# SELF STUDY REPORT

## FOR

## 1st CYCLE OF ACCREDITATION

## COLLEGE OF NURSING, CHRISTIAN MEDICAL COLLEGE VELLORE

COLLEGE OF NURSING, CHRISTIAN MEDICAL COLLEGE, IDA SCUDDER ROAD, VELLORE-632004

632004

www.concmc.org

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September  2022**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

The Christian Medical College, Vellore (CMCV) is an unaided, non-capitation, educational institution admitting students from all over India on merit. The CMCV was established and is maintained by the Christian Medical College Vellore Association, a registered society, formed by FIFTY different Indian Christian churches and Christian organizations which run over 225 hospitals, health centers, and dispensaries throughout the length and breadth of this country, many of which are situated in remote rural areas. The purpose of the CMCV, therefore, is to train dedicated health care personnel to manage those remote and rural hospitals with the motto, "NOT TO BE MINISTERED UNTO BUT TO MINISTER". The Hospital and Clinical Laboratories of our institution are NABH and NABL accredited, and our Nursing services are certified for Nursing Excellence by the NABH, India.

The College of Nursing, CMC Vellore (CONCMCV) is a pioneer Nursing College in the country. The Graduate Nursing Course commenced in 1946 and has to date prepared over 10,000 nurses from across India. The post-graduate course was initiated in 1969.

Admission into our college is based on All-India written examinations and interviews. Each academic year 179 students (100 into BSc, 50 into PbB.Sc and 29 into MSc programs) are admitted into her portals. All Undergraduate and Postgraduate programs are affiliated to the Tamil Nadu Dr. M.G.R Medical University, Chennai and are recognized by the Indian Nursing Council. The cultural diversity among the students adds to their overall development.

One of the unique features of our Alma Mater is the integration of nursing education and nursing practice that enables us to bring clinic to classroom and vice versa, impacting patient care. Our faculty are well experienced, and renowned. Currently, our MSc Faculty strength is 99. Our campus houses the state-of-the-art college building, hostel, and residential facilities.

We are committed to ensuring that the cost of education is not a barrier to anyone desiring to pursue a course at CONCMCV, with the hope that they will share the fruits of their learning even to the ends of the earth. Recognizing our contributions to the society in preparing quality nurses, WHO has continued its collaboration with us from 2003 for the development of Nursing and Midwifery in India and across SEARO nations. We are a study center for the INC's National Ph. D. Consortium.

Since its inception and for over 112 years we continue to strive to maintain high standards in Education, Research, Service and Community services. We continue to be a reference point to the statutory regulatory authority for nursing, in the country.

Internationally, the college has established partnerships with various universities for professional development, benchmarking, best practices and research. These efforts have enabled the college to emerge as the premier institution of higher education for Nursing in India.

**Vision**

The College of Nursing, Christian Medical College, Vellore seeks to be a witness to the healing ministry of Christ, through excellence in education, service, and research.


**Mission**

The primary concern of the CONCMCV is to develop through education and training, compassionate, professionally excellent, ethically sound individuals, who will go out as servant leaders of health teams and healing communities. Their service may be in promotive, preventive, curative and rehabilitative or palliative aspects of healthcare, or education or in the research.

In the delivery of health care, CONCMCV cultures caring, commitment and excellence to adopt new, appropriate, cost effective caring technology.

CONCMCV strives to provide men and women an education of the higher grade in the art and science of Nursing and in the Spirit of Christ for service in the relief of suffering and promotion of health.

It affirms its commitment to the promotion of health and wholeness in individuals and communities through integrated education and practice of wholistic health care.

It looks for support and participation in its programs in education, service, outreach and research from the friends and like-minded agencies in India and abroad, in a true spirit of partnership.


# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

1. The representation of the CONCMCV in the governing structure of our institution ensures that the voice of the nurses is heard and their needs are met. The Dean, College of Nursing, and the Nursing Superintendent in their *administrative capacities* are a part of the institution's administrative committee where they are involved in policy and decision making. The *invaluable financial and logistic support* the nursing program receives from the administration has enabled the college to grow and develop and meet its outcomes.

2. In terms of the *clinical learning experience*, the presence of CMC on campus has been a great strength. CMC has not only provided students with opportunities to learn and practice, but it has also provided *employment opportunities* for our graduates.

3. Our *Dean* has significant *experience* that has enabled her to administer and develop the nursing programs successfully. She is supported by *experienced Deputy Deans and Head of Departments/ Heads of Units*. Her leadership has seen the harnessing of faculty and staff capacities in various ways.

4. Despite the national and international shortage of nursing faculty, the nursing program has been able to *recruit and maintain sufficient and qualified culturally-diverse students and faculty*. The *faculty number* is the strength of our college. Currently, there are 99 faculty working at CONCMCV. They are highly competent in teaching and clinical skills with varied specializations. Other facilities and opportunities promote a high faculty retention rate.

5·To address issues of quality both in teaching and nursing practice, the college offers a variety of *opportunities for faculty to maintain their expertise* in their specialization and responsibilities. All faculty members can apply for *junior and senior training fellowships*. These provide additional training in strengthening the faculty in clinical research and specialization. This has significantly impacted the quality of patient care in our institution. Faculty are further supported and developed in the *use of instructional technologies* to maximize classroom resources and learning outcomes. The ongoing and *systematic evaluation of faculty by students, peers, and supervisors* is another strategy tailor-made to ensure high performance to achieve the program outcomes.

6. Our *physical resources* have been expanded over the years to create a conducive and productive environment for faculty, staff, and students. These include the *Nursing Skills and Simulation Laboratory, classrooms and computer laboratories, and a state-of-the-art library.*

7. Our students gain clinical experience from a nursing service that is certified for Nursing excellence by the NABH. We house a department exclusive for continuing nursing education and research initiatives. Our college puiblishes a peer-reviewed and indexed Journal, *'Indian Journal for Continuing Nursing Education (IJCNE)'* which is listed under the UGC Care list.

8. Our college has a high level of social recognition and reliability for nursing education, practice, and research. Integrating nursing practice and education is one of the most remarkable and applauded features of our college.

9. Guided by the mission and core values of our institution, the College is active in community services and strengthens community partnerships, creates awareness, and enhances health knowledge to enhance the health of the Indian population. As part of the curriculum, we encourage our students to develop a sense of responsibility in giving back to the community where they come from, which is key to social transformation skills development.

**Institutional Weakness**

1. Turnover of BSc Nursing Tutors

2. Minimal externally funded Research Project

**Institutional Opportunity**

CONCMCV has a great scope for

1. Increasing Faculty and Student exchange programs between national and international universities.

2. Enhancing capacity building of faculty of the network Hospitals.

3. Strengthening Alumni Network.

4. Commencing short-term Courses in various nursing specialties.

5· Promoting and expanding Fellowship in Nursing Programs & Post basic diploma nursing residency program

6. Initiating Nurse Practitioner programs in Critical Care and Midwifery

7. Developing E-learning modules for nurses

8. More faculty to take up Ph.D. program.

**Institutional Challenge**

1. Motivation of younger faculty to choose a specialist role.

2. Attract post-graduate students in non-clinical branches of Nursing: Quality improvement in Nursing Education, Nursing informatics, and so on

# 1.3 CRITERIA WISE SUMMARY

**Nursing Part**

Nursing is both art and science. Guided by the carefully crafted student learning outcomes based on the syllabus prescribed by the INC and as per the guidance of our affiliating university, the college seeks to achieve further excellence by enhancing the clinical skills of our students. The courses are arranged in a sequential manner according to the principles of learning and is geared towards the achievement of the student learning outcomes. The college has various labs which help the students gain hands-on on experience with nursing foundation, advanced Medical-Surgical Nursing, Pediatric and Obstetric and Gynaecology Nursing skills, Community Health Nursing Skills, therapeutic diet preparation skills and computer skills. Our college is attached to CMC's Simulation and Skills lab where students enhance their skills in basic and advance procedures such as ACLS, BLS, ventilator management and critical care management. Our faculty are postgraduates, and few possess additional qualifications like Ph D, M Phil, Trainer certificates and Diplomas. The hospital seeks to keep patient as the center of the care. It strives towards patient safety by ensuring 100% adherence to policies, procedures, and protocols. The nursing service has developed a clinical procedure manual that guides the students to follows uniform procedures across units. All the students and staff receive prophylactic immunization against Hepatitis B before being exposed to the clinical area. Our hospital was accredited by NABH in the year 2018 and reaccredited in 2021. Every year students and faculty from national and international Colleges visit our institution visit our college and hospital to understand the practicality of integration of nursing education and service. Community Health Nursing Department is an integral part of our college. Our students are involved in the family centered care, Community survey, Health education, Camps, clinics, School health programs and so on. Indian Journal of Continuing Nursing Education, a publication of CONCMCV, since 2000, is a double blinded peer reviewed, UGC approved, semi-annual journal that publishes concept, clinical and research articles in the field of nursing. It is being published uninterrupted for the past 21 years.

**Curricular Aspects**

CONCMCV offers 1- B.Sc Nursing Course, 1- Post Basic B.Sc Nursing course, 1 – Masters in Nursing Course

with 5 core options for specialization and 1- PhD course. These courses are affiliated to the Tamil Nadu, Dr. MGR Medical University. INC guidelines are followed as well. The curricula are meticulously planned, implemented and evaluated at CONCMCV, which have relevance to local, regional, national and global healthcare needs. Programs like Emergency and Disaster Nursing, Geriatrics Nursing & fellowship in Family Nurse Practitioner were initiated with that as need base. Curriculum is enriched by incorporating field visits, research projects and community health based programs. Objective Structured Clinical Examination is added to ensure uniformity in nursing practice. It also focuses on sensitizing students to be aware of Environment and Social issues, Human values, Health Determinants, Demographic changes and Professional Ethics. A bioethics curriculum for all courses is planned and implemented from 2017 onwards. Undergraduate students conduct research projects which are presented at the institutional annual research day.  PG students undertake dissertation project in the areas of need. They also are motivated to prepare manuscripts of their work for publication in indexed Journals. Feedback is obtained from all stakeholders and is utilized for improving curricular planning and implementation.

## Teaching-learning and Evaluation

The final distribution of seats for students from across the country will be among All India Open merit and open SC/ST, Minority Network Category and CMC Vellore Staff quota. The annual intake of UG students is 150 and PG students is 28. 65% of them are females. 30% of them are from outside Tamilnadu.

CONCMCV has clearly stated its academic outcomes. Orientation of the freshers to the college, hospital and community is an integral feature. Integrated –Interdisciplinary learning, PBL, Case-based learning, Simulation learning, Project-based learning, SDL and role plays are included in the student-centric teaching-learning process. Observational visits are arranged as per the curriculum. Teaching- learning in the community is enabled and enhanced at the adopted villages of the institution. Students are also posted in advanced nursing care areas. They are closely supervised by Tutors and faculty in the respective clinical areas. Nursing practice is enhanced in the Clinical Skill Labs, besides clinical teaching, nursing rounds, bedside clinics, and health education. UG and PG students are trained for BLS and ACLS respectively.

Faculty \ student ratio is maintained at 1:10 as per INC norms. Teachers use ICT enabled tools for teaching. Entire college campus is WIFI enabled. CONCMCV plans, organizes and conducts seminars, workshops and conferences at regional, national and international levels. The Faculty at CONCMCV are invited as Resource Faculty in national and international fora. Periodic unit tests are conducted as per university regulations. The slow performers are identified using a proforma developed by the institution. Tutorials are given to improve their academic performance. Clinical appraisals of students are carried out systematically.

## Research, Innovations and Extension

At CONCMCV, a department exclusively for research activities is established and continued since 2005. CONCMCV has developed a College of Nursing Research Committee, which reviews and approves Nursing related research proposals. It offers expert consultation for its students and faculty on the last Friday of every month for research proposal and manuscript preparation. It submits grant proposals for mobilizing resources for research. The faculty is motivated to take up research activities utilizing the existing facilities. CONCMCV engages its staff and students to engage in collaborative researches. CONCMCV strives hard to reserve its Intellectual Property Rights. A total of 192 research papers were published in National and International Journals. Students are active members of NSS, Junior Red Cross and Red ribbon club. The members of this unit

part take in rallies to create health awareness and environment conservation initiatives. They actively plant trees and part take in keeping the campus clean. These units are recognized as the best in the District. CONCMCV has adopted nearby villages for extension and outreach activities in areas of preventive, promotive and curative health. Regular short term courses on research methodology are organized for faculty and Post graduate students. Faculty are encouraged to attend workshops on Ethics, Research and Good Clinical Practices. It encourages faculty to write proposals for research grants. During the last 5 years, 192 research papers were published by its faculty. Faculty are sent abroad to an onsite research training fellowship where they collaborate with international scholars. There they conduct research studies and write grant proposals. CONCMCV has active MoUs with institutions in India and abroad, which aid in collaborative research programmes.

**Infrastructure and Learning Resources**

CONCMCV has a building which is beautifully appointed and aesthetically decorated. It is located in the heart of the city. The campus consists of a College, library, Nursing Student's Hostel and faculty residential area. It fits in play courts, lawns, food court, ATM & a Patio.

The campus spreads over an area of across 13.93 acres with a built-in area of 2, 82,793 sq.ft. The whole campus is decked with gardens and trees. CONCMCV has an administrative, general, faculty and registrar's offices. It also consists of classrooms, discussion rooms, board rooms, CNE lecture hall and clinical skill labs. Clean washroom facilities are available. Most of the classrooms are ICT enabled. In addition to this, the college has CCTV cameras, computers, laptops, reprographic machine and scanners. The Clinical skill labs are equipped with mannequins and articles for strengthening student's skill. At CONCMCV a state of the art simulation learning center exclusively for nurses is underway. Clinical requirements of the students are met at Christian Medical College, Vellore (CMCV) which is our parent hospital. CMCV is a 2600 bedded multispecialty hospital which is NABH accredited and Nursing Excellence certified. CMCV is going to extend its service in a new campus (Ranipet campus) with 1500 multispeciality beds providing quarternary care facilities from 2022 onwards.

CONCMCV's Florence Taylor Memorial Library, spreading over 9304 sq.ft, is one of the best digital nursing libraries in India. The library manages its resources using Auto –lib software.

The courses offered at CONCMCV are residential programs. The Nursing Students Hostel (NSH) is a nine storyed building with UG and PG blocks. It houses elevators, well ventilated, furnished rooms, sit-outs in each floor, a multi-purpose hall with required amenities, a reading room and an equipped gymnasium. The hostel mess can accommodate 400 students at a time. The hostel is a part of a gated community. It has a compound wall, 24 hours security guard, fire extinguishers and emergency exits. The hostel has a PA system for making regular and emergency announcements.

**Student Support and Progression**

The CONCMCV supports the financially disadvantaged students with scholarships. A foster family system is active at CONCMCV. This is indented to reduce the power distance between the faculty and students. CONCMCV offers capacity enhancement and development opportunities to all its students to inculcate graduate attributes. It also focuses on enhancing international interactions among its students to widen their thinking and provides a taste of Indian healthcare system to visiting international students. Most of the CONCMCV graduates are well placed in significant positions in India as well abroad. There is timely redressal

of student's grievances. The yearend student's feedback plays an important role in quality improvement of CONCMCV.

Most of the graduates have progressed to pursue higher education. Every year, students organize various interclass competitions, to showcase their talents. Annual sports meet are regularly organized to enhance team spirit among the students. The Student Nurses' Association at CONCMCV is one of the best in the state. Cabinet members are elected every year who are guided by Faculty Advisors. CONCMCV's students have held posts at State SNA cabinets. They participate in inter-collegiate events regularly and have won prizes in quizzes, research, sports and cultural. The Youth Red Cross unit of CONCMCV was awarded the 'Best Performance Unit' and 'Best Unit' at the Vellore District Youth Red Cross intercollegiate competitions.

The College has an active Alumni Association. Reunion and honoring of alumni occurs yearly. Alumni association supports in scholarships and welfare funds for those are in need.

**Governance, Leadership and Management**

All the activities of the CONCMCV is well aligned with its clearly defined Vision and Mission Statements. CONCMCV has 6 functional nursing departments. Each departments functions based on a well structured organogram. CONCMCV has prospective plans for development and quality improvement for the next 10 years. The office of the Dean is the highest deciding body of CONCCMCV. It ensures functioning of College Board, Curriculum committee, Finance & Accounts, Research Committee, Internal complaints committee, Anti-ragging Committee, Internal Quality Assurance Cell and so on.

The Faculty at CONCMCV benefits from various welfare measures. The institution offers Deputational Leave and special leave for its faculty to be a resource person in conferences/workshops at Regional, National and International levels.

CONCMCV recruits staff based on the demands. New staff, tutors and faculty are oriented to the system through induction programme. Regular performance appraisal and staff development are the uniqueness at CONCMCV. Every alternate Saturdays, CONCMCV conduct Faculty development Programmes to keep its fraternity updated with trends in Nursing, Medicine and Surgery.Performance appraisal system has been developed and utilized as promotional criteria for its entire faculty.

The College has developed mechanisms for mobilization of funds and for optimal utilization of resources. Regular internal and external financial audits are carried out by the institution. IQAC coordinator at CONCMCV is an experienced faculty appointed fulltime as per NAAC recommendation.

**Institutional Values and Best Practices**

Out of the total, 65% of the students are females. CONCMCV provides a conducive environment for gender equity. Annual celebrations occur on international girl child day, women's day, mother's day, and nurses' day, etc. The female nursing student hostel is a part of a gated community. It has a compound wall, 24 hours security guard, fire extinguishers and emergency exits. The hostel has a PA system for making regular and emergency announcements. The institution has facilities for alternate sources of energy and energy conservation devices.

The CONCMCV has drawn up policies and protocol for management of degradable and non-degradable wastes. Water conservation and recycling facilities are available in the institution. The college campus is embedded with trees and plants. It restricts automobile entry only to its faculty, residential and support staff. The campus has pedestrian friendly pathways. It has banned the use of plastic within its campus. The entry and exits to the college has ramps and the elevators in the college and in the hostel has Braille on its button, which makes the campus partially disabled friendly. Interclass and interhouse events are conducted regularly to promote unity and team spirit among its students. A code of conduct handbook guides the behavior of its stakeholders. CONCMCV aims to excel in Education, Service and Research. There are several Best Practices at CONCMCV, which are distinct from other nursing colleges, Nurse led Clinics and Integration of service and practices, community outreach activties are few examples to mention. CONCMCV functions with high value system and focuses on social needs.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | COLLEGE OF NURSING, CHRISTIAN MEDICAL COLLEGE VELLORE |
| Address | College of Nursing, Christian Medical College, Ida Scudder Road, Vellore-632004 |
| City | Vellore |
| State | Tamil Nadu |
| Pin | 632004 |
| Website | www.concmc.org |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Vathsala Sadan | 0416-2287001 | 9486212932 | - | naac.deancon@cmcvellore.ac.in |
| IQAC / CIQA coordinator | Anita Kiruba Jeyakumar | 0416-2287028 | 9585171589 | - | anitajeyakumar0906@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 | Yes<br>Minority certificate - GO Order.pdf |
| If Yes, Specify minority status | |
| Religious | Christian |
| Linguistic | |
| Any Other | |

| Establishment Details | |
| --- | --- |
| Date of establishment of the college | 01-01-1909 |

| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | |
| --- | --- | --- |
| **State** | **University name** | **Document** |
| Tamil Nadu | Tamilnadu Dr. M.G.R. Medical University | View Document |

| Details of UGC recognition | | |
| --- | --- | --- |
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 23-01-2019 | View Document |
| 12B of UGC | 23-01-2019 | View Document |

| Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.) | | | | |
| --- | --- | --- | --- | --- |
| **Statutory Regulatory Authority** | **Recognition/Approval details Institution/Department programme** | **Day,Month and year(dd-mm-yyyy)** | **Validity in months** | **Remarks** |
| INC | View Document | 27-09-2021 | 12 | Renewal of Suitability |

| 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.? | Yes |
| If yes, nature of recognition | WHO COLLOBORATING CENTRE FOR NURSING AND MIDWIFERY DEVELOPMENT |
| Date of recognition | 29-11-2017 |

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | College of Nursing, Christian Medical College, Ida Scudder Road, Vellore-632004 | Urban | 13.93 | 26272.32 |

# 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 | Passed in all subjects of the qualifying Higher Secondary Examination | English | 100 | 100 |
| UG | BSc Nursing ,Nursing | 24 | Passed the qualification of Diploma in General Nursing and Midwifery | English | 50 | 50 |
| PG | MSc Nursing ,Nursing | 24 | Passed the qualification of BSC Nursing or Post Basic BSc Nursing | English | 29 | 29 |

**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 | | | | 51 | | | | 13 | | | | 27 |
| Recruited | 0 | 48 | 0 | 48 | 0 | 6 | 0 | 6 | 0 | 11 | 0 | 11 |
| Yet to Recruit | | | | 3 | | | | 7 | | | | 16 |
| | **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 | | | | 11 | | | | 26 | | | | 0 |
| Recruited | 1 | 9 | 0 | 10 | 5 | 19 | 0 | 24 | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 1 | | | | 2 | | | | 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 | | | | 8 |
| Recruited | 5 | 1 | 0 | 6 |
| Yet to Recruit | | | | 2 |

| 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 | | | | 17 |
| Recruited | 4 | 10 | 0 | 14 |
| Yet to Recruit | | | | 3 |

**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 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| M.Phil. | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| PG | 0 | 41 | 0 | 0 | 6 | 0 | 0 | 11 | 0 | 58 |
| 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 | 1 | 9 | 0 | 3 | 5 | 0 | 0 | 0 | 0 | 18 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| 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 | 2 | 14 | 0 | 0 | 0 | 0 | 16 |
| 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/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 |

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 0 | 0 | 0 | 0 |
| **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 | 2 | 4 | 0 | 0 | 6 |
| | Female | 66 | 78 | 0 | 0 | 144 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 3 | 0 | 0 | 3 |
| | Female | 11 | 15 | 0 | 0 | 26 |
| | 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 | 0 | 0 | 1 | 0 |
| | Female | 10 | 12 | 13 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 1 | 0 | 0 | 0 |
| | Female | 7 | 9 | 6 | 6 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 2 | 0 | 0 | 0 |
| | Female | 7 | 3 | 5 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 1 | 0 | 1 | 0 |
| | Female | 4 | 3 | 5 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 5 | 6 | 9 | 8 |
| | Female | 142 | 140 | 139 | 147 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 179 | 173 | 179 | 176 |

| General Facilities | |
|---|---|
| **Campus Type: College of Nursing, Christian Medical College, Ida Scudder Road, Vellore-632004** | |
| **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) | **5** |
| * Qualified Doctor (Part time) | **0** |
| * Qualified Nurse (Full time) | **3** |
| * Qualified Nurse (Part time) | **0** |
| • 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 | **Yes** |
| • 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** | **No Of Hostels** | **No Of Inmates** |
| * Boys' hostel | 1 | 7 |
| * Girls's hostel | 1 | 397 |
| * Overseas students hostel | 0 | 0 |
| * Hostel for interns | 0 | 0 |
| * PG Hostel | 1 | 56 |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | Our college is affiliated with the Tamil Nadu Dr. MGR Medical University, Chennai, and our courses are recognized by the Indian Nursing Council (INC). These provide us with a road map for us to deliver the designed curriculum. INC has revised its syllabus, which we believe is in line with the NEP -2020. Our university has permitted us to adopt the revised syllabus for the academic year 2022-23, which we will implement. However, Nursing being an art and science has already included multidisciplinary and interdisciplinary courses for the overall development of our students. Subjects like Anatomy, Physiology, Biochemistry, Biophysics, Microbiology, Pathology, Computer, and genetics are interdisciplinary and are already included in the nursing curriculum. |
| --- | --- |
| 2. Academic bank of credits (ABC): | We understand the strength of the Academic bank of Credit as per NEP-2020, to facilitate multiple entries and exit points in their academic programs. We understand that the revised INC regulation has incorporated it. We will be implementing, it from the next academic year. |
| 3. Skill development: | Nursing and skill cannot be disintegrated. As of now, the professional skills of the student nurses are developed at the patient's bedside. The students (UG & PG) are exposed to the real clinical setting at our hospital. A well-planned clinical rotation enhances |

| | this experience for student nurses. The procedures are demonstrated by the tutors either in the skill lab or in the clinical areas and they perform them on the patients under the direct supervision of their tutors and nursing faculty. All procedures that are taught to the nursing students are as prescribed by the Tamil Nadu Dr. MGR medical university, and the Tamil Nadu Nurses and Midwives council. Our college is moving forward with engaging the students in simulation-based learning to develop confidence while delivering care. |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Our students are exposed to the clinical setting from the beginning of their student life. Our parent hospital attracts patients from all the states of our country; hence, students are continuously placed in a situation to learn more than one language to communicate with them. In their first year, formal classes are conducted for them to learn spoken Tamil, Hindi, and Bengali. Also, our students are from across the nation so, it becomes an important task for us to preserve and promote India's culture. National days of importance are observed, and cultural programs are encouraged to keep them reminded about the rich heritage of our nation. Most of our faculty are fluent in speaking more than two Indian languages. Doubts are clarified in the language of their understanding. Slow learners especially are coached in their language to make concepts clear. |
| 5. Focus on Outcome based education (OBE): | The objectives set out in the NEP on OBE are Competency, standards, benchmarks, and attainment of targets. In addition to this, the OBE incorporates three elements Theory of education, A systematic structure of education, and a specific approach to instructional practice. Our college is prepared to fulfill the objectives and achieve the target as per the structural curriculum provided by our affiliating university. |
| 6. Distance education/online education: | At our college, we have a Lecture Hall that is with ICT-enabled tools. These are used for running online short courses and for conducting national and international virtual meetings, conferences, and workshops. At present we have a Continuing Nursing Education department that innovates and explores this aspect. We have also piloted a few distance courses through this department. Many small remote hospitals have benefited from this facility and |

|  | through the piloted course. |

# Extended Profile

## 1 Students

### 1.1

**Number of students year-wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 552 | 550 | 552 | 548 | 549 |

| 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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 177 | 175 | 175 | 181 | 171 |

| 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.**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 179 | 173 | 179 | 176 | 175 |

| 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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 99 | 92 | 96 | 97 | 94 |

| 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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 106 | 102 | 96 | 97 | 98 |

| 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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.66 | 0.83 | 0.71 | 0.64 | 0.59 |

| 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 institution adopts the syllabus prescribed by the Indian Nursing Council. It is affiliated with the Tamil Nadu Dr. MGR Medical University. The curriculum for the entire academic program offered by the college is planned, delivered, and evaluated as per the academic curriculuar framework stipulated by the statutory bodies. This wholesome curriculum takes into account the changing needs of the students, the healthcare industry, and society. The curriculum committee meets once at the beginning of every academic year, to draft and approve the Master plan and clinical rotation. Based on this blueprint, a timetable is scheduled for both classroom teaching and clinical learning. The learning goals of the students are achieved through strategic delivery processes. Following are the means through which the curriculum is executed:

1. **Teaching- Learning:** Class teachers draw up a detailed Course outline for each subject. Using the course outline as a guide, the teacher designs a lesson/unit plan. The content is delivered effectively with appropriate teaching methods and aids. For clinical experience, all levels of students are rotated between clinical areas as per their syllabus requirements. Since we follow the integration of theory and practice, the faculty ensures that classroom teaching is practiced in the clinical area.

2. **Interdisciplinary Learning:** All nursing subjects are taught by the nursing faculty which is amalgamated with the doctor's lectures. Non-nursing subjects are dealt with by experts from that particular field.

3. **Enrichment of the Curriculum:** Student enrichment programs such as add-on programs and value instilling programs, conferences, workshops, panel discussions, guest lectures, and seminars are conducted regularly.

4. **Evaluation:** At the end of each unit, tests are conducted by the subject teachers. Supplementary tests are conducted for those who do not clear the paper until they crack the paper with a passing score. Academically poor performing students are identified and remedial coaching is arranged for them. They are also being counseled by the head of the department and eventually by the Dean. The clinical performances of students are being evaluated through a structured performance appraisal proforma. A weekly meeting is conducted in the clinical areas by the Heads of each department to review and plan clinical teachings for students of various levels posted in their department. The Dean meets the Heads of the department periodically to discuss issues and receive suggestions related to student learning. Faculty meetings are also organized periodically to communicate guidelines and matters concerning Curriculum planning, implementation, and evaluation. Annually, two practical examinations along with OSCE are conducted to evaluate the effectiveness of the delivery of the curriculum. A record of the internal marks and attendance is maintained. Revision classes are conducted and preparatory leaves are given before the final University examination.

5. **Feedback**: Informal feedback is obtained from students by individual teachers to modify, simplify and improve the content delivery. At the end of the academic session, formal structured feedback is obtained from the students and faculty. The feedback is analyzed and discussed in faculty meetings and suggestions are incorporated while planning for the upcoming academic year.

| File Description | Document |
|---|---|
| Link for Minutes of the meeting of the college curriculum committee | [View Document](#) |

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

**Response:** 1.89

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 1 | 1 | 2 | 2 | 3 |

| File Description | Document |
|---|---|
| Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any 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:** 82.69

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

Response: 215

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

Response: 260

| 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](#) |
| 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:** 90.95

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 502 | 500 | 502 | 499 | 499 |

| 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](#) |

## 1.3 Curriculum Enrichment

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

**Response:**

The programmes offered at our college follows the syllabus prescribed by the Indian Nursing Council, which has incorporated cross-cutting issues relevant to Gender, Environment and Sustainability, Human

Values, Health determinants, Right to health, Emerging demographic issues and Professional Ethics.

**Gender**: The students are exposed to the concept of gender in all the programmes as per the curriculum. They are sensitized to the needs of the vulnerable population in various courses of the curriculum. Added to this, students are encouraged to conduct awareness programmes both in the clinical areas and in the community on topics like women empowerment, child abuse and so on. Students are motivated to attend seminars, workshops and conferences organized on women's' health. They are also made to educate adolescent and women related health issues.

**Environment and Sustainability**: This crosscutting issue is appropriately placed in the curriculum. Students are exposed to the importance of environmental conservation and protection. The youth red cross unit of our college has taken up various initiatives to sensitize students regarding celebrating world earth day, water day and forest day. They also create awareness among the community on the importance of reduction of plastic use, environmental sanitation, water conservation, pollution control. An Add on course on Environmental Science is open for the second year BSc Nursing Students of our college.

**Human Values**: Education at CONCMCV is always intertwined with human values and commitment to service. All the departments of the college together echo the importance of human values and social responsibilities for youth. Cultural programmes that encourage, empower, and enrich students are organized throughout the year in the college for the students to develop a positive personality and a good value system.

**Health determinants**: Majority of the aspects related to health determinants, rights of the patients and citizens and emerging demographic issues are covered in the prescribed syllabus both for the UG and PG students. Health camps and Health Education programmes are organized to create health awareness among those in the community and in the hospital. Pamphlets and info sheets are created by the students to promote right to health among the citizens of India.

**Professional ethics**: The Mission of CONCMCV is to develop through education and training, compassionate, professionally excellent, ethically sound individuals who will go out as servant-leaders of health teams and healing communities. Nursing as a profession and professional ethics which are a part of the curriculum provides us with an opportunity to reiterate the importance of ethical practice in nursing.

Thus, CONCMCV strives to design and deliver these cross-cutting issues with the only intention to create professionally excellent, ethically sound individuals who will be socially resourceful and Humane as they practice Nursing in different walks of their lives.

| File Description | Document |
|---|---|
| Link for list of courses with their descriptions | [View Document](#) |

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

**Response:** 25

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

Response: 25

| File Description | Document |
|---|---|
| List of-value added courses | View Document |
| Institutional data in prescribed format | View Document |

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

**Response:** 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 552 | 550 | 552 | 548 | 549 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | 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:** 100

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

Response: 552

| File Description | Document |
|---|---|
| Institutional data in prescribed fomat | 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:** C. Any 3 of the above

| File Description | Document |
| --- | --- |
| Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR | View Document |
| Institutional data in prescribed format | View Document |

---

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

**Response:** C. Feedback collected and analysed

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | 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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 3 | 3 | 3 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 3 | 3 | 3 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed forma | [View Document](#) |
| Final admission list published by the HEI | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 98.55

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 179 | 173 | 179 | 176 | 175 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 179     | 179     | 179     | 179     | 179     |

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

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

**Response:** 54.85

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 100     | 87      | 102     | 90      | 105     |

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

## 2.2 Catering to Student Diversity

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

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

**Response:** A. All of the above

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

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

**Response:** 5.58

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

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

**Response:**

The Student Nurses' Association of College of Nursing, Christian Medical College, Vellore, is one of the active units in the state of Tamil Nadu. Our students have held the highest of office at the Tamil Nadu State Student Nurses Association. It aims at tapping innate potentials of its members and encourages individuals with unique talents to build on it for an overall growth. It looks at sustaining the talents of its members. The prime focus of the association is to make a responsible citizens and competent professionals. SNA unit of our college adheres to the Bye- laws of the Trained Nurses Association of India (TNAI).

**Objectives**

To recognize and apply the ideals of Nursing Profession.

To inculcate team spirit among its members for a common good.

To provide opportunities for developing good leadership styles.

To encourage involvement in social and community affairs.

To bring out hidden talents and to promote confidence among the members

To encourage students to compete for prizes in the various competitions and also to attend national and regional conference

## SOCIAL ACTIVITIES

The NSS unit of our college is recognized as a 'Best Unit' in the district. The Youth Red Cross unit is also active and they conduct health awareness rallies, plant trees across the campus, conduct debates on social problems, and conduct regular blood donation camps. These two units focus on activating a sense of social responsibility among our students.

## REGULAR COLLEGE ACTIVITIES

Our students are an integral part of all the regular activities of our college. Their contribution makes all the event complete.

## RAC ACTIVITIES

One of the integral wings of the student nurses association is the Religious Activity Committee. This committee is inclusive and organized activities that brings out the trapped potentials of the students. Our students participate actively in its weekly, monthly, and yearly events.

## CULTURAL ACTIVITIES

The innate potentials and talents of our students are tapped and opportunities are given to showcase them not only across the institution but across the nation. Triggering their creativity keeps them engaged and enriched.

## SPORTS & GAMES

Teamwork makes a dream work. We encourage our students to participate in individual and team games. An annual sports meet is conducted and a house spirit is kindled among the students to keep them energized and active.

## FUNDRAISING ACTIVITIES

Our SNA unit is financially sufficient as they raise their own funds depending on that year's need. They conduct class sales (*Mini Sale*) and also an annual sale (*Grand Fest*). They compete to raise funds for their association.

| 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:**

The subsequent teaching learning methodologies are used to motivate and enhance our student learning experience by creating a better understanding and positive attitude towards nursing profession and to integrate theory into practice to provide efficient nursing care.

Experiential learning is provided through assigning live patients to each student in the clinical area, with the aim to develop competent and efficient nurses to carry on the profession. Their learning is strengthened through setting up visits to relevant departments within the hospital. Individual and group research projects are assigned to our students to enhance and augment their analytical skills. Students are provided with opportunity to boost their teaching and managerial skills both in the clinical area, classroom and in the community.

We ensure that our students undergo a collaborative and comprehensive learning experience from medical experts within our institution. Medical faculty from the departments of Anatomy, Physiology, Biochemistry, Microbiology, Psychology, Medical Dietetics, Sociology, General Medicine, General Surgery, Orthopedics, General Pathology, Genetics, Clinical Pharmacology, Pediatrics, Psychiatry, Obstetrics and Gynecology, Bioethics, Social & Preventive Medicine, Biostatistics, Medical Physics, Chaplaincy teach our students to gain a better perspective of nursing care.

Interactive and participatory learning methods like brain storming, blended learning, clinical presentations, group discussions, nursing rounds, problem-based learning, projects, debates, panel discussions, tutorials, daily patient care report, workshops, conference, role-play, multimedia sessions, simulations, study visits and problem solving methodologies and project based learning are used for students to understand

concepts in the best possible way. Our students also have a unique opportunity to apply the steps of problem solving in a real time. Apart from this, students are encouraged to use role play to provide health education to their patients in the clinical areas as well in the community. The same is also used to deduct complex concepts in the classroom.

Our college has a state-of-the-art Library which is well stocked with learning resources. Students utilize these resources within and beyond their working hours. The campus is also enabled with Wi-Fi facility. Assignments, Review of Literature & Annotated Bibliography are integrated in the curriculum to promote self-directed learning.

A provision to incorporate Evidence for Nursing care of patients from scientific journals is available in the format for drafting Care notes and Care Studies. Our faculty who practices nursing integration organize regular nursing rounds and encourage students to participate in unit rounds to understand the medical and nursing needs of individual patients.

Humanities is a part of Nursing. To inculcate practicing it we have set up the Youth Red Cross and NSS units for students to actively participate. Our Youth Red Cross unit was awarded the 'Best Performance Unit' and 'Best Unit' at the Vellore district Youth Red Cross intercollegiate competitions. Old age home and rehabilitation center visits are organized yearly. We strongly believe in not only teaching professionalism, communication & value-based education but also intertwine in our teaching- learning process. Sensitive topics like bioethics, gender equity, stress management, human rights and health-awareness are dealt across all programmes and all levels.

| 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:** A. All of the above

| File Description | 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](#) |

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

**Response:**

We use ICT-enabled tools for the teaching and learning process. LCD projectors and public announcement systems are installed in all the classrooms to enhance communication. Each classroom has a podium to place the laptops for teaching. ICT-enabled tools trigger critical thinking. Teachers use EBSCO host, Pubmed, CINHAL, google scholar, e-books, e-journals, and other e- resources as reference tools. These resources are translated as power-point presentations for classes. Relevant multimedia are used to enrich the learning experience. The entire campus is Wi-Fi enabled. All computers are connected to an intranet. Computers are available for student and faculty use. Statistical softwares such as SPSS, EPIDATA, REDCAP are being used by students and faculty for data entry and analysis. Computer assisted learning is enhanced through e- learning facility for students. Moodle platform is used for short term courses on stoma care, Peritoneal dialysis and for conducting OSCE for PG students. Virtual simulators are used in the learning process. There is one smart classroom with interactive board. ICT enabled classroom is made possible through Microsoft teams & Zoom. Online quizzes, polls and assignments are regularly scheduled to record the feedback of the students. Students use tablets, android phones for latest scientific information and research out-come for enhancing their knowledge base and in research domain. Flippity, wordwall, slido, word cloud, mentimeter, kahoot clickers are few gaming softwares used in keeping the students engaged during the class and to make the learning concrete.

| 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:** 6:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 99

| File Description | 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 |

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

**Response:**

The teacher uses multi-media to modify the contents of the course material. Apart from regular lectures through chalk-and- talk following innovative teaching approaches is being practiced in various departments.

**Classrooms:** Liquid Crystal Display (LCD) projectors, Flannel board, Chart, model, overhead projectors are used to deliver interactive lectures and demonstrations of animations/PPT/lecture content during lectures. Classrooms are utilized for interactive teaching-learning activities wherein teachers provide students with thought-provoking and problem-solving sessions. Teachers help students to bring out their creative and analytical skills by giving various innovative projects, research-related presentations, seminars, symposiums and panel discussions.

**Simulation-based education:** Teachers are trained to use the simulators for teachings in the sophisticated simulation lab available in the campus. Students are exposed to simulation teaching throughout the year to get skill before they practice over the human being. Teachers make creative scenarios to check on the analytical capacity of the students and to find their problem-solving abilities. The feedback are taken from the students after learning each skill and the teachers provide them with suggestions for improving their skills.

**Laboratory settings:** Each department is equipped with necessary equipment such as mannequins and dummies. All the basic skills are practiced in labs before going to the clinical area. Students utilize the Anatomy laboratory of the medical college for learning different human body parts.

**Objective Structured Practical Examination (OSPE)** is used for the students during the model practical examination as a method of evaluation. The first-year postgraduate students along with the faculty conduct the OSPE for undergraduate students and the knowledge and skills for various procedures are assessed critically and remarks and evaluation is communicated to the students and respective teaching faculty to improve the skills. It gives hands-on experience for postgraduate students to conduct the OSPE and gives the undergraduate students a proper evaluation to improve their skills.

| File Description | Document |
|---|---|
| Link for appropriate documentary evidence | [View Document](#) |
| 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:** 95.9

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

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

**Response:** 5.87

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.

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 5 | 7 | 6 | 6 | 4 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Copies of Guideship letters or authorization of research guide provide by the the university | [View Document](#) |

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

**Response:** 11.51

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

Response: 1139

| File Description | Document |
|---|---|
| Institutional data in prescribed format | 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:** 63.56

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 99 | 92 | 101 | 6 | 6 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | 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:** 0.43

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 1 | 1 | 0 | 0 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | 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:**

College of Nursing, CMC, Vellore ensures its robustness and transparency in Continuous Internal Evaluation through the following ways

**Theory**

- Course outlines are prepared in consultation with the Head of the Department after receiving communication from the Dean's office for the subject to be taught for the academic year based on the syllabus by the INC.
- Tests are scheduled after every 15 to 20 hours of class
- Students are informed well ahead of time regarding the topic, date and time of internal assessment examinations and it is conducted as per the planned schedule in the course outline
- Continuous Internal evaluations are conducted under the direct supervision of the subject teachers
- The test papers are prepared along with the answer key in accordance with the university question paper pattern and is approved by the Head of the Department
- Performance of students is evaluated based on the objectives and expected standards by the university/INC
- Answer papers are corrected within two weeks of conduction of test and answers are discussed when the papers are distributed
- Mark list is signed by the Head of the Department and submitted within one month of conduction of the examination
- Marks are submitted to the Dean and entered in the mark register in the general office
- Calculation of internal marks includes the tests conducted in each term, case studies, projects, written assignments and field visit reports

**Practical**

- A minimum of two practical examinations including the internal practical examination in each subject is conducted which includes 20% marks from OSCE.
- Practical examinations are conducted in the respective departments by the subject teachers/class advisors.

**Submission of internal assessment:**

A minimum of three written tests per subject in each term is conducted and the marks are submitted to the Dean's office at the stipulated time given as follows.

- I term marks – December 2nd week
- II term marks – March last week
- III term marks and final internal assessment – 25th June / 10th January for supplementary exams

The class advisor is responsible for calculating and submitting the internal assessment marks as per the guidelines given by the university

**Weightage of marks (common to all subjects)**

**Theory**

Term tests (15 marks) – average of all test marks, calculated out of 15

Assignments (10 marks) – average of all assignment marks, calculated out of 10

Total = 25 marks

**Practical**

1. **I year and II year B.Sc.Nursing**

| S.No | Evaluation criteria | Marks |
|------|---------------------|-------|
| 1. | Practical examination | 50 |
| 2. | Clinical evaluation | 20 |
| 3. | Procedure & demonstration | 10 |
| 4. | Practical record | 10 |
| 5. | Observational study | 10 |
| | **TOTAL** | **100** |

1. **III year and IV year B.Sc.Nursing and Post Basic Nursing**

| S.No | Evaluation criteria | Marks |
|------|---------------------|-------|
| 1. | Practical examination | 25 |
| 2. | Clinical evaluation | 10 |
| 3. | Case study/case book | 5 |
| 4. | Practical record | 5 |
| 5. | Observational visit/field visit | 5 |
| | **TOTAL** | **50** |

- Internal evaluation marks are submitted accurately up to 2 decimal points
- All Internal assessment marks are submitted with the details of its derivation, to counter check the final internal assessment.
- The marks are displayed to students for a week for transparency.

| File Description | Document |
|------------------|----------|
| Link for dates of conduct of internal assessment examinations | View Document |
| Link for any other relevant information | View Document |
| Link for academic calendar | View Document |

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

**efficient**

**Response:**

Continuous Internal evaluations are conducted under the direct supervision of the subject teachers. The test papers with answer keys are prepared like the university question paper pattern and are approved by the Head of the Department. The performance of students is evaluated based on the objectives and expected standards by the university/INC. The answer papers are corrected within two weeks of conduction of test the and answers are discussed when the papers are distributed to the students. The individual student is given an opportunity to read his/her answers during the discussion, any grievances are addressed to the subject teachers and the students are given the appropriate guidance. Marks are submitted to Dean's office and entered in the mark register kept in the general office. Any failed candidate is given a minimum of two supplementary examinations in theory and practical

**Matters relating to university examination for submission of appeals.**

1. Candidates of all the UnderGraduate and Post Graduate Courses are eligible to apply for photocopy of the answer scripts.

2. Photocopy of the answer scripts is permissible only for those candidates who have passed the clinical /Practical examination.

3. Photocopy of answer scripts are given to candidates for their personal reference only and for self-assessing their performance in the exam to improve their answer presentation in future.

4. Candidates have no right to claim any additional marks based on self-assessment compare with other examiner's marks / get it assessed by other teacher(s).

5. Revaluation of answer papers is not permissible as per the University rules in force.

6. Application for photocopy of answer sheets should reach the University within the stipulated date, which will be informed at the time of publications of results in the website

7. Applications received from the candidates directly by the University will be summarily rejected and further communication will not be entertained.

8. Incomplete applications and applications received after the due date will be summarily rejected.

9. A Fees of Rs.1000/- (One thousand only) per paper may be remitted to the University through RTGS/NEFT towards the issue of photocopy of Answer Script for each paper. If the theory paper contains Section A & Section B or Paper I & Paper II, the fees should be paid separately for each A & B sections or Paper I & Paper II separately.

10. Fees once paid will not be refunded on any account.

11. Xerox copy of the statement of marks should be enclosed along with the application

**Double Valuation**

Double Valuation has been started in February 2012 Examination for the candidates who have obtained less than 50% of marks in theory in all Undergraduate Degree courses

- Double Valuation is already in existence for all the P.G courses.
- Average marks of both the valuations will be taken as the mark obtained by the candidate.
- There is no necessity for the candidates to apply for retotaling since totaling is being done in both the valuations.
- The question of revaluation does not arise as two valuations are done

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

**2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.**

**Response:**

The examination system is carried out as per the norms and guidelines prescribed by The Tamil Nadu Dr. MGR University. The following reforms have been made in the process and procedure of the conduct of exams from 2016-2020

The teaching and evaluation methodologies are revised based on the INC prescribed norms. Hence OSCE/OSPE was introduced in November 2017 and implemented from the academic year 2018-19 University Practical Examinations.

OSCE/ OSPE pattern

Total of 5 stations per examination to be kept and 20% of the total practical marks to be allotted

I, II year B.Sc (N)- 20 marks

III, IV year B.Sc (N)- 10 marks

I, II year Post Basic B.Sc (N)- 10 marks

1. Students must secure minimum of 50% for internal assessment in theory and practical examination independently are only eligible to appear for University Examination in March 2019.
2. The candidates who have completed the course of study but not appeared for the University examination consecutively for more than 2 sessions, shall undergo a Refresher course for a period

of 6 months in the same institution in which he/she has last studied.

3. On completion of Internship, internal assessment mark of 100 marks should be sent to the University for inclusion in the mark sheet from the academic year 2021.

4. English was made as the internal paper conducted at the college level and the mark has to be sent to the University to be included in the mark sheet August 2019.

5. Change of question paper pattern for 75 marks (B.Sc and P.B.BSc program) due to time factor was introduced and implemented from the academic year 2019-2020. Essays      2 X 15 = 30 marks, Short Notes     7 X 5 = 35 marks, Short Answers    5 X 2 = 10 marks

6. University Theory examinations for I, II year B.Sc (N) will be conducted in the afternoon session from August 2018.

7. University practical examinations will be conducted before the commencement of University theory examinations for all the years of B.Sc (N) degree course from August 2018 examination session.

8. It is mandatory for M.Sc (N) students to submit their Dissertation with soft copy and plagiarism certificate (not to exceed the permissible limit of 25%) duly signed by Principal to the University from October 2018.

9. OSCE/ OSPE for B.Sc (N) to be conducted on the day of practical examination or a prior to it. For Post Basic B.Sc (N) and MSc Nursing shall be conducted on the day of practical examination. Totally 5 stations, out of which 2 manned and 3 unmanned stations from August 2018 examination session.

10. The Board of studies of University has granted mercy chance/ relaxation of maximum period of time for the candidates who are unable to complete nursing course in prescribed time limit (double the duration of the course), provided the candidates qualify a basic examination conducted by the respective State Nursing Council in order to continue the course/ appear in the University Examination since February 2020.

11. Log book completion is mandatory requirement for appearing University practical Examination – February 2020.

| File Description | Document |
| --- | --- |
| Link for any other relevant information | **View Document** |
| Link for Information on examination reforms | **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:** B. Any 3 of the above

| File Description | Document |
|---|---|
| Re-test and Answer sheets | [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](#) |

## 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:**

College of Nursing, CMC, Vellore meticulously plans the learning outcomes both the program and the course specific based on the norms laid down by the Indian Nursing Council and Tamil Nadu Dr. M.G.R Medical University, Chennai. The guidelines are available online in their official website. Faculty from College of Nursing representing in Council and University committees bring their expertise in planning the program and course outcomes in the curriculum committee instituted by the College. Following the deliberations and resolution by curriculum committee, the program outcomes, specific course outcomes and the method of evaluation are communicated to the faculty through a common meeting. Students are also communicated about the same. During the orientation program, every year the class advisors and the subject teachers are provided with a handout on roles and responsibilities and are oriented to their course outcomes.

Likewise, each subject teachers draft their course outcomes and hands it over to the students. The outcomes are laid in terms of cognitive, affective, and psychomotor domain. Clinical learning outcomes are shared to all the students in the initial day of postings. Clinical posting evaluation metric is shared with the students to be prepared to meet the expectations. Each posting will have different outcome measure which are communicated to the students well ahead.

Structured feedback is developed for every different year in a program which will include the weightage for every course and other curricular and co-curricular aspects. Students are asked to provide feedback every year and the same will be analyzed for the areas of improvement. The results are presented to the Head of the Departments, Class advisors, course coordinators and class teachers during the curriculum committee meeting to identify the gaps and rectify in future. Based on the feedback, necessary changes are made in the outcome measurements

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

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

**Response:** 99.42

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 177 | 170 | 173 | 181 | 171 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 177 | 173 | 175 | 181 | 171 |

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

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

**Response:**

Annual teaching learning program is designed based on the curriculum and specific learning objectives of each programme given by INC and The Tamil Nadu Dr. M. G.R University. Curriculum committee meeting is conducted at the beginning of the academic year for the entire Faculty from Dean's office by the respective program Dean's to orient the teachers and implement the curriculum. The specific learning

objectives are framed by the respective department based on the curriculum.

The academic calendar includes the annual schedule for teaching learning and evaluation process. The guidelines are given by the course coordinator from Dean's office to teachers and then the evaluation criterion is discussed with students by the class advisors and the subject teachers. Planned academic calendar implemented by all the departments and evaluated at the college faculty meetings. Regular feedback and updates from the students and the Faculty are discussed at all staff meeting periodically once in 3 months and whenever necessary.

Annual curriculum feedback is received from all staff & students and graduates of Under-Graduate& Post-Graduate. Staff performance appraisal is done by the Head of the department and institution annually.

Regular Parent-Teacher Association (PTA) is conducted once in six months and whenever required.

**TEACHING – LEARNING PROCESS – Best Practices of Our Institution**

Teaching- learning process is basically an interaction between the teachers and learners, which is aimed to bring about an all-round development and behavior modification in learners. It is characterized by a three –way communication.

1. Demonstration and re-demonstration of procedures:

The departmental staff will together discuss on the procedures to be demonstrated to the students for maintaining uniformity in all procedures. 3-4 staff at a time demonstrates the procedures to the assigned group of students.

Re-demonstration of the procedures is done at preclinical stage at the skill lab and sometimes through Objective Structured Clinical Examination (OSCE) after giving sufficient hours to practice. During practice session the staff supervises the students, gives necessary guidance and timely corrections using check lists.

2. Tutorials for weaker student:

Slow learners are identified, and additional training is provided

3. Preparation of various AV aids

4. Series of Health education:

Various basic need topics will be assigned to the group of students in advance and series of health education are conducted to create awareness among patients and relatives in the ward every week. Regular health awareness programs are conducted through street play, role play, health education at community level. The students participate in marathon, walkathon, cyclothon and rallies in relation to various health awareness program.

5. Interactive smart board classroom is used whenever required to teach complex topics.

6. Feedback about teaching learning.

7. Detail of significant innovations in teaching- learning assessment introduced by the institution.

- Incidental clinical teaching
- Bedside demonstration of procedures by the clinical instructors
- Nursing rounds
- Micro-teaching by students

8. National symposium, workshop on teaching methodology is conducted on regular basis.

9. Publication of institutional newsletter.

10. Collaborative faculty research.

The institution also motivates the Faculty to conduct collaborative research (Interdepartmental and Interdisciplinary)

| File Description | Document |
|---|---|
| Link for programme-specific learning outcomes | View Document |
| Link for any other relevant information | View Document |

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

**Response:**

**Parent- Teachers Meeting (PTM) for Under-Graduate students'**

College of Nursing organizes PTM for all the undergraduate students' parents on the first day of admission to the program.

The main objective of the meeting is to create a common platform, where the parents and the students are well oriented about the institution's vision, mission, ethos, core values and the objectives of the program. The students are also introduced to the college, hostel life and hostel rules and regulations along with parents. As undergraduate program is a residential course the parents and the students are provided with sufficient information about hostel rules, regulations, and disciplinary actions. The Dean briefly describes about B.sc Nursing course and INC / University regulations to them. Following which the parents have an interactive session with the Dean and all the Senior Faculty of the college to address their queries in relation to the course, college, hostel facilities and regulations.

Parents are also encouraged to appreciate student's participation in all academic and extracurricular activities. This helps to create the necessary consciousness among parents to stimulate their interest in the welfare of the students and the institution. They are encouraged to share their viewpoints and suggestions to teachers regarding the college and its development. Handouts were personally given to each parent to enlighten them about vision, mission, core values, objectives, hostel rules and regulations. The event

usually witnesses 100% attendance thus displaying enthusiastic interest among parents for the smooth working of the college and progress of the students.

Apart from PTM at the time of admission, by the end of 1st term the parents of the slow learners are communicated through mail about the student performance and reminding them to persuade their child to do well in their academics and clinical performance.

At the end of second term, if the student doesn't show any improvement the parents are met in person, where teacher and parents come together to discuss about the student's performance and devise ways to enrich their learning experience. The class advisor along with the Dean provides an overview of student's work and coping skills. Student's conduct in class and with their social skills with peers. Areas of improvement and parent's involvement in making those changes. Remedial measures provided. Together we identify the areas of strength and weakness of the student and scrutinize the ways to boost the student's performance.

**For Post-Graduate students:**

The college of Nursing, CMC organizes PTM for the Post- Graduate students on the day of admission to the program. Mostly these students are accompanied by their spouse or parents. These students are also well oriented about the vision, mission, core values, and objectives of the program. If the student requires hostel accommodation, they are given information about hostel rules and regulations. The Dean briefly describes about P.B.B.Sc/ M.Sc Nursing course, and INC / University regulations. The students are encouraged to perform well in their studies as they are adult learners. They are also persuaded to participate in all curricular and extracurricular activities

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

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.36

# 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:** 47.91

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 48      | 44      | 43      | 46      | 48      |

| File Description | Document |
|------------------|----------|
| List of full time teacher during the last five years. | [View Document] |
| Institutional data in prescribed format | [View Document] |
| Copies of Guideship letters or authorization of research guide provide by the university | [View Document] |

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

**Response:** 1.25

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 3       | 0       | 2       |

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

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

**Response:** 103

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 18 | 32 | 17 | 13 | 23 |

| 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 |
| Link for funding agencies websites | View Document |

## 3.2 Innovation Ecosystem

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

**Response:**

College of Nursing, CMC Vellore is unique in enhancing innovation activities through the Department of Continuing Nursing Education and research (CNE) and the WHO collaboration center (WHOCC) for Nursing and Midwifery.

The CNE and Research department established in 2005 acts as center for multiple educational and research innovations with an aim to enable faculty and postgraduate students within and outside the institution to excel in their clinical, academic and research capacities in Nursing. The department publishes a Journal titled "Indian Journal of Continuing Nursing Education (IJCNE)" since the year 2000. It is a nationally registered biannual open access publication available as online and print version (ISSN 2230 – 7354) is indexed with the Indian Citation Index and listed in the UGC- CARE list .

The department of CNE organizes ongoing workshops and short term courses such as Research Methodology Course, workshops on clinical topics, innovative teaching methods and professional development sessions on writing, publication and ethics for clinical nurses, faculty and students. Distance education training on Stoma Nursing and short training on Peritoneal Dialysis and Chemotherapy are conducted. These workshops/courses are accredited by the Tamilnadu Nurses and Midwives Council

and/or the Centre for Accreditation of CME, TamilNadu Dr. MGR Medical University.

Clinical NurTure series are conducted for secondary hospital nurses to share specific knowledge on clinical procedures and protocols.

As a nodal center for the National Consortium for PhD in Nursing under Indian Nursing Council the department organizes through video conference facility, contact classes, seminars, proposal defense and Viva Voce for PhD scholars. Educational materials such as Handbook on research methodology, preparation of manuscript, PBL and videos/online module on communication skills, enterostomal care, disaster management and OSCE have been prepared.

Research consultation is offered for the faculty of College of Nursing for proposal writing and preparation of manuscript for publication whenever required.

As WHO collaborating center the college strives to build capacity of Nursing and Midwifery workforce to respond to current health challenges specifically in the area of non -communicable diseases and emergency and disaster management and engage in creating evidence related to non – communicable diseases through collaborative nursing research.

Disaster training is offered for faculty and students continuously. The faculty represent the WHOCC in the APEDNN core committee. The faculty of WHOCC NM participates as trainer in the reproductive, Maternal, New Born, Child and Adolescent health and Ageing, Long term care of older people especially during COVID 19 Webinar series conducted by MCA/WHO/SEARO in collaboration with Indian Institute of Public Health Gandhinagar, India.

Collaborative nursing research with Kansas University USA, Birmingham City University, UK on Evaluation of the Nurse Led Community Care Model and Impact of COVID-19 pandemic on nursing personnel and Diabetes in Mentally ill is ongoing.

Virtual student exchange programmes are held on Global Health/Population based health care between College of Nursing, CMC Vellore and School of Nursing, University of Kansas. Faculty engage in discussing issues and dissemination of ideas through writing in "Link Magazine" published by WHO.

| File Description | Document |
| --- | --- |
| Link for details of the facilities and innovations made | [View Document](#) |

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

**Response:** 40

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 7       | 16      | 6       | 6       |

| File Description | Document |
|------------------|----------|
| Report of the workshops/seminars with photos | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1 The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:**

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

**Response:** A. All of the above

| File Description | Document |
|------------------|----------|
| Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution | [View Document](#) |
| Institutional data in prescribed forma | [View Document](#) |
| Any additional information | [View Document](#) |

**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:** 0.6

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

Response: 138

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the

last five years.

Response: 229

| File Description | Document |
| --- | --- |
| PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned) | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**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:** 0.92

| File Description | Document |
| --- | --- |
| Institutional data in prescribed forma | [View Document](#) |
| Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list | [View Document](#) |

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

**Response:** 0.19

| 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:** 74

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.

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 9 | 0 | 28 | 23 | 14 |

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

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

**Response:** 35.73

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 197 | 197 | 200 | 195 | 194 |

| 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](#) |

**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:**

College of Nursing, CMC, Vellore has an active NSS and YRC unit. Students are actively involved in the NSS and YRC activities throughout the year. Every year, blood donation camp will be organized atleast twice a year. The YRC unit of College of Nursing receives **'Certificate of Appreciation'** for every year

for the maximum number of blood donation in a camp provided **by John Scudder Memorial Blood Bank**. The local unit of YRC unit plans various awareness program, camp and rallies in liaison with the district red cross unit and district collectorate.

In the year 2017, the YRC unit of College of Nursing had received an **award of appreciation** from the **Vellore district collector** for good performance. He lauded the efforts of College and the YRC unit in organizing and partnering for various programmes. This award is conferred to active YRC unit with maximum participation in a year. College of Nursing is a proud recipient of this award since 2017. Our college was **awarded Best Performance Award and a scholarship of Rs. 10,000 for education** to a student from poor background for the year 2018, 2019. Students from College of Nursing participates in various competitions held by District Red Cross Unit. In the month of September 2018, College of Nursing, CMC received the **BEST CONTRIBUTOR AWARD** from the district collector. College of Nursing bags this award every year since 2018.

**The Tamil Nadu Skill Development Corporation (TNSDC)** undertook a Test Project in various districts of the state to identify the special skills in students. **TNSDC** designated the **Youth Red Cross Unit of College of Nursing, CMC** to be the centre to conduct **District Level Skill Competition** on **31th January, 2020 to assess the students' attitude and skill in giving health care**. About Ten students from different colleges of the district participated in the competition. In the practical session **students were individually assessed for five different Health Skills i.e., planning, care of patient, communication, health education and evaluation.**

| 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:**

College of Nursing, CMC, Vellore prepares individual who will go out as servant-leaders of health teams and healing communities. Their service may be in promotive, preventive, curative, rehabilitative or palliative aspects of healthcare, in education or in research. The education is provided with a affordable charges due to subsidy provided by the Institution. Economically disadvantaged candidates are identified through careful scrutiny and scholarships are provided for many students (58,40,792 INR for the past year). Subsidized course/ workshop fee is charged for the candidates who are serving in the mission and government hospitals. Faculty from College of Nursing are helpful in training and upliftment of various mission hospitals and government nurses across the country. In terms of community education, students and staff from community health nursing department conducts regular awareness campaign and training

program for the general public and volunteers.

CONCH- College of Nursing Community Health Program is a Nurse run program focuses on preventive, promotive, curative and rehabilitative aspects of health. CONCH services are provided for more than 20 villages in arcot block. The staff and students conduct regular home visits, identify high risk cases, refer to secondary and tertiary care centres. Maternal and Child helath clinic, morbidity clinic, vaccination clinic are carried out regularly. The drugs are provided in the clinic at a nominal cost or free for the general public. Patients who couldnt afford for medical treatment are referred to main hospital and recommneded for hospital free treatment. Other community health nursing programs such as LCECU, CHAD, RUHSA and Jawadhi hill project also involve in similar sort of activities. Geriatirc club is instituted in several villages where elderly people are encouraged to carry out few activities and recreation is planned. Every year a considerable amount is spent on subsidized health care in the hospital (227 Crore last year).

Students Nurses Association of CON observes various National and International days of importance as a part of their activities. To name such, world environment day, world health day, world ozone day, blood donation day, etc. Every year, a village is selected for NSS camp and students conduct health survey, plans health camp and execute health awareness program. They also sensitize the general public on importance of health and environmental hygiene. NSS volunteers actively involve in environmental sanitation and sapling plantation. As a part of preventive program, frequent school health program is planned and camps are conducted for school students and relevant health talks are given.

In terms of economic development, community health nursing is actively involved in training the self help group women in the areas of tailoring and tie dye printing. They also empower them to be entreprenuers. Faculty members contribute monetarily for trained nurses association activities, Nurses league activities, insitituional cheer fund activites which will focus on scholarships, welfare measures for economically disadvantaged and other helpless individual in various homes. During covid times, student nurses extended their help in stitching mask, preparing aprons etc. and donated 200000 INR for Mid day meal scheme for covid patients.

| File Description | 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:** 4.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 6 | 7 | 2 | 2 |

| 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](#) |

**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:** 3

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: 3

| 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](#) |
| Link for 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 CONCMCV spreads across 13.93 acres with a built-in area of 2,82,793 sq.ft. The college and the Nursing student's hostel consists of state of the art facilities in accordance to the norms of the regulatory bodies of nursing in our country. The growth of infrastructure is always kept in pace with the academic development of the institution. The other supportive facilities on the campus are developed to contribute to the ambience for curricular, extra- curricular and administrative activities.

**Facilities for teaching and learning in the College**

All classrooms, demonstration rooms, discussion halls, skill labs, are well-furnished and ventilated. Each classroom is planned with enough learning space with comfortable seating arrangements. Facilities like LAN, LCD projectors, slide projector, Film projector, Interactive Boards, and sound systems are available for regular use. Skill labs are adequately stocked with articles for demonstration. The college is WiFi enabled. The FTM Library is well catalogued and is user friendly. The discussion and computer rooms provide a space for the students to interact intellectually. Volumes of books and journals are a rich learning resource. The College consists of a well equipped lecture hall that aids in Teleconferencing.

**Facilities for teaching and learning in the Hospital and Community**

CMC, Vellore is our parent hospital for clinical teaching and learning. This renowned hospital is a NABH accredited, non-government, private Christian organization. It houses state of the art infrastructure, facilities & equipment for both student learning and patient care. In the last five years the hospital has catered to the medical needs of 14008769 patients both as outpatient and inpatients. The hospitals consist of 2683 beds spread in more than 106 wards providing super specialty services. There are 11 critical care and high dependency units in the Main Hospital Campus, 38 operating rooms located in three different areas. A total of 185 major and minor surgeries are carried out each day in the hospital.

Community Health service is an integral part of the health care delivery system in our country. Following the revision of nursing syllabus in 1986, CONCMCV, obtained approval of the state government and adopted villages of Vellore and Arcot blocks in the name of CONCH (College of Nursing Community Health). These villages are a rich resource for community learning. The services in the community health programme are Home Services and Clinic services. Home services are provided for antenatal, postnatal, newborns, children under five years and clients with various morbidity conditions through family centered approach.

Special programmes conducted regularly by Community health Nursing department are School Health Programmes, Mother's meeting, Health Committee meetings, Self Help Women Group meetings, Mass Education programmes, Eye camps, Health camps and Health Exhibitions. International days of importance are celebrated by organizing health education programmes and health camps. An integral part of the department is participation in the Pulse Polio Programme and Health Camps along with the

Government staff. The nursing students are posted along with the staff for Home visits, clinics and special programmes in order to gain experience in Community Health Nursing.

| 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:**

CONCMCV is keen to develop the physical and recreational requirements of its staff and students. It aims at tapping such talents amongst its staff & students and utilizing it for the benefit of both the individual and the institution. To achieve this, CONCMCV houses excellent infrastructure & adequate facilities. Stipulated rooms are available for indoor games (Carom, Chess &Table-Tennis) and different courts are available for outdoor Sports (badminton, foot-ball, throw ball and volleyball) in our institution.

**FACILITIES FOR SPORTS & GAMES**

| S.NO. | Name of sports facility | MEASUREMENT(Meters) |
|---|---|---|
| 1 | Play Ground (Whole) | 7572 |
| 2 | Volley Ball Court | 162 |
| 3 | Throw Ball Court | 216 |
| 4 | Basket Ball Court | 646 |
| 5 | Tennis Court | 704 |
| 6 | Running Track (Circle) | 200 |
| 7 | Running Track (Straight) | 100 |
| 8 | Running Track (400 mts) | 190 X 145 |

| 9 | Play Ground | 4,86,406 |
|---|---|---|

Sports and games are an integral part of the curriculum. Students are encouraged to spend time playing indoor and outdoor games in the evening and during their holidays to keep themselves mentally fit, physically fit and to promote team spirit among staff and students. The outdoor courts are open for staff use after hours.

The first year students are provided 1 hour of games period every week where they engage in outdoor team games. Students are allotted to various houses (Teams). Field and track events are conducted among the members of the houses. The winners are awards with prizes on the sports day. An Annual sports meet is conducted every year to build in sportsmanship. Students actively participate in various activites during that day. During the Sports Meet the best individual performer in Boys and Girls are identified with a criteria and are honored with the individual championship award.

Students who excel in sports and games are sent out to participate in various state or national sports events. Students representing CONCMCV in such events are provided not only with necessary athletic training and equipment, but also with travel and food allowances. Our students have won the championship trophy in many such competitions.

A well- equipped gymnasium is available in the hostel for student's use. Our Students and staff are highly talented in dancing, Singing, dramatics. Art, poetry and so on. CONCMCV focuses on the overall development of the students.

## FACILITIES FOR CULTURAL ACTIVITIES

| S.No | Auditorium | Area (sq.ft) | Seating capacity |
|---|---|---|---|
| 1. | Scudder auditorium(down) | 28,450 | 1000 |
| 2. | Upper auditorium | 2,352 | 300 |
| 3. | Multipurpose hall | 5,654 | 200 |
| 4. | Examination hall | 9,320 | 500 |
| 5. | Examination hall | 2,333 | 300 |
| 6. | Examination hall | 1,318 | 150 |
| 7. | Multipurpose hall | 5,654 | 200 |

The auditorium is air conditioned with state of the art Audio visual facilities, Wi-Fi services, spectacular stage and good seating arrangements where the student's talents are show cased. The college encourages co-curricular activities for the all-round development of the students.

| 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 CONCMCV spreads across 13.93 acres with a built-in area of 2,82,793 sq.ft. The college and the Nursing student's hostel consist of state of the art facilities in accordance to the norms of the regulatory bodies of nursing in our country. The growth of infrastructure is always kept in pace with the academic development of the institution. The other supportive facilities on the campus are developed to contribute to the ambience for curricular, extra- curricular and administrative activities.

- **Hostel / Residential Facility:** There are two interconnected state of the art hostels for UG and PG Nursing Students respectively. Each building has 9 floors with adequately spaced rooms accommodating 2 to 4 students per room. There are minimum 2 common areas for laundry in each floor along with adequate numbers of bathrooms and toilets. An inbuilt recreation hall with television and other communication equipment are provided. Musical instruments like piano, guitar

and others are available for interested students. Gym facility ensures students physical fitness. A prayer room is made available inside this building for spiritual nurturing. To use time productively a reading room is set-up with fictional and non-fictional books and value-building, skill-building magazines. Students are encouraged to use the available sewing machines in the hostel. A beautiful lawn is maintained for students to hangout and relaxes within the hostel premises. A Nurse led clinic is run through the week to attend to the immediate health needs of the inmates. An infirmary is available for isolation and recuperation.

- **Medical Facilities:** The medical consultation, investigations, admission and medicines are free for students. Transport facility is available for the sick students from hostel to hospital.
- **Security:** Continuous Surveillance Cameras are installed in the hostel block, library block and in the chapel. We have a 24 hours security service that monitors the entrance and exit of the College, hostel and residential block.
- **Transport:** Transportation is available round the clock for students and faculty use.
- **Counseling Room:** A part time counselor is available for students to strengthen and support them.
- **Church:** There is one chapel in the campus.
- **Toilets**: There is an adequate washroom facility on each floor of the hostel and the college with safe disposal of wet and dry wastes facility.
- **Cafeteria, Canteen & coffee huts:** Available in the campus which serves healthy and qualityfood.
- **ATM:** Central Bank ATM is available in the campus
- **Eco-friendly campus:** The campus has greenery with well-maintained gardens and trees.
- **Alternate sources of energy:** Solar panels are used as alternate sources of energy
- **Sewage Treatment Plant:** It was established in 2009 with 700KLD of capacity,
- **RO water facility:** RO water facilities are available on each floor of the college and hostel.
- **Generator facility:** Presently there are 2 generators of 1250KWA.W & 1 OF 750 KWA.W
- **Fire Extinguisher:** They are placed in all the floors

| 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:** 28.88

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0.229 | 0.15912 | 0.220297 | 0.158787 | 0.204774 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Audited utilization statements (highlight relevant items) | View Document |

## 4.2 Clinical, Equipment and Laboratory Learning Resources

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

**Response:**

Started by as a one-bed clinic in 1900 to serve women, Christian Medical College Vellore (CMCV) is now a hospital trusted by patients from various parts of the world with over 2300 beds. This renowned hospital is a NABH accredited, non-government, private inter-denominational Christian organization. It houses state of the art infrastructure, facilities & equipment for both student learning and patient care. Women and men at CMCV receive an education of the highest quality in the art and science of Medicine, Nursing and Allied Health. It aims at equipping young professionals to serve the needy and the marginalized.

There are more than 106 wards providing specialty services. There are 11 critical care and high dependency units in the Main Hospital Campus. There are 38 operating rooms spread over three different areas. A total of 185 major and minor surgeries are carried out each day in the hospital.

Community Health service is an essential part of the health care delivery system of our country. Following the revision of nursing syllabus in 1986, CONCMCV, obtained approval of the state government and adopted villages of Vellore and Arcot blocks in the name of CONCH (College of Nursing Community Health). These villages are a rich resource for community learning.

Undergraduate and post-graduate nursing students are posted in selected departments of the hospital based on their clinical requirements. Nursing students at CONCMCV are moved between the departments according to their clinical rotation.

Apart from these the students are exposed to Low Cost Effective Care Unit (LCECU) which renders care for economically underprivileged patients, Mary Taber Schell eye hospital, rehabilitation center which offers physical rehabilitation for spinal cord and head injury survivors, Rural Unit Health and Social Affairs (RUHSA) and Community Health and Development (CHAD).

The aim of clinical teaching and learning at CONCMCV is to produce competent, confident and compassionate nurses. Students are assigned to patients for providing individualized wholistic patient care along with a team of registered Nurses, physicians, laboratory technicians, physiotherapists, occupational therapists, patient counsellors and social workers. All equipment necessary for the nursing students to provide patient care is supplied by the hospital. The clinical instructors and the charge nurse ensure that the patient care supplies are indented inventorized and made available in the respective clinical areas for the nursing nursing students. The performance of each student is closely monitored by the faculty, tutors and charge nurses. At the end of the postings all students undergo an OSCE to evaluate their learning.

The faculty at CONCMCV has a dual role. They contribute equally to the patient care and student learning. Their presence both in the college and the hospital makes the students feel comfortable in providing nursing care for their patients. Also, it promotes consistency in learning. Under the eminent guidance of the faculty and the tutors, nursing students gain a hands-on experience with regard to basic and advance nursing skills. At the clinical areas nursing students are engaged in clinical teachings, incidental teachings, Nursing rounds, Bed side clinics, demonstration and return-demonstrations.

| 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:** 2066208

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 1835916 | 1250082 | 2299687 | 2246664 | 2183321 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 101152 | 85890 | 109178 | 109528 | 109622 |

| File Description | Document |
|---|---|
| Year-wise outpatient and inpatient statistics for the last 5 years | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training. | [View Document](#) |

| | | |
|---|---|---|
| Link to hospital records / Hospital Management Information System | [View Document](#) | |
| Link for additional information | [View Document](#) | |

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

**Response:** 550.6

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.

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 497 | 495 | 497 | 495 | 493 |

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.

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 55 | 55 | 56 | 54 | 56 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Details of the Laboratories, Animal House & Herbal Garden | [View Document](#) |
| Detailed report of activities and list of students benefitted due to exposure to learning resource | [View Document](#) |

**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:** B. Any three 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:**

The new library building, Florence Taylor memorial library was inaugurated on March 11, 2011. The total area of the building is 10,132.06 sqft. Library functions from 7.30 am – 10.00 pm on week days and 7.30 am – 6.00 pm on Saturdays.

To facilitate and quick access of users, the library has installed RFID & AutoLib Software technologies.

The library is automated using the AutoLib Library Management Software

**AutoLib Management Software**

It is a popular and advanced integrated Library automation management software, designed and developed by a team of Library & Information Science specialists, database designers, software developers and network specialists. AutoLib software acquired by the Library in 1997.

| | Nature of automation (fully or partially) | Version | Year |
|---|---|---|---|
| AUTOLIB- Multi user Library Software | Partial | 5.1 | 1997 |

The AutoLib software was updated in the year 2020 and the current version used in the library is Advanced Edition-Version 8.2. AutoLib SIP2 – Interface Protocol to RFID Hardware and AutoLib is used to manage the library.

Total cost of updation of the advanced version is Rs.1,77,000.00. Features of the advanced version of AutoLib are Database creation, Member master, Counter Transaction, Search, Journal volumes, Data import.

*Nature and Extent of Automation:* The Library is partially automated using AutoLib.

The following are the modules of the AutoLib:

- Administration,
- RFID circulation
- Patrons
- Advanced search
- List, authorities
- Cataloging
- Acquisition
- Serials
- Reports
- Tools, etc

It was possible to automate all the available physical collection of books such as; textbooks, reference and journals. The user interface is configurable and adaptable with the result types of work involved in the library such as searching, member management and circulation: issues and returns.

**RFID Technology (Radio-frequency identification)**

RFID was installed in FTM Library in 2011 is used for book transaction and to prevent loss of books. RFID system has mainly the following components: RFID tags, Kiosk (Self Check Unit), Reader, Handheld Reader, Server, Staff Station and Antenna Gate. For borrowing books, students are given RFID tagged ID cards. They borrow books in KIOSK (Self check machine) and check their status.

RFID - Security Gate Antenna updated to RRHFG192 and wooden base on 22-12-2020. The cost incurred is Rs. 3,75,125.00.

Benefits of RFID use in Library

- Easy Inventory check
- Self-charging and discharging
- Improves user service
- Security

Apart from these, FTM library has computer labs for UG & PG students and staff separately with 35 systems. It provides landline and Wi-Fi facility for its users. LCD Projector and screen are available in UG lab for effective teaching of computer classes, SPSS classes and Library orientation. Each student is given unique ID and password to access internet inside campus.

The library has Reprographic Unit serving staff and students. This unit has 2 machines, Canon and HP Laser Jet, which are used to take print out and photocopy. And Epson Colour Printer is available to take colour print outs.

| 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:**

Florence Taylor Memorial Library, College of Nursing, CMC renders its service mainly for nursing faculty & students. This building consists of 2 floors. The sections in ground floor are Reference, Reserve, Discussion Room, Theses and Journal display (Current Issue). Computer labs and Lending section are in first floor. Journal Back Volume, Fiction, English, Religion and General Book sections are in second floor. It can accumulate 327 users at a time. Each floor is facilitated with Emergency Exit and Fire Extinguisher.

FTM library has the total number of books 10,551, bound volumes of journals both National and International 3,954 and Theses 1,280. The library provides educational materials like Flash cards, flipcharts, CDs, and Film slides.

**Acquisition of Library Books**

1. Preparation of the budget with Library Advisory Committee including infrastructure and resources to ensure purchase of reading materials.

2. The library regularly entertains requisitions for books, journals, magazines and other reading materials from staff and students and tries to acquire the same at the earliest.

3. The catalogs are demanded and received from various book publishers. They are circulated to the

concerned HODs of each department. The books for purchases are recommended and they are placed on approval through different vendors for selection by the staff.

4. If books are received from vendors in prior then books are circulated among concerned HODs. After review the selected books are purchased.

5. Library receives books on approval from local vendors on regular basis. New titles are displayed in the library for user and HODs are informed about the arrival of new titles through institution email.

**Acquisition of Student Textbooks**

1. The list of recommended text books for the students is collected from the teachers and the librarians help in purchasing the recommended text books for students.

2. After approval the recommended titles are ordered for each year UG & PG

Books are purchased from different vendors and publishers. Complementary books are added with the library collection given by various sources like CMC publications, York University, publishers and donated by staff and students. In library there is separate collection of WHO publication.

Library collection includes books, journals, theses, flash cards and film slides. Subjects of books include Nursing, English, Psychology, Sociology, Biostatistics, Fiction, Religion, Biography, History, Dictionaries, and Encyclopedias etc. It has collection of E books and database through CINAHL Complete database through EBSCO International Inc., New Delhi..

**Journal Subscription**

International Journals – 17

National Journals     - 22

National Journals include our CNE department publication, Indian Journal of Continuing Nursing Education.

**Books added year wise in last 5 years (Apr – Mar)**

| YEAR | PURCHASED | GIFT | TOTAL | |
|------|-----------|------|-------|--|
| 2017 – 2018 | 522 | 189 | 711 | |
| 2018 – 2019 | 225 | 86 | 311 | |
| 2019 – 2020 | 257 | 64 | 321 | |
| 2020 - 2021 | 99 | 58 | 157 | |
| 2021 - 2022 | 101 | 184 | 285 | |

**Total Library**

| Holding as on June 2022 | 15,785 | |
|---|---|---|

The number of books includes books received as complementary also. The recent editions of textbooks have been added each year. Multiple copies are available to facilitate the students for borrowing.

| 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:** E. Any one of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed sormat | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:** 18.44

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)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 28.41359 | 14.18353 | 16.34584 | 14.26065 | 18.99698 |

| File Description | Document |
|---|---|
| Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Audit statement highlighting the expenditure for purchase of books and journal library resources | [View Document](#) |

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

**Response:**

Florence Taylor Memorial Library of College of Nursing, CMC is having "In person" access usage and usage of remote access is on the process. Library is following Open Access System. Students and Staff are allowed to use and borrow books depending on their membership eligibility.

Reference books, journals and theses are referred in library. Newspaper clippings on Education, Teaching, English, Medicine and Nursing are displayed every month as information on Bulletin board.

The library is following Nursing League Classification (classification of and traditional method of cataloguing of books. The cards are inserted in catalogue cabinet trays. The librarians prepare 3 catalogue cards for each book (Author, Title & Subject) and arrange in alphabetical order in trays.

**Circulation Status for 5 years**

| April - March | No. of Circulated Books |
|---|---|
| 2017 – 2018 | 12,256 |
| 2018 – 2019 | 9,119 |
| 2019 – 2020 | 9,234 |
| 2020 - 2021 | 1,974 |
| 2021 - 2022 | 3,981 |

Library conducts "Library Orientation" program for all users. Every year freshers (I year BSc, GNM, MSc, PBBSc & PBD) are given Library Orientation. Library Rules, library utilizing procedure, borrowing facility, limitations and computer usage are explained. The library orientation helps to extend utilization of library collection. Library orientation helps to introduce library and library facilities to the newly joined 1st year students. Students are informed about library facilities i.e. Library collection, Library Timing, Reading Room Facility, Digital Library, E resources, and appealed to students to utilize library extensively.

Librarians make a tour around library for students showing all the sections in library-Reference, including Reserve section, Journal Current section, Journal back volumes, lending sections and computer lab.

Introduction to Online Resources for PG students is given with hands on practice. It is explained how to access the available databases and e-books:

o CINAHL Complete (Cumulative Index to Nursing & Allied Health Literature) database access through EBSCO International Inc., New Delhi to provide largest volume of information through e-resources.

o DODD Library, CMC resources which includes Medical Database like PubMed and E books, E journals (full text and abstracts) and scientific publication.

Library is following Open Access System. Students and Staff are allowed to use and borrow books depending on their membership eligibility.

| File Description | Document | |
|---|---|---|
| Link for any other relevant information | [View 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](#) | |

**4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala**

**Response:** Any One of the above

| File Description | Document | |
|---|---|---|
| Institutional data in prescribed format | [View Document](#) | |
| Links to additional information | [View Document](#) | |
| Give links e_content repository used by the teachers | [View Document](#) | |

## 4.4 IT Infrastructure

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

**Response:** 86.36

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

Response: 19

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

Response: 22

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Geo-tagged photos | [View Document](#) |
| Links to additional information | [View Document](#) |

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

**Response:**

College of nursing, CMC Vellore continuously upgrades its IT infrastructure to facilitate timely and accurate information to all its stakeholders. Salient features of the IT upgrades done in last 11 years as follows:

- CON CMC is well equipped, connected with computers/ IT for enhancement of the student learning process. Backed with 100/ 1000 Edge backbone 10 G broadband line from CMC intranet , the institute has been provided round the clock internet facility with high speed optical fiber and Wi-Fi. All computers and audio- visual equipment are supported by UPS.
- The internet leased line of 2000 + 400 Gbps from Reliance and Vodafone network gets terminated in the data centre. The network is protected and controlled by Firewall UTM_S. From the data centre, the network is distributed to all constituent units of CON CMC by CISCO Switch- core, Distribution & Edge.
- The students are provided with computer facilities for undertaking the academic and co-curricular activities, project and research activities, community outreach programs, collaborating, administrative and financial evaluation activities.
- The computer facility has been provided to each department/ unit with peripherals and are connected through CMC intranet.
- To make Teaching and Learning effective, smart classroom has been made equipped with interactive white board + high-end acoustics and AC
- LCD projectors interfaced with computers have been installed in all the lecture halls/ classrooms to undertake computer aided teaching/ learning as well as for presentations
- The admission and examination modules have been made automated. Modules of the examination management system is hosted on an in-house dedicated server. The theory/ practical evaluation process is automated
- Training programs are conducted for faculty and post graduates to make them familiar in the operation IBM-SPSS installed in Florence nightingale library. The program is organised regularly in the co-ordination with the department of community medicine, CON, Vellore
- 76 computer systems are in the possession of institutions/ CON CMC. The computer system is connected in wired LAN and equipped with upgraded and sufficiently good processors(minimum configuration dual-core processor)
- All OTs are connected to the AV rooms

- The entire library is under CCTV surveillance system
- Wi-Fi network is operational in the entire campus of CON CMC with collaboration of Motorola Extreme, RFS -7000 ( AP 300, AP 650 and AP 7532)
- Biometric attendance system  is maintained
- The library and information services activities have been made fully automated using  with Auto Lib Software Systems.
- 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. IT department maintains the record of requirements received from the head of the departments for implementation according to the budgetary allocations. After seeking the financial approval, quotations are invited followed by their scrutiny based on the configurations, cost, service, etc. The order for procurement is finalised and approved. Routine maintenance of computers, peripherals, network devices, servers, etc. are carried out by the staff members of the department of IT.

| 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:** <50 MBPS

| 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:** 25.76

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)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0.200391 | 0.142051 | 0.204312 | 0.131020 | 0.189210 |

| 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:**

College of Nursing, CMC, Vellore has a very well established systems and procedures laid for maintainenance of physical, academic and support facilities. The maintenance activities are carried out by various wings under General Superintendent of CMC, Vellore.

Engineering Planning: It is involved in planning, structural designing, estimating, tendering and contracting of various projects of institution. It takes care of water proofing, construction and alteration of building structures.

Engineering Civil: This wing looks after maintenance of buildings, roads, drainage system, water supply, new infrastructuer works, major and minor modification works for existing buildings.

Electrical Engineering: It takes care of installation and maintenance of electrical equipments, UPS units, lifts, solar panels, transformers.

Air conditioning and Refrigeration: This wing offer services for the maintenance of all ACs and refrigeration system

Environmental Engineering: they take care of better water supply, uniterrupted recycled water from sewage treatment plant, solid waste management, biomedical waste, pest control system.

Communication Department: It provides services related to surveillance camera systems, PA system, duty mobile coordination, all cable works. They work along with Computerised Hospital Information Processing Service (CHIPS) in taking care of computers, routers and wifi facilities

House keeping: They are the backbone of cleanliness part of the entire campus. They involve in cleaning of classroom, corridors, office, library, laboratories and sports facilities

Annual maintenance contract for computers, printers, scanners, wifi routers, xerox machine, copier machines are renewed periodically. Appropriate job request are placed whenever necessary. Regular maintenance and repair works are carried out through other departments under General superintendent are governed by e-request system. Jobs requests are placed based on the nature of the job to the appropriate department. The requests are followed up and the status is updated in the system as and when its addressed.

Library is managed by Autolib software and RFID kiosk. Annual inventory is taken to ensure the stock of library and also to address the quality of books and other journals. Hard copy journals with multiple volumes and issues in a year are bound regularly. Frequent cleaning and pest control measures are taken to prevent the damage from rodents.

Classrooms and other equipments and furnitures available are periodically checked for its functioning and repair works are done immediately. Consumbales pertaining to projector such as cables, connectors, presenters are regularly replineshed as and when the need arises. AV units are checked regularly and periodic procurement of microphones, audio cables, and speakers are done. Annual inventory of supplies and equipment is done.

Sports ground is cleaned regulary by house keeping personnel. High mass light is checked for its functioning every year and replaced whenever needed. There is a seperate budget allocated every year for the purchase of new sports equipments and supplies as wear and tear is common.

| File Description | Document |
|---|---|
| Link for log book or other records regarding maintenance works | [View Document](#) |
| Link for any other relevant information | [View Document](#) |
| Link for minutes of the meetings of the Maintenance Committee | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

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

**Response:** 5.38

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)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 31      | 39      | 34      | 22      | 22      |

| File Description | Document |
|------------------|----------|
| List of students who received scholarships/ freeships /fee-waivers | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Attested copies of the sanction letters from the sanctioning authorities | [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:** A. All of the above

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Link to Institutional website | [View Document](#) |

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

**Response:** 17.92

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 100 | 98 | 99 | 98 | 98 |

| 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](#) |
| Any additional information | [View Document](#) |
| Link for institutional website. Web link to particular program or scheme mentioned in the metric | [View Document](#) |

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

**Response:**

International Student Cell of CONCMCV provides opportunities for students from abroad to have Global Health experience. The ambience in our campus makes it easy for International Students to not only gain professional experience but also appreciate cross-cultural diversities. The college has signed up memorandum of understanding with universities in the USA & UK. The CONCMCV entertains regular exchange as well as short-term observership programs for students and faculty. The exchange and the observership programs are designed with the focus on collaborative research and training among the students and faculty of both parties.

The main objective of this cell is to

a.      Examine global health competencies

b.      Enhance population focused healthcare

c.      Understand population based clinical opportunities

d.      Establish areas for research development and collaboration.

e.      Facilitate nursing electives between the two universities

f.       Further the understanding of nursing education and research across borders

g.      Foster student and faculty progression through educational up-gradation

**The Process:**

International students and faculty arrive to the campus on the scheduled time of the year. On arrival the international students and faculty fill in the C-form for preliminary registration for them to stay in India. Then they are linked to the FRRO (Foreign regional registration Office) for final registration that would meet their entry and exit formalities of our country.

The students are mentored according to their area of interest by the faculty for those clinical areas. A flexible schedule is prepared to meet their learning objectives. Clinical areas of interest in the hospital and in the community are opened to them for observation. They apply an observational checklist in their area of interest. Opportunities are provided for them to interact with the students and faculty of CONCMCV to further the international understanding among students and faculty. The international students make a comparative presentation to appreciate the differences in socio-cultural health competencies.

**Food & Accommodation:**

The international students and faculty are accommodated in either in the international hostel or in the alumni guest house which is located in our green campus.

**Activities:**

Apart from the curricular activities, the international students and faculty are exposed to an array of cultural events and celebrations. Their weekends are packed with trips to places of national importance and tourism. Faculty at CONCMCV opens their hearts and homes to the international students and faculty for a meal, which furthers the international understanding.

**Beneficiaries:**

The various universities from which we have been having exchange students and faculty are Kansas University Medical Centre, USA, Washington University, USA, Penn State University, USA, St. Olaf University, Uganda and Loma Linda University, USA.

| File Description | Document |
|---|---|
| Link for international student cell | [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](#) |

## 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:** 12.56

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 ..

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 17 | 35 | 26 | 15 | 4 |

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 173 | 175 | 175 | 105 | 104 |

| 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](#) |

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

**Response:** 67.78

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 121 | 113 | 120 | 127 | 115 |

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

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

**Response:** 0

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

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [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:** 8

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 .

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 4 | 4 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any 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:**

The Student Nurses Association (SNA) at our College is one of the active units in Tamil Nadu. It functions in line with the rules and regulations of the SNA of India. Our unit has been regularly participating in state-level and national-level biennial conferences and has bagged the overall trophy multiple times. Our SNA diary is always colorful and descriptive. Our SNA diary has won awards in multiple biennial conferences both at state and national levels. The Dean of our college is the president of our SNA units. Our unit executes its activities through committees that are student-led under the faculty's advice. The student cabinet is led by the SNA vice president, who is usually a final-year undergraduate student. At the beginning of every academic year, an election is conducted to choose the cabinet. An investiture ceremony is conducted where the outgoing cabinet hands over their responsibility to the incoming cabinet. Following this, the student leaders approach the faculty to take up a role as their committee advisors. Once the student leaders are set with a senior and a junior faculty, an official cabinet meeting is organized where the student leaders with their faculty advice present a year plan and a budget of their committee for the upcoming academic year. This marks the start of their activities. Activities like the fresher's welcome, senior's farewell, graduation dinner and entertainment, Interclass, and inter-house competitions sports day, hostel days, college day, fundraising programs, weekly RAC specials, extension, Editorial, and Educational Activities are executed throughout the year. Regular and emergency general body meeting is conducted; during which student's hostel-related and study-related grievances are addressed by our Dean. Library committee and other internal committees within the college functions with student representation. The decisions made at the Dean's office are dissmeniated directly to the student leaders and thus made responsible. A sense of ownership of the SNA is fostered through giving them these previledges.

Students are encouraged to participate in Retreats, picnics, sports, games, culturals, interclass, interhouse and intecollegiate competitions. A health call is available in the hostel 24x7 for 365 days. Our parent hospital support them with evaluation and treatment. Students who are marginalized are chosen and scholarships are awarded to the deserving. Over the years SNA has groomed its members to uphold the dignity and honor of the nursing profession, promote participation in student community affairs, involve in intercollegiate sports and cultural activities, promote collaborative relationships with various health organizations, bring out their talents and confidence for the upliftment of self and society., inculcate the value of esprit de corps, develop leadership abilities and improve their social contacts to enhance professional growth. We are witnesses of pioneers and great nursing leaders from our SNA.

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

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

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

**Response:** 11.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2 | 1 | 18 | 18 | 18 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [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:**

Alumni association of college of nursing started from the beginning of formal nursing education in Christian Medical College. The alumni secretary is a senior faculty of the college and the president is the Dean. The alumni executive committee comprises of the office bearers who are intramural, extramural and retired faculty, which nurtures the activities of the association. The objectives are to promote, strengthen and foster to the spirit of Christian love and fellowship among students of College of nursing based on the ideals of our founder. It seeks to promote a sense of belonging to the institution among the students. It also actively participates in assisting college to raise funds for the institution and development of facilities and education programs. It promotes the advancement of nursing profession through regular updates. It provides scholarship for students in need of financial assistance. It also assists the needy alumni through welfare funds. It also recognizes the outstanding lifetime contributions of alumni to in nursing in India through awards. All final year students are enrolled as members of alumni association. The executive committee meets twice a year to plan the business of the association. It is responsible for appointing committees for special projects and appointing office bearers. It also focuses on deliberating and executing recommendations by general body and executive committee. The executive committee comprises of scholarship, welfare, workshop and editorial committees.The alumni reunion is conducted once a year at the time conducive for alumni both within the country and abroad to meet. The director of the institution meets and addresses the nursing alumni during these reunions and addresses about the various activities, achievements and needs of the institution. Important decisions are made during the business

sessions. During the reunion the final year nursing students get an opportunity to meet the extra mural alumni to interact. This interaction promotes bonding and meets the desires of the students to explore the various career opportunities in nursing within and outside the country.  The alumni association also organizes a resourceful workshop as part of the reunion for professional enhancement.  The alumni reunion is a great opportunity to meet friends, reminisce, and look forward for more.The alumni newsletter is sent to all the members with current updates about the institution, College and alumni. Pittman Taylor's scholarship is awarded for eligible PBBSC and M.Sc nursing students every year. Welfare funds are available for alumni who require financial aid. In honor of esteemed alumni prizes are awarded to students for excelling in academic and extracurricular activities. On every graduation day, Alumni award is given year to an alumnus for their outstanding lifetime contribution to nursing in India.

| File Description | 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:** D. Any two of the above

| File Description | 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](#) |

# 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:**

Our college seeks to be a witness to the healing ministry of Christ, through excellence in education, service, and research. To achieve these goals, the college has created decentralized governance. This aids in appropriate decision making that leads to effective outcome. The stakeholders have direct access to participate in the decision-making process through various committees at the college level. This creates a participative and progressive environment. It enhances ownership in all the processes and motivates the stakeholder to become productive and goal oriented.

The CMC Vellore Council is at the pinnacle of our Organizational Structure. The Director accounts to the council. The Dean and the Nursing Superintendent are a part of the administrative committee. The HOD reports both to the Dean and the Nursing Superintendent. The faculty holds the title of Nurse Manager in the hospital and an academic designation in the college. The academic designations are BSc Tutors, MSc Tutors, Assistant Professors, Associate Professors and Professors. Apart from the nursing faculty, the college is enriched with appropriate non-nursing faculty who engage in enhancing nursing students' knowledge on Behavioral sciences which directly influences the overall nursing practice. The behavioral science teachers report directly to the Dean. Any change in the health care system directly impacts Nursing Education and Practice. Hence, we have adopted a model that integrates Education and Practice. This model aims at narrowing the gap between theory and practice. Our faculty play dual roles, contributing equally to nursing education and nursing practice. The faculty are expected to report student related issues to the Dean and patient related issues to the Nursing Superintendent through their HOD. This highly acclaimed, unique and efficient integration model has been appreciated worldwide. Faculty being available in the clinical area makes it advantageous for student learning; disseminate trends in nursing practice and for easy adaptation to the changes in the health care system. This model also facilitates students' clinical learning and development of nursing staff in the clinical area.

**College of Nursing committee** is one of such systems that an exemplary model for decentralization and participative management at our college. The **members of the College of Nursing Committee** include The Dean, Deputy Dean, Additional Deputy Deans, Registrar, Deputy Registrars and Senior Faculty of our college, Council Secretary, Director, Medical Superintendent, Nursing Superintendent and Principal of Christian Medical College, Vellore. These committee members meet once a year to discuss key issues pertaining to admission, academics, administration, research, student welfare, infrastructure, community engagement and patient care. These serves as an administrative bridge between Education and Practice. It provides a scope for Quality improvement and Quality assurance.

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

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

**Response:**

Our college seeks to be a witness to the healing ministry of Christ, through excellence in education, service, and research. To achieve these goals, the college has created decentralized governance. This aids in appropriate decision making that leads to effective outcome. The stakeholders have direct access to participate in the decision-making process through various committees at the college level. This creates a participative and progressive environment. It enhances ownership in all the processes and motivates the stakeholder to become productive and goal oriented.

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provides a scope for Quality improvement and Quality assurance.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for relevant information / documents | [View Document](#) |

## 6.2 Strategy Development and Deployment

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

**Response:**

Our college seeks to be a witness to the healing ministry of Christ, through excellence in education, service, and research. To achieve these goals, the college has created decentralized governance. This aids in appropriate decision making that leads to effective outcome. The stakeholders have direct access to participate in the decision-making process through various committees at the college level. This creates a participative and progressive environment. It enhances ownership in all the processes and motivates the stakeholder to become productive and goal oriented.

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pertaining to admission, academics, administration, research, student welfare, infrastructure, community engagement and patient care. These serves as an administrative bridge between Education and Practice. It provides a scope for Quality improvement and Quality assurance.

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

**6.2.2 Implementation of e-governance in areas of operation**

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

**Response:** B. Any four 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 |
| Institutional data in prescribed format | 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:**

We have a well formulated faculty welfare policy in place. It enhances a sense of ownership to the College and also promotes retention of faculty.  Welfare measures taken for the faculty are in terms of

1. **Faculty Development**

1. Education

2. Training
3. Research
4. Spiritual

1. **Staff Welfare**

1. Residential Facilities
2. Transport Facilities
3. Financial Support
4. Recreation Facilities
5. Medical Benefits
6. Leave
7. Others

1. **Faculty Development**

1. **Education**: At CONCMCV, the faculty are provided access to Library which is a valuable learning resource. E-library and open access materials are also available. The campus is WIFI enabled. A weekly Faculty Development Programme is conducted to keep them updated on recent trends.
2. **Training**: The Faculty are provided opportunities to undergo fellowship and training in international universities. They are encouraged to attend conferences and workshops at regional, national and international levels. To attend such conferences and workshops the institution provides Deputation Leave and financial support. The college provides study leave to Faculty who aspire to pursue higher education.
3. **Research** : The CONCMCV is a research driven organization. Since the faculty assume dual responsibility, they are experts in the clinical area. This opens them to have research questions, which they translate into research protocols.  These are then scrutinized by a committee and then taken forward.  Faculty at CONCMCV publish their finding in national and international indexed journals.
4. **Spiritual**: The Faculty are enriched spiritually to encourage the students to depend on the supreme, to practice nursing in the most ethical way possible.

1. **Staff Welfare**

1. **Residential Facilities**: The faculty are provided with a partially furnished accommodation on the college campus to ensure their availability in case of emergencies for patient care and for student needs
2. **Transport Facilities:** The College owns vehicles that are used for shuttling students and faculty between hospital and college campuses as per schedule. In case of medical emergencies, transportation is extended to faculty and students who reside in the residential area. In case of national emergencies, transportation is extended to the non-residential faculty and students as well.
3. **Financial Support:** Faculty are encouraged to contribute to Provident Fund and Gratuity until their retirement for high benefits and returns.
4. **Recreation Facilities:** The campus fits in play courts, lawns, a patio and a food court. It also houses a library in the college, a reading room& a well equipped gymnasium in the Nursing Students Hostel.

5. **Medical Benefits:** The Students and Faculty benefit from free medical care at the parent hospital. Parents, spouses & children of the Faculty, are benefitted from staff dependent policy of the institution.

6. **Leave:** The Nursing faculty, Non-nursing faculty and support employees are given leaves as per the staff rules and their eligibilities. Employees are eligible for all types of leaves as per the policy

7. **Appraisal**: The annual performance appraisal is taken and the performances of faculty are evaluated. Promotion is based on stipulated criteria for each level-up.

| File Description | Document |
|---|---|
| Link for policy document on the welfare measures | 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:** 23.05

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 18 | 13 | 30 | 45 | 5 |

| 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 |
| Institutional data in prescribed format | 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:** 13

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4       | 10      | 14      | 18      | 19      |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [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:** 63.27

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 47      | 30      | 68      | 81      | 77      |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| E-copy of the certificate of the program attended by teacher | [View Document](#) |

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

**Response:**

The College of Nursing, Christian Medical College, Vellore evaluates it's teaching and non-teaching staff on a yearly basis and prior to promotion. The different categories of teaching faculty in the college include the MSc Tutors, Assistant Professors, Associate Professors, and Professors. The non-teaching staff includes the warden, physical director, librarians, secretaries, and housekeeping staff.

The performance appraisal criteria for the teaching faculty includes their classroom and clinical teaching, management skills, supervision of patient care, conducting research, additional responsibilities, professional activities, and personal attributes. There are 2 evaluation proformas available, one for grades from MSc Tutor to Assistant Professor Grade I and the other for grades from Associate professors and Professors. Each of the item in the appraisal performa is graded from 1 to 5, with 5 being excellent, and 1 being below average. The total scores are added, with a maximum score of 100. The performance appraisal

also provides an opportunity for the Heads of the Department/unit and the faculty to write their remarks and sign the evaluation, which is finally signed by the Dean and filed in their personal files. All the teaching staff are evaluated by their respective Heads of the Department or unit and each of the faculty are also provided an opportunity to evaluate self and submit the same to the Dean's office.

The evaluation criteria for the non-teaching staff are predominantly based on their ability to carry out their job description. They are evaluated by the Dean, a copy of the same is sent to their respective appointing authority and a copy of the same is filed in their personal files.

| File Description | 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:**

The College of Nursing, Christian Medical College, Vellore is a pioneer institution known for its mission work. The centralised accounts department, plays a vital role in efficiently utilising the financial resources required for the growth of every area that belongs to the institution. The extensive account heads of the college is also handled by the centralised accounts department. Hence, the major source of income for the college is mobilized from the institution and the other sources include fees paid by regular student and visiting students, payments for transcripts and TCs, remuneration from faculty and grants from donors. The main accounts department screens the expenditure of the college from the month of April to September and plans the budget accordingly for the succeeding year in the month of October along with budget required for future needs. This will be presented in the admin committee meeting for approval. The deciding authority of the accounts department lies within the members of the admin committee which meets every week to decide on all major decisions concerning the institution. The departments requirements are scrutinized by the accounts, audits and submitted to the director.

The funds are mainly utilised for purposes such as salary, maintenance of college, transport, equipment and staff Student welfare. For the purpose of research by students and faculty, resources are mobilized from the Institutional Research Board based on individual needs. In college, for the purchase of items, request for purchase needs to be raised and approved by the Dean after which it is followed up by the purchase department.

| File Description | Document |
|---|---|
| Link for any other relevant 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](#) |

**6.4.2 Institution conducts internal and external financial audits regularly**

**Response:**

Christian Medical College, Vellore conducts regular internal and external financial audit. The institution has a centralised accounts department managed by a treasurer and governed by a associate director for finance. The receipts of funds through various sources are channelised to selected accounts maintained by the accounts department. The research grants, donations and other contributions will have seperate account and the foreign contribution will have seperate account. Apart from these, each department has got a dedicated account head internally like workshop account, special fund account, mess account, scholarship account etc. These account heads are managed by the head of the department and ultimately under the appointing authority.

The internal audit deparment plans regular and surprise visits to various departments within CMC to monitor their transactions, identifies deficiencies and undertakes corrective action. They are also involved in ensuring that the resources of the institution are well maintained and judiciously used. Stock verification, checking the inventory ledgers, scrutinising receipts and payments, checking bank reconcilation statement, tender document verification, etc are carried out periodically by the internal audit team. Tax deduction at source for all the employees is also monitored by the interanl audit department.

In the college, internal audit team undertakes annual audit for the admission fee, mess fee, scholarship account and alumni account. Besides that external audit is also conducted for such accounts as it's mandatory requirement by the statutory bodies. Since there is a centralised account and a streamlined process in accounts handling, a less chance of error possibility. External audits are conducted annualy for the entire account following the careful scrutiny of income and expenditure. The statement is duly signed by the authorities and submitted to concerned bodies.

Based on the Foreign Contribution Regularatory Act (FCRA), the details of fund from abroad are displayed in the institutional website for the public view. Financial audited statement pertaining to that is also uploaded in the website.

| File Description | 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:** 536.34

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 535.585 | 0.5 | 0 | 0.25 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Copy of letter indicating the grants/funds received by respective agency as stated in metric | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism**

**Response:**

The internal Quality Assurance Cell (IQAC) is formulated by the College of Nursing committee in the year 2020, with the aim to acquire NAAC certification. The IQAC core committee consist of 1 appointed member and 16 members repersenting each NAAC Criterion. They are distributed from across all departments. The Apointed member holds the title, IQAC co-ordinator and the Members hold the title, IQAC Core Committee member. Apart from them the IQAC accomodates working team members. Though there are stipulated terms of reference for the members of the IQAC, our current focus had been to have regular IQAC core committee meetings, collect data for the IIQA and SSR, collate the data and be prepared for SSR submission. For the past two years the IQAQC members have actively put in their efforts to showcase our work at its best. The IQAC core committee members met regularly every friday. Each Criterion Convener had a target set and completed it within the decided time span. During these meetings the IQAC core committee members got oriented to each of their criterion. Once they were thorough with their criterion, an orientation to NAAC criterion was organized to the Faculty and students of our college via MS teams. Doubts were clarified. Following this the IQAC core committee members and the IQAC co-ordinator collected data for the supportive documents with the assitance of a working team . The IQAC co-ordinator, went through the data, seggregated it as relevant or not and suggested the best data required to them. TheIQAC co-ordinator then processed, organized, the relevant data into a document. It was the responsibility of the IQAC core committee members to present the collated data in the IQAC core committee meetings and getting ratified by the chair. The ratified data would then be transformed into a document that could be uploaded on the HEI's portal.

For the past two years we have been working to produce truthful and relevant data in support of each metric. The IQAC has its terms of reference which is yet to ratified and implemented. This will soon be done once the A & A process is completed for this first cycle. In the future, IQAC will become a fully functional department with eminent nurse leaders as co-ordinators. We sincerely wish to transform the quality of nursing education in our college through this cell.

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

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

**Response:** 33.95

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 35 | 0 | 31 | 98 | 1 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Certificate of completion/participation in programs/ workshops/seminars specific to quality improvement | 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 |
|---|---|
| Minutes of the meetings of IQAC | [View Document](#) |
| Institutional data in prescribed format | [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:** 27

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7       | 3       | 8       | 5       | 4       |

| File Description | Document |
|------------------|----------|
| Report gender equity sensitization programmes | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

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

**Response:**

Since its inception there has always been an honest focus on gender equity and sensitization at CMC, Vellore. From then on it has been a way of life here in our institution. The college admits women and men to Diploma Nursing, Post Basic BSc Nursing, Post Basic Diploma Nursing and Fellowship in nursing courses every year. Topics on gender sensitization and bioethics are integrated into student's curriculum for both Undergraduate and Postgraduate nursing. College gives emphasis for co-curricular and extracurricular activities of both girls and boys. Sports day, Entertainment through CONFEST (College of Nursing Festival), Inter collegiate competitions, Hostel Day, Talent night are some to include.

The college campus and the hostel are a part of a gated community. Security guards and CCTV cameras are placed at various points for continuous surveillance. The infrastructure is planned keeping safety as its priority. Intercom and PA systems are available for communication in emergency. Important information and emergency contact numbers of responsible faculty are displayed in the notice board for quick access.

Since Nursing at CMC is a residential course, women students are housed in a state of the art hostel. It is a 9 storeyed building. There are 4 wardens and 3 housekeeping supervisors ensuring the safety and security of the hostel inmates. The nursing students' hostel has a committee comprising of a senior student elected as a Hostel General Secretary. The committee will include a Joint secretary and the Chief Justice committee who are senior students. They focus on maintaining discipline and decorum in the hostel. To add on to the committee, representatives from each class are chosen to ensure order among all students. The senior Advisor of the Hostel committee is an additional Deputy Dean. The anti-ragging committee

functions in the hostel as per the protocol of the University Grants Commission under the leadership of Dean. The disciplinary action committee functions in the college to deal with disciplinary issues as well as matters related to women. The grievance redressal committee of the institution deals with student related issues as well. A student representative is added to the committing while dealing student related issues. The CONCMCV has appointed a part time nurse counselor to take care of the emotional needs of the students at college and in the nursing students' hostel. The institution has signed up a MoU with LeanOnMe organization, who are available for psychological support for the students in need. The nursing students' hostel has a dining hall, Visitors lounge, Student sit out, recreation hall, gym and a reading room which are common for the inmates of the hostel. It has adequate facilities and privacy. The institution has provided a crèche in the residential area of the campus for children less than 3 years to be taken care of when the parents are at work. The environment is safe and secure.

| 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 |
| 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:** B. Any four of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Installation receipts | View Document |
| Geo tagged photos | View Document |
| Facilities for alternate sources of energy and energy conservation measures | View Document |

**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:**

**1. Solid waste management**

CMC has a well-organized method of handling and disposing solid waste, which is mostly recycled. Malargal magalir federation plays a vital role in waste segregation. The waste is collected and brought to the tipping area. After tipping it is segregated into various categories. Wet items are sent for drying through solar dryer. The items are sent for bailing and compression which are stacked in specified areas before disposal. Food wastes are sent to biogas plant.

**2. Liquid waste management**

The liquid wastes are sewage/ black water, grey water and laundry water. The primary treatment involves passing it through a bar screen chamber and oil and grease trap, which is then directected to an equalization tank. Secondary treatment involves biological treatment and sedimentation process through aerobic bio retractors. Tertiary treatment involves filtration and disinfection mechanism by dual media filter and activated carbon filter after which clear water produced is used for flushing after chlorinating to make it safe.

**3. Biomedical waste management**

Planning and preparation are done by the waste management committee of the hospital and the local health authority. Equipment, practice, and procedure is selected based on practicality, cost-effectiveness, and feasibility. Segregation is done in different color-coded bags and is transported to temporary storage areas. The biomedical waste is sent to Ken Bio links which is our designated common treatment facility.

**4. E-waste management**

The E-waste from the institution is generated by the equipment Biomedical equipment in the laboratories, computer hardware in the clinical and non-clinical areas, and electrical appliances in the clinical area. These are sent to the asset recycling office once a fortnight. The office checks the items for their working condition and sends them for repair or disposes of them through TNPCB authorized E-Waste recycler (Tritech system).

**Waste recycling system**

**1. Solid Waste recycling**

The food waste segregated is fed into the Biogas plant for the production of methane gas which is utilized in the men's hostel kitchen. The biogas plant manages a capacity of 3000 Kg/day and produces 20 – 25 m3/day from 1000 kg of food waste.

**2. Liquid waste recycling**

About 2.5 lakhs liters of Sewage water is treated by our STP plant per day. Of which 60,000 liters of recycled water are used for gardening, 1.3 lakhs liters for Toilet flushing, and the remaining 60,000 liters for the Reverse osmosis plant for feeding the Laundry and cooling towers.

## 3. Recycling of Plastic Waste

Recycling of infectious plastic waste is considered only after adequate disinfection/sterilization. Single-use gloves, syringes, and likewise are mutilated to prevent illegal packing and reuse.

## 4. Hazardous chemicals and radioactive waste management

Radioactive materials are discarded into cytotoxic trash appropriately only within the medical facilities. Later these are disposed of by The Atomic Energy Regulatory Board (AERB).

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

## 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](#) |

## 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:** E. any one of the above

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

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**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:**

The motto of CMC Vellore is 'Not to be ministered unto, but to minister'. The institution aims to be a part of healing ministry in the country, through excellence in education.

The values of our institution are greatly imbibed into the educational activities of the college. The College of Nursing aims to:

- passionately and collaboratively work together with each of our stakeholders with a focus to achieve the highest levels of professional excellence
- embrace diversity and integrity at the core of every individual and collective actions.
- lead with innovation and creativity, ensuring that all actions reflect positively upon human tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities that exist in the society.
- advance sustainable and effective philanthropic activities

*Annual Day/ College day* – College day is celebrated every year with a theme that focuses on the rich cultural heritage of our country. The college day theme is portrayed through various activities by the students and faculty. These programmes are value based and enhance development of the students and faculty personally and professionally fostering communal harmony.

*Cultural and Religious Festivals* – Institution celebrates festivals across all faiths and communities Eg – Diwali, Christmas, Pongal, Onam to encourage unity in diversity.

*Patriotic Days* – Republic day, Independence day, Gandhi Jeyanthi are observed with great patriotism.

*National Service Scheme [NSS] Activities* - Students participate enthusiastically in NSS activities. Medical camps, visit to old age homes, orphanages, blind school, de-addiction centers are organized as part

of this programme to create value for human dignity. Various educational rallies, awareness programmes, nutrition exhibition, walkathon are also organized by the students. Guest speakers are invited to give lectures on various topics viz., Rights of Children, Stress management, Communication skills, Women empowerment, Leadership Qualities. Students are also sent to participate in Red ribbon alliance training programmes at Madras Medical College in Chennai.

*Youth Red Cross activities* – Special days like World AIDS day, World Environment day, World Ozone day, World Red Cross day, Waste segregation day etc. are observed with great . Blood donation camps are conducted every year and volunteers actively participate in the camp.

*Language Classes* – Language classes are conducted for I Year students to learn English, Tamil, Hindi, Bengali etc. This endeavor helps the students in communicating confidently at the bedside with patients in the hospital promoting human tolerance and culturally competent care.

*Health Care Facilities* – Health care facilities are available for all students and faculty for free in the institution irrespective of the individual's socioeconomic background.

*Community Health Services* – The institution provides primary health care services to the rural, urban and tribal communities in various blocks of the district through departments viz., CONCH [College of Nursing Community Health], CHAD [Community Health and Development], RUHSA [Rural Unit for Health and Social Affairs], LCECU [Low Cost Effective Care Unit] and URBAN unit. The community services stretch beyond the cultural, socioeconomic and other barriers contributing to major improvement in health indicators in their focus areas.

| File Description | 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:** A. All 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](#) |

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

**Response:**

College of Nursing, Christian Medical College, Vellore is an integral part of the hospital; almost all its functions are integrated with the service side. The institution gives emphasis to remembering and commemorating various National and International days. The institution celebrates these days to create awareness among the students, employees, and the community around about the national heritage. The students are sensitized about the importance of patriotism and take conscious effort to pass it on to the next generation. The celebrations include organising programmes that benefit the students, patients, and people in the community. Holidays are given on selected important festivals.

CMC is a community which hosts people across the country and the world to serve in the healing ministry of Christ. The institution respects the diverse culture of its students and faculty. It aims at developing the strength of the Nation and make everyone united to stand for the institution's mission and vision. The institution has a weekly newsletter where reports of these celebrations are published.

The days celebrated are:

1. Republic Day Celebration – January 26th is celebrated by flag hoisting, and patriotic speech to the students by a senior, qualified, and experienced Chief Guest.

2. Independence Day – August 15th is celebrated with flag hoisting, speech, and cultural programmes that display and promote patriotism

3. Teachers Day - September 5th is celebrated by the students by making cards for the teachers, wishing them. Programmes are arranged by the students to honour the teachers

4. Gandhi Jayanthi –October 2nd is celebrated by the students with few programmes.

5. National Festivals – Pongal, Diwali, Christmas are celebrated with various programmes.

Following are few special days that were remembered and celebrated by the institution in the last 5 years

| Days | Activities |
|---|---|
| World Kidney Day | • Health Exhibition stalls |

| | | |
|---|---|---|
| | • Poster competitions<br>• Meeting with the kidney transplant recipients | |
| World Health Day | • Role play<br>• School health programmes<br>• Mothers health programme | |
| National Safe Motherhood Day | • Health Exhibition<br>• Health check-up<br>• Dietary consultation<br>• Counselling<br>• Physiotherapy advice, puppet show | |
| World Population Day | • Health Education | |
| World Hepatitis Day | • Role play<br>• Health Education | |
| World Breast Feeding Week | • Role play<br>• Song<br>• Health Education<br>• Quiz competitions<br>• Outreach programmes | |
| World Girl Child Day | • School health programme conducted | |
| ORS Week | • Mothers health programme | |
| World Diabetes Day | • Role play<br>• Health Education<br>• Competitions | |
| New-born week | • Health Education – Group Teachings to postnatal mothers | |
| World Cancer Day | • Poster and slogan competition<br>• Stall for health education<br>• Videos<br>• Counselling<br>• Walkathon<br>• Roleplay, theme song<br>• Demonstration on self-breast examination<br>• Cervical cancer screening<br>• Quiz competition | |
| Women's Day Celebration | • Health Education<br>• Interactive sessions – college students by youth red cross volunte | |
| World Tuberculosis Day | • Role play<br>• School health programme<br>• Health Exhibition stall<br>• Quiz for patients<br>• Education for college students | |
| World Kidney Day | • Quiz competition<br>• Health exhibition | |
| • World Hypertension Day<br>• World No tobacco day<br>• World Environment Day<br>• World Stroke Day<br>• Road Safety Week<br>• National Deworming Day | • Health education<br>• School health programmes<br>• Mothers' health programme<br>• Tree sapling planting | |

- World Leprosy Day
- World Water Day

**Upload**

- Geo tagged photos of few programmes – Independence Day
- Circular of the programmes like Teachers day, Republic day, Independence day
- CMC weekly web link – to see the celebrations of various days

## 7.2 Best Practices

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

**Response:**

**I.TITLE OF THE PRACTICE: College of Nursing Community Health (CONCH)**:

An Innovative Model for Community Oriented Nursing Education and Practice

**1.OBJECTIVES OF THE PRACTICE**

CONCH programme aims to train and equip the Nursing students to provide preventive, curative, restorative and rehabilitative care to the patients at the community with the limited resources. Students also learn about the collaboration and implementation of various national health programmes and conduct research.

**2.THE CONTEXT**

Community Health service is an essential part of India's health care delivery system. In early 20thcentury, Dr.Ida Scudder, founder, CMCV, realised that cultural barriers and lack of facilities prevented Indians from seeking medical help. Besides offering curative services, she envisioned to reach people in the community for preventive services. Realizing the need to prepare nursing students for providing community health care, CONCMCV launched CONCH programme in 1987 with Government approval. The approach is to work at the Community, alongside Government, private and voluntary health care organizations in coordinating health services. CONCH is a unique model, since it is entirely a nurse run programme, it is one of its kind in the country and sets standards. It caters to 73,276 rural population across 25 villages in Vellore and Arcot blocks.

**3.THE PRACTICE**

The components of CONCH programme are education, training, service, and research. MSc(N), BSc(N), GNM and ANM qualified nurses are involved in this programme. The CONCH nurses work closely with the Primary Health Centre, Balwadi, Block Development Office, Self Help Group, Women and Youth Group members of the serving villages. Each CONCH Nurse covers a population of 2500–3000 and functions as a nurse practitioner. The services include home care for people of all ages, conducting

maternal and child health clinics, treating minor ailments, health education, conducting school, adolescent and mothers' health programmes, youth meetings, women empowerment programme, geriatric clubs, special clinics, and special camps. Prior to posting students to different villages, the CHN department organizes a structured taster called the Community Orientation Programme. Fellowship in Family Nurse Practice, an in-house educational programme was started by the CONCMCV in 2005 and six of the CNH Tutors who were trained, contribute to the Independent Nurse Practice in the Community.

## 4.EVIDENCE OF SUCCESS

The highlights of achievements in the CONCH programme includes an increase in the community health awareness of communicable and non-communicable diseases, better utilization of health services, 96% coverage of primary immunization, 100% antenatal coverage, zero maternal mortality, reduced perinatal mortality and high level of community participation. The students have been able to attain a high degree of learning to provide comprehensive primary health care services at homes, clinics, and camps.

## 5.PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Resources required include well established transport facility supported by the institution, physical assessment tools, nutritional assessment tools, audio-visual aids, demonstration articles e.g., stove with utensils for cooking demonstration, medicines to treat minor ailments/ running of clinics and standing orders for care. Problems encountered include occasional lack of community participation.

**II.TITLE OF THE PRACTICE: SHINE** (Secondary Hospital Illuminating Nursing Experience) **Programme**

## 1.OBJECTIVES OF THE PRACTICE

The SHINE programme aims to empower senior Baccalaureate students to appreciate and learn about the various health care services rendered at selected secondary health care settings across the country.

## 2.THE CONTEXT

CONCMCV, sends out students to the rural area to sensitize and train them in keeping with its mission statement. The primary concern is to develop through education and training, compassionate, professionally excellent, ethically sound individuals who will go out as servant leaders of health teams and healing communities, to serve the sick and the marginalized.

CMC networks with about 200 secondary hospitals run by various Indian church missions across the nation. These hospitals exist in rural, tribal and in areas where people are completely cut off from any access to affordable and reliable health care. The CMC trained personnel are sent out to work in those network hospitals. They work for 2-3 years to longer periods. It requires great commitment on their part as they have inadequate housing, irregular power supplies, improper roads, and substandard education systems.

SHINE programme inspires young nurses to give their services to such needy areas after their study period. It makes them appreciate their opulence and enable them to move towards growing a passion for the underprivileged.

**3.THE PRACTICE**

The SHINE programme was started in 2011, with the aim to orient students to the services rendered by Mission Hospitals. This experience is provided for third year BSc(N), and Final Year PBBSc(N) students. They are sent to Christian Mission Hospitals located in remote rural and tribal areas of India for a week. During this one week the students learn, interact and gain experience regarding the activities of these hospitals. They also gain knowledge about the livelihood of the local population, their cultural belief system, health behaviour and health seeking practice.

Approval is obtained from the concerned mission hospitals by Dean's office. The hospitals list is given to the students to select a hospital of their choice. One faculty accompanies a group of 8-10 students. Necessary medical precautions are taken by students and faculty before they travel [e.g., Malaria prophylaxis, first-aid kit]. Students are posted in General Medical–Surgical wards, Paediatric wards and in Community Health area. A Final report is written by students. The expenditure towards travel, food, and accommodation is borne by the students.

**4.EVIDENCE OF SUCCESS**

SHINE programme has been highly successful in achieving its objectives. About 398 BSc(N)students and 100 PBBSc(N)students had their SHINE experience in the last 5 years. On completing their program 162 BSc Nurses and 70 Post Basic BSc Nurses have served in these settings at least for a year or two, which is evidence to the success of the programme. We have also received many appreciation notes and letters from those hospital administrators.

**5.PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED**

The students are motivated and look forward for SHINE programme. Few minor problems faced were related to travel, climatic and food changes. Since they were rural areas, conveyance became a major challenge, which turned into a learning experience for the students.

| File Description | Document |
| --- | --- |
| Link for best practices page in the Institutional web site | [View Document](#) |
| Link for any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words**

**Response:**

The College of Nursing, Christian Medical College, Vellore is distinctively characterized by the "**Integrated model of nursing education, practice and management".**

The objectives of this integration model are to

1. Build a positive work-culture among educators and practitioners that would raise the standard of nursing care
2. Strengthen the quality of patient care by bridging the theory-practice gap
3. Provide sound education for students through effective utilization of qualified Faculty both in the College and at the bed side
4. Enhance policy making for evidence-based nursing practice

This unique practice was introduced in 1968 as a pilot test to address the divided system of learning theory and practice. It was also introduced to make the nurse educators responsible for patient care rendered in the hospital. A well- defined organizational/functional structure for faculty has been created on this account, setting boundaries for functioning in the classroom and clinical area.

Nurse educators in College of Nursing have dual responsibility as a Faculty in the College of Nursing and a Nurse Manager responsible for a Clinical Area in the hospital/community resulting in contributions to quality education and quality nursing practice. Faculty is accountable to the Dean, College of Nursing for student education and to the Nursing Superintendent for patient care. The faculty plans his/ her daily work depending on the classroom/clinical requirements of the assigned class/ clinical area giving an equal weightage for both their responsibilities. This time- tested integration model is a success, since it is functional for over five decades now. This ancient model has

1. Impacted Nursing care through quality improvement at the primary, secondary, tertiary levels and in the community setting at Christian Medical College, Vellore.
2. Enhanced a conducive learning climate for students and staff, both in the hospital and community settings.
3. Promoted a spirit of enquiry and research in nursing among its Faculty and Students
4. Prepared nursing staff and students to provide evidence based nursing care
5. Paved way for an interdependence framework adoption for nursing schools/colleges and nursing service.

This model continues even today with the same spirit with which it began both in the hospital and community settings.

| 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:**

The College of Nursing, CMC, Vellore spreads across 13.93 acres with a built-in area of 2,82,793 sq.ft. All classrooms, demonstration rooms, discussion halls, skill labs, are well-furnished and ventilated. Each classroom is planned with enough learning space with comfortable seating arrangements. Facilities like LAN, LCD projectors, slide projector, Film projector, Interactive Boards, and sound systems are available for regular use. Skill labs are adequately stocked with articles for demonstration. The college is WiFi enabled. The FTM Library is well catalogued and is user friendly. The discussion and computer rooms provide a space for the students to interact intellectually. Volumes of books and journals are a rich learning resource. The College consists of a well equipped lecture hall that aids in Teleconferencing.

| S. No | Lab | No. | Sq ft. |
|-------|-----|-----|--------|
| 1. | Nursing foundation lab | 1 | 2040 |
| 2. | Maternal & Child health lab | 1 | 1150 |
| 3. | Community Health Nursing | 1 | 930 |
| 4. | Nutrition lab | 1 | 924 |
| 5. | Computer lab | 1 | 1792 |
| 6. | Anatomy lab | 1 | 2889 |
| 7. | Microbiology lab | 1 | 3287.2 |
| 8. | Physiology &Biochemistry lab | 1 | 11552 |

**Nursing Foundation Laboratory:**

The students are trained in basic nursing procedures and advanced nursing procedures. The lab consists of different types of mannequins, advanced nursing models, instruments and articles necessary for procedure demonstration. Regular schedules are made for the demonstration of procedures pertaining to first year. Once the demonstration is done, students are made to redemonstrate the procedure on fellow students with faculty supervision. Their doubts are clarified and log is maintained for their training. The same procedure is demonstrated by the faculty on the actual patient when the students are posted in the clinical area. Once the student is confident about the performance of procedure, they are certified to be competent.

Basic nursing procedures such as temperature checking, BP measurement etc to advanced procedures such as BLS, Venepuncture, Scrubbing, NG tube insertion etc are demonstrated initially on a mannequin in the skill lab and on the actual patient in the clinical setup.

**Number of UG students exposed to learning resource**

| Course | 2017 | 2018 | 2019 | 2020 | 2021 | Total |
|--------|------|------|------|------|------|-------|
| I BSc | 98 | 100 | 100 | 97 | 100 | 495 |

**Maternal & Child Health Nursing Laboratory:**

This lab is equipped with adult, paediatric and new born mannequins as well as delivery model instruments and articles necessary for midwifery procedure demonstration. Students are demonstrated about the per vaginal examination, perineal care, usage of forceps, fetoscope, antenatal palpation etc  on the mannequin and students were made to redemonstrate before performing on the patient.

| Number of UG students exposed to learning resource | | | | | | |
|---|---|---|---|---|---|---|
| Course | 2017 | 2018 | 2019 | 2020 | 2021 | Total |
| III BSc | 98 | 99 | 98 | 100 | 100 | 495 |
| IV BSc | 98 | 98 | 99 | 98 | 100 | 493 |
| Number of PG students exposed to learning resource | | | | | | |
| I PBBSc | 50 | 50 | 50 | 50 | 50 | 250 |
| I MSc | 27 | 27 | 29 | 26 | 29 | 138 |
| II MSc | 29 | 27 | 27 | 29 | 26 | 138 |

Advanced simulation lab is used for the PG students learning where they will be taught about critical care nursing procedures and assessed for their performance.

| File Description | Document |
|---|---|
| Student feedback on the effectiveness of the facilities. | View Document |
| Geotagged photographs/videos of the facilities | 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:** 12.37

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 10 | 12 | 12 | 12 | 13 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates | View Document |

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

**Response:**

Started by as a one-bed clinic in 1900 to serve women, Christian Medical College Vellore (CMCV) is now a hospital trusted by patients from various parts of the world with over 2300 beds. This renowned hospital is a NABH accredited, non-government, private inter-denominational Christian organization. It houses state of the art infrastructure, facilities & equipment for both student learning and patient care. Women and men at CMCV receive an education of the highest quality in the art and science of Medicine, Nursing and Allied Health. It aims at equipping young professionals to serve the needy and the marginalized.

There are more than 106 wards providing specialty services. There are 11 critical care and high dependency units in the Main Hospital Campus. There are 38 operating rooms spread over three different areas. A total of 185 major and minor surgeries are carried out each day in the hospital.

Undergraduate students are exposed to clinical areas after the probationary period of 3 months starting from admission. During this time, students are given training in the skill lab with mannequins. Students are allowed to perform the basic nursing procedures in the mannequin and practised on fellow students. Once they start the clinical posting, they are demonstrated the procedure on a patient. The clinical procedures are uniform across the hospital based on the clinical procedure manual developed by the Nursing Services of CMC, Vellore. It is periodically revised based on the current evidences and trends. The clinical procedure manual hard copy is provided to all the students in the first year of their course itself. It is also available in all the computers placed in the clinical area which the students can refer for their learning. Policies pertaining to patient care, protocols, standing orders are laid down by nursing service and updated regularly. The copies are available in the desktop of the clinical areas. Students are oriented about the policies and protocols specific to that clinical area are done on the first day of their posting to each area. Drug formulary, medical calculator is also available in the computer. Regular quizes are planned on the policies, drug calculation, etc for the students.

Students are trained about standard precautions to be followed in the clinical area well ahead of their clinical postings. All students are provided with prophylactic Hepatitis B vaccination mandatorily. Training sessions are conducted on Handhygiene, biomedical waste segregation, needle stick injury management, spillage management, airborne precautions, contact precautions, droplet precautions, prior to their clinical postings. Handhygiene champions in the wards insist on importance of hand hygiene. Hospital Infection control manual is available in all the computers in the clinical area which is periodically revised and updated. All the policies and protocols pertaining to infection prevention and control practices are laid down in the manual which can be referred for any action. Annually Hopital infecion control committee conducts quiz, poster, slogan and essay competitions to the students and staff of the institution to reiterate on the infection prevention and control practices

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

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

**Response:** 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 179 | 173 | 179 | 176 | 175 |

| File Description | 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](#) |
| Link for 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:** B. Any three of the above

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |
| e-copies of Certificate/s of Accreditations | [View Document](#) |
| Link for 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:**

The College of Nursing, CMC, Vellore spreads across 13.93 acres with a built-in area of 2,82,793 sq.ft. The college and the Nursing student's hostel consists of state of the art facilities in accordance to the norms of the regulatory bodies of nursing in our country. It is one of the premier Institute in India which started its Undergraduate program first time in India in 1946. College of Nursing is well known for its unique model of Integration of education and practice. It is well appreciated by nursing fraternity across the globe. Another salient feature of College of Nursing is Nurse run Community health nursing program which focuses on home based primary health care.The FTM library has the total number of 15,410 books , bound volumes of journals both National and International 3893 and Theses 1251.

Faculty and students from various institutions visit the College of Nursing throughout the year. Interest institutes send the request for a visit to dean's office. After confirming the availablity of dates, the visit is approved. Accommodation for the visiting students and faculty is arranged based on the request. The main purpose of their visit is usually to learn about the administrative setup of College of Nursing and functionalities of various departments. Since the medical surgical nursingdepartment has got 9 specialty units, the requirements of the visitors is carefully planned and organised accordingly.

There are few colleges who request for specific clinical postings for their students which is permitted based on the availability. Usual areas which are reqeusted for observation are Operating room, emergency services, psychiatry, critical care unit, community health, labor room etc. Faculty members who are assigned for the clinical areas will act as a facilitator and ensure that their learning requirement is fulfilled. While planning the program, the visitors are briefed about the inception of college, mission, vission, objectives of the institution, functionalities of various departments and library.

As College of Nursing has got a huge volume of literary sources in the library, most of the post graduates and Ph.D scholars request for library usage. They utilise the library to fetch the details in thesis section, journal hard and soft and other backvolumes. A nominal charge is levied for the usage of library facilities.

Apart from the students visit, most of the faculty from various institute express their interest in visiting the college of nursing to learn about the integration of service and education. They make frequent visits to observe the model and implement it in their institute. Faculty members also act as a guide/ consultant for them to implement this practice. Faculty and the students from the International collaborative institutes also make frequent visits to the college as a part of the MoU related activities.

College of Nursing faculty are also involved in collaborative research with various International facuty from different institute. Collaborative researches are presented in the Institutional review board and get it approved. The results are shared with the collaborating institute and processed for publication.

| File Description | Document |
|---|---|
| List of Institutions utilizing facilities in the College | [View Document](#) |

**8.1.7 College undertakes community oriented activities**

**Response:**

College of Nursing, CMC, Vellore is appalued for its community outreach activities by various agencies. Being a WHO colloborating centre for Nursing and Midwifery development in the SEARO region, College of Nursing aims at capacity building and combating of NCDs. One of the most of popular and prominent program from College of Nursing is CONCH (College of Nursing Community Health).

CONCH program caters to more than 25 villages in Vellore and Arcot block. These villages are adapted by CMC and primary care is provided for the residents of this village. There is a secondary hospital attached to CMC where these people are referred for secondary level of care. CMC Main hospital will act as a tertiary or advanced level care centre. It is a Nurse run program which focuses on preventive, promotive, curative and rehabilitative aspects mainly at the home set up. Community health nurses from college of nursing makes frequent home visits, performs minimal investigation, delivers health talks, conducts morbility and antenatal clinics, perform immunization, supply drugs, conducts health assessment, organises health awareness program, identify high risk cases and refer them to higher centre appropriately.

Community health nurses work along with government officials and staff in the implementation of various government run programs. They ensure that the patient get the benefits provided by the government. Regular health camps are conducted for school children also and referred if needed. Apart from the health care services, community health nursing also focusses on empowerement of rural women through conduction training programmes on self employment. Geriatric club is one such initiative which focuses on elderly care. These clubs engage the elderly in the rural areas to have a fruitful time doing some exercise, recretaional activities, health check, etc.

College of Nursing has an active NSS and YRC unit which plans lot of activities throughout the year. As a part of NSS activities, a one week long camp is organised in a selected village around vellore. Students conduct a survey, identify the key problem in the area, plans a health camp, identify and refer the high risk cases, perform environmental sanitational activities, sensitize the public through various health promotional activities and provide some welfare measures. Community orientation program is conducted for a week for all the undergraduate students in their first year which enables them to understand the rural health setup and administrative structure.

National and International days of importance are observed by the student body in the college. They plan for essay/ debate/ quiz/ poster competitions to spread awareness and highlight the issue. Green campus initiative is a remarkable move which focuses on plastic free campus and more focus on biodiversity preservation. Students also plan for social visit to old age home, orphanages and offer the welfare measures from their Students Nurses Association funds. Every year a sizeable amount is allotted for these activities. When Covid pandemic started, admission kit, mask, PPEs were sponsored by students. During the time of flood, Relief materials were provided by students and sent to different places.

| 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:** 27

| 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](#) |
| Link for Additional Information | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

As a way forward, our college envisions the following prospective plans

1. Exploring Blended learning approach comprising of experiential learning, reflective learning, scenario based learning and simulated learning.

2. Strengthening the interdisciplinary and colloborative research projects nationally and internationally with an aim to bring in evidence into Nursing Education, Practice and Governance.

3. To function as a training hub in capacity building for the Nursing and Midwifery development in the SEARO region.

4. Competing and winning national and international grants

## Concluding Remarks :

In summary, the College of Nursing, CMC, Vellore through its innovative and proactive approaches to teaching and learning, research, and community services, is firmly committed to producing *quality and competent professional nurses, nurse educators and leaders with the primary focus of improving the health of India and the world at large.*

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 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)<br><br>1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years<br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1</td><td>1</td><td>5</td><td>5</td><td>4</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1</td><td>1</td><td>2</td><td>2</td><td>3</td></tr></table> |
| 2.4.3 | Average teaching experience of fulltime teachers in number of years (preceding academic year)<br><br>2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience)<br>Answer before DVV Verification : 1146 years<br>Answer after DVV Verification: 1139 years |
| 2.4.4 | Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years<br><br>2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.<br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>99</td><td>92</td><td>101</td><td>6</td><td>6</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>99</td><td>92</td><td>101</td><td>6</td><td>6</td></tr></table> |
| 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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 2 | 5 | 3 | 1 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 0 | 0 |

Remark : Input edited referring award letters uploaded by HEI

| 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<br>2. On time assessment and feedback<br>3. Makeup assignments/tests<br>4. Remedial teaching/support |
| | Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: B. Any 3 of the above<br>Remark : Input edited as per supporting documents |
| 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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 13 | 40 | 51 | 29 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 3 | 0 | 2 |

Remark : Input edited referring award letters uploaded by HEI

| 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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 22920.298 | 15912.448 | 22029.786 | 15878.759 | 20477.425 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0.229 | 0.15912 | 0.220297 | 0.158787 | 0.204774 |

Remark : Input edited referring supporting documents

| 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 : D. Any two of the above
Answer After DVV Verification: E. Any one of the above
Remark : Input edited as per supporting documents

| 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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 29.53629 | 14.14623 | 16.78376 | 14.39656 | 24.99698 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|

| 28.41359 | 14.18353 | 16.34584 | 14.26065 | 18.99698 |
|---|---|---|---|---|

| 4.4.3 | Available bandwidth of internet connection in the Institution (Lease line)<br><br>Answer before DVV Verification : ?1 GBPS<br>Answer After DVV Verification: <50 MBPS<br>Remark : Input edited as The bill is not in the name of HEI |
|---|---|

| 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<br><br>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)<br>Answer before DVV Verification: |
|---|---|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 20039.151 | 14205.155 | 20431.216 | 13102.062 | 18921.074 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0.200391 | 0.142051 | 0.204312 | 0.131020 | 0.189210 |

Remark : Input edited referring data uploaded by HEI

| 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.<br><br>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 .<br>Answer before DVV Verification: |
|---|---|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2 | 0 | 34 | 41 | 41 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 0 | 4 | 4 |

Remark : Input edited by excluding college level awards for sports and culture. HEI has not provided certificate as per SOP.

| 5.4.2 | Provide the areas of contribution by the Alumni Association / chapters during the last five years<br><br>    1. Financial / kind<br>    2. Donation of books /Journals/ volumes<br>    3. Students placement<br>    4. Student exchanges<br>    5. Institutional endowments<br><br>    Answer before DVV Verification : B. Any four of the above<br>    Answer After DVV Verification: D. Any two of the above<br>  Remark : Input edited as per supporting documents |
|---|---|

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 35 | 0 | 31 | 98 | 1 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 35 | 0 | 31 | 98 | 1 |

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 : B. Any three of the above
    Answer After DVV Verification: C.Any two of the above
  Remark : Input edited as per supporting documents

| 7.1.5 | Water conservation facilities available in the Institution:<br><br>1. Rain water harvesting<br>2. Borewell /Open well recharge<br>3. Construction of tanks and bunds<br>4. Waste water recycling<br>5. Maintenance of water bodies and distribution system in the campus<br><br>Answer before DVV Verification : All of the above<br>Answer After DVV Verification: Any Three of the above<br>Remark : Input edited as per supporting documents |
|---|---|
| 7.1.7 | The Institution has disabled-friendly, barrier-free environment<br><br>1. Built environment with ramps/lifts for easy access to classrooms<br>2. Divyangjan friendly washrooms<br>3. Signage including tactile path, lights, display boards and signposts<br>4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment<br>5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading<br><br>Answer before DVV Verification : D. Any two of the above<br>Answer After DVV Verification: E. any one of the above |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | Number of full time teachers year-wise during the last five years<br><br>Answer before DVV Verification:<br><br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>99</td><td>92</td><td>101</td><td>98</td><td>94</td></tr></table><br>Answer After DVV Verification:<br><br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>99</td><td>92</td><td>96</td><td>97</td><td>94</td></tr></table> |
| 2.1 | Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)<br><br>Answer before DVV Verification:<br><br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>66418</td><td>83616</td><td>71828</td><td>64638</td><td>59640</td></tr></table><br>Answer After DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.66    | 0.83    | 0.71    | 0.64    | 0.59    |