

**CRITERION 1
CURRICULAR ASPECTS**

Key Indicator – 1.1 Curricular Planning and Implementation

Metric No.	
1.1.1	<p>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.</p> <p>Response:</p> <p>The under graduate and post graduate programme in nursing supports the institutional mission of Aster MIMS Hospital -“A caring mission a global vision” and the dictum of Aster DM Health Care “We will treat you well”. The educational experience provided at MIMS College of Nursing emphasizes on overall development of the graduates to attain competency in the triple facet of nursing practice, education and research. Though the college follow the syllabus of Kerala University of Health Sciences, in accordance with Indian Nursing Council, the college prepares its own curriculum structure to inculcate the mission of the college – “Compassionate Nurses for a Caring Profession”. The vision of the college is “To be among the leading nursing colleges in the country with standards of nursing education, practice and research”.</p> <p>The curriculum structure of the B.Sc. Nursing programme is based on the King’s Goal Attainment theory, Homeostasis and Nursing process and M.Sc. Nursing programme is based on the 3 P learning model of John Biggs. The curriculum imparted here prepares the students to meet the national and global demands. The core values of the institution is imparted through hidden curriculum.</p> <ul style="list-style-type: none"> • Activities before the commencement of academic year <p>Before the start of the academic year, the curriculum committee conducts a meeting and prepares an academic calendar with the consultation of heads of various departments, class coordinators and student’s representatives. The class coordinators develop master plan and master timetable. The departmental heads allocate the topics according to the subjects and syllabi to the respective faculty. The subject coordinator in consultation with the faculty prepares the subject plan for the whole academic year.</p> <ul style="list-style-type: none"> • Activities during the academic year <p>After the finalization of entire plans, the coordinator will communicate the entire curriculum plan to the students. Induction program is organized for novice to</p>

understand the academic culture of the college, curriculum norms, University examination pattern and code of conduct.

The different teaching methods incorporated in the class room teaching are lecture, discussion, Problem Based Learning (PBL) and demonstration. Case study, micro teaching, case discussion, nursing rounds, experiential learning and nursing care conference are some of the methods used in the clinical setting. Course evaluation is done in theory and practical's using formative and summative evaluation as per regulation. Practical is evaluated through continuous evaluation, assignments, case study with a preplanned criteria and final university exam. Academic advising is done once in every three months along with regular Student Support and Guidance Programme (SSGP) as and when required.

Progress of the students is regularly informed to their parents through direct PTA meeting and also by sending progress cards. Repeat examinations, viva, and quizzes are conducted for the slow learners after scheduled learning. Effective implementation of curriculum is periodically reviewed through departmental meetings and during faculty meeting with the Principal.

- **Activities at end of the academic year**

Tentative date for the completion of syllabus is communicated to all the subject coordinators and revision plans are prepared. Model theory and practical examinations are conducted before university examinations. Internal assessment marks are notified to students and parents. The duly signed final internal assessment marks will be submitted to the University. Feedback is collected from the stakeholders, analyzed and corrective actions are suggested for the next academic year.

Web link: <http://mimscon.com/mimscon1/naac/test1.pdf>

<p>1.1.2</p>	<p>Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. Response: 3.7%</p> <table border="1" data-bbox="378 1415 1372 1629"> <thead> <tr> <th data-bbox="378 1415 881 1461">File description</th> <th data-bbox="881 1415 1372 1461">Document</th> </tr> </thead> <tbody> <tr> <td data-bbox="378 1461 881 1629">1.1.2 Academic council and Board of studies</td> <td data-bbox="881 1461 1372 1629">Details of participation of teachers in various bodies Scanned copies of the letters supporting participation of teachers</td> </tr> </tbody> </table>	File description	Document	1.1.2 Academic council and Board of studies	Details of participation of teachers in various bodies Scanned copies of the letters supporting participation of teachers
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Key Indicator- 1.2 Academic Flexibility

<p>1.2.1</p>	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years Response: 53.57 % 1.2.1.1: Number of courses offered across all programmes during the last five years Response: 28 1.2.1.2: Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Response: 15</p> <table border="1" data-bbox="332 697 1414 909"> <thead> <tr> <th data-bbox="332 697 906 741">File description</th> <th data-bbox="906 697 1414 741">Document</th> </tr> </thead> <tbody> <tr> <td data-bbox="332 741 906 909">Interdisciplinary/ interdepartmental courses /training across all the programmes offered by the College</td> <td data-bbox="906 741 1414 909">1.2.1 Inter-disciplinary / inter-departmental courses /training</td> </tr> </tbody> </table>	File description	Document	Interdisciplinary/ interdepartmental courses /training across all the programmes offered by the College	1.2.1 Inter-disciplinary / inter-departmental courses /training												
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<p>1.2.2</p>	<p>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: 22.54 % Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during last five years</p> <table border="1" data-bbox="370 1253 1377 1575"> <thead> <tr> <th data-bbox="370 1253 553 1360">Year</th> <th data-bbox="553 1253 1377 1360">Number of students enrolled in subject-related Certificate/Diploma programs/Add-on courses</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 1360 553 1402">2014-2015</td> <td data-bbox="553 1360 1377 1402">54</td> </tr> <tr> <td data-bbox="370 1402 553 1444">2015-2016</td> <td data-bbox="553 1402 1377 1444">57</td> </tr> <tr> <td data-bbox="370 1444 553 1486">2016-2017</td> <td data-bbox="553 1444 1377 1486">58</td> </tr> <tr> <td data-bbox="370 1486 553 1528">2017-2018</td> <td data-bbox="553 1486 1377 1528">60</td> </tr> <tr> <td data-bbox="370 1528 553 1575">2018-2019</td> <td data-bbox="553 1528 1377 1575">59</td> </tr> </tbody> </table> <table border="1" data-bbox="365 1617 1382 1833"> <thead> <tr> <th data-bbox="365 1617 881 1671">File description</th> <th data-bbox="881 1617 1382 1671">Document</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 1671 881 1833">Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs</td> <td data-bbox="881 1671 1382 1833">1.2.2 Subject related certificate or diploma programme</td> </tr> </tbody> </table>	Year	Number of students enrolled in subject-related Certificate/Diploma programs/Add-on courses	2014-2015	54	2015-2016	57	2016-2017	58	2017-2018	60	2018-2019	59	File description	Document	Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	1.2.2 Subject related certificate or diploma programme
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Key Indicator- 1.3 Curriculum Enrichment

1.3.1.	<p>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</p> <p>Response: In academics, the curriculum structure provides courses belonging to gender equality, sustainability, human values and ethics are arranged in the vertical strands.</p> <p>Gender: The college provide equal opportunity for all through gender equality. In academics, the subject sociology in second year deals with the topic rights of women and children and in fourth year community health nursing also have topics related to women empowerment and prevention of abuse and violence of women and children. The SNA and NSS units of the college has organized number of programmes such as essay writing and poster competition and debate related to this issue.</p> <p>Human values and professional ethics: Human values are impregnated to the curriculum through its mission “Compassionate Nurse for a Caring Profession”. All clinical practice guidelines and evaluation are given due weightage for professional and ethical codes. Code of conduct evaluation is criterion based. In first year the subject nursing foundation addresses the characteristics of profession, code of ethics and code of conduct. The hidden curriculum of the institution inculcate the core values of the institution in teaching- learning process such as student centered, learning centered, excellence, diversity, service, integrity and intellectual discovery.</p> <p>Students are motivated to celebrate all national and international days of importance and specific department is leading the students in this community venture. The NSS unit of the college has organized ‘Avarakkoppam’- an initiative to support the inmates of old age home and a dress bank for the needy. These activities help to inculcate a service mind among the students.</p> <p>Faculty involvement is promoted along with the students. Faculty appraisal has weightage of 15% for community development activities.</p> <p>Environment and Sustainability: Campus follows green concept, plastic free with bio fencing. Sustainable development is promoted through rain water harvesting, through natural reservoirs, tank farming and solar energy utilization. Celebrates environmental day and plant saplings that get from social forestry. NSS and SNA units actively participate in all these ventures. The plan for a roof garden with the support of agriculture department is under process.</p>
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	<p>In academics, Community Health Nursing in second and fourth year deals with topics such as environmental hygiene and sustainable development along with millennium development goals</p> <table border="1" data-bbox="332 359 1349 573"> <tr> <th data-bbox="332 359 846 405">File description</th> <th data-bbox="846 359 1349 405">Document</th> </tr> <tr> <td data-bbox="332 405 846 573">Subjects deal with Gender, Environment and Sustainability, Human Values and Professional Ethics</td> <td data-bbox="846 405 1349 573">1.3.1 Subjects in the curriculum deal cross cutting issues 1.3.1 Programmes related to cross cutting issues</td> </tr> </table>	File description	Document	Subjects deal with Gender, Environment and Sustainability, Human Values and Professional Ethics	1.3.1 Subjects in the curriculum deal cross cutting issues 1.3.1 Programmes related to cross cutting issues								
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<p>1.3.2</p>	<p>Number of value-added courses offered during the last five years that impart transferable and life skills Response: 2</p> <table border="1" data-bbox="396 825 1352 953"> <tr> <th data-bbox="396 825 911 871">File description</th> <th data-bbox="911 825 1352 871">Description</th> </tr> <tr> <td data-bbox="396 871 911 953">Details of the value-added courses imparting transferable and life skills</td> <td data-bbox="911 871 1352 953">1.3.2.1 Value added course</td> </tr> </table>	File description	Description	Details of the value-added courses imparting transferable and life skills	1.3.2.1 Value added course								
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<p>1.3.3</p>	<p>Average percentage of students enrolled in the value-added courses during the last five years Response: 22.54 % Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills</p> <table border="1" data-bbox="404 1251 1349 1465"> <thead> <tr> <th data-bbox="404 1251 618 1339">Year</th> <th data-bbox="618 1251 764 1339">2014-2015</th> <th data-bbox="764 1251 911 1339">2015-2016</th> <th data-bbox="911 1251 1057 1339">2016-2017</th> <th data-bbox="1057 1251 1203 1339">2017-2018</th> <th data-bbox="1203 1251 1349 1339">2018-2019</th> </tr> </thead> <tbody> <tr> <td data-bbox="404 1339 618 1465">Number of students enrolled</td> <td data-bbox="618 1339 764 1465">54</td> <td data-bbox="764 1339 911 1465">57</td> <td data-bbox="911 1339 1057 1465">58</td> <td data-bbox="1057 1339 1203 1465">60</td> <td data-bbox="1203 1339 1349 1465">59</td> </tr> </tbody> </table>	Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Number of students enrolled	54	57	58	60	59
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<p>1.3.4</p>	<p>Percentage of students undertaking field visits/ Clinical/ industry internships/ research projects/ industry visits/ community postings Response: 72.76</p>												

Key Indicator- 1.4 Feedback System

1.4.1.	Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders Response : Structured feedback received from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Professionals						
1.4.2	Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Response: Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website <table border="1" data-bbox="332 951 1349 1081"><thead><tr><th data-bbox="332 951 812 993">File description</th><th data-bbox="812 951 1349 993">Document</th></tr></thead><tbody><tr><td data-bbox="332 993 812 1035"></td><td data-bbox="812 993 1349 1035">1.4.1 Feedback analysis</td></tr><tr><td data-bbox="332 1035 812 1081"></td><td data-bbox="812 1035 1349 1081">1.4.2 Meeting minutes</td></tr></tbody></table>	File description	Document		1.4.1 Feedback analysis		1.4.2 Meeting minutes
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