor remains consistent with the mentees till completion of the academic year. Periodical meetingsare conducted by the mentors with mentees and reports are maintained and verified by the head of theinstitution. Mentors are available on all working days of the institute. The mentors are entrusted with theresponsibility of monitoring their mentee's academic, co-curricular activities, attendance, and completionof requirements and the result of all test papers and exams. The mentors along with the class coordinatorarrange two formal PTA meetings and numerous informal meetings with parents based on issues.

Evidence of Success:

The following outcomes are assessed through mentorship program:

1. Number of grievances received has gone down drastically.
2. More students get encouraged and motivated to participate in curricular, co-curricular and extracurricular activities.
3. Student and faculty bonding have increased.
4. The attendance percentage of students increased.

Counseling sessions helped students to chalk out their academic and psychological growth.

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:

Our institute provides a fully-stocked nursing foundation lab to help undergraduate and graduate students get ready for their practical learning experiences in hospitals. The future of nursing graduate and postgraduate education lies in the use of simulation, which may aid students in making the transition from the classroom to actual clinical experience. Each program's class coordinator plans simulations in accordance with the requirements of the students and the objectives of the program. There is access to a nursing art lab, a community health nursing lab, a maternity and child health nursing lab, and more.

Nursing Art Lab: Basic nursing skills mannequins and CPR mannequins are included in the nursing art lab.

1. Nursing mannequin with a full body:

- A body wash

- Coming and shampooing hair

- The use of and maintenance of urinary catheters.

- Maintenance of tracheostomy and chest tubes.

- Knowledge of tracheostomy suctioning.

- The insertion and feeding of a nasogastric tube.

- Colostomy vehicle.

2. Pelvic models of men and women for practice:

- Male and female urinary catheter insertion and care.
- Enema.
- Wash your bladder.

3. IV arms

- For expertise in insertion of a peripheral IV.
- The availability of artificial blood to test the skill's accuracy.

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4. Full and half-body CPR mannequins:

- Full and half-body CPR mannequins with feedback capabilities for proper compression and appropriate respiration.

Community Health Nursing Lab:

Community backpacks with the supplies needed for home visits are provided. Family folders, flashcards, various charts listing communicable diseases, and information on health education are also provided. This lab is used for establishing national health programs as well as before, during, and after student community posting.

Maternal and Child Health Nursing Lab:

on this lab, the students receive instruction on normal labor and prenatal palpation. This lab is equipped with a normal delivery model, a pelvis, a skull, and other posting-required materials.

Nutrition lab:

All the supplies and equipment required for a therapeutic diet are available in this lab, which is used to teach therapeutic nutrition.

All lab inventories are monitored and maintained by the lab manager. All lab materials have been updated. Materials, tools, and solutions that meet the requirements.

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: 2.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

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](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[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 best way to stop or slow the spread of infection in a hospital or work environment is through infection control.

The management keeps a careful eye on patient care to make sure that it is delivered to the greatest standards. Undergraduate and graduate students from our institute are exposed to a variety of hospital departments, including the OPD, wards, critical care units, cancer, and all super-specialty units. The opportunity for students to gain knowledge about how to offer patients with varied medical conditions high-quality care is a prized one. Personnel in the fields of medicine, nursing, and other allied health are appropriately qualified. Under the direction of teachers and nursing personnel, students can learn everything from the most basic nursing methods to the most advanced ones. Infections like ventilator-associated pneumonia (VAP), bloodstream infections (BSI), and catheter-associated urine incontinence are preventable by following the guidelines in the hospital's manual and standard operating procedures (SOPs).

Our students, who are trained to be fitness care workers, deal with the daily obstacles of preserving their surroundings, reducing the spread of microorganisms, and adhering to contamination control regulations and procedures, such as keeping dangerous methods to a minimum. Hepatitis B, tetanus toxoid (TT), and COVID-19 vaccinations are administered to all staff and students. The use of single-use disposable equipment, care when managing sharps, cleaning, applying safe work practices, accurate housekeeping,

engineering, and Personal Protective Equipment (PPE) are all regularly simulated and taught.

The medical facility manual contains quite a few safety precautions, including those for patient safety, lab safety, radiography safety, emergency codes, disaster management, and safety precautions.connected to equipment, gas, hazardous waste, waste disposal, and worker training.

During the Covid epidemic, the suspected Covid patients were admitted to the historic building, and the hospital provided PPE, reduced exposure time, a healthy diet, vaccinations, yoga, and Jalneti exercise to protect its staff and students. Covid pandemic protocols were developed and put into place at the group level, including maintaining physical distance through the use of online instruction, the usage of masks, and handwashing.

The framework connects the quality of care to specific patients, and we contend that this is where the concept of quality of care really comes into its own. Care for individuals must be considered in the context of providing healthcare for populations, which adds new ideas of efficiency and equity.

File Description	Document
Any additional information	[View Document](#)
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	[View Document](#)

8.1.4

Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

Response: 97.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	28	27	24	17

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](#)
Any additional information	[View Document](#)

8.1.5

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

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

Response: D. Any one of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of Certificate/s of Accreditations	[View Document](#)
Any additional information	[View Document](#)

8.1.6

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

Response:

Educational/ Administrative Visits: Undergraduate and graduate students from various institutions Visit the establishment. The department's teachers give the team of visitors and students an orientation that is entirely tailored on their visit's goals. After the visit, written comments are collected from visitors. Many other faculties' students come to the institution to learn about the nursing institution's philosophy, vision, and mission, among other things. To discuss the personnel's job descriptions and organizational structure. To understand the institution's insurance policy also to evaluate the institution's price range.

Use of Infrastructure: Other Samstha devices use our institute's multifunctional corridor for meetings, job counseling, seminars, and blood donation drives. Cancer awareness programs and type IV employee screenings are held annually.

Other Samstha units use medical equipment for school health screenings and health camps.

Students from other universities and institutions visit our institute for data collection and research projects. According to their course requirements, medical laboratory technician students from schools and junior colleges visit our laboratories and museum.

BUS: Samstha offers buses to all of its students as a convenient and secure means of transportation. Both in the morning and the evening, buses are available. There is a specific time for collection and delivery. Buses are available right outside student housing.

LIBRARY:

The Swami Vivekananda College of Nursing library offers simple access to books, journals, and other crucial information. The library has every book, both new and old edition. There are many publications for research available.

File Description	Document
List of Institutions utilizing facilities in the College	[View Document](#)
List of facilities used by other Institutions	[View Document](#)
Any additional information	[View Document](#)

8.1.7

College undertakes community oriented activities

Response:

Community health programs introduce students to the needs of their local community and increase their awareness of such issues. Our second-year GNM program and fourth-year BSC Nursing programs allow students the chance to survey the community, conduct home visits, provide referral services, comprehend the community's perceived requirements, and organize activities.

Community surveys: Over the past year, BSC and GNM nursing students have participated in neighborhood surveys for the remaining four years. After mapping the neighborhood and allocating numbers to each house in the designated community area, the college students conduct house-to-house questionnaires. The department is then presented with the whole survey data, and fitness programs are mostly created using the community's perceived needs.

School health programs: As part of their course trips, the college students from our institute visit the colleges in the neighborhood. Since the organization's founding, yearly faculty health initiatives have

been carried out to provide the colleges of the Samstha and the local community with fitness attention programs.

The majority of these programs focus on topics like the importance of physical activity, mental clarity, good hygiene, communicable disease prevention, wholesome food, dental care, respiratory conditions, and health awareness, among other things. Fitness songs, street plays, and role plays are used to deliver the training.

All of the children's school physicals are organized by the kids, who also provide references based on the needs identified. The pupils participate in the same activities at Anganwadis in both urban and rural regions.

Health camps, national health programs, and international health days: Students participate in all national health programs run by the district health authority, including immunization, maternal fitness survey, TB, dengue, malaria, intense pulse polio, and pulse polio. Not only do they participate in this, but they also frequently attend physical and mental health screening camps set up in distant areas. Samstha's other equipment, such as Cummins engineering Architecture, etc., undergo annual health screenings and camps.

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: 1

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](#)
E- copies of the appointment letters	[View Document](#)
Any additional information	[View Document](#)

5. CONCLUSION

Additional Information :

College management takes care of welfare and holistic development of staffs by providing competitive perks, leaves, recognitions, transport, research grants at par of state government.

Expert faculties to support the teaching learning activities by taking regular classes for the students. The institute has state of the art laboratories which are upgraded in tune with the update of syllabus by MUHS Nashik. All curricular activities are scrupulously evaluated and analysed by the Academic Coordinator throughout the year. Online feedback is regularly collected from all Stake holders.

Provision for ample of Cultural activities, indoor and outdoor sports in the campus has been made available through organization of events in college. Student Nurses Association Unit, College Student Council, NSS unit, Alumni Association to foster leadership and social quotient among students.

College also organizes Lamp lighting ceremony, Graduation ceremony, Yoga day, Constitution day, Nonviolence Day along with all health days to inculcate moral values among students. In Graduation ceremony all topper students & best outgoing student are awarded. College have made provisions for scholarships from Social Welfare, Tribal Office, Economic Backward, Minority Scholarship, Rajarshri Chhatrapati Shahu Maharaj Scholarship, Book Bank Scheme, Student Nurses Association, Trained Nurses, Association Scholarship and Bank Loans.

Major areas under electronic surveillance and free wifi throughout the campus is made available. College has contributed to environmental awareness and protection by implementing Organic waste Convertor plant,Swacha Bharat Abhiyan, Tree plantation Drive, Distributions of saplings on the occasion of send-off and welcome of students, Sewage treatment Plant, Use of Solar energy in the hostels.

Institution has prompt Management Information System for admission, leaves, academics, attendance of teachers and students, etc.

Concluding Remarks :

SVCN started in the year 2013, since then the college has progressed exponentially and has become a respectable name nationally. College has undertaken quality initiatives in recent years. Providing students with good hands-on training in all the patient settings and making them confident in-patient care imbibing practical values of empathy, communication skills and devotion towards the society in them.

The thrust to work for the community is strengthened by making them participate and conducting numerous community extension activities. Our Undergraduate students are amongst the toppers in the exams at university level. Faculty members have undergone standardized Certification courses that help them in providing recent and updated knowledge to the students. Faculty and students also engaged in research and publications of the

same in Own and other renowned Journals.

Over the past years the college has made its name as an institution of repute in Nursing. The Institute aims at becoming a centre of excellence with Global presence in the near future.

We will always strive to improve ourselves and take the institute to greater heights in future as well.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years 1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 02 Answer after DVV Verification: 14 1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 02 Answer after DVV Verification: 45
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 1.2.2.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
104	90	88	95	90 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
104	90	88	95	90	
1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills. 1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 23 Answer after DVV Verification: 14
1.3.3	Average percentage of students enrolled in the value-added courses during the last five years 1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
98	85	74	86	75	

	Answer After DVV Verification :				
	2022-23	2021-22	2020-21	2019-20	2018-19
	53	70	44	20	45

1.3.4	Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)
	
	    1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings
	    Answer before DVV Verification : 52
	    Answer after DVV Verification: 37
	
	    Remark : As per the HEI data attached with the metric during response to observations. Only the interns and pre-final year students considered.

2.1.1	Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.
	
	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years
	
	    2.1.1.1. Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years
	    Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	23	24	21	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	10	10	10

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	34	34	34	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	10	10	10

    Remark : Values updated as per attachment

2.1.2	Average percentage of seats filled in for the various programmes as against the approved intake

2.1.2 Average percentage of seats filled in for the various programmes as against the approved intake

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:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	29	27	24	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	29	27	24	18

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	40	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	40	40

Remark : As per the HEI data attached with the metric during response to observations.

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

The Institution:

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any three of the above
Remark : Value updated as per attachment

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

The Institution:

	1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. 2. Has advanced simulators for simulation-based training 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. 4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any three of the above Remark : Value updated as per attachment
2.3.4	Student :Mentor Ratio (preceding academic year) 2.3.4.1. Total number of mentors in the preceding academic year Answer before DVV Verification : 14 Answer after DVV Verification: 14
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 : 13.6 years Answer after DVV Verification: 13.6 years
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:
2.6.2	Incremental performance in Pass percentage of final year students in the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	0	0	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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	12	24	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	12	24	19

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:

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	17	26	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	15	23	35	19

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:

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	7	8	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	7	8	8

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	6	11	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	7	04	08	05

3.3.1	The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: 1. There is an Institutional ethics committee which oversees the implementation of all research projects 2. All the projects including student project work are subjected to the Institutional ethics committee clearance 3. The Institution has plagiarism check software based on the Institutional policy 4. Norms and guidelines for research ethics and publication guidelines are followed Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Value updated as per attachment
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 : 0 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 : 1 Answer after DVV Verification: 1
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:

2022-23	2021-22	2020-21	2019-20	2018-19
6	10	6	6	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	10	6	6	5

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	78	79	88	89

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
86	78	79	88	89

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	1	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	1	2	1

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

3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years
Answer before DVV Verification : 22
Answer after DVV Verification: 6

4.1.4	Average percentage of expenditure incurred, excluding salary, for infrastructure development and

augmentation during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.95	1.67	1.84	2.70	5.40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.95	1.67	1.84	2.70	5.40

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1000	1550	1600	1400	1500

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57814	51543	64719	39030	50480

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
900	1250	1050	950	1000

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23975	26863	36872	18297	24946

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.

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.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	99	88	94	104

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
96	99	88	94	90

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.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any two of the above Remark : As per the HEI data attached with the metric during response to observations.
4.3.3	Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any three of the above Remark : As per the HEI data attached with the metric during response to observations.
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:

2022-23	2021-22	2020-21	2019-20	2018-19
0.85	0.69	0.15	0.55	0.13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.28	0.0	0.15	0.36	0.35

4.3.6	E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Two of the above Remark : Value updated as per attachment
4.4.3	Available bandwidth of internet connection in the Institution (Lease line) Answer before DVV Verification : ?1 GBPS Answer After DVV Verification: 500 MBPS - 1 GBPS
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:

2022-23	2021-22	2020-21	2019-20	2018-19
15.08	3.71	18.53	6.92	14.05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.81	1.69	1.15	1.08	1.03

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:

2022-23	2021-22	2020-21	2019-20	2018-19
109	83	78	94	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
72	47	41	41	0

| 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 |

| 5.2.1 | Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

| 0 | 0 | 2 | 0 | 7 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	0	7

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

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.

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 .

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	5	5	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	5	5	6

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:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	2	04	6

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

6.2.2	Implementation of e-governance in areas of operation
	
	   1. Academic Planning and Development
	   2. Administration
	   3. Finance and Accounts
	   4. Student Admission and Support
	   5. Examination
	
	   Answer before DVV Verification : A. All of the above
	   Answer After DVV Verification: D. Any two of the above

6.3.2	Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years 6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

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:

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	6	6	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	3	5	5

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	9	8	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	9	8	8

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	10	12	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	09	05	12	05

6.5.3	The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

	3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,) Answer before DVV Verification : A. All of the above Answer After DVV Verification: C.Any two of the above Remark : As per the HEI data attached with the metric during response to observations.
7.1.1	Total number of gender equity sensitization programmes organized by the Institution during the last five years 7.1.1.1. Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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6	6	6	6	6 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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04	02	04	04	03	
7.1.3	The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any two of the above
7.1.5	Water conservation facilities available in the Institution: 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus

	Answer before DVV Verification : All of the above Answer After DVV Verification: Any Three of the above
7.1.6	Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
7.1.7	The Institution has disabled-friendly, barrier-free environment 1. Built environment with ramps/lifts for easy access to classrooms 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
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: C. Any two of the above
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:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

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.

8.1.4.1. Number of first year students provided prophylactic immunization during last five years
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	25	22	18	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	28	27	24	17

Remark : As per the HEI data attached with the metric during response to observations.

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 Answer before DVV Verification : D. Any one of the above Answer After DVV Verification: D. Any one of the above
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 Answer before DVV Verification : 1 Answer After DVV Verification :1

2.Extended Profile Deviations

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	12	24	20

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	15	23	35	19

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24.25	21.68	22.42	9.69	20.13

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21.81	22.43	22.42	19.69	20.13