SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

COLLEGE OF NURSING, CHRISTIAN INSTITUTE OF HEALTH SCIENCES AND RESEARCH,DIMAPUR

COLLEGE OF NURSING, CHRISTIAN INSTITUTE OF HEALTH SCIENCES AND RESEARCH .(CIHSR), 4TH MILE NEAR CENTRAL JAIL ROAD P.O ARTC P.BOX-31 DIPHUPAR
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Christian Institute of Health Sciences and Research, keeping in line with the objective to develop undergraduate and post graduate teaching programs, started the College of Nursing (CON) in the year 2011 to cater to the training needs in nursing, not only for Nagaland but for the rest of the North East. The College of Nursing, CIHSR is the first and the only Nursing college in the state of Nagaland, and it was founded on 10th December 2011. The College is affiliated to the Indian Nursing Council, Delhi, Assam Nurses' Midwives' and Health Visitor's Council, Guwahati, Assam and the Nagaland University, Lumami, Nagaland.

The courses offered by the College of Nursing at present are the Diploma in General Nursing & Midwifery (GNM), B.Sc. Nursing (Basic) and Post Basic B.Sc Nursing. College of Nursing has highly competent and experienced nursing faculty and other medical and Allied Health Professionals are associated with the institute to teach our students. This institution had adopted the system of integration of Nursing education and Nursing service. The teacher who teaches the students in the college supervise the care given to patients by nursing staff and students in the hospital. This system enable the students to integrate theory in to practice successfully.

The College of Nursing aims not only to tender to the health needs of the patients visiting the hospital, but also to cater to the needs of the Community in terms of health promotion and Rehabilitation. We have adopted few villages in Singrijan area in Dimapur. Our students with a help of the teaching faculty visit the homes and assess the health needs of the families and do the needful.

The hands on experience in various fields of Nursing received by the students make them a competent nurse when they complete the course. They are obsorbed by various agencies and lot of demand for our graduates. The recruitment agencies are various mission and private hospitals in and around Nagaland, Tata Medical Centre, Narayana Health Groups and Focus Search Services and Pragmataki Solutions, Singapore

Vision

Nursing Excellence for individual and community transformation

Mission

Mission

Being inspired by the greatest healer, Jesus Christ, the College of nursing strives to-

1.   Develop nursing personnel to provide exemplary service with compassion, innovation and professional competence.

2.   Reach out to transform lives through excellence in education, research, practice and leadership.

3.   Inculcate the ethos of work and service in response to areas of need for positive change in the health of

the nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Reputed college: It is the one and only reputed Nursing college in Nagaland, With Efficient and highly trained faculty from reputed institutions. It has Well-equipped Laboratories for all the departments. Campus Recruitment drive are also done where almost all of our students are employed in government and private sectors in India as well as abroad.

Continuing staff development program: Ongoing staff development program is organized twice a month. The college also Organizes and attend state/regional level workshops & Seminars. Staff promotion is based on performance evaluation and 360 degrees, and paper publication which motivates the staff to update their knowledge and skill.

Curriculum committee meeting: Curriculum Meeting called twice a year for all the courses at college level and Academic meeting annually at institutional level and various representatives from CMC Vellore, government of Nagaland and Nagaland University. We get good input from them to improve the standard of education.Regular feedbacks are given by the students for quality improvement.

College Management Meeting.The meeting is held once in three or two months to discuss the academic activities of the college

Extra-curricular activities : Students have lot of opportunities to develop their core competency by attending sports and games, gardening, Indoor & outdoor games, Quilling, social work, music class, taekwondo classes etc

Good clinical experience with Integration nursing education and service. It is an unique feature of College of Nursing where the teaching faculty are responsible for theoretical learning and clinical experience in the college and hospital

NABH Accredited Hospital: This ensures that students get good learning opportunity to work in a system that is well placed. It gives them excellent opportunity for Sound education & Quality patient care

Use innovative method in teaching:

Video assisted teaching. Problem based learning, reflective practice, exhibition, quiz, panel discussion, symposium, workshop, field visit, seminar, bedside clinic, excursion and OSCE.

Good Infrastructure

College and hostel buildings

Well-equipped laboratories

Adequate classrooms with furniture

Basic teaching aids in all the classrooms.

Adequate number of computers, library with books/journals with National and International Journals.

Adequate recreational facilities and easy transportation.

Institutional Weakness

Turn Over: High turnover rates for Tutors working in the college, as they pursue higher studies, so there is a need for constant orientation and recruitment of staff.

Multipurpose hall & Auditorium: The college is in need of a multipurpose hall and auditorium, which can house a number of students for examination and other functions. The Auditorium is on the verge of completion.

Boy's Hostel: The boys does not have a proper hostel facility.

Crèche /Nursery: Faulty very often face problems in getting baby sitter to take care of the children. Institution is looking in to the need of it.

Scholarship : Our institution is self financing in meeting all the needs of the hospital and college.We do have scholarship fund but it is not adequate to give for more than two students per year.

Adding more courses: College has to work towards it to convince the higher authority to start more courses in the college.

Ph.d staff: Number of Ph.d is very less.Planning to sponsor faculty for ph.d

Quarters for staff : There are quarters in the campus, few senior faculty have got it.We need some more.

Smart lab/ Simulation labs: As technology advances, we also have to be in pace with it to teach our students who are coming from high tech background. We are in need of Simulation lab and we are working on it.

Institutional Opportunity

There is a dynamic learning environment, which will help to create good learning experience for the faculty, with all the facilities and support that is provided by the institution. We have good partnership with the state government, CMC Vellore hospital for projects, networking and explore new teaching methods.

Regular Promotion and increment for staff based on Annual performance appraisals and 360 degree which motivates the staff to achieve their planned short and long term goals.

Participating in programs organized by the institution on various workshop especially on Bio Ethics, Interpersonal Relationship, Transforming life, Retreat etc.

staff welfare program organizes cultural program and social activities every year to participate

There is an opportunity for opening up new courses in nursing programs.

Opportunities for higher studies and avenues for growth

Sponsorship in Reputed Institutions for higher studies as per Department needs

Good working environment for staff, institution appreciates staff working for more than 10 years by honoring them with gifts and certificate.

Appreciate the exemplary work of staff by awarding Gold and silver star . Provide good medical benefits with leave.

Financial support to attend National and International conferences and workshop in India and abroad

Study leave to do higher studies

Maternity leave as per policy of the institution

Start MSc Nursing courses and other nursing sub specialty.

Participate in Research and PhD.

Children's school fees benefit by linking with schools by providing health packages to school teachers.

Institutional Challenge

New nursing colleges are planned by State Government (Nagaland) and staff may leave because of high salary/better remuneration.

High turnover rates of tutors for higher studies.

More specialized unit for student's clinical exposure like Psychiatric unit, eye surgeries etc. so that students have ample patient to get their experience.

Online classes during pandemic was a real challenge, there were lots of challenges due to network and connectivity issues along with different learning styles.

Multiple responsibilities for a single individual are sometimes a challenge in regard to time and sometimes can be overwhelming and cause burnout and dissatisfaction. However, this could also be an opportunity for exploring/ developing abilities/ skills for growth.

1.3 CRITERIA WISE SUMMARY

Nursing Part

Nursing is an art and science, the basic training on nursing is given to students who have completed higher Secondary education. They are selected based on the written entrance examination, practical test and Interview. The focus of nursing is to prepare nurses to provide quality care to patients in the hospital and community setting. The syllabus is prepared by Indian Nursing Council, the curriculum is developed batch wise and implemented in the college level. College of Nursing is conducting three programs which are affiliated to Indian Nursing Council, Assam Nursing Council and Nagaland University.

The General Nursing Midwifery(GNM) program is a Diploma program which is a 3-year course. The student, on completion of the GNM program will develop competency in providing quality care to individuals either in the hospital or community

Basic B.Sc Nursing : It is a four years undergraduate nursing program, aimed at preparing graduates to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative services. They are also expected to assume the role of an Educator, Researcher and Manager in a clinical/ public health setting.

Post Basic B. Sc. Nursing

It is a 2-year course. The under graduate nursing program at the Post basic BSc level is

a broad based education, which builds upon the skills and competencies acquired at the diploma level. The aim of this course is to upgrade the diploma (GNM) nurses to become competent nurses and assume the role of teacher, supervisor, manager in a clinical / public health setting.

The subjects learned all the groups are Fundamentals of Nursing, Biological Sciences, Behavioural Sciences, Computer Education, Community Health Nursing-I, English Medical Surgical Nursing, Mental Health Nursing, Child Health Nursing, Obstetrics and Gynaecological Nursing, Community Health Nursing II, Nursing Education, Introduction to Research, Professional trends and adjustments, Nursing Administration, and Ward Management. The hours of learning in all the above subjects are very less in GNM program compared to graduate program Except Nursing Foundation.

. All the graduates are licensed to practice nursing as a professionals and they are placed in well recognized hospitals in mission and private.

Curricular Aspects

The subjects learned in Nursing is almost the same for all three programs but the hours allotted for each subject is different. The curriculum is prepared based on the Indian Nursing Syllabus. The Vice principal for each programme is responsible to prepare the Master plan and clinical rotation plan for each academic year. The nursing curriculum utilizes the six levels of Bloom's Taxonomy as a method of developing the program of study to progress from simple to complex. The planned curriculum is implemented by the class and subject coordinators. The class coordinators prepare the time table for each term, circulate it to the subject teachers and they carry out the subjects based on the time table. The Curriculum meetings are conducted three times in a year to review and revise the curriculum.The vice principals for each program will present the interim implementation of the curriculum. Feedback from the teacher and students regarding the curriculum is

considered for revision every year. The class coordinators present the feedback given by the students regarding the evaluation of the subjects during the curriculum meeting. The evaluation of class teachers is discussed with the teachers individually by the principal. The main objective of the curriculum is to implement the theory and practical skills systematically as per the curriculum planned for each nursing program. Clinical exposure is mandatory for all the batches of students with 100% attendance, so that they will be equipped with adequate knowledge and skill to render quality patient care. At the first year level, the students study basic foundations of nursing and biological and behavioral sciences. Students are taught specialty subjects from second year onwards. The students also are taught about education, management and research, where the students conduct a research project. The core curriculum is designed for all the students to strengthen their potentials. They have extracurricular activities and value-addition courses to enrich the curriculum. They are encouraged to participate in sports and literary events competition in other arts and science colleges. Nursing is aimed at all round development of an individual in terms of physical, mental, social and spiritual aspects.

Teaching-learning and Evaluation

The institution ensures that the learning objectives for all the students are achieved by the end of the year. The students are given out course outline/ syllabus highlighting the program objectives. They are informed of what they are expected to learn and practice. The faculty concentrates and gives detailed attention to the specific learning objectives for all the topics that helps in succeeding the accomplishment of the program objectives. As and when students are posted in clinical areas, clinical objectives are informed prior to the ward supervisor/ department in charge so that the students have experiential learning and thereby relate theory with practice. Various teaching methods used in Classroom teaching apart from classroom lecture and discussion, are seminar, microteachings, symposium, workshops, case presentation and Reflective learning. Library hours are given for self-learning. During the pandemic, the methods of teaching used for the online classes were google classroom, whats app, educational videos from you tube, customized videos were made according to the students' need and requirements, and online video conferencing platforms among the lecturers to engage with students were facilitated by Zoom, wats app and Google meet.

The formative and summative Evaluation is done throughout the academic year. The students are made to write unit test and term test as planned in the curriculum three times in a year. University examination is conducted at the end of the year. Some of the continuous internal assessment system includes bedside clinics, bedside practicals, observation, assisting and performance of procedures, nursing rounds, care plan, case study, and clinical work up, seminars, demonstration with return demonstration, viva, reflective practices, conducting quiz on each other, and the like are implemented to ensure dynamic learning these are assessed by using standard objective checklists and parameters. The student's practical exam is carried out either in the clinical area or in the form of an Objective structured clinical examination where the teacher prepares a scanario and the the checklist.Students are monitored through out the year and evaluated based on the performance in the theory and clinicals.Academic Excellence award is given for first three ranks.

Research, Innovations and Extension

College of Nursing has established a Research Committee with seven members. Research committee meeting is conducted twice in a year.The students and faculty research projects proposals are presented in the committee and approved . The project which has ethical issue will be presented in the Institutional Review Board of CIHSR. The faculty are the Research guide for the students who are doing the project. The students research is done in a systematic way following the research process and the project is published as a scientific article which

gives benefit to the faculty as well. This has resulted in a number of presentations in conferences and publications in journals. Faculty members are also encouraged to conduct individual research and publish scientific papers. Many of the faculty are in the process of conducting these researches. There are sixteen scientific articles published by the faculty, some of which are students project guided by the faculty. Provisions are made for the faculty to attend workshops, seminars and conferences, and present papers as well. Four workshops (Regional & State) and four seminars were conducted from 2016 so far and two seminars/ workshop were sponsored by ICMR. Through the NSS unit and Student Nurses Association activities, the college promotes various community engagement activities. College students and faculty members participate in activities such as blood donation camp, campus cleaning, and educating school children and conducting health camps as a Swatch Campus. These activities lead to the creation of students' awareness on social problems, improve communication skills, teamwork and to grow as social sensitive human beings. To improve networking, the Midwifery teachers of CIHSR have taken up the project on Obstetrical Emergencies as a workshop for the government staff nurses. We had conducted two workshops in 2019 &2020 Feb so far and it is discontinued for a while due to the pandemic. As a continuing Nursing Education, workshops were arranged for the faculty on curriculum development, Writing manucscript for publication, basic Bio statistics and Johari window in 2020.The faculty identified various online teaching & learning methods for our students during the pandemic period and implemented it successfully .

Infrastructure and Learning Resources

The college of Nursing building was completed & inaugurated in the year 2014 which is situated with in the hospital premises. There are three floors and It consist of 9 well ventilated classrooms, seven laboratories namely Nursing foundation, Pre-clinical lab, Nutrition, Paediatrics, Midwifery, Computer lab and Community Health Nursing. According to the specialization, manikins are placed in the laboratory for the students to practice . There are offices for the Principal, Vice Principal, HoDs of all specialty and all the other faculty. Community health Nursing Department has a separate office and classroom, few other small room for the M. Sc. classroom. Each floor has adequate male and female toilets for the staff and students. The classrooms, laboratories, offices, toilets and hostel are built as per the norms of the Indian Nursing Council. All the classrooms are equipped with multimedia and speaker to provide quality education. The basic Nursing program is residential and the students are accommodated in the hostel with adequate facilities. There are two wardens to take care of the students. The dining hall which can accommodate 350 students at a time and the mess managed by outsource personnel. Institute has a good resource centre for learning which has three floors for Nursing, Allied Health Sciences and medical. The floor allotted for nursing accommodates nearly 60 students at a time in the first floor. The college management makes budget available to procure equipment for teaching and learning purposes every year. The library has 3179 books with different specialty and value added books. The total number of Journals are 21, out of that 7 International journals. Every year the subscriptions are renewed. The learning resource materials available in the library facilitate learning of our students and faculty. The students research projects books are also stored in library. Library orientation programs and other schemes have resulted into good library usage. All the other supporting facilities such as playground for football, basketball, Volley ball and Badminton indoor games such as carom board, table tennis, chess etc. The other extracurricular activity facilities for students are Tae Kwon do and music classes.

Student Support and Progression

The college provides various mechanisms for student support and progression. General Body meeting is called twice in a year. The students are mentored by faculty, everyone has 9 -10 students to mentor. They have been

meeting the students individually as and when necessary and collectively once in three months.The Student's Welfare Organization initiates and conducts various co-curricular and extra-curricular activities under the guidance of the chairperson . The institute provides medical support as per the needs of the students and the policy of the hospital. College organize fresher's day and farewell annually. All committees for redressal of students' grievances is in place.

The Student Nurses Association (SNA) is the strong body and the members are elected by the students with a help of the SNA Advisors. Every year the college conducts student elections. Various student activities are organized by them under the leadership of the elected student representatives. Once in a year Students Annual festival (SAFest) are celebrated for 3-4 days where students participate in various competitions such as sports, games and other literary events. The students are encouraged to participate in inter-collegiate competitions. The college has also been represented at the National level in the Biennial conferences, where the students have won prizes. The student representatives are the members of anti-ragging committee, library committee and hostel committee. In the event of any disciplinary issues , the matter is discussed by the disciplinary action committee and action taken according to the protocol. Parents are informed if necessary.

 All students have found employments either in private or governmental establishments on completion of their courses. Campus recruitment drives were organized for the final year students from two organizations namely, Narayana Health Super Specialty, Guwahati and Focus Search Services, Singapore in 2018, 2019 and 2020. A few students have also progressed from their bachelor's degree to Master's degree in various nursing specialties such as Cardiothoracic Nursing, Oncology Nursing, Neurological Nursing, Mental Health Nursing, Obstetrical and gynaecological nursing. The Alumni Association was also formed and had its first meeting on the 21st March 2019 with attendance of 36 alumni from various batches.

Governance, Leadership and Management

The College of Nursing , Christian Institute of health Sciences and Research governing body is Board of Directors with seven members. The director is the Head of the Institution and the principal is Head of the College. There are three Vice principals assisting the principal to execute the activities of the college. Each one of the vice principal plan the curriculum and coordinate the Nursing programs with the class teachers. There are five Nursing speciality, headed by senior faculty, associate professor, Assistant professor, lecturer and B.Sc N Tutors to take care of the students in the clinical areas. All the theory classes are taken by M.Sc Faculty and the clinical requirements are taken care by the tutors and M.Sc faculty. The faculty takes care of the Teaching – Learning process of the students.

The institute has a vision to provide quality nursing education and to develop leadership in nursing. The leadership of the institute believes in participative management and strives to bring excellence by structured organizational system with the involvement of all the stakeholders. Students are given responsibilities in various committes to develop their leadership skill. They do organize various program and conduct it well.College management committee is organized once in three months. The institute has a well-defined perspective plan involving focus areas, action plan to achieve the goals and measures to verify their achievements. The college collects feedback from the students on teaching, curriculum and support services. The feedback from employers and alumnae are also used to improve the overall performance of the institute. Under the leadership of the Principal, each Nursing departments plan and execute their academic and administrative activities. The Institute being self-financed, the main source of income are the tuition fees. The institute makes budgetary provision for recurring and nonrecurring expenditure in advance. As per the budget financial resources are made available for the functioning of the college. The college has an active internal

quality assurance cell (IQAC) formed in the year 2017. The IQAC conducts regular meetings to review and improve the quality of the overall functioning of the institute.

Institutional Values and Best Practices

The institutional values are Caring the students with compassion, Integrity and Humility which motivate them to serve with Commitment.Professional Excellence is the major concern.Selection is unbaised, the theory and practical examination are conducted in the institution and seat allotted according to the merits.Distribution of seats for the course is Nagaland 50% and Non Nagaland 50% where General, ST & SC categories are covered.Economically weaker sections are given 10% of seat and 5% for the disability.**Regular Continuing Nursing Education classes** are conducted twice a month. Each faculty member is encouraged to **present scientific papers and posters at National, International workshops, seminars and conferences** and **organizes Regional and state workshops and seminars**. Faculty are **promoted based on the 360 degree evaluation, annual performance appraisal and publication. Innovative methods of teaching such as reflective practice, problem based learning, simulation, e-learning, case discussions, seminars, symposium, workshop** are used. **Classes are equipped with computers and projectors with access to internet. Hands on clinical experience is given in the hospital. Students are also encouraged to participate in workshop and conference every year**. **Extracurricular activities such as Life skill and Personality development course, Transform to Life program, music, craft work, sports and games and Taekwondo** are arranged to develop their core competencies. A unique feature of College is **Integration of Nursing Education and Nursing Service** where the teaching faculty are responsible to bridge the gap between theory and practice. **Mentorship program** where 9-10 students are alloted to the faculty to mentor. They meet the students individually as and when necessary and collectively once in three months. The students who need assistance **academically or personally are called individually and counselled, those who need academic help, they are coached individually**. **Progress report** is send to the parents. **Community orientation program** is arranged in first year to expose the students to community to understand the life style of people in order to plan the care for the patients in hospital and community. **Work camp** is arranged in final year to prepare them to become responsible and accountable nurse. The **feedback from stakeholders** are taken to improve the standard of education

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	COLLEGE OF NURSING, CHRISTIAN INSTITUTE OF HEALTH SCIENCES AND RESEARCH,DIMAPUR
Address	COLLEGE OF NURSING, CHRISTIAN INSTITUTE OF HEALTH SCIENCES AND RESEARCH .(CIHSR), 4TH MILE NEAR CENTRAL JAIL ROAD P.O ARTC P.BOX-31 DIPHUPAR
City	Dimapur
State	Nagaland
Pin	797115
Website	https://concihsr.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Christy Simpson	03862-2425555	9994625990	03862-242530	con.cihsr@gmail.com
IQAC / CIQA coordinator	Bendangmenla Ao	03862-242555	8413004537	-	amenlapongen@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	13-10-2011

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Nagaland	Nagaland University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
INC	View Document	20-03-2020	12	Applied for Renewal

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	COLLEGE OF NURSING, CHRISTIAN INSTITUTE OF HEALTH SCIENCES AND RESEARCH .(CIHSR), 4TH MILE NEAR CENTRAL JAIL ROAD P.O ARTC P.BOX-31 DIPHUPAR	Urban	100	50984

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,Basic Bsc Nursing	48	Twelve	English	40	39
UG	BSc Nursing,Post Basic Bsc Nursing	24	GNM	English	20	18

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				6				7				4
Recruited	0	2	0	2	0	7	0	7	0	4	0	4
Yet to Recruit				4				0				0
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				2				13				0
Recruited	0	2	0	2	0	0	0	0	0	0	0	0
Yet to Recruit				0				13				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				3
Recruited	2	1	0	3
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	0	7	0	0	5	0	13

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	2	0	0	0	0	0	0	0	2

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

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	4	5	0	0	0	0	0	0	0	9

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	1	0	1
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
Diploma	Male	0	0	0	0	0
	Female	15	15	0	0	30
	Others	0	0	0	0	0
UG	Male	0	1	0	0	1
	Female	34	23	0	0	57
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	1	2
	Others	0	0	0	0
ST	Male	0	5	2	2
	Female	79	70	75	68
	Others	0	0	0	0
OBC	Male	1	1	0	2
	Female	5	7	7	3
	Others	0	0	0	0
General	Male	0	0	1	1
	Female	3	4	2	3
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		88	87	88	81

General Facilities	
Campus Type: COLLEGE OF NURSING, CHRISTIAN INSTITUTE OF HEALTH SCIENCES AND RESEARCH .(CIHSR), 4TH MILE NEAR CENTRAL JAIL ROAD P.O ARTC P.BOX-31 DIPHUPAR	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**Yes**
• Cafeteria	**Yes**
• **Health Centre**	
* First aid facility	**Yes**
* Outpatient facility	**Yes**
* Inpatient facility	**Yes**
* Ambulance facility	**Yes**
* Emergency care facility	**Yes**
• **Health centre staff**	
* Qualified Doctor (Full time)	**2**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**4**
* 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	**No**
• Power house	**Yes**
• Fire safety measures	**Yes**
• Waste management facility, particularly bio-hazardous waste	**Yes**
• Potable water and water treatment	**Yes**

• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	16
* Girls's hostel	1	251
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
267	254	246	208	169

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

1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
72	70	73	38	42

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

1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
86	86	81	76	74

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

2 Teachers

2.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
29	31	30	28	24

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

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	32	32	32	32

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

3 Institution

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
15768363	25272721	90750189	14318084	12615437

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 college strictly follows the syllabus prescribed by Indian Nursing Council (INC) and the curriculum is planned by the college. Curriculum committee meeting is organized twice or thrice in a year depends on the need of the students. Every year, before the start of academic session, the curriculum committee is called. The vice principals collects the feed back of the students and the teachers of each course (PBBSC, BSCN) and prepares the curriculum and develops a Master Rotation Plan (MRP) and clinical rotation plan for each batches of students according to the curriculum. It consists of a blue print for the whole academic session like- hours allotted for each subject theory and practice, library hours, extra-curricular activities, clinical duty hours and areas, holidays'/vacations, term examination & university examination, educational visits, etc which will be presented to the faculty and approved by them during the curriculum committee meeting before implementation.

The class coordinator prepares the time table for each course following the master plan and circulate it to the subject teachers. The subject teachers prepares the course plan and lesson plan for the allotted subjects. Any suggestions and concerns related to the execution of the MRP is brought to the notice of the vice principal and the needed changes are made and implemented after consultation with all the concerned teachers.The teachers give the midterm feed back of the course which will be presented in the midterm curriculum meeting. All the Nursing subjects' classes are taken by Nursing faculty while the other non-nursing subjects are taken by Doctors, Allied health sciences personnel, nutritionist, psychologists, etc.

Evaluation: Unit tests are conducted by the subject teachers after completion of each unit. Three Term examinations theory as well as practical examinations are conducted for each batch of students. The class coordinators also maintain record of the internal marks & attendance .Revision classes are also conducted and preparatory leave is given before the final University examination. Academically weak students are identified and notified to the principal. Remedial coaching is arranged for the weak students.

Progress report of each students is being sent to the parents. Feedback from the parents are collected & filed.

Mentorship program is also introduced where each faculty is assigned 8-10 students. Activities like counselling, relationship building, prayers & fellowship, guidance, etc. are carried out. Record of mentorship is maintained by the mentor.

Feedback: At the end of the academic session, structured feedback is collected from the students separately for each subject and about individual teacher. The feedback is analysed and then discussed in a common platform and constructive feedback are incorporated at the earliest or in the subsequent session. Feedback related to individual faculty is being discussed separately by the principal. Feedback of the selection process is also developed & each year the feedback is amalgamated into the selection process.

Extracurricular activities like- games & sports, social work, exhibitions, music, Taekwondo, Life skill & Transform to life program is arranged to develop the core competencies of the students.

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

Other Upload Files	
1	[View Document](#)
2	[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: 14.2

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

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

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 5

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

Response: 5

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

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

Response: 54.24

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
113	173	149	30	145

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:

CROSS CUTTING ACTIVITIES BY THE STUDENTS

COLLEGE OF NURSING; CIHSR

Apart from the curriculum requirements, the extended activities of the students in Community Health Nursing department of College of Nursing, CIHSR, carried out various activities in the adopted villages Singrijan, Tseithrongse and Deizsphr and two Urban area Kuda and Burma Camp. Some activities are carried out along with special programmes like world health celebration days and some on monthly bases

Activities carried out are as follow:

Environmental Hygiene and Sanitation activities:

The students have conducted cleaning drive of the village they visit, constructed soakage pit, cleaning of the community hall, churches and public places to demonstrate cleanliness to the community people and gave health education related to environmental sanitation and hygiene.

Women Empowerment activities:

Every third Thursday of the month is dedicated to women club which aims at empowering the women of the Kuda village. During this meeting the students and the faculty have carried out activities like training the women on financial management, preparing of nutritious diet for the family with seasonal food available in the community, craft and skills such as knitting, crochet, plastic flower, paper bags and baskets, etc. Resource person from CIHSR hospital were also invited to teach the women on common dermatological problem; obstetric and gynaecological problems; and importance of menstrual and personal hygiene.

Disability survey and education activities

In collaboration with the Community Health Department of the hospital, the college have taken initiative to identify disability in the adopted village through survey. All the identified children and adult were referred to CIHSR hospital with the referral card. Parents and family members were given health education on care of disable.

Awareness camping on vector borne diseases:

Surveillance on dengue and malaria was conducted in rural village and inside the Hospital campus to create and awareness among the community people living in that area by identifying the source of mosquito breeding places, distributing guppy fishes that eat mosquito larva, and by giving health education on various topics like prevention, sign and symptom and treatment of this disease.

Water management

The source of water in the rural village and urban slum Kuda village was mostly from ring well and hand

pump which have high concentration of iron in water. After assessing the need the students along with the teacher demonstrated on household filtration of water by using available resources like sand, pebbles, char coals etc. a mass health education was given to the people on the importance of safe water consumption, like boiling and filtering water before consumption, construction of well and other water source away from toilet area and about the importance of conservation of water etc.

These are some of the activities carried out by the students with the help of faculty as a community empowerment.

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

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

Response: 8

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

Response: 8

File Description	Document
List of-value added courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Brochure or any other document related to value-added course/s	[View Document](#)
Any additional information	[View Document](#)

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

Response: 38.86

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

2019-20	2018-19	2017-18	2016-17	2015-16
188	98	99	93	59

File Description	Document
Institutional data in prescribed format	[View Document](#)
Attendance copy of the students enrolled for the course	[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: 47.86

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

Response: 134

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

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: B. Any 4 of the above

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

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback report	[View 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: 85.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
42	41	37	34	38

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

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

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

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

Response: 89.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
86	86	81	76	74

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

2019-20	2018-19	2017-18	2016-17	2015-16
90	90	90	90	90

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: 52.34

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

2019-20	2018-19	2017-18	2016-17	2015-16
44	45	44	42	36

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

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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: D. Any one 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

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

Response: 9:1

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:

2.2.3. Initiatives taken by institution to facilitate innate talent/ aptitude of individual students

The following are the various student bodies / committees through which the students are provided an

opportunity to develop their talent/ aptitude

1. **National Service Scheme**: In fulfilling the objectives laid down, students have carried out cleanliness drives and promoting beautification in and around the campus as an ongoing process, involved in institutional and college activities such as celebrating Hospital Foundation day, College foundation day, Lamp lighting Ceremony, we also provoke patriotism among them by celebration of national days such as Republic day, Independence Day and Gandhi Jayanti Day.

2. **Student Nurses' Association** The SNA unit in CIHSR maintain its own fund through annual membership collection and also raising funds. They have timely meetings and discuss on various issues relating to student nurses. They participate in the biennial state and National conference where they compete events. They also maintain a diary where they record all the events organized and participated by the student nurses, which is later submitted for competition during the national conference. A separate SNA board is maintained where information as well as important announcement are displayed.

3. **Moral Science Classes**: - Bible class are taken up for every batch of students to instill moral values. Saline Process, a spiritual programme is organized for the PPBSC nursing students to invoke the spirit of being a witness of God to the people around them in the community they live and in the workplace, during these session, the students participate by sharing their personal testimonies and leading out in singing. ALIVE training which focuses on being an agent of healing in a time of crisis, thereby being an effective health care-giver and creating caring communities.

4. **Co-curricular activities** - The students have planned extracurricular classes within the curriculum. In the extracurricular classes the students are taught various skill and simple crafts – quilling, flowers making, card making, cooking, DIYs and other simple crafts. They are also given the opportunity to learn the skill they are interested though the online resources and to bring it to the class for display.

5. **Community Orientation programme and Work camp**: A weeklong programme is held for the first year students and a three-day work camp for the final year students are organized to encourage and motivate them to learn new skills, to spend time with the community and learn the different cultures, beliefs and health practices

6. **Student Welfare**: Students have their own welfare committee who look into the accounts of all the students in the campus. As part of their annual activities, they organize and participate in students' annual sports festival '**SAFEST'**. They also organize fresher's day annually to welcome the new students. They also send representatives to participate in various inter-college meet competitions

7. **Important international and National day celebration**: To mark these important dates, the students participate by handing out customized bookmarks, badges, delivering health talks in the form of songs, dances, role play, dramas and posters.

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:

Various student-centric methods are :

Experiential learning: The students have clinical hours in different areas which are related to the subjects they are learning. So they have an opportunity to learn hands on. As part of the curriculum, the students participate in a community orientation programme where they are involved in on the field learning about the community setting, they are involved in conducting health camp, carry out survey.

Integrated learning/interdisciplinary learning: some of the subjects like anatomy and physiology, microbiology, biophysics, nutrition and dietetics, psychology, biochemistry, pharmacology, sociology, computer, English, pathology and genetics are taken by external teachers who are experts in their own fields.

Participatory learning: The students involve in the care of the patients along with the staff in the hospital. The students are also required to do return demonstration in the clinical setting, give teaching to the patients, presentations in the clinical setting which are all supervised by the faculty posted in the concerned clinical areas.

Also the students are given group activities in the class hours. The students organize seminars, symposium, panel discussions, quizzes, exhibitions.

Also the students participate in observing and commemorating various international and national health days through various activities to create awareness about varied matters.

Problem based methodologies: The students write care plans and case study reports of their patients. The students are also provided case scenarios, where they have to submit the assignment after they have completed the write up with the expected diagnosis and management, which is then discussed in the classroom

Self-directed learning: In the clinical setting when the students are required to write care plans for the patient they are assigned to. The students assess the patient's needs, make care plan and give care as per the recognised need. This helps them to think critically and to provide care as required.

The students are also given topics in which they have to write assignments after doing extensive review literature

Patient-centric learning: As part of the curriculum, the students during their clinical posting are required to

take case studies and patient care plan. In the case studies, the student provides care to the patient for 3 – 5 days, during this period of time the students take detail history, assess the patient, identify care needs of the patients, study about the patient and condition of the patient in detail.

Project-based learning: As part of their curriculum, the students do a research project in groups. The students go through the process of research methodology in detail and they are guided by MSc. N faculty. The students also do a mini – project as a part of their community health nursing requirement in the community setup, guided by the community health Nursing staff.

Role play: The students do role play when they give health teachings in the family visits during their community posting as well as in the ward postings. The students also participate in the celebration of international days, creating awareness and promoting healthy lifestyles and habit through role play

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

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

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

Response: B. Any three of the above

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

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

Response:

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

The institution ensures that the learning objectives for all the students are given and they are expected to achieve these objectives by the end of the academic year. The institution is committed in providing effective teaching-learning processes using the following methods

Encouraging both the faculty as well as the students the use of seminars, lecture, demonstration, simulation, role play, micro-teaching, so as to equip them to be effective in their area of profession.

Problem based- learning: During their clinical posting, the students are assigned individual patient. They are guided in taking complete health history of their client, identifying the health needs, and write up the care plan based on their findings. They proceed on to give a case presentation of all the findings achieved. In the classroom, students are provided with case scenarios, and are given the task of discovering the related symptoms and management.

Reflective leaning: The faculty are trained to use this method to facilitate effective learning. Students are given each day's assignment with certain goals and objectives to achieve. At the end of each task, they are guided in recalling their activity and reflect on what has been done.

Workshops and seminars: Students are given opportunities to attend various workshops and seminars, and are taught to conduct such events themselves on various topics relating to their educational needs.

Field visit and educational tours: as part of their learning requirement, students are taken for field visits to places such as dairy plant, biomedical waste management sites, Anganwadis, Village Panchayat, PHCs, CHCs, important government health offices. For educational tour, students are taken to Kolkata and CMC Vellore.

Community Orientation Programme : In their first years, the students are given a week orientation to the community, to familiarize with the culture, tradition, religion, health practices, and identifying the nearest health centers.

Laboratory and clinical exposure: The students receive exposure to the hospital laboratory department and During their clinical posting, students are given the responsibility in identifying the needs of the patients providing quality nursing care with a holistic approach.

Work camp, Retreat and Picnic: Some of the ways to enable students to cope up with their stress, a three days' work camp, a one-day retreat cum picnic are organized, to inculcate moral insight, and team spirit .

Online resources: the institution is very keen in identifying innovative methods of technological tools and introducing them in the teaching-learning activity. Some of these methods include classroom LCD projectors with access to Wi-Fi. Customized power point presentations, educational videos from YouTube, customized videos according to the students' need and requirements, are used during classes. Google classroom, Google Forms for quizzes and assessments, WhatsApp, and online video conferencing platforms such as Zoom, Google meet are also used to reach out students in meeting their educational needs. These methods were extensively used during the pandemic crisis.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 10:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 28

File Description	Document
Log Book of mentor	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular pertaining the details of mentor and their allotted mentees	[View Document](#)
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	[View Document](#)

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

Response:

2.3.5 The teaching learning process nurtures creativity, analytical skills and innovation among students

The institution is dedicated to investing in the growth and development of the students to achieve academic excellence. Some of the teaching leaning processes that nurtures creativity, analytical skills and innovation among students are

Encourage students to use different Teaching-learning methods: As part the student's curricular requirements, the students are taught skills in using different methods of teaching process in detail, example, seminars, lectures, demonstrations, micro teaching. The students are then required to teach their peers and junior students on a given topic for a duration of 15 minutes to 1 hour based on the type of method specified. Each student is encouraging to make the presentation interesting by using different types of audio-visual aids as many as possible.

Clinical teaching and case presentation: Students posted in the clinical areas are assigned patients with specific conditions, and they are expected to get all the details about the patient's condition, write up the complete case and to present it under the supervision of the concern faculty to the peer group. the students will also be given a certain topic to prepare and present it during the clinical posting. During or at the end of the presentation time is given for clarification of doubts and for further discussion.

Conducting projects and research studies: The students in the third year BSc. N and PBBSC N final year are required to complete a research project. the students are divided into groups and are given the time to decide on the topic interested. Two to four weeks are allotted for data collection and a couple of months to complete the write up in detail following each step in the research process for submission. At the end of the academic session, they are to present the research study, the methodology, its finding, and attend the viva for assessment.

Field trips and educational tour: The students are taken for a week long field trip to various places in and around Dimapur during the community posting to learn about the organization, functioning and physical layout. Students are also given the opportunity to visit the other hospital, school and colleges of Nursing in

different states of India example CMC Vellore, TATA medical Center, Kolkata, Downtown hospital, Guwahati.

Organizing teaching- learning programmes: The students are also given the opportunity to organize panel discussions, symposiums, exhibitions and workshops under the guidance of a senior faculty.

Observation of Important days: the students creatively participate in the observation of international and national days by creating awareness and providing education through health talks, drama, role play, exhibition, songs, Choreography and by having an open discussion with the audience.

Students newsletter: Students Affairs is a newsletter that features writings from student's perspectives, snapshot of students related events and activities. This newsletter is usually published three times in a year.

File Description	Document
Link for appropriate documentary evidence	View Document

2.4 Teacher Profile and Quality

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

Response: 89.96

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

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

Response: 3.55

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

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

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: 6.22

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

Response: 180.3

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

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

Response: 0

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

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

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

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

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

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

2.5 Evaluation Process and Reforms

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

Response:

The College of Nursing, CIHSR ensures to diligently conduct the continuous internal evaluation (CIE) of all the students in a robust and transparent manner by adhering strictly to the academic calendar that includes the Master rotation plan (MRP) and clinical rotation plan (CRP) throughout the year, by periodical assessments and evaluations in both the classrooms and clinical areas. Objective checklists are prepared for all seminars, care plan, etc, where evaluations are made very objective and transparent.

Internal term examinations: The students for all the classes, are scheduled to write internal term exams as highlighted in the master rotation plan (MRP). The internal term exams are conducted three times in a year, followed by the University final exams. The exams are assessed out of total 75 marks. The students are required to score a minimum of 50% i.e. 37.5 marks. On cases, when students cannot make up to the 50% marks, they are given remedial coaching and discussions of the question papers are done by the subject experts in order to make the students fully understand and comprehend the topics/ concepts.

Unit tests/ unit assignment: The unit tests are conducted at periodical intervals ever. As scheduled in the course outline, after the completion of every unit. Individual assignments are given and evaluated and the marks awarded are then added to the internal evaluation assessment marks. It is a mandate to discuss the assignments given in the classroom by the concerned teachers for clarification of doubts and understanding of the concepts.

Clinical evaluation: All the students are assessed based on their daily clinical performance. The assessments are done based on the various domains such as knowledge about patients, competencies,

communication skills, application of therapeutic milieu concept, recording & reporting, health teaching and professional grooming as well. The teacher finalizes the evaluations and discusses it with the students to improve their performance.

Case study method/ care plans/seminars/demonstrations: As per their log book requirement all students take up an individual patient for a thorough case study/ care plans and write up. These cases are presented in front of their peers and teachers, for group learning and discussions. It enables the instructors to reinforcement new learning as well as evaluates the learning made by the students during the process of discussions by the bedside. Demonstrations procedures are first performed on the manikins, in the various labs, and then on the patients. All Such presentations are graded using the help of an objective checklist and are graded accordingly

Internal Assessment marks: Throughout the year, the students are evaluated from all the compiled areas of assessments termed as the internal assessment marks. The aggregate percentage is calculated based on the completion of log book requirement, record attendance, assignments, unit test, term exams, classroom and clinical performance.These marks are then displayed on the student's notice board and sent to the university which will be tallied with the final university marks.

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

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

Response:

The College of Nursing, CIHSR, takes into genuine consideration, any exam grievances, filed by the students. It is taken on a very serious note and ensures that the student's grievances are addressed in a fair and just manner. The grievance redressal is achieved by following the mentioned mechanism:

Formation of a student's grievance committee: The institution has a separate cell, known as the 'Grievance redressal committee' which deals with any of the grievances made by the students including exam grievances. It is headed by the Principal, CON, CIHSR, where student representatives are included so as to denote transparency during the process.

Grievance Redressal complaint form: A student's grievance complaint form for the same has been designed so that student puts up their grievances in a written form, which will therebyauthenticate the grievance.

Grievance redressal mechanisms: Any exam grievances made by the student are suggested to be put forward in a written format, using the grievance complaint form. The student can appeal for this redressal for as many subjects he/she desires. It follows the following stages;

Stage 1: The student can make an appeal to the University, through the Principal, CON, CIHSR, using the complaint format, covering it with a letter, mentioning clearly for re-totaling, and/ or re-scrutinizing the answer scripts. The same will be forwarded by the Principal.

Stage 2: As per Nagaland University regulation, the answer scripts are then retrieved from the archives and re-totaling is done.

Stage 3: The committee will respond to the student within a month with their decision.

Some of the regulations for the redressal include:

The opportunity to access answer scripts for a particular subject is made only once

The grace period for re-totaling/ re-scrutinizing of marks is given for a period of one (1) week only after the declaration of results. After this grace period, no grievances will be addressed by the committee.

No compensation fee is required for making this appeal by the student.

Re-evaluation is not done because the answer scripts are evaluated by only one examiner and it is scrutinized by another examiner of that particular subject. So if any discrepancies in the marks are found, it will be informed to the University for correction.

The student has also been given the opportunity to appeal to the University, any number of subjects, for re-totaling or re-scrutinizing.

The College of Nursing, CIHSR, till date, has not forwarded any exam grievances to the University as there were none, made by the student.

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:

Examination procedures:Internal examinations: The internal exams, for the students are held three (3) times in a year.

Theory exam: The exam is invigilated by two internal teachers, who briefs the students with exam procedures and takes their attendance. The invigilator puts their signature on the answer scripts for authentication. The answer booklets distributed are then collected and sealed in an envelope and given for evaluation.

Practical exam: This is assessed either near the bedside on real patient or under simulation. The subject teacher prepares the scenario for the OSCE and is carried.

University final examinations: This is done at the end of the academic year. The students are issued admit cards for the exams by the course co-coordinators.

Theory exam: Allotment of the seats with the student's roll number is pasted on the exam tables ahead of the scheduled dates. The exam is invigilated by two internal teachers. The question papers are kept sealed, so as to maintain confidentiality, which can be opened 5 minutes before the commencement of exam. The invigilator puts their signature on the answer scripts for authentication. The answer booklets are then collected and sealed after the exam. The answer booklets are given dummy numbers so as to remove bias. The main answer booklets are also sealed in an envelope and submitted to the principal, to be submitted to the University. Should a student misbehave or any act of misconduct is reported by the invigilator, the incident is taken into account as a very serious offence and action is taken as per the rules laid by the disciplinary committee.

Practical exams: Students are either assessed near the bedside or on real patient for evaluation. The subject teacher prepares the scenario for the OSCE on a simulated patient and is executed.

Continuous internal assessment system: The students are made to write unit tests after the completion of a unit and term test as planned in the curriculum. Some of the continuous internal assessment system includes bedside clinics, bedside practicals, observation, assisting and performance of procedures, nursing

rounds, care plan, case study, and clinical work up, seminars, demonstration with return demonstration, viva, reflective practices, conducting quiz on each other, by using standard objective checklists and parameters.

Competency based assessment: This is done using a structured objective checklist, where the assessments are done on the various domains such as knowledge about patients, competencies, communication skills, application of therapeutic milieu concept, recording & reporting, and health teaching.

OSCE/ OSPE: The student's practical exam is carried out in the form of an OSCE, which is one of the methods for continuous assessment of the student's competencies. The subject teacher prepares scenarios with an objective checklist. Simulated patients are used as needed. The students are made to perform skills at multiple stations, with variety of skill-based procedures, which are time bound activities. This reveals errors in case-handling which provides an open space for real-world responsibilities.

File Description	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: A. All of the above

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

2.6 Student Performance and Learning Outcomes

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

Response:

The College of nursing, CIHSR is religiously committed towards moulding, shaping, and preparing nurses as passionate caregivers, inquisitive researchers, ardent educators, and effective managers by implementing the learning outcomes as stated by the regulatory body in following the various methods of assessment for the students, which includes:

Achieving the laid objectives for the syllabus/ Course outline in each program: The institution ensures that the learning objectives for all the students are achieved by the end of the program. The students are given out course outline/ syllabus highlighting the program objectives. They are informed of what they are expected to learn and practice. The faculty concentrates and gives detailed attention to the specific learning objectives for all the topics that helps in succeeding the accomplishment of the program objectives. This is also translated prior to clinical posting so that the students have experiential learning and thereby relate theory with practice.

Various methods of teaching:

Classroom teaching: Apart from the traditional methods of teaching such as classroom lecture and discussion, students are taught in the classroom using variety of teaching methods. Uses of instruments, models, manikins, simulated patients. In order to encouraged independent self learning, library hours are included in the time table. Other methods of expanding knowledge are done by performing tasks such as seminar, microteachings, symposium, workshops, etc. Quizzes are conducted among each other for intrigued learning. Reflective/ experiential learning, Brain storming interactions and activity based sessions are also carried out.

Clinical teaching: Students are posted in the clinical areas to observe, assist and perform nursing procedures to gain further knowledge and gain realistic experience. All the norms and ethical principles of patient care are practiced. The students are assessed using objective checklists.

Extracurricular activities: Along with the learning that happens in the classroom and clinical postings, as per the INC requirement, hours for co curricular and extracurricular activities are duly allotted in the program. Activities such as gardening, embroidery, quilling, sports both indoor and outdoor activities, etc are planned and carried out by the class coordinator.

Conducting researches/ projects: In the quest to prepare the students as inquisitive researchers, the

students are made to do small projects under the guidance of a research expert. The students are taught on the principles of doing research. Ethical considerations are strictly maintained. The students are also encouraged to publish the hard work in reputed nursing journals.

Management postings: The final year students, perform managerial duties, in the wards under the guidance of the ward incharge and department supervisors. They are posted for a period of 2 weeks where students learn the dynamics of leadership and supervisory skills.

Completing log book requirements: It is a mandate that every student completes the requirement of their log book by the end of their academic year. The concerned teachers are also committed to ensure that the clinical requirements are completed on time. It is signed by the faculty in charge after the procedures are complete.

File Description	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 relevant documents pertaining to learning outcomes and graduate attributes	[View Document](#)

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

Response: 90.51

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

2019-20	2018-19	2017-18	2016-17	2015-16
41	42	49	14	13

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

2019-20	2018-19	2017-18	2016-17	2015-16
49	43	50	17	15

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

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

Response:

The College of Nursing, CIHSR ensures to faithfully follow the road map for adopting the continuous internal evaluation (CIE) of all the students by strictly adhering to the institutions academic calendar that includes the Master rotation plan (MRP) and clinical rotation plan (CRP). This aim is achieved by periodical assessments and evaluations, in both the classrooms and clinical areas. Objective checklist are being prepared for all seminars, care plan etc

Internal Assessment marks: Throughout the year, the students are evaluated from all the compiled areas of assessments termed as the internal assessment marks. The aggregate percentage is calculated based on the completion of log book requirement, record attendance, assignments, unit test, term exams, classroom and clinical performance. These marks are then displayed on the student's notice board and sent to the university which will be tallied with the final university marks.

Re-test / Remedial Coaching: When a student fails to achieve the minimum marks required to pass the exams/ test, she is made to appear for a re-test, after coaching classes. This re-test/ remedial test is conducted for a number of 3 times. Once the student clears the retest, the marks are entered in the internal register.

Internal term examinations/ Unit tests/ Unit assignments: The internal term exams are conducted three times in a year, followed by the University final exams. The exams are assessed out of total 75 marks. The students are required to score a minimum of 50% marks. On cases, when students cannot make up to the 50% marks, they are given remedial coaching and discussions of the question papers are done by the subject experts in order pass the exams.The unit tests are conducted at periodical intervals along with unit assignments. As scheduled in the course outline, after the completion of every unit. The marks scored are then added to the internal assessment marks.

Clinical evaluation: All the students as and when they are posted in the clinical areas, they are assessed based on their daily clinical performance, on the various domains such as knowledge about patients, competencies, communication skills, application of therapeutic milieu concept. Case study method /Care plans / Seminars/Demonstrations: Each student take up at least an individual patient for a thorough case study care plan and write up. For demonstration procedures are performed on the manikins, in the various labs, and then on the patients. The return demonstration by the students in the presence of the instructors is a mandate so as to evaluate if correct learning has happened during the process of teaching. These assessments are graded in percentages and added to the internal evaluation marks

Completing log book requirements: It is a mandate that every student completes the requirement of their log book by the end of their academic year. The concerned teachers are also committed to ensure that the clinical requirements are completed on time. It is signed by the faculty in charge after the procedures are complete.

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:

2.6.4. Presence and periodicity of meetings of parent and teacher association, remedial measures undertaken and outcome analysis.

1. **Annual Parent – Teacher's meet:** The College of Nursing, CIHSR, commits to ensure regular meetings with the parents/ guardians of the students of CON, CIHSR in a periodical manner since the students are from the various states and most of the parents are working in the hilly areas, they are finding it difficult to come and spend time in the institution. The parents are met when the students join in the institution. The principals discusss the rules and regulations of the college and the hostel with the parents and guardians.The parents are also encouraged to meet the principal, course coordinator and class

coordinators at anytime to find out the performance of the students.

2**. Intimation for Term Results**: As highlighted in the academic calendar, after the term examinations are conducted, the results are displayed in the student's notice board. The same, in a progress card format is filled by the concerned class coordinator and is sent to the parents/ guardians from the principal's desk for necessary information. performance of the students are reported through progress report of the students which is sent when they go for vacation because the postal services in the hilly areas are not so good.The second term report is sent throgh students whatsapp and feed back is received through them.,the parents are required to give signatures and also give comments/ feedback on the progress of their child. This is then filed for future references in the student's individual file.

3. **Parent- teacher meet for disciplinary issues:**If the students violate the rules and regulations of the college or hostel, explanation will be given by the students through class and course coordinators to the principal and the disciplinary action committee is called for to discuss the issues and the action to be taken. The action may be memorandam or suspension depends on the severity of the act. Based on the severity of the issue the parents/ guardians are notified through letters and phone calls. If required, the parents are called and discussed about the disciplinary action taken on the child. Sometime the disciplinary action may be a suspension, for a week or months, such time the parents or guardians are asked to come to college to meet the principal.The issues and the disciplinary action taken will be dicussed with the parents The letter will be issued and they are asked to sign the letter and take the students with them for the period of suspension.A copy of the disciplinary letter is filed in the student's individual file.

File Description	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:

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: 1.41

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

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

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: 23.22

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	5	6	4	5

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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

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

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

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:

3.2.1: Institution has created an ecosystem for innovations including, initiatives for creation and transfer of knowledge

As part of the Community Health Nursing, curriculum requirement of the students and extended activities of the College of Nursing, CIHSR, we have initiated various activities in our adopted villages, both Rural and Urban area.

Some of the initiative and innovation taken up by the institution are as follow:

1. Environmental activities
2. Awareness campaign on Water management
3. Management and Recycling of waste

Environmental Activities:

Many innovative programmes have been initiated by the Institution and among them Community Orientation Programme (COP) is a special activity which is carried out for all the first year students (Nursing and Allied). During this programme several environmental activities are carried out like, conducting a cleaning drive at the village they visit and constructed soakage pit, cleaning of the community hall, churches and public places to demonstrate cleanliness to the community people and gave health education related to environmental sanitation and hygiene.

Other environmental sanitation activities that are usually carried out during their clinical postings are environmental survey; demonstration, role play, folk song, puppetry and street play on environmental sanitation; Plantation of flowers in the urban adopted area during the world environment day is also celebrated.

Surveillance on dengue and malaria are regularly conducted in rural village and inside the Hospital campus to create awareness among the community people living in the area by identifying the source of mosquito breeding places, distributing guppy fishes that eat mosquito larva, throwing sweet wrappers, bottles and caps, wastes and by giving health education on various topics like prevention, signs and symptoms, and treatment of the disease.

Awareness campaign on Water management

The main source of water in the rural village and urban slum area in Kuda Village, is mostly from ring well and hand pump which have high concentration level of iron in water, open drainage new water sources resulting in many health problems.

After assessing water sanitation needs, the students along with the teacher continually demonstrates on the importance of household purification of water by filtration by using available resources like sand, pebbles, char coals etc. including a mass health education on the importance of safe water consumption, like boiling and filtering water before consumption, construction of well and other water source away from toilet area, proper storage of water and about the importance of conservation of water to both the rural and urban community people.

Management and Recycling of waste:

Various activities are conducted in the community for managing and recycling of waste at household level by constructing manure pit, compose pit for kitchen gardening and also how to dispose off the waste in burial method. Emphasis of sanitary toilets and discouraging open field defecation are done by health education. Women in the area are also trained with skills like crafting doormat with plastic bags and polythene, flower out of plastic waste like sweet and chips wrappers, paper bags with newspaper and used out notebooks of children for daily use and shopping.

File Description	Document
Link for details of the facilities and innovations made	View Document
Link for any other relevant information	View Document

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

Response: 9

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

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

File Description	Document
Report of the workshops/seminars with photos	[View Document]
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

3.3 Research Publications and Awards

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

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

Response: C. Any 2 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]

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

Response: 0

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

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

Response: 1

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

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

Response: 0

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

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

Response: 0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[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: 48

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	19	15	4	8

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

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

Response: 68.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
169	166	155	115	162

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:

3.4.3 College of Nursing has taken many extension activities. One of the activities is School Health ProgrammeEvery year, the College of Nursing, CIHSR, has taken the responsibility to help some school in and around the institution and to both the rural and urban community as part of the students' curriculum

requirement as well as part of social service towards the community by the institution with regular health assessment of students and staff, school environmental and health education and demonstration on various topic like personal hygiene, hand hygiene, breast self-examination, first-aid, menstrual hygiene, primary and secondary sex characteristics of adolescent development, building better mental health, worm-infestation, concept of health and determinants, fever and common ailments, intellectual disability, diarrhoea, constipation, refractive error, conjunctivitis and growth and development of school children. Goverment has recognized and encourage us to continue the program but no awards are being givenAnother one is Obstetrical emergencies for staff nurses working in governmant of Nagaland.We had conducted two workshops but due to pandemic, we could'nt continued.Hope to do our best and receive awards in the days to come

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

3.4.4 Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

The College of Nursing, CIHSR, have taken up various initiative in and around our institution, and also in our adopted Rural and Urban community area.

Some of the initiative taken up by the institution are as follow

1. School Health Programme
2. Swachh Bharath activities
3. Health Camps
4. Socio-economic development

1. **School Health Programme**

Every year, the College of Nursing, CIHSR, has taken the responsibility to help some school in and around the institution and to both the rural and urban community as part of the students' curriculum requirement as well as part of social service towards the community by the institution with regular health assessment of students and staff, school environmental and health education and demonstration on various topic like personal hygiene, hand hygiene, breast self-examination, first-aid, menstrual hygiene, primary and

secondary sex characteristics of adolescent development, building better mental health, worm-infestation, concept of health and determinants, fever and common ailments, intellectual disability, diarrhoea, constipation, refractive error, conjunctivitis and growth and development of school children.

2. Swachh Bharath activities

The College of Nursing have taken the initiative to celebrate Swachh Bharat every year through awareness campaign in the market area as well as in the schools, in and around the institution to sensitize the community people on environmental hygiene and sanitation. The students also conduct cleaning drive in the market area, villages, public place and churches. Street play, role play, puppetries and folk songs on environmental hygiene and sanitation were performed.

3. Health Camps

During Community orientation programme and school health programme, free medical check-up of the community people and school students are held. In these health camps, preliminary registration of the beneficiaries are collected for follow-up services if needed. After which a complete physical health assessment such as anthropometric measurements, hearing, vision, vital signs, blood glucose monitoring, head to toe examination are carried out. Based on the examination, they are sent for consultation to the doctor accompanying the health camp. Medications prescribed during the camp by the doctors are advised to purchase from the nearby medical stores. Complicated cases are referred to the parent hospital or any nearby health institution.

4. Socio-economic development

Self-help group is one of the common and most effective way of developing the socio-economic status of the people in the community. Trainings were organised in collaboration with community health department of the parent hospital and NGOs in making pickles with seasonal foods, candles, baking, crochets and knitting.

Hence College of Nursing also target the self-help groups in the community by independently conducting women club every third Thursday of the month for the women of Kuda village and rural community. During this meeting activities like training the women on financial management, preparing of nutritious diet for the family with seasonal and economically affordable food available in the community, craft and skills such as knitting, crochet, plastic flower, paper bags and baskets, etc. Resource person from CIHSR hospital were also invited to teach the women on common dermatological problem; obstetric and gynaecological problems; and importance of menstrual and personal hygiene.

File Description	Document
Any additional information	[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: 0

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

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

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

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

Response: 0

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

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

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:

4.1.1 Q1M   The Institution has adequate facilities for teaching-learning. viz., classrooms, laboratories, computing equipment, etc.

College of Nursing, Christian Institute of Health Sciences and Research is located at 4th Mile, Diphupar, Dimapur, Nagaland. The campus has beautiful greenery and gardens providing serene surroundings giving a good ambience to the campus. The total built-up area of CON, CIHSR is 50984 sq. feet. An adequate hostel is provided for students and staff are provided with residential accommodation. The built-up is as per INC guidelines.

Classroom: The institution has well-lit and ventilated classrooms equipped with audiovisual facilities. There is a total number of eight classrooms with an area of 990 square feet for each classroom. The sitting capacity is for 40 – 60 students. Each classroom is connected with LAN, LCD projector is mounted for teaching-learning purposes. Each classroom has well-fitted comfortable individual chairs and desks. The total area of the classroom along with the examination hall and assembly hall is 9804 square feet.

Laboratories: College of Nursing has six laboratories. It includes fundamental nursing lab, Child Health Nursing lab, Maternal Nursing lab along with skill lab, Community Nursing lab, Nutrition lab, Pre-clinical lab and computer lab. All laboratories are well equipped with mannequins, models, instruments and articles for excellent learning. College has also 30 functioning computers with internet connection for students learning. Each department has separate space for faculties, board room and laboratories. The total area for laboratories is 8741 square feet.

Offices: College of Nursing has six departments – fundamental of Nursing including Nutrition, Medical surgical Nursing, Community Health Nursing, Obstetric and Gynecological Nursing, Child Health Nursing and Psychiatry and Mental Health Nursing. All department has their own offices and discussion room. There is a separate office for administrative staff i.e. for the Principal office and an office for three Vice principals for the course of GNM, B. Sc (N) Basic and Post Basic B.Sc. (N). A separate office is also provided for office staff. Each office room is adequately furnished with tables, chairs, cupboards, and office tables. There is also the provision of computers and telephone in all the offices. The total area for offices is 7266 square feet.

Record room: There is a separate record room with built-in shelves, steel racks, and filing cabinets for proper storage of records and other important documents belonging to the college.

Central library: The college has a well-furnished central library provided by Institute to give opportunities to students and staff to expand their knowledge. Adequate infrastructure is provided by the institute for co-curricular activities. Well-furnished library with 3430 sq. feet with a rich collection of 3179 books, reference books, latest journals both national and international, and back volume of journals. There is a sufficient number of cupboards, bookshelves, and racks for proper and safe storage of books, magazines,

journals, newspapers, and other literature books. There is room for a librarian and other staff and there is an intercom phone facility. There is a computer with an internet facility.

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 any other relevant information	View Document
Link for geotagged photographs	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:

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 center, etc.) and for cultural activities

College of Nursing encourages students to actively participates in sports, games, and cultural activities. The college has adequate facilities for sports for both outdoor and indoor games to create a healthy environment for the students. There are many playgrounds for students and it has been used by the College since the year 2012.

- *For outdoor sports:*

- Football ground (60m x 40m)
- Volleyball court (9m x 9m and wide net placed is 2.24 meters)
- Basketball court (74 feet long and 42 foot wide)

- *Indoor games*

- Badminton court (22 feet x 44 feet)
- Table tennis
- Chess
- Carom
- Ludo

- Regularly every week on Monday, Wednesday and Thursday, Taekwondo class is provided by a certified and trained personnel.
- Students are encouraged to play every day regularly.
- Annually sports week is held every year so that all students participate and give importance to

physical activity also to maintain a healthy lifestyle. At that time sports and games like volleyball, throw the ball, tug of war, badminton, chess, table tennis, long jump, high jump, javelin throw, throw the ball, relay race, 100-meter race, 200-meter race are played. Literary programs like essay writing, painting, best of waste, debate, quiz, singing competition, dance competition, go as you like, drama competition, extempore speech is witnessed. Prizes and certificates are given to the participants during that time. At the end of the program, a special dinner is provided to all staff and students.

- College also has hosted two state-level SNA program where there were students from different school of Nursing from different district of Nagaland participated in sports, games, and literary events. Winners were selected and sent for national-level competition.
- Institute has a gymnasium with machine exercise facilities.

Cultural activities

- Students are very much encouraged to participate in the event held in the College like Fresher's day, Cultural day, Nurses week, Pre-Christmas, College foundation day, and the farewell program. During this program, all the staff and students actively participate in various roles and committees assigned to them. During these events, importance is given to show cultural items.
- On Republic Day and Independence day all students and staff participate in flag hoisting where the national anthem song is sung and speeches are given and at the end, sweets are distributed.
- Students also participate in other Colleges for intercollegiate competitions and some are sent at National level also and some has won prizes in that. Financial support is given to the students for the travel.

College also encourages students and staff to attend classes for music piano, guitar, and traditional music and vocal classes. These classes are given every Saturday by certified and trained personnel.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The College has beautiful greenery with lots of flowering trees and shrubs. The institution is working towards planting more trees and making the environment cleaner, safe and beautiful. The institution has about 133 acres of land. There are many flora and fauna in the campus and institution prohibit hunting and fishing in the campus.

Chapel: Institution believes in the development of a person as a whole person and so spirituality is also given importance. Inside the campus, we have a chapel where morning devotion is held for both students

and staff every day from Monday to Saturday. On Sunday we have service in the evening.

Solar power plant: There is 24 hours' power supply for all students and staff residing on the campus. A 200 KW solar power project was commissioned in the institute on February 23, 2019. Funded and installed by the Department of New and Renewable Energy, Government of Nagaland, it was sourced from the TNT Company. The solar plant meets about 40% of the current electricity requirements.

Water treatment plant: This consists of pumping water from the 3 deep tube wells currently in use, subjecting the water to both physical and chemical treatment. Water is then stored in the 2.5 lakh litters overhead tank by pumping it up for distributing to the nuke and corners of the Campus. Pumping goes on from morning till noon every day as the Institute's daily requirement of water is 3 lakh liters.

Sewage treatment plant: This consists of the whole Sewage system from every toilet and bathroom in the Campus, the sewage drains, the pump tank, the aeration and sedimentation tanks, etc. The whole treatment ensures compliance with the standard of the Nagaland Pollution Board that the affluent is fit to be discharged into the environment.

Transport: The transport department provides safe, comfortable and pleasant travel to the Institute transport users. There is two buses for the College of Nursing.

Canteen, bookstore cum stationary, and ATM: The institute has three canteens catering to the needs of the students, staff, patients, and visitors in the institute. The hospital has a canteen committee where food hygiene is monitored every three months. They assess the health status of the canteen workers and also check that the workers are vaccinated with typhoid and Hepatitis B vaccine. The institute has one bookstore and two stationery stores and one ATM booth.

Hostel: There is a separate hostel is provided for both girls and boys. There are two wardens for the girls' hostel and one warden for the boys' hostel. The hostel can accommodate around 380 students. There are adequate bathrooms and toilets for the students. There is six solar water heater to provide warm water to the students.

Bamboo park and garden: Institution has a beautiful bamboo park and garden. In the bamboo park, there are swing, slide, traditional style bamboo houses, and recreational items made with bamboo. The Garden has flowering plants, greenery, and shrubs.

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

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

Response: 28.51

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-*

wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
151110	8177999	72690576	2707523	1291152

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

College of Nursing, CIHSR has a well-furnished laboratory. All necessary items and equipment are provided for students learning. It has seven laboratories: Fundamental of Nursing laboratory, Nutrition laboratory, Pre-clinical laboratory, Community Health Nursing Laboratory, Child Health Nursing Laboratory, Maternal Nursing Laboratory with skill lab and Computer lab.

Fundamental of Nursing Laboratory: The size is 1500 sq. feet. The lab has eight beds with mannequins and simulators. It is well equipped for students to learn and practice procedures such as hand washing, bed making, administration of medication, checking vital signs, positioning, specimen collection, hair care, back care, insertion of a nasogastric tube, Foley's catheter, CPR, etc. Here students are taught to give comprehensive care.

Nutrition laboratory: Size is 895 sq. feet. The nutrition lab is well furnished and equipped with utensils and equipment like a mixer/ grinder, oven, gas stove with a cylinder for cooking, washing area, a station for cooking. A refrigerator is also provided for storing food items. Students are taught on nutritional needs for different age groups and also on diet on various disease conditions.

Pre-clinical laboratory: Size is 990 sq. feet. Here the lab is well equipped with various models for different systems of the body, all the bones, skeleton, and has 72 subject-related charts.

Community Health Nursing Laboratory: Size is 993 sq. feet. The lab is set up for both rural and urban

community settings where students are taught on how to use home visiting bag for providing healthcare to the community and it is also equipped with models and charts for conducting various educational programs for individuals/groups/community.

Child Health Nursing Laboratory: Size is 549 sq. feet. The lab is equipped with four-bed and has models, charts, mannequins for infant and child CPR, play materials for various age group, and other related items and articles for learning in providing care to the pediatric population.

Maternal Nursing Laboratory with skill lab: Size is 549 sq. feet and skill lab is 1380 square feet. It has 2 beds and four skill stations. In Maternal Nursing laboratory students are taught procedures on antenatal and post-natal examination, per vaginal examination. Practice on conducting normal delivery, stitching episiotomy, and assisting in various diagnostic and therapeutic procedures including IUD insertion and removal is done on a mannequin. The lab has also a radiant warmer, phototherapy machine, and mannequin for newborn resuscitation.

Computer lab: The size of a computer lab is 1500 sq. feet. The college has 30 working computers with internet facilities. Students are encouraged to utilize it to the fullest.

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: 120347.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
78452	127446	129786	116559	107038

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

2019-20	2018-19	2017-18	2016-17	2015-16
7307	8763	9105	8647	8634

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
Any 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: 228.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
267	254	246	208	169

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

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

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: C. Any two of the above

File Description	Document
Institutional prescribed format	[View Document](#)
Government Order on allotment/assignment of PHC to the institution	[View Document](#)
Geotagged photos of health centres	[View Document](#)
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	[View Document](#)
Description of community-based Teaching Learning activities	[View Document](#)
Any additional information	[View Document](#)

4.3 Library as a Learning Resource

4.3.1 Library is automated using Integrated Library Management System (ILMS)

Response:

4.3.1. (Q1M) The library is automated using Integrated Library Management System (ILMS)

Name and features of the ILMS software: Koha-an open-source Integrated Library System (ILS):

The library is managed partially with both manual and computerized. All available books are classified and is entered into the software. Barcodes and spine labels have been generated and is pasted on the books. Users can check out available books through the library catalog.

OPAC/Public Catalogue Interface: Fully customizable OPAC with dashboard for logged-in users displaying checkouts, overdue, holds, and fines. It allows the users to search by keyword, location, item type, user-defined tags, subjects, and more

Cataloguing Module: The cataloging module enables for entries of bibliographic details of the book in the system. It can add, modify and delete items and bibliographic records individually or in a batch, add and link to authority records with Z39.50 compatibilities, create spine and barcode labels, perform collection inventory, etc.

Circulation Module: This module gives flexibility with regard to circulation rules. It allows for check-in and out with a barcode scanner or RFID reader, enter holidays or public holidays into a calendar for calculating fines and due dates, set circulation, fine and holds rules for each branch and transfer between branches. Ability to place interlibrary loan requests for books or articles in Koha from the OPAC interface.

Patrons Module: The patron module give access to upload and modify patrons and patron images in bulk or individually, create patron cards via a quick add form, ability for librarians to view the holds history of library patrons. Search patrons by name, phone, email address, name, and ability to enable patrons to edit their own personal details.

Reports Module: Koha has a powerful and flexible reporting capability with guided reports and the ability to create, save and schedule new SQL reports. Easily run any saved report at any time or set up a schedule, export results to CSV file. Complete access to all data stored in Koha; write any report you need and access the large, free, online report repository created by librarians from across the world.

Acquisitions Module: This module helps in the creation of items customizable per basket, enter budgets and funds, keep track of all vendor information in one place, order from vendor and track order status, order multiple copies and copies of existing records, generate late reports and claim letters.

Serials Module: It allows for management of periodicals subscription with full prediction patterns, check for late issues or expirations etc.

Administration Module: This module gives full access to system preferences which allows for customization and make Koha run based on the institutional needs.

Nature and extent of automation: All available books have been classified and entered in the system. However, it is partially automated and is in the process for full automation.

Year of commencement and completion of automation: Library has installed Koha-library management software since April 2018. Automation is on process.

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

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

Response:

College of Nursing, Library as a learning center provides for information which is disciplined specific as well as general based information to attracts the users towards knowledge-oriented study. The college has a total number of 3179 books for the different specialties as per INC guidelines. We subscribe to 27 journals annually; 7 international and 20 national journals.

Some of the rare books available in the library account for early records of the different Naga tribes inhabited in different parts of Nagaland. These books are a source of enrichment among the readers towards history. It brings out a picture of different tribes exhibiting unique culture, tradition, customs, and social way of life. These books spell out what was in the past and give a first-hand record. These books are in short, a look back towards history and excitement with the changes at the present time.

The library also has a collection of research works conducted by students and staff of the institute to add to the already existing rich collection of books. These research documents provide a first-hand account of different health-related topics conducted by researchers in the field. Research projects are a guide towards better health care and a step for a better lifestyle among readers. It also facilitates following up on new research projects.

Religious books and other values-based education books are kept with the aim to garner good individuals for a better society. These books are a source to draw out inspiration to be better individuals as well as to become successful people. It's a value-added information resource where readers enjoy and refresh their minds apart from the normal academic books.

We subscribe to up-to-date to access the latest evidence-based information related to clinical decision support and associated improved outcome. We also subscribe to Christian Medical College, Vellore for E-resources under the department of library sciences.

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

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed sormat	[View Document](#)
E-copy of subscription letter/member ship letter or related document with the mention of year	[View Document](#)

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

Response: 605793.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
548483	794445	869763	418588	397690

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	[View Document](#)
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Links for additional information	[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:

Anyone using the library has to enter their credentials in the 'Entry/Exit' register or in the Biometrics

attendance machine before entering the library. All the available resources are in open access form and users are free to use it. Students are allowed to borrow two books at a time for a period of three days and can subsequently renew for another three days. Teachers can borrow three books at a time for a period of two weeks and can subsequently renew for another two weeks. Photocopy service is provided with minimal rate for in-house resources.

OPAC (online public access catalogue) has been put up in the hospital intranet to see through available resources in the library. Print journals through email service has been introduced to maximize usage.

For the users to be well acquainted with the facilities and functioning of the library, users' orientation program is organized every academic year for the students. New recruits' teachers are also given library orientation tour. During the orientation tour, new users are guided on the usage, rules and regulations, shelf guide and physical tour of the library. Any information regarding the library is given to the users through the hospital intranet and library notice board.

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

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](#)

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: 100

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

Response: 10

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

Response: 10

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photos	[View Document](#)
Consolidated list duly certified by the Head of the institution.	[View Document](#)

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

Response:

The Institute provides the students with a Computer Laboratory which can be accessed by the students between 8:00 am to 4:30 pm (Monday – Friday) and 8:00 am to 1:00 pm (Saturday). The computer laboratory has 30 computers. The lab is equipped with a student to computer ratio of 10:1 and the lab is connected to high speed internet connection through the National Knowledge Network (NKN) with an uptime of almost 99%. National Knowledge network provides a strong and robust network providing secure and reliable connectivity. The institute also have a centralized IT Server room with the latest version of SOPHOS Firewall which is upgraded on a regular basis as in when new security patches are available. The servers have automatic back up facility and incase of any data corruption, it can be easily retrieved from the back up servers. The Institute is responsible for purchase, maintenance and technical support of the computer system and the lab facility. The institute also frequently upgrades its IT facilities including computers, printers, Wi-Fi routers, network switches, network connectivity etc. All electronic equipment issued by the Institute to the employees or students for official use are treated as property of the institute and the employees or students are required to return the same in case they are leaving the institute permanently.

It is mandatory for all the students to sign before and after using the computers in the lab and they are encouraged to use the facility only for academic purposes. Playing computer games, watching nonacademic videos, browsing online shopping portals or social networking platforms is strictly prohibited and closely monitored through the Institute's firewall. Every student is provided with a username and password for browsing the internet and all activities are logged in the firewall through the logged in username and incase of any misuse it can be easily tracked. Sharing of password with any other person is prohibited and any unauthorized, deliberate action which damages or disrupts the computer system, alters its normal performance, or causes it to malfunction is considered a violation regardless of system location or time duration. Personal cell phones are not allowed inside the laboratory and has to be deposited before entering the lab. The computers are equipped with most of the necessary software such as Explorer, Chrome, Firefox for browsing internet; Microsoft word, excel, PowerPoint for documentation; other utility software. As a part to counteract global warming the college encourages the purchase of LCD monitors and also encourages all students and staffs to put off computer when not in use. The college also restricts the students to take unnecessary printout in order to avoid wastages. With the availability of internet facilities, it has help students especially in their research project to access several literature databases, in reviewing of literature and bibliographic researches. Students have benefitted in word processing, preparing reports and manuscripts for publication.

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

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

Response: ?1 GBPS

File Description	Document
Institutional data in prescribed format	[View Document](#)
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	[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: 71.49

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

2019-20	2018-19	2017-18	2016-17	2015-16
15617253	17094722	18059613	11610561	11324286

File Description	Document
Provide extract of expenditure incurred on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for any additional information	[View Document](#)

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

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

Response:

The college has standard guidelines and policies for classrooms, laboratories, and library.

LABORATORY – Guidelines and Policies.

(Applicable for Fundamental of the Nursing lab, Maternity lab, Child Health Nursing Lab, Pre-clinical lab, and Community Health Nursing lab)

1. All faculty and students will adhere to the Laboratory guidelines.
2. Students are expected to report to the laboratory prepared to actively participate in all learning experiences. Professional conduct and communication are expected at all times.
3. All manikins and equipment/ articles are to be treated with proper care and respect.
4. Manikins are to remain on the beds at all times.
5. Equipment/ articles should only be relocated or removed as instructed.
6. Equipment and supplies are returned to their appropriate location upon completion of procedures.
7. Borrowing of equipment and articles to be channelized through the lab in-charge and HOD.
8. Damaged, missing or malfunctioning equipment should be identified with a note and be reported immediately to the laboratory in charge.
9. Ink pens, felt-tipped markers should not be used on or near the mannequins.
10. Students and faculty are expected to maintain a respectful and safe learning environment for colleagues while participating and observing procedures.
11. Cell phones use is not permitted.
12. Eating is not permitted in the laboratory.

CLASSROOMS – Guidelines and Policies

1. The students are expected to attend all the classes. In case of leave inform the class representative and class coordinator.
2. The students are expected to be present in the classroom on time. The grace period of late coming is 5 minutes and if the student is consecutively late for 3 classes he/ she will be marked as absent.
3. NO MOBILE PHONES in the classroom.
4. Students are expected to come to the class in a decent dress. Half-pants, tank tops, or bathroom slippers should not be worn inside the classroom.
5. Students are expected to be respectful in their behavior to themselves and others.
6. No form of tobacco is allowed inside the college if found they will be given disciplinary action.
7. Maintain silence. Do not disturb the other class.
8. Maintain the classroom neat and clean.

LIBRARY – Rules and regulations

1. The library will remain open from 8:00 AM to 11:00 PM on all weekdays and from 8:00 AM to 1:00 PM on Saturdays
2. Everyone entering the library has to enter their names in the library attendance along with that time of entry and exit need to be mentioned.
3. Bags and files are not allowed inside the library. All personal belonging has to be kept in the

Property counter.

4. Borrowing & Returning: Students can borrow 2 books only at a time for a period of 3 days from their respective floor and can consecutively renew them for another 3 days. Journals are only for reference and not for borrowing, however, if interested, a photocopy of any journal article can be provided with minimal payment as per management directives. This rule applies to all students and staff.

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

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: 11.6

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
94	31	26	0	0

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: D. Any one of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Detailed report of the Capacity enhancement programs and other skill development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

The institution is conducting three nursing programs and they are connected with other college for various activities. Students are interested to work with other institutions. The institution has connection with national colleges but we have not had any international student cell. We had been working for the student exchange program because of the pandemic , we couldn't proceed. Hope to have a dialogue with the international colleges to have student exchange program.

We do permit students from abroad to study in our institution provided they fulfil the rules of our Indian Government education policy. Indian Nursing council also encourages to admit students from abroad to study fulfilling the standard of our country. We have not got many candidates from other countries even though we advertise through social media. Hope to get applications from international students to study in our institution

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: Any 3 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](#)
Any additional information	[View Document](#)

5.2 Student Progression

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

Response: 0

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

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

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

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

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

5.2.2 Average percentage of placement / self-employment in professional services of outgoing

students during the last five years

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
72	70	73	38	42

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Placement Cell	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 1.39

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

Response: 1

File Description	Document
Supporting data for students/alumni as per data template	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any proof of admission to higher education	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

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

Response: 22

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

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

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

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

Response:

The students of College of Nursing, CIHSR actively participates and take leadership roles in various committees set up for their welfare and development. The students are guided by faculty -in-chrages of the various committees.

1. The students' Welfare Committee: The students' welfare council of college of nursing, cihsr is designated as the studnets' welfare committee. The students' welfare committee comprises of student representatives from the three different nursing programs. The committee works under the leadership of a selected President, preferably form the senior batch and a cabinet of office bearers, with the Principal of the college as its advisor. Various subcommittees have been created with student and staff coordinators to inculcate various areas for the students' development- Program committee, Sports committee, Spiritual Committee, and Literary committee. The studnets are guided by faculty in charges of the various sub committees.

Activities of the program committee: the program committee organises and conducts college programs such as Freshers' day, Farewell program, Teachers' day celebration and social work like campus cleaning drives.

Activities of the sports committee: the sports committee organises the SAFEST which is the students annual festival. During the SAFEST, various competitive sports, games and cultural events are organized.

Activities of the spiritual committee: the students have a spiritrual wing of the SWC called the Evangelical Union (EU). the president and secretary are representatives to the SWC. Different spiritual activities such as weekly Bible studies and prayer meetings are organizsed by the students in consultation with staff advisors.

Activities of the Literary committee (students Bulletin): the students have an opportunity to unleash their craetive writing talents through the students ' bulletin which is a biennial newletter, by and for the students. An editorial committee selected and passed through the college management committee, with staff advisors, actively work together to bring about this newsletter.

Mess committee: 2 students reptresentatives from each class are selected as members of the Mess coommittee for a tenure of 1 year. The mess committee looks into aspects such as menu planning, mess fees, and regulations related thereof.

2. Student Nurses Associtaion (SNA): the Student Nurses Association is a requisite for students undergoing professional nursing programs, mandated by the Trained Nurses Association of India. Obtaining membership not just to the unit SNA but also to the state SNA and National SNA is mandatory. Through the flagship of the SNA, students organise various events and programs throughout the year with focus on professional development. The SNA has its own set of elected committee members and it raises and maintains its funds through various fund raising activities.

3. Other committees represented by students:

a. Library committee: two students from each class are selected as representatives to the library committee, charied by one of the course-coordinators, to address the concerns and issues related to the availability and usage of library resources. The students bring their feedback and suggestions which are then taken up for consideration and presented to the Chairperson of the Learning Resource center through the Principal.

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

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

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

Response: 1.2

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

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

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

Other Upload Files	
1	View Document

5.4 Alumni Engagement

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

Response:

The Alumni Association of College of Nursing, Christian Institute of Health Sciences and Research, Dimapur was established in the year 2018 with he purpose of bringing together all the Alumni students of CON, CIHSR again. This group aims to prepare the graduates to face the challenges in the professional life and also be an encouragement and support for each other in times of need.

Mission statements:

1. To re-unite our graduates

2. To provide job opportunities to fresh graduates through reference of professionals

3. To conduct workshop or training programs on various topics to enhance their skills and knowledge

4. To help and provide financial support to students who want to study nursing from marginalized areas.

The first office bearers of the Alumni Association were:

1. President: Dr. Mrs. Christy Simpson, Principal, College of Nursing

2. Secretary: Mrs. Cecilia Katasi, Asssistant Professor

Since its inception, the Alumni Association has conducted two reunions. The 1st was held on the 21st of March 2019 in the Examination hall of the College and was attended by 36 alumni from various batches. The The principal and the Nursing superintendent gave a brief reports of the college and Nursing service. The 2nd Alumni reunion was held on the 22nd November 2020 in the College premises on the theme, "Equipping for every Good work". This was attended by 37 online and 18 offline participants.

Membership forms are issued to the outgoing students on completion of their respective courses and an amount of Rs. 500 collected from each towards the Alumni Fund which is utilized for conducting the alumni reunion programs. Since the Association is in its early years of inception, it is yet to be registered.

It is hoped that the Alumni Association will contribute significantly to the vibrant growth of the institution and the communities wherever they are placed.

The following are the current office bearers for the year 2020-2021

1. President: Dr. Mrs. Christy Simpson

2. Vice-President: Mrs. Cecilia Katasi, Associate Professor

3. Secretary: Mrs. Worlanso Shimray, Assistant Professor

4. Joint Secretary: Ms. Merentola P. Longkumer, Assistant Professor

5. Joint Treasurer: Ms. Arhoni Tungoe, Associate Professor

File Description	Document
Any additional information	[View Document](#)
Lin for quantum of financial contribution	[View Document](#)
Link for frequency of meetings of Alumni Association with minutes	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)

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

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

Response: E. Any one of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

Nursing excellence for individual and community transformation.

Mission

Being inspired by the greatest healer, Jesus Christ, the College of nursing strives to-

1. Develop nursing personnel to provide exemplary service with compassion, innovation and

professional competence.

2. Reach out to transform lives through excellence in education, research, practice and

leadership.

3. Inculcate the ethos of work and service in response to areas of need for positive change in the

health of the nation.

The Institution is governed by the Board of Directors, which consists of Director, Emmanuel Hospital Association, Secretary Health and Family Welfare & Principal Director Government of Nagaland,Principal Associate Director & Medical Superintendent, CMC Vellore, and the Administrators of Christian Institute of Health Sciences and Research, Dimapur, Nagaland.

The BOD members meet once in four months.

The Administrative Officers(AO) meet once a month to discuss the various issues related to the patient care, educational activities and the development of the institution. The Principal and the Vice-principals attend the meeting to represent the educational issues. The principal and the vice principal takes the position in rotation, every four years, thereby every faculty gets the opportunity to attend the AO meeting. All the administrators present the activities of the respective department.

Major policy decisions will be taken in the BOD meetings. The BOD gives suggestion for the better development of the institution. Once in a year, the General Body which consists of BOD members,Development commissioner Nagaland,Deputy Commissioner Dimapur,Health Advisor Northeast Council Nominnee,EHA nominnee,Representative from Northeast India council of Churches, Mizoram(Durtland Hospital),Meghalaya(Ms Nazareth Hospital) Catholic Church,CMC Ludhiana, CMAI , EMFI & CBCNEI,representatives from local bodies. The activities of the hospital and college is presented to the GB

members for their opinion and concern related to the report.

Twice in a year the academic committee members meet to discuss various issues related to academics. The Academic committee members comprised of Principal, all 3 Vice Principals and HODs of Allied Health and all the administrators, and a representative Nagaland University, Medical and Nursing college CMC vellore

File Description	Document
Link for Vision and Mission documents approved by the College bodies	<u>View Document</u>
Link for achievements which led to Institutional excellence	<u>View Document</u>
Link for additional information	<u>View Document</u>

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

Response:

The Principal College of Nursing is the administrative head, under her guidance there are three Vice Principals as course co-ordinators for various nursing program such as GNM, B.Sc Nursing & PB.Bsc Nursing. They work together to implement the syllabus prescribed by Indian Nursing Council. Each of them responsible for preparing the curriculum for the respective courses.The curriculum plan will be presented to the curriculum committee members for their approval. Once the master plan and the clinical rotation plans are accepted by the members,the curriculum plan prepared by the course co-ordinator will be given to the class co-ordinator to implement the plan by preparing time table as per the plan for the whole academic year Since the college has three Nursing Courses, there are nine batches of students in total. Each batch is taken care by two Class co-ordinators. Each subject also has a co-ordinator and it is managed by two or three teachers depends on the hours of subject. The implementation plans are assesed again by the second curriculum committeee meeting.Each course ordinators are asked to get the feedback from the subject / class coordinators and present it in the meeting for further action.There are five branches of Nursing headed by five senior faculty such as Medical- Surgical,Paediatrics, Psychiatry, Midwifery and Community health. Each branch is responsible for the students when they are posted in thier particular areas. They are also assisted by B.Sc N tutors in the college and clinical areas to guide the students.The students log book requirements in each specialty is enormous and both of them coordinate and complete the requirements of the students.The class room teaching for the B.Sc Nursing is handled by only M.Sc faculty. The first and second year students have NSS activities and they are taken care by the respective class coordinators.

We also have various committees like Continuing Nursing Education(CNE), Spiritual Committee,

Student's health, Students Mess, Staff Welfare, Student Nurses Association, Hostel Committee, Scholarship, Nursing Research, Anti ragging committee, Anti ragging squad, Antiragging Monitoring cell, Library committee, Grievances redressal committee, Anti sexual Harassment Committee, Guidance and Counseling Cell, Internal complaint committee, National Service scheme, Alumni Committee, Disability Committee, Maintenance Committee, Sports Committee and Editorial Committee where all the faculty are assigned to one of these committee.The principal coordinate the committees. Some of the committees the students are also present to share their opinion.The student Teacher ratio is 1:10.The teachers also take responsibility in the hospital to supervise the staff and students working in the clinical areas.

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

6.2 Strategy Development and Deployment

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

Response:

As per CON strategic plan , SAFEST is one of the activity under strategic planning. Our College has successfully conducted the SAFEST 2019 . It was held for 3 days from 16th to 18th December 2019 with the theme "ESPRIT SPORTIF" meaning "SPORTSMANSHIP". Ms. Merentola P Longkumer was the SAFEST Co-ordinator, CON, CIHSR for 2019.

The students and faculties of both College of Nursing (CoN) and Allied Health Sciences (AHS) were divided into 4 houses Mustangs (Red),Guardians(Blue), Panthers (Yellow) and Eagles (Green). Preliminary rounds for Badminton single (Boys & Girls) and mixed doubles, table tennis single (Boys & girls) and mixed doubles, basketball (Boys & Girls),carom, chess and arm wrestling were conducted in the evenings on 12th and 13th Dec. 2019.

Inauguration of SAFEST 2019 was held on 16th Dec in the Volleyball court. Mr. Kaithang, Finance Director, CIHSR exhorted the student body and hoisted the flag, while Dr. Noune, Pathologist, CIHSR led in the oath taking.

The events conducted in the SAFEST 2019 are as follows: OUTDOOR: Volleyball, Javelin Throw, Discuss Throw, Football (Boys and Girls), Badminton, 100 M & Relay race, High Jump & Long jump Obstacle race, Tug of war,Marathon. INDOOR: Chess, Carom, Arm wrestling, Table tennis. LITERARY: Spot painting, Octet competition,poetry writing, Dance competition, Quiz competition, Debate, Solo competition and go as you like.The faculty of both College of Nursing and Allied Health Sciences along with students were given in charges for the events. The individual in charges were responsible for preparing the guidelines and the criteria for judging and also to organise the events.

The valedictory program for the SAFEST 2019 was held on 18th December 2019 at 3 pm in College of nursing. The program began with prayer by Mrs. L. Emi Humtsoe, Associate professor, CoN, CIHSR, prizes for the sports events was announced by Ms. Hannah, B.Sc (N) Tutor, CoN, CIHSR.Mrs. L. Emi Humtsoe announced the SAFEST 2019 Athlete Women and Athlete Men which went to Ms. Nevelu and Mr. Muyozo Dozo Dr. Sulanthung Kikon, Deputy Medical Superintendent, CIHSR, announced the overall champion for SAFEST 2019 which went to the Yellow house (Panthers). Ms. Merentola P Longkumer, SAFEST 2019 coordinator, CoN, CIHSR delivered the vote of thanks and the function ended with a closing prayer by Mr. Sanam Rana, AHS sports coordinator.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All 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

6.3 Faculty Empowerment Strategies

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

Response:

The Christian Institute of Health Sciences and Research provides various effective Welfare measures for all category of staff employed under the Institute. The College of Nursing teaching and non- teaching staff also benefits all the Welfare measures provided by the Institute. Some of the Welfare measures are Casual Leave (CL)- 12days/year, Sick Leave (SL)- 12days /year and in genuine cases, extended sick leave could be granted by the Medical Board to a maximum of 30 days and a further period of 60 days on half pay. Annual Leave (AL)/Earned Leave (EL) -24days/year and unutilized annual leave may, at the end of the year, be carried forward to a maximum of 15 days from any given year. Maternity Leave (ML)- Maternity Leave can be availed on two occasions only within the entire duration of employment with CIHSR, excluding still-birth or miscarriage. Maternity leave of 90 days can be availed for live births, of which up to 45 days may precede the date expected delivery. Paternity Leave (PL)- Paternity leave of 3 days can be availed for normal delivery and 5 days for caesarean deliveries. Study Leave (SDL)- Granting of Study Leave is completely the discretion of the management and will be based on a number of factors. Accommodation/ HRA – Regular employees who, due to their nature of responsibilities, are required to be available on campus will receive accommodation within the campus as per eligibility and priority criteria mentioned in policy manual. Leave Travel Allowance- This is a special allowance that would be applicable only to the staff whose permanent residence (as indicated by them at the time of application) is outside the North East states of India(including Sikkim). Medical Benefits. All regular Employees and their dependents are eligible for medical benefits as explained in policy manual. Travel & Relocation Benefits- Relocation benefits will also be provided at the time of retirement & Term staff who have served the institute for 5 years & more (without any breakage in service) approved in the AO meeting. Local Conveyance-arrangements are make for local conveyance on weekends to the central areas of the city for the benefit of staff. Training & Development-In the form of In-house trainings,Seminars/ workshops and Sponsored Higher Education. There are measures for Safety at work, Grievance Redressal procedure is also available. Recreational Facilities- The Institution also provides free internet & wifi facilities, 24 hour water & electric facilities, availability of gymnasium hall, volleyball & football ground,basketball and badminton court and park. Spiritual- Annual retreat is also conducted for all categories of staff in batchwise by the spiritual committee. The Institute also have Staff Welfare committee through which varieties of activities are carried like Spring Carnival & musical recital, skill training & cooking classes, Sports week, driving class, trips,school loan, grocery and stationery shops were also open at subsidized rate etc.The College of Nursing also have staff welfare committee which looks after regular CNE's, conducts Bible studies and remembers and celebrates staff birthdays.

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: 12.46

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	6	3	2

File Description	Document
Relevant Budget extract/ expenditure statement	[View 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: 269.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
284	403	281	200	179

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

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

Response: 6.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	4	0	1

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 Performance Appraisal System is a system of evaluating a staff by applying 360-degree method. The appraiser will be selected by the Head of the Department. The appraiser includes a senior, junior and a colleague to maintain fair evaluation of the staff. The appraiser is instructed not to appraise on isolated incidents. The appraiser's identity is kept confidential & code system is used. The main criteria for evaluation are Professionalism, Accuracy, Courtesy, Timeliness, Leadership, Communications, Reliability/Dependability and Others. Altogether there are 19 subheadings for evaluation. Rating scale from 1 to 5 is used if rating is either 1 or 5 adequate explanation needs to be given (1- Poor, 2- Fair, 3- average, 4- Good, 5- Excellent). The subheadings include: 1. Knowledge and skills on the Job. 2.Attempt to update skills and knowledge.3. Quantum of work.4. Quality of work (Considers neatness, thoroughness, attention to detail, accuracy of the work regardless of quantity of work).5. Judgement skills. 6. Courtesy and receptivity.7. Team Spirit and Co-operation with others.8. Respect and honour (towards patients and others. In terms of communication, gestures and etiquettes).9. Time management (this is the time keeping habit on assignments, deadlines, meetings, attendance etc.).10. Punctuality. Here grace time is not included. Early leaving also to be considered.11. Concern about patients or others' time-sensitive to inconveniences & problems caused to patients/colleagues.12. Problem solving. 13. Mentoring - Willing to share information openly with others to promote positive and collaborative work relationships.14. Empathy & awareness (for Leadership)-The person understands what is happening in the lives of the team members, how it affects them, has a strong awareness of what is going on. Promotes team morale and builds organizational commitment, seeks inputs from others. 15. Participation in Institutional social activities-sports meets, anniversary programs, spiritual programs, retreat, (other than department work). 16. Presentation-Ensure cleanliness and good grooming (with ID card) in dressing while on duty as per the

code of the Institution.17. Communication and Interpersonal skills- Ability to work as a team, ability to accept criticism, communication & exchange of ideas and information amongst colleagues and between employees and HoD/Supervisor/Director/patients.18. Reliability/Dependability-   Can be counted to commit to a task and finish it without any supervision, takes responsibility for errors, committed & is accountable, can take good decisions on his own, gives good timely feedback.19. Self-initiative and motivation.This appraisal system is used as part of probation review, yearly increment and promotion.

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:

Describe the resource mobilization policy and procedures for optimal utilization of resources within 500 words.

The College of Nursing:

Christian Institute of Health Sciences & Research Society (known as CIHSR) established the CIHSR College of Nursing with a view to meet the growing need of the North-eastern region as a whole for raising quality health workers. Right from the inception, founders realised that they had to balance the paying capacity of the predominantly tribal communities with the long-term goal of making the institution financially self-reliant.

For its running cost, the College did not get any financial assistance or grants from external sources, but relies on the income from fees to meet its expenses. While fixing the fees to be charged, the paying capacity of the parents of students is taken into consideration.

Before the commence of each financial year in April each year, the College carries out exercise of writing its budget for the new financial year. The exercise involves participation of all departments of the College as they all come together debate and decide the areas where investments of resources are needed.

During the last four years, the College has been incurring deficit as its expenses, including depreciation, exceed income though actual cash losses have not taken place. Despite this, the institution is emerging slowly as self-sustaining institution in finance matters. During the initial years, CIHSR Hospital as stood by the college and supported it by making interest free advances available.

As the finance of the College stabilises, we shall put in place a plan for long term sustainability by creating reserves to take care of infrastructural need both for replacement as well as addition of assets.

As part of our policy to make quality nursing training available to students, some students who face genuine financial difficulty in clearing their fees are allowed to pay the fees in instalments. In deserving cases, we also offer limited financial aid in the form of scholarship to students who are unable to meet their tuition fees. The scholarship is met from a fund pooled together from contributions given voluntarily by a few employees of CIHSR.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The College of Nursing is an institution of Christian Institute of Health Sciences & Research Society and follows the official financial year with the year commencing on 1st April and ending on 31st March of the following year.

The accounting practices are guided by the CIHSR Finance Manual and relevenqat provisions of the law of the in force.

As required by law, the Society and its institutions have to be mandatorily subjected to audit by a chartered accountant. The chartered accountant audits the books of the institutions, including the account books of the College of Nursing through quarterly audit. The reports, accompanied by the findings, are submitted to the Director of the CIHSR. The reports are dealt with through the following process:

1. The management goes through the audit report and the accompanying findings. Correction or rectification is carried out without delay.

2. An action taken report is compiled on the findings.

3. The action taken report alongwith the audited balance sheet, income and expenses account and the schedules, is submitted to the 5-member CIHSR Audit and Finance Committee, a body chaired by an external person, 2 qualified professionals, the Chairman of the Board of CIHSR and the Director of CIHSR.

4. In case of annual audited report, the report is tabled in the meeting of the Board of Directors after the above process has been satisfied and completed.

As part of vigilant book-keeping exercise, each item of receipt and payment is subjected to careful scrutiny in order to meet the standards laid down in the CIHSR Finance Manual and the auditing standards required by the statutory auditors.

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: 4

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

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

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	[View 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 IQAC of Christian Institute of health sciences (CIHSR) was established on Date   20/04/2017 and IQAC Coordinator and members were appointed for the same. All meetings and presiding were well

documented with the objective of continuous quality improvement.

Aim :

To foster a conducive teaching-learning environment with outcome-based benchmarks for improvement of academic and administrative performance

IQAC members is as per NAAC Guidelines:

Principal (Chairperson)

Members from Management (1)

One External from higher Education

Faculty (all Vice principals)

Faculty (All HoDs and senior faculty)

IQAC Coordinator

Activities:

All the key 7 aspects were assigned to each of the faculty in all the criteria for NAAC Accreditation

 Curricular aspects

Teaching-Learning and Evaluation

 Research, Consultancy and Extension:

Infrastructure and Learning resources

Student support and Progression

Governance, Leadership and Management

Innovations and Best practices

Key activities:

Development and application of quality benchmarks/parameters for various academic and administrative

activities.

Dissemination of information on various quality parameters of higher education

Organization of workshop/seminars to strengthen the leadership ability of the faculty and to have network with other institutions

Individual research project for the faculty

Motivation of staff to attend online e – courses, workshop and conferences as a part of capacity building

Documentation of various programmes/ activities meeting minutes including promotion of faculty

Collection of feedbacks from the students, teachers, employees analysed there on along with the action taken.

Initiatives/Outcomes:

The Initiatives and Outcomes of quality initiatives of the IQAC are:

Domain Initiatives/Outcomes

Academic

Innovative pedagogies were introduced to broaden the knowledge and skills of faculty and students.

Conducted Workshop on teaching learning activities, research, quality etc.

Transparent assessment by having objective assessment evaluation

Research & Publication for promotion were made mandatory

Administrative

Grievance Redressal Mechanism (SOPs) was initiated

Feedback format was established, feedback received from students, teachers and employers which was analysed and action taken.

Student Representation on various Committees were introduced and implemented

Anti Sexual harassment committee was formed

Anti-Ragging Committee, cell & squad were established to monitor the ragging of students and the students were mad to register in the Anti Ragging government portal

Create awareness on disability friendly initiative

Community welfare activities were expanded – Skills of the school teachers on few disease conditions

College of Nursing Website was established

Student Welfare

Structured Induction Programs

Mentorship was introduced and each teacher was given 8-9 students

Progress Report to parents were prepared and sent to them

Introduced personality development program to strengthen their life skills

Extension Activities – Community activities were extended for the students

Skill development program – Crafts work

Value added courses like music, sports, Taekwondo were introduced

Establishment of Counselling Cell

Remedial coaching were introduced

Alumni Association was established

Modifications were done for disability friendly approach

Different quality initiatives in relation to Patient Welfare, Faculty Development, Research, extension activities have been materialized in last 5 years due to streamlined IQAC mechanism.

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: 2.86

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	4	0

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

6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: D. Any one of the above

File Description	Document
Report of the workshops, seminars and orientation program	[View Document](#)
Report of the feedback from the stakeholders duly attested by the Board of Management	[View Document](#)
Minutes of the meetings of IQAC	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Annual report of the College	[View Document](#)

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: 1

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

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

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)

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

Response:

Nursing is so far primarily a female dominated profession. Applications from male candidates are few and far between. However, gender is not considered an impediment in the pursuit of nursing education and admission to the courses are based on the student's ability and performance.

- **Admission:** No gender discrimination in the selection of students of any of the courses.
- **Academics:**
    - No gender discrimination in curricular and co-curricular activities.
    - Equal learning opportunities to all students in both classroom and clinical areas.
    - Topics related to gender related issues and sexuality included in the curricula

Facilities provided for women:

1. **Safety and security:**

- The campus is well demarcated area with fenced boundary with security guards and CCTV cameras at strategic locations.
- Internal corridors are well lit. The grounds of the campus too are well lit with streetlights.
- Emergency contact numbers (in case of fire, theft, safety, etc) are displayed.

- Separate hostels for boys and girls with wardens. The girls' hostel is staffed with female security personnel.
- Anti-Ragging Committee; students are registered with National Antiragging Portal.
- Self-defence (taekwondo) classes available to interested students.

1. **Counselling**: Counselling cell consisting of faculty members and clinical psychologist- members available to students to seek counselling on their own initiative or may be referred by teachers.
2. **Common rooms**: separate washrooms available for boys and girls.
3. **Other relevant information**:

- A class on sexual harassment and anti-sexual harassment policy of the institution (as per Vishaka guidelines) is taken during the 1st year for all students as well as faculty and staff.
- Internal Complaints and Grievance Redressal committees are active. Contact numbers of the internal complaints committee are prominently displayed.
- Use of alcohol and other addictive substances are prohibited.

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](#)

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment

Response: D. Any two of the above

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

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:

Waste Management

Solid waste management: Waste is segregated at the point of generation into general waste, food waste etc. The waste is collected in colour coded bags, sealed and then transported to the waste management area for treatment and disposal. The biodegradable waste is used for vermicomposting.

 Liquid waste management: All liquid waste in the campus is treated in the Sewage Treament Plant within the campus. The "grey water" is treated with urea, after which it is stored in a sedimentation tank where the solid and water separate. The clear liquid in further filtered through an activated carbon filter. The filtered water is then released into a tank where it is further treated with chlorine. Oxygenation levels are tested using biological method (use of Guppy fish). The sludge is also treated with chlorine to disinfect it and then allowed to compost further and used as manure.

Biomedical waste management: Biomedical waste is segregated at the point of generation using colour coded bags. When the bags are 2/3rd full they are sealed and transported to the waste management facility where they are treated. The contaminated plastic waste is shredded to prevent misuse. The biomedical waste is then either incinerated or sent for deep burial.

E-waste Management: E waste is disposed as per SOP for condemnation and disposal of items to E- Circle (waste management company in Nagaland).

Waste recycling system: Waste generated from the homes/hostel/ hospital is segregated the point of generation. Food waste/ biodegradable waste are wither used as animal fodder or for vermicomposting. The compost is used for the purspose of gardening in the campus. Plastic bottles, glass bottles are also further separated into transparent and coloured and recycled.

Hazardous chemicals and radiocative waste management: Hazardous chemicals are neutralized and disposed of in an environmentally sound manner as per the standard operating procedure.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Two of the above

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

7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants

Response: D. Any two of the above

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

7.1.7 The Institution has disabled-friendly, barrier-free environment

1. **Built environment with ramps/lifts for easy access to classrooms**
2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (*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	<u>View Document</u>
Geo tagged photos of the facilities as per the claim of the institution	<u>View Document</u>

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:

Institutional efforts/ initiatives in providing an inclusive environment i.e, tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.

The College of Nursing, Christian Institute of Health Sciences and Research was established in the year 2011 in Dimapur, Nagaland. Nagaland shares its borders with two other states, namely Assam and Manipur. As Dimapur is well connected through road, railways and airways, it is quite accessible to students of other states. The college was started with the primary aim of providing quality nursing education to the northeastern states of India, however apart form the states, students from Punjab, Odisha, Uttarakhand, Bihar, etc have also pursued their education in the institution.

Initiatives for an inclusive environment for students/staff include:

1. Seats in the three courses being run (General Nursing and Midwifery- 30 seats, B.Sc in Nursing- 40 seats and Post basic B.Sc Nursing) are divided amongst the candidates (50% for Nagaland candidates, 50% for the rest of the North Eastern States and the rest of India). During the process of selection, students from socioeconomically weaker section are awarded additional 10 % points.
2. As per the Indian Nursing Council directive, **5% Seats are reserved for disabled candidates.**
3. **Scholarships** are offered to deserving candidates who are facing financial difficulties.
4. Language classes (English and Local Language- nagamese) are given to the first years help ease the students into the local community and to help them communicate better with patients.
5. Students are posted in the rural and urban areas where they actively participate in providing health care to members of the community through regular home visits, screening for common health problems, referrals and providing relevant health education.
6. In the first year a week of **Community Orientation Program (COP)** is organized. The program is tailored to encourage students to closely interact with the community, the objective of the program being to help students familiarize with background of the patients so as to enable students to understand the impact of socio-cultural and economic conditions on the health and use of health care services by the community.
7. **Annual student fests and social gatherings:** The college organizes an annual students program where students get the opportunity to participate/ compete in sports and cultural activities and also

interact with students from other classes and backgrounds. Fresher's welcome for new students, farewell for graduating students are also organized. Institutional Foundation an Day, cultural day etc are also celebrated with active participation of the students and staqff. During such programs students are encouraged to showcase their traditions and culture through dress/ costumes and display of their talents and skills.

8. **Patriotic Initiatives**: Republic Day and Independence Day are celebrated by students and staff.The National Anthem is sung on these occasions.

9. **Regular healthcare camps and health education** conducted in urban and rural areas including schools.

10. **Holidays** are given to students and staff during major religious festivals- Eid, Diwali, Christmas, etc.

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

7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized

Response: B. Any three of the above

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

Web link of the code of conduct	[View Document](#)	
Link for additional information	[View Document](#)	

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

Response:

The Institution Celebrates/ Organizes National and International Commemorative Days, Events and Festivals.

College of Nursing, CIHSR strongly believes that it is of utmost importance to instil in the young minds, appreciation of our country's rich cultural and historical heritage. To become responsible and conscientious citizens of the country and the world, the students must be made aware of and educated on the signifiance of various National and International days, as well the contributions made by eminent personalities of yesteryears in moulding our nation into what is is today. Therefore, CoN, CIHSR along with its students organize various programmes to commemorate national and international days.

1. Flag hoisting program is conducted on Republic day (26th January) and Independence day of India (15th August)
2. Birth anniversary of Mahatma Gandhi (2nd October)- role play, talks on the life of Gandhi.
3. Teacher's day (5th Sept) is celebrated appreciating the teachers for their hard work.
4. Children's Day- the child health nursing department initiate roel palys/ health education in paediatric department and also give gifts to children admitted in the wards.
5. National festivals are also celebrated.
6. Students along with faculty members actively participate to commemorate important days of national and international importance. They organize poster competitions, quizzes, role plays, health education of masses, health screening etc.

- National Immunization Day- During the national Pulse Polio immunization campaign students are actively involved in administering polio drops to the children.
- National Dengue Day

- World Cancer Day
- World Diabetes Day
- World TB Day,
- World Health Day
- International Nurses' Day- week long celebration with various competitions held culminating with the celebration on the 12th of May.
- World Mental Health Day
- World Heart day
- World Cancer Awareness Day
- World Breastfeeding week
- World No Tobacco day
- World AIDS Day
- World Environment day
- World Food Day
- World Heart Day
- Global handwahing Day, etc to name a few.

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

Other Upload Files	
1	[View Document](#)

7.2 Best Practices

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

Response:

Best Practices

1. **Title of the Practice**: **Community Orientation Programme (COP)**

Objectives of the practice:

To enable the student to understand the structure and cultural beliefs of the Community, appreciate the general and health care facilities available and apply them in the care of people in the Hospital and community. Specific objectives include

- Observe the community set up
- Conduct survey
- Identify common health problems of the community
- Identify health care facilities and health care providers in the village

- Understand the locally available resources in the village
- Observe the family in their daily activities and interview family members to obtain information about the family and their practices
- Prepare report of daily activities
- Participate in group work activities
- Educate community as per their needs with appropriate methods and AV Aids
- Participate in Health camp

The Context:

- Students admitted into our nursing courses come from varied socio cultural and economic background.
- It is imperative that students understand the impact and implications that the sociocultural and economic factors have on patient's health and their response/ compliance to healthcare and treatment. Students must also be aware of the available health care resources.
- Knowledge of such factors will help the students (future health care practitioners) tailor optimal care for the individual patient thus ensuring better compliance and success of healthcare provided.

The Practice: The community orientation programmes is conducted for the B.SC Nursing and GNM first years so that the students understand the structure and cultural beliefs of the Community, appreciate the general and health care facilities available and is able to apply them in the care of people in the Hospital and community. The programme is a week long programme that is planned and coordination by the faculty in charge of the programme. Further, the programme by its very nature involves huge contribution and involvement from the community which contributes to establishing and building of rapport and relationship with the community members. Activities such as community survey, community diagnoses, community mapping, family assessment, physical assessment of individual members in the family, focus group discussion, health education, social work are planned and carried out.

Evidence of Success (based on COP 2019):

- **Home visits:** The students were able to visit 102 houses. They also conducted a socio economic and health survey, anthropometric measurement, vital signs checking and vision screening with Snellen.
- **Focus group discussion and community mapping:** Focus group discussion and community mapping was done in three different places. The topics for Focus Group discussion includes Attitude on Hypertension, Water and Food habit.
- **Field visit:** The students were taken to Munglamukh Sub centre and Anganwadi Centre and orientated to healthcare delivery in peripheral areas.
- **Health education programme:** Variety of health education programmes were conducted. The students were divided into 5 groups and each group performed activities in different colonies. / areas viz Street Play, School health education programme, teaching of health song and teaching of health dance and demonstration.
- **Health camp:** Health camp was conducted on the last day. 50 General patients, 104 Pediatric patients, 8 Dermatology Patients and 11 Ophthalmology patients were seen free of cost. Free GRBS was done for 72 people. All together 19 patients were referred to CIHSR

1. **Problems encountered and resources Required:**

Transport, arrangements for food, more faculty required in order to maintain 1:10 teacher: student ratio which is very difficult to fulfil. Instruments such as more BP apparatus and weighing scales required.

B. **Title of the practice: Student Mentorship Programme**

 Objectives of the Practice:

- To support holistic development of the nursing student.

- Assist the mentees in navigating the academic and social waters of their new environment and ensuring successful adjustment.
- To provide psychosocial support particularly during stressful times.
- Provide meaningful insight and feedback on various aspects of the mentee's development.

The Context:

- The students admitted to the nursing courses are mostly in the adolescent age group. Many of them are living away from their parents/ family for the first time. This period of transition and adjustment is undoubtedly stressful.
- Additionally, many students join nursing with unrealistic expectations and are inadequately prepared for the rigors of nursing education and training. Senior students too face challenges as they continue to acquire new skills and learning and transition from student to professional nurse.
- Mentors who have gone through the experience can provide invaluable counsel and support and empower the mentee to develop their skills and maximise their potential.

The Practice:

- On admission, students are divided and assigned to faculty members.
- Each mentor has about 10-12 mentee assigned. The mentor remains the same through the period of the student's study, therefore each group of mentees consists of both senior and junior students. This ensures that the new students not only have their mentor but also their senior fellow mentees to support them.
- The mentor meets with the mentees, both in an academic as well as informal environment; individually as well as in a group. The meetings may be initiated by either the mentor or mentee with the purpose of discussing academic and non-academic/ personal issues of the mentee. Informal social activities such as celebrating birthdays, having outings/ meals as a group are also carried out. This provides a much needed refreshing break from their academics and also help build rapport and trusting relationship between the mentor and the mentees.

 Evidence of Success:

- Students have a confidant to talk to and feel supported in stressful times.
- Mentees have a mature adult to counsel and guide them both in academic/ professional areas as well in their personal lives.
- Each mentor maintains a "mentorship record" that includes details of the student's family, their interests, concerns, achievements and academic performance and a brief summary of the mentor-

mentee interactions.

Problems encountered and resources Required:

- Time constraints due to tight schedule of both the mentor and mentees.
- Not all mentors may be equally motivated or equipped with skills and knowledge to be a good mentor.
- Mentees must be willing to openly discuss their goals, capabilities, knowledge openly and take advantage of suggestions or opportunities given by their mentors.

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

7.3 Institutional Distinctiveness

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

Response:

Since its inception in the year 2011, College of Nursing, CIHSR, strives to provide **quality nursing education.** Continuous quality improvement in methods of teaching and learning is a priority and this is realized through several approaches.

1. **Continuous training/ learning for faculty**: Continuing Nursing Education classes are conducted bimonthly. Faculty are encouraged to attend and present scientific papers and posters at national workshops, seminars and conferences. Opportunities to organizes workshops and seminars are given. Faculty are encouraged to publish papers and promotion is based on the achievement of goals and annual performance appraisal.
2. **Use of multiple teaching methods**: Innovative methods of teaching such as reflective practice, problem based learning, simulation, role play, case discussions, presentations, demonstrations, seminars, symposium, workshop are used. Classrooms are equipped with computers and projectors with access to internet. Audio visual aids such as videos, models, are used.
3. **Clinical facilities**: Students are posted in the clinical areas for hands on learning experience, in the parent hospital. Clinical experiences not adequate in the parent hospital are compensated by clinical postings in affiliated hospitals such as LGBRIMH, Tezpur and Makunda Christian Leprosy and General Hospital.
4. **Evaluation methods**:

1. Clinical practice: Clinical evaluation is given for each student after a minimum of two weeks in clinical areas. This feedback allows students to identify their strengths and weaknesses. Students skills in performing procedures are evaluated through re-demonstration of procedures in the laboratory and clinical area. Students plan and provide care to patients using nursing care plans which are evaluated. Practical exams to evaluate students' skills are conducted both at the patient's bed side and using Objective Structured Clinical Examination.

2. Theory: Unit tests, quizzes, term exams are conducted throughout the year. Students who are performing poorly are identified and tutored.

1. **Extra- curricular activities**: The College also focuses on all round development of the students and provides opportunities for the same.

1. Student Nurses Association organizes various events such as celebrating significant days and participates and competes at SNA competitions at the local, the state and national level.

2. Courses apart from nursing subjects are also offered. Personality development course in association with Youth-Net to help groom their personality. Alive training program in association with Transform4Life to help the students care for victims of trauma.

3. Music and Taekwondo: Students have opportunities to learn music and self-defense classes within the campus.

1. **Integration of Nursing Education and Nursing Service:** A unique feature of College of Nursing, CIHSR is the integration of nursing education and nursing service. In most nursing institutions, there is separation of the education and service wherein the teaching faculty are responsible for theoretical learning and demonstration of procedures in laboratory while the practice of clinical skills is overseen by the staff in the nursing service. This can cause a gap between what is taught in the classes and laboratories and what is practiced in the clinical area. Having the teaching faculty involved in the provision of nursing service ensures the bridging of this gap.

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:

Mechanism for monitoring of students learning in the clinical skills laboratories

The College of Nursing, CIHSR ensures well equipped clinical skill laboratories for optimal students learning. The various clinical skill laboratories available are:

1. Fundamentals of Nursing and Medical Surgical Nursing laboratory.
2. Pre-clinical Laboratory
3. Maternity Health Nursing laboratory
4. Child Health Nursing laboratory
5. Community Health Nursing laboratory
6. Nutrition Laboratory

Various mechanisms are adopted to monitor students learning in the clinical skill laboratory. It includes:

1. Demonstration and Return demonstration

The theoretical part of the procedure or topic is discussed in the class prior to demonstration. After which the students are given time to prepare and read on the topic from notes, textbook and Nursing procedure manual. The concerned teacher prepares the laboratory for demonstration for a group of 5 to 20 students depending on the procedure. Then the students are given time to practice under the supervision of the teacher followed by return demonstration. The students may need to repeat the procedure as she is guided by the teacher under the supervision/guidance of the concerned teacher.

Students are also given procedure to prepare and demonstrate to their classmates or juniors under the supervision of the concerned faculty.

2. Procedure checklist

Checklist of the procedures to be performed by the students are filed and made available in the laboratory by the concerned teacher. The checklist helps the students develop skills and confidence in following the steps of the procedure correctly. With the use of the checklist, the students can assessed themselves or is assessed by his/her peers, teachers.

3. Simulation

Simulations are also organised to assist the students in understanding the topic better, to help them think critically and plan interventions that will be effective, efficient and of quality. Simulations for advance

procedures such as BLS/ALS, Venepuncture, ET intubation/suctioning are conducted using low to mid fidelity manikins. This is followed by discussion using reflective learning method or experiential learning. Pre and post-test responses and replay of scenario are done to evaluate students learning.

4. Practical examination/OSCE

The internal and external practical examinations are conducted using OSCE (Objective Structured Clinical Examination) methods for the students. Various skills stations such as instruments and drugs identification, articles labelling, procedure evaluation, history collection, physical examination, health teaching and formulation of nursing care plan are included in OSCE. The exams are usually arranged in 4 to 6 stations with 5 to 10 minutes duration for each station. The students are evaluated based on their write-up and checklist.

5. Video assisted learning and assessment

For selected topics as appropriate, the students are shown Videos on a particular topic or procedure from YouTube or customized videos, followed by discussion and practice alongside the videos. These Skills are evaluated using pre-test and post-test questionnaires and checklist.

6. Nutrition laboratory

The students are taught the theory of different types of therapeutic diet in the classroom and are given the opportunity to prepare different types of therapeutic diet in the laboratory under the guidance and supervision of the nutritionist.

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

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: 7.39

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	4	3	2	0

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

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

Response:

The various procedures followed by CIHSR hospital that exposes the students to quality of care and patient safety procedures are as follows:

1. Hospital infection control

CIHSR hospital emphasises and focuses on providing quality patient's care and patient's safety and has achieved National Accreditation Board for Hospitals & Healthcare Providers (NABH) pre- Accreditation (Entry Level) in 2019. The Quality cell committee and Hospital Infection Control Committee of the Hospital ensure Quality of care and safety of patient and health worker including students.

The students in their clinical duties are expected to render care to the patients in compliance to hospital policy, procedure and processes as guided by NABH standards of care. Hospital policies can be access via hospital intranet services. Hard copies are also available in the wards and departments. Each student has a copy of Nursing Procedure Manual.

The Hospital Infection Control staff and clinical instructors orient the students to infection control and related policies such as biomedical waste management, Needle prick injuries, Splash injuries, post exposure prophylaxis etc. The students are also provided immunization and post exposure prophylaxis, such as Hep B and COVID (voluntary).

Integration of Nursing Service and Education

College of Nursing full time faculties are given dual responsibilities in the college and Clinical areas. The faculties contribute their knowledge and time in the clinical field by functioning as clinical supervisors or clinical instructor of a clinical area/ unit.

Integration of Nursing Services and Education ensures adopting and maintaining evidenced based quality nursing care in the clinical area, up-to-date student education and uniformity of theory and clinical training received by the students, breaching the gap between theory and practice.

3. Clinical posting:

Each group of students are required to complete certain clinical hours and requirements as given in their logbook. For which they are posted in different clinical areas as in the Clinical rotation Plan which is developed based on the syllabus.The clinical areas include, OPD, minor and major Operation theatre, ICU, medical surgical wards, Specialized ward like maternity and paediatrics, microbiology, Oncology, Radiation block, diagnostic block, school for children special needs, community adopted by the hospital community department, Emergency department and Physical medicine and rehabilitation department.

The students are assigned 1 to 2 patients, for whom they are required to plan and provide nursing care **under the supervision of staff nurse and clinical instructor.** Some of their clinical requirement includes clinical teaching, case presentation, nursing care plan, health education, drug study and presentation, assisting in/ preparing patient for various diagnostic procedures, patient care, providing education, observation report and field visits.

4. Training:

The students are ale also privileged to participate in many training and awareness program conducted by the hospital or collaboratively by the College of nursing and Hospital in and out of the hospital. It includes School health program, Community Orientation Program, awareness programs on world Health day, World No tobacco day, world mental Health week, World environment day, World Patient safety day, workshops and seminars etc.

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

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

Response: 64.38

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

2019-20	2018-19	2017-18	2016-17	2015-16
64	57	43	46	50

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

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

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:

Description on utilization of college facilities by students from other institutions (PG/UG/GNM) for administrative/educational visits and critical evaluation

    College of nursing, CIHSR work actively to meaningfully contribute to the development and transformation of the community through excellence in education, research, practice and leadership.

The purpose of visit includes:

1. Education and administrational purpose:

*Visits from non-nursing institutions :*Students from Patkai Christian College, Chumoukedima, Nagaland

and St. John College, Dimapur, Nagaland send their students for educational visit. The principal (CON, CIHSR) and selected faculty plan a schedule based on the objective of their visit. The activities include orientation (Visit) to the CON and hospital facilities, presentation on the objectives, i.e., "Antenatal care and Immunization" and "To know the system of education provided in CIHSR, Curriculum Planning".

Health Exhibition: Students from different schools and colleges in Dimapur Visited the college of Nursing to attend special programs organised to observe National and International days such as "health exhibition" on "World Health day".

***Visit from nursing institutions*:** Visits from Nursing colleges and school of Nursing are aimed at orientating the students to the organizational structure, Function, and system of nursing education. Other schools of nursing also benefit from the clinical facilities available in the hospital such as clinical posting in the Intensive care unit and observation of diagnostic procedures (Haemodialysis, Endoscopy Units).

2. Professional development

State and Regional level Seminars and Workshops: the College of Nursing and Nursing Service Department of CIHSR Hospital Conducts State/Regional level Seminars and Workshops annually. Providing opportunities for nurses in Nagaland and around North eastern state. These seminars are also attended by nursing students from other schools and colleges of Nursing from Nagaland and Assam.

National Skill Lab "DAKHS" in collaboration with Maternal Health Division, MoHFW, GoI: CIHSR has been recognised as the Nodal center for *training in Maternal Nursing* in Nagaland by the Government of Nagaland. Ms. Arhoni Tungoe has completed the National Level Trainer organised at "Daksh", the National Skills Lab in New Delhi on February 2018. A four bedded Skill lab have been set up in CON, CIHRS.

Obstetrics and Gynaecology department of CON and CIHSR Hospital conducts Workshop on "*Obstetrical emergencies*". Till date only 2 days' workshop has been conducted twice on 25th and 26th November 2019 and 18th and 19th February 2020 due to COVID pandemic.

3. Personality development

CON CIHSR has hosted the 1st and 2nd Students Nurses Association (SNA) State meet. Organised by the Trained Nurses of India (TNAI), Nagaland branch on December 2017 and September 2019. Students from other Schools of Nursing(Nagaland) participated. It was a two day event that includes competitions in literary, art and athletics. The winner of each competition represented the state at National SNA Biennial Conference.

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

8.1.7 College undertakes community oriented activities

Response:

. **College undertakes community oriented activities.**

The Community Health Nursing department, College of Nursing, as part of fulfilling the academic requirement of the students and extended outreach service to the adopted villages, both Rural and Urban community area regularly conduct various activities.

Some of the activities performed by the institution are as follow:

1. Community mapping
2. Community survey
3. Health education
4. Health camps and clinic
5. Celebrating national health and welfare programs
6. Organize in-service education for SC/PHC/CHC Staff
7. School health programme

Community Mapping:

Mapping is an important tool and means of understanding the community we serve. The students during their initial period of clinical posting are taught how to do mapping and in turn they are required to prepare an area map of the community

Community survey

Every batch of students posted for their clinical requirement in community health nursing department conduct health survey in various topics like, immunisation coverage, non-communicable diseases survey, vector borne diseases survey etc. in either rural or urban community.

Health education

Numerous health education are conducted by the Community health nursing department to the community people. Different types of AV aids are used like flash cards, flip charts, posters, puppets, role play etc for giving health education.

Health Camps and Clinic

During Community orientation programme and school health programme, free medical check-up of the community people and school students are held. In these health camps, preliminary registration of the beneficiaries are collected for follow-up service. After which a complete physical health assessment such as anthropometric measurements, hearing, vision, vital signs, blood glucose monitoring, head to toe

examination are carried out. Based on the examination, they are sent for consultation to the doctor accompanying the health camp. Complicated cases are referred to the parent hospital or any nearby health institution.

Celebrating national health and welfare programs

Important International as well as National health days and programmes are observed every year with the students. These important programmes are organised in collaboration with the parent hospital as well as the NGOs.

Organize in-service education for SC/PHC/CHC Staff

College of Nursing in collaboration with the parent hospital conducts in-service education and staff developmental programme in various SC/PHC/CHC for the staffs. In-service education topics are based on the needs of the staff in various centres and also on the community needs of each centres. Staffs are encouraged to participate during the in-service to ensure effective care to the community.

School Health Programme

College of Nursing has taken the responsibility to help some schools in and around the institution and to both the rural and urban community as part of the students' curriculum requirement as well as social service towards the community with regular health assessment of students and staff, school environmental and health education and demonstration on various topic like personal hygiene, breast self-examination, first-aid, menstrual hygiene, primary and secondary sex characteristics of adolescent development, worm-infestation, fever and common ailments, diarrhoea, constipation etc for students and staffs.

File Description	Document
Geo-tagging / Photographs of events / activities	[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: 7

File Description	Document
Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E- copies of the appointment letters	[View Document](#)
Any additional information	[View Document](#)

5. CONCLUSION

Additional Information :

The Director of the institution is very supportive and the staff of other discipline support our students teaching and learning process both in clinical areas and college.The campus is tobacco free zone and it is safe. The campus looks greenary with lot of plants and trees which gives soothing effect to work.The College of Nursing will be completing 10 years of its establishment in December 2011 and there are 11 programs planned through out the year to celebrate the decadal

Concluding Remarks :

The College of Nursing prepare nurses in graduate and diploma level to meet the challenges in health care. The graduates are adequately equipped with excellent knowledge and skill to provide quality cate to patients in National and International level. The nursing curriculum is formulated in such a way it gives the nursing students all round development. They excel personally and professionally. The college is working its level best to develop as a premier institution of nursing education. The college has made an impressive growth during the last nine years, which is reflected in better infra-structure, better-equipped laboratories, academic performances of the students and research, which enables learning, administration and governance. The college is carrying out the task well through the dedicated efforts of the Principal, faculty, and supportive staff. The college is committed to perform its best to achieve its Vision and Mission by maintaining high standards of nursing education and service to the patients in the hospital and community.

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