YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution	**COLLEGE OF NURSING, CHRISTIAN INSTITUTE OF HEALTH SCIENCES AND RESEARCH**
• Name of the Head of the institution	**DR. MRS. CHRISTY SIMPSON**
• Designation	**Professor/ Principal**
• Does the institution function from its own campus?	**Yes**
• Phone No. of the Principal	**03862242555**
• Alternate phone No.	**03862242555**
• Mobile No. (Principal)	**9994625990**
• Registered e-mail ID (Principal)	**christy_s_in@yahoo.com**
• Alternate Email ID	**con.cihsr@gmail.com**
• Address	**Christian Institute of Health sciences and Research,4th Mile, Dimapur, Nagaland**
• City/Town	**Dimapur**
• State/UT	**Nagaland**
• Pin Code	**797115**

2.Institutional status

• Affiliated / Constitution Colleges	**AFFILIATED**
• Type of Institution	**Co-education**

- Location **Urban**

- Financial Status **Private**

- Name of the Affiliating University **NAGALAND UNIVERSITY**
- Name of the IQAC Co-ordinator/Director **Mrs. NUKSHIJUNGLA AO**
- Phone No. **03862242555**
- Alternate phone No.(IQAC) **03862242555**
- Mobile No: **8414900736**
- IQAC e-mail ID **kumnukshi@gmail.com**
- Alternate e-mail address (IQAC) **naacconcihsr@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year) https://concihsr.in/wp-content/uploads/2023/02/AQAR-2023.pdf

4.Was the Academic Calendar prepared for that year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://concihsr.in/wp-content/uploads/2022/09/2022-2023-CALENDAR.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.01**	**2022**	**28/02/2022**	**28/02/2027**

6.Date of Establishment of IQAC **20/04/2017**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
-	**-**	**-**	**Nil**	**-**

8.Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC   [View File](#)

9.No. of IQAC meetings held during the year   **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   **Yes**

- (Please upload, minutes of meetings and action taken report)   [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   **No**

- If yes, mention the amount   **0**

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Intellectual property Rights Seminar and workshop on writing for Paper publication were organized

Online learning management has been initiated

Five (5) Satellite centers has been activated

Various students' clubs for Student's are formed and activities are ongoing

Biometrics for students, installed both in Clinical and College

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Online Student Learning management- Digital Education	This has been successfully attained by introducing the digital learning app, as an online platform by Nagaed. The first year students awill now use this app as an adjunct along with the contents delivered in the class. .
Students' Corner/ Common room	A spacious room has been identified and designated for the students to be utilised for leisure or recreational activities. Few additional furniture has been budgeted and will soon be placed in the room.
Nursing Labs https://concihsr.in/nursing-labs/	All the department nursing labs has been strengthened to facilitate students' learning. Purchase of mannequins and other lab items has been made.
Satellite centers https://concihsr.in/wp-content/uploads/2023/12/Satellite-centre-22-23.pdf	One satellite center has been activated by each department. Ongoing activities with maintenance of reports are done.
Various Students' Clubs https://concihsr.in/wp-content/uploads/2023/12/various-std-clubs-2022-23.pdf	Five students club has been formed. The students are divided into the clubs as per their choice and preferred activities. Roster is planned and given out by the office.It is vibrantly maintained and carried out by the students with geo-tagged pictures, attendance and reports.
Simulation Labs	The need for the students' exposure to real like environment has been addressed. Simulation lab has been proposed, budgeted and the construction for the same is now ongoing.

Organize Seminar and Workshops on IQAC related activities	Intellectual Property Rights (IPR) Seminar and Writing for Paper Publication workshop was organized on 9th and 10th March respectively.
Register Alumni Association under Society Act	The registration for the Alumni Association is persistently been carried out by the committee members. Few paper works are still in process with higher authorities. The registration is now towards completion.
Signing of more MoUs	An MoU has been signed with LGBRIMH, Tezpur, Assam for students' clinical postings for Mental Health postings as part of their log book requirements.
Conducting Gender Sensitization Programs	Observing International Womens' Day and conducting awareness on Anti sexual Harassment policy by the Internal Complaint committee was done. on

13.Whether the AQAR was placed before statutory body?   **Yes**

- Name of the statutory body

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13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name	Date of meeting(s)
Administrative Officers Meeting	30/01/2024

14.Does the Institution have Management Information System?	**Yes**

- If yes, give a brief description and a list of modules currently operational

The institution has operational Management Information System.

The existing Hospital Information System (HIS) has been in use since 2011. The software is from JK Technosoft, Delhi. Staff are trained for the use of software. The following are the list of modules which are currently operational.

1	Enquiry	Patient Enquiry
		Doctor enquiry
		Inpatient Enquiry
2	MRD	Patient Registration
		Revisit
		IP Admission
		Reports and Statistics
		ICD Coding
3	Billing	OP and IP Billing
4	Laboratory	Lab Result entry and Reporting
5	Pharmacy	Dispensing and Issue
6	Material Management	Stock and Inventory management
7	Ward Management	Inpatient Nursing Management
		Vitals monitor and Discharge Summary
8	HR	Employee
9	DASHBOARD	Analytics and Reports

15.Multidisciplinary / interdisciplinary

The nursing programs are supported by multidisciplinary /Interdisciplinary team members. The experts teach some of the subjects/topics for the nursing students. The following subjects are taught by them:
First Year B.Sc N: Anatomy, Physiology, Biochemistry, Nutrition, Psychology, English, Microbiology, and Introduction to Computer.
Second-year B.Sc N: Sociology, Pharmacology, Pathology, Genetics, and a few topics of medical Surgical conditions Part I
Third Year B.Sc N: Medical – Surgical Conditions Part II, Child Health Diseases
First Year Post Basic B.Sc N: Microbiology, Biochemistry, Dietetics, psychology, Biophysics
Second PostBasic B.ScN: Sociology
Nursing Faculty take classes for Allied Health Sciences students in Nursing procedures and Administration classes
Physicians working in the parent hospital and working in other

departments take scheduled classes for nursing students in clinical areas and classrooms.
Topics related to Mental Health are taken by faculty for the Clinical Pastoral Education course
Various activities such as mock drills, teaching, and making crafts are trained by in-house- professionals. These activities serve as an interdisciplinary approach between various departments.

16.Academic bank of credits (ABC):

NOT YET INITIATED.

17.Skill development:

The college strives to strengthen various skills of our students, in a holistic approach. Some of the areas where the colleges focus for skill development are as follows,

Nursing skills: After the allotted weeks of the theory classes, students, as per the clinical rotation plan are posted and exposed in the clinical areas, both in the hospital and community. This is to strengthen the nursing skills and an effort to connect classroom teaching to care of individuals in the bedside or in the community. Faculty are assigned in each of the general or specialised clinical areas and makes continuous efforts to allow the student to remember the classroom teaching and practice the needed skills. The students are first allowed to observe the faculty performing the procedures and staff posted in the ward; then the student is allowed to perform the procedure under the strict guidance of the teachers.

Learning specialized skills such as Physical assessment skills, Mental and Emotional assessment skills, First Aid procedures, Resuscitation measures like CPR, skills to manage disaster for natural calamities like flood, earth quakes, Fire safety (practicing of dousing fire), management of emergencies like attempted suicide, homicide, road traffic accidents, substance abuse and the like.

Leadership skill: Students are exposed to various Teaching - learning activities such as conducting workshops, organizing panel discussions, facilitating symposiums, seminars, conducting case presentation, participating in competition, exposing them to other institutions which help them in team building, and enhance their administrative potential. This also boosts their confidence in public speaking and dynamic leadership. Students who

participated in the Student Nurses Association conference at State level for the extempore Speech got first prize and National level got second prize.   The third year B.Sc Nursing students were given secondary Hospital experience, they were divided into four groups and sent to four hospitals to share their knowledge and skill with other students and participate in the care of patients.

Communication Skill: Reading and conducting Role-plays on communication improves their skills in communication and interpersonal relationships which helps them to behave like a good citizen and are able to provide quality care to patients. The first year students take communicative English for 40 hours. The methods used to strengthen their communication skills are role play, writing, speaking and writing exercise for grammar. Listening to the audio & video, answering the questions, reading the passage for comprehension and phonetics are also exercised.

Problem Solving Skill: Cases are given to provide care in the clinical field, they integrate the theory in to practice which enhances their critical thinking and decision making. Practice Teaching is given to strengthen their teaching skills. Reflective practice is encouraged to find their own way to solve the problems. Survey and Research projects are done by the students to enhance their problem solving skills.

 Other Skills: The students are also introduced to various skill enhancement activities like crafts making, quilling, music, and taekwondo. Outdoor- indoor sports and games are encouraged and facilitated for physical education and holistic health. This academic year of 2022-23 six (6) clubs, namely singing, dancing, reading, sports, herbal, Arts and Crafts were formed and the students were given the choice to join their preferred clubs. Students are now actively involved in various clubs and submission of reports are made.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The institution offered a stipulated 15 hours of regional language classes as an addition for those students who need extended help in learning the regional language, local dialect (Nagamese). Many patients seen and admitted in the hospital communicate only through the local dialect and as a student nurse it is crucial for the student to communicate in local dialect when providing nursing care. Thus to help in communicating with

the patients a teacher was appointed to facilitate the class hours; where topics like basics of local language and communication, word meanings, reading and making sense, history collection and assessment of patients in local dialect, conversation skills in Nagamese and the like were discussed and practiced. An E- certificate was given to the students after the completion of the permitted hours following an assessment.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Program Outcome:

1. Produce knowledgeable competent nurses and midwives with clear critical thinking skills who are caring, motivated, assertive, and well-disciplined responding to the changing needs of the profession, healthcare delivery system, and society.

2. Prepare them to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative healthcare services in any healthcare setting.

3. Prepare nurses and midwives who can make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidenced Based Practice.

4. Prepare them to assume the role of the practitioner, educator, researcher, and manager in all healthcare settings

Course Outcome: Strategies to achieve the Course Outcome focusing on the Cognitive, Affective, and Psychomotor domains

1. Patient-Centered care: Students develop knowledge and competencies to provide holistic care recognizing patients' preferences, values, and needs, that are compassionate, coordinated, and age and culturally appropriate. This is inculcated through various methods of teaching in the classroom, hospital, and community. Such effective and comprehensive nursing care for patients is done using the nursing process approach

2. Professionalism: Students execute accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

3. Leadership: Students develop leadership skills by engaging in conducting various workshops, seminars, panel discussions, case presentations, Clinical Teaching, Nursing Rounds, and symposiums to enhance their leadership skills. They are given an opportunity to take up managerial roles in the hospital as part of their requirements. They are also guided to develop critical thinking by performing various problem-solving skills which enables them to have a platform to become future nurse leaders.

4. Education: Students demonstrate proficiencies in various teaching methodologies using appropriate educational technology to become competent educators in nursing educational institutions and patients in health care settings.

5. System-based practice: Demonstrate awareness and responsiveness to the context of the healthcare system and the ability to manage resources essential to provide optimal quality of care.

6. Health informatics and Technology: Students are able to make critical decisions and optimize patient outcomes through the utilization of Health information technology.

7. Communication: Students communicate effectively with patients, families, and various staff to foster mutual respect and shared decision-making. This is achieved through role plays, interviews, case-based scenarios, and skill development programs such as Transform for life, and Sharpen your Interpersonal relationship workshop. such activities enhance patient satisfaction and health outcomes.

8. Teamwork and Collaboration: Students function effectively within nursing and interdisciplinary teams, by fostering open communication, mutual respect, and shared decision-making. Students are also exposed to team-building activities which develop their teamwork

9. Safety: Students adhered to all protocols and standards related to the staff and patient safety procedures. This minimizes the risk of harm to self, staff, and patients in the provision of quality care.

10. Evidence-based practice: Students develop competencies in conducting research projects to identify, evaluate and use the best current evidence that is coupled with clinical expertise and consideration of patient's preferences, experience, and values to make practical decisions.

ASSESSMENT:

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Internal Assessment

1. Regular periodic assessments is conducted throughout the course. A minimum of three terms is written examinations and two practical examinations. The term written examination preceding the University examination may be similar to the pattern of the University examination. The average marks of the three performances and unit tests are taken into consideration for the award of internal assessment marks

ASSESSMENT PROCESS	PERIODICITY	PROCESS	WEIGHTAGE	
INTERNAL THEORY			25%	
Unit Test	Every 15 -20 hours of Theory	Each course teacher conducts it in their own classroom	10%	
Term Examination	Three-term examinations with an interval of three months	The examination is for three hours covering all the portions taken by the teachers	5%	
Assignment	Two or three assignments per course	Self - directed learning to develop critical and analytical skills	5%	
Seminar	One seminar per course and per student	Seminar topics are given to students by the teachers at the beginning of the course to develop problem –solving skill, critical thinking, confidence and leadership skills	5%	
PRACTICAL			100%	
Model Practical Examination at Bedside / OSCE	Two times per course	Patients are assigned to provide holistic care according to their level and concerned teachers will be their examiners	20%	

Oral / Viva	During the practical	Teachers conduct the viva after bedside care is over	5%	
Clinical Evaluation	Once a month	Students are observed in the clinical area for their competencies, professionalism, and moral and ethical values in providing care to the patients and evaluated as per the format provided.	10%	
Practical record	Ongoing	Students are expected to complete Various competencies as per the syllabus during the course of study	10%	
Observational /field visit	Once per course	Students are taken to various educational and health-related fields for exposure to widen their knowledge	5%	
Clinical Assignment	Ongoing	Students are asked to do clinical teaching case and drug study presentations related to their patients	50%	

EXTERNAL:

University Examination: For Regular and mid-course (Supplementary) improvement

AWARD OF RANKS & DISTINCTIONS:

Above 75%   - Distinction

60% -70%   - 1st Class / 1Division

50%-60%   - 2nd class / 2nd Division

Regulation:

1.   A candidate must have a minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject before appearing for the examination.

2.   A candidate must have 100% attendance in each of the practical areas before the award of the degree.

3.   The weightage for the External paper is: Theory 75 marks and practical 100 marks

20.Distance education/online education:

NOT APPLICABLE

Extended Profile

1.Student

2.1	**188**
Total number of students during the year:	

File Description	Documents
Data Template	View File

2.2	**43**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.3	**63**
Number of first year students admitted during the year	

File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**Rs.28,039,965/-**

File Description	Documents
Data Template	<u>View File</u>

3.Teacher	
5.1 Number of full-time teachers during the year:	**37**

File Description	Documents
Data Template	<u>View File</u>

5.2 Number of sanctioned posts for the year:	**37**

File Description	Documents
Data Template	<u>View File</u>

Part B

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.

The institution adheres to the INC syllabus for developing its curriculum. Annually, before the new academic session, a curriculum committee meeting is held. In this meeting, the master plan and clinical rotation plan blueprints are presented. The class coordinator then formulates the timetable in accordance with the master plan, distributing it to both subject teachers and students. Subject coordinators prepares the course plans and distributes itto the subject teachers. Each teacher prepares lesson plans, incorporating suitable teaching methods and audio-visual aids. Students are assigned to various clinical areas and

community settings based on specific requirements, allowing them to acquire skills essential for patient care.

Evaluation: Following the completion of each unit, teachers administer tests, and retest are provided for those who do not achieve passing mark initially.Remedial coaching are also arranged for academically low performing students and if required they are counselled by the subject teachers, class coordinator or the Principal. The class coordinator also maintain records of the internal marks and attendance.

Feedback: At the end of the academic session, structured feedback is collected from the students.The feedback is analysed and then discussed in the common platform and constructive feedback is incorporated in the new academic session.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://concihsr.in/wp-content/uploads/2023/12/1.1.1.Curriculum-committee-meeting-minutes.pdf
Any other relevant information.	https://concihsr.in/wp-content/uploads/2024/01/1.1.1.-ANY-OTHER-RELEVANT-INFORMATIONS.pdf

1.1.2 - Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)

0

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	View File
Scanned copies of the letters supporting the participation of teachers	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year

1.2.1.1 - Number of courses offered across all programmes during the year

8

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year

100

File Description	Documents
Details of the students enrolled in subject-related	View File
Certificate/Diploma/Add-on courses	View File
Any other relevant information	View File

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

1) Gender: Students are introduced to the concept of gender across all programs in accordance with the curriculum. They are made aware of the requirements of vulnerable populations through different courses in the curriculum.

2) Human Values: Human values and maintenance of professional competence, are instilled throughout the studentsacademic journey. Guidance and motivation are provided to encourage students to engage in effective communication with patients, recognizing them

as individuals and respecting their values, during clinical and community placements.

3) Environment and Sustainability: Our institution places a strong emphasis on Green Initiativesand advocates for a eco-friendly campus to ensure a safe environment and promote sustainability.

4) Health Determinants:The curriculum addresses subjects such as the factors influencing health determinants and health related issues.Furthermore, students are encouraged to actively participate in health camps and educational initiatives aimed at fostering health awareness in both community and hospital environments.

5) Professional Ethics:The inclusion of nursing as a profession in the curriculum, along with the incorporation of professional ethics, offers us a chance to emphasize the significance of ethical conduct in the field of nursing.

File Description	Documents
List of courses with their descriptions	https://concihsr.in/wp-content/uploads/2024/01/1.3.1-LIST-OF-CROSS-CUTTING-COURSES-WITH-DESCRIPTIONS.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2024/01/1.3.1-ANY-OTHER-RELEVANT-INFORMATIONS.pdf

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

130

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	[View File](#)
List of-value added courses (Data template)	[View File](#)
Any other relevant information	[View File](#)

1.3.3 - Number of students enrolled in the value-added courses during the year

130

File Description	Documents
List of students enrolled in value-added courses (Data template)	[View File](#)
Any other relevant information	[View File](#)

1.3.4 - Number of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the academic year)

401

File Description	Documents
Any other relevant information	[View File](#)
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	[View File](#)
Total number of students in the Institution	[View File](#)

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals	A. All 4 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	[View File](#)
URL for feedback report	https://concihsr.in/wp-content/uploads/2023/12/Stakeholders-Feedback-2023-1.pdf
Data template	[View File](#)
Any other relevant information	[View File](#)

1.4.2 - Feedback on curricula and syllabi	A. All of the Above

obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected

File Description	Documents
URL for stakeholder feedback report	https://concihsr.in/wp-content/uploads/2023/12/Stakeholders-Feedback-2023-1.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	View File

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.

2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year

20

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
Any other relevant information	View File

2.1.2 - Number of seats filled in for the various programmes as against the approved intake

File Description	Documents
Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View File
Any other relevant information	**No File Uploaded**
Data template	View File

2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states

2.1.3.1 - Number of students from other states; during the year

43

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	View File

2.2 - Catering to Student Diversity

2.2.1 - The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers The Institution: Follows measurable criteria to identify slow performers Follows measurable criteria to identify advanced learners Organizes special programmes for slow performers Follows protocol to measure student achievement	**A. All of the Above**

File Description	Documents
Any other relevant information	**No File Uploaded**
Criteria to identify slow performers and advanced learners and assessment methodology	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File

2.2.2 - Student - Fulltime teacher ratio (data for the academic year)

Number of Students	Number of Full Time Teachers
188	**37**

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	No File Uploaded

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)

The institution actively supports the development and nurturing of individual students' innate talents and aptitudes through various activities. The CIHSR NSS unit boasts 90 student volunteers from the 1st and 2nd year of B.Sc Nursing, supervised by 4 faculty members. The NSS coordinator meticulously plans an annual schedule of events and activities, providing students with opportunities to actively engage in various programs throughout the year.

Furthermore, the local unit of the Student Nurses Association (SNA) at the College of Nursing, CIHSR, established in 2013, is progressively expanding with diverse committees aimed at enriching students' learning experiences. The objectives include upholding the dignity of the nursing profession, fostering team spirit for common goals, instilling professional ethics, encouraging a positive attitude towards nursing, and developing leadership qualities. Students are also motivated to participate in events at state, regional, and national conferences.

Within the curriculum, students are exposed to extracurricular activities such as acquiring skills in quilling, flower making, card making, cooking, DIY projects, and other crafts. Additionally, friendly basketball matches are organized, and students actively contribute to maintaining the cleanliness of the college campus.

Various clubs, including the art and craft club, singing club, dance club, herbal garden club, and reading club, provide additional platforms for student involvement. The institution also organizes activities like the Community Orientation Program, Work Camp, Taekwondo, and student welfare programs such as picnics, Sports Week (CONFEST), Retreats, Fresher's Day, Farewell Programs,

as well as important international and national day celebrations.

File Description	Documents
Appropriate documentary evidence	1. https://concihsr.in/wp-content/uploads/2023/12/NSS-Activities2022-23.pdf / 2. https://concihsr.in/wp-content/uploads/2023/12/various-std-clubs-2022-23.pdf / 3. https://concihsr.in/wp-content/uploads/2023/12/confest2023.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2024/01/ExtraCurricular2022-23.pdf

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by: Experiential learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self-directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project-based learning Role play

Students engage in experiential learning both in clinical settings, where they work with patients relevant to their studies, and in the classroom, where they conduct presentations in various forms such as seminars, practice teaching, and micro-teaching. The primary goal of this approach is to cultivate competent and effective nursing professionals. Additionally, students participate in group research projects to refine their analytical skills, and opportunities for developing teaching and management abilities are provided across clinical settings, classrooms, and community contexts.

As part of the curriculum, students actively participate in a community orientation program, gathering information about the community and contributing to education and awareness. Interdisciplinary learning is integrated into the curriculum, with external experts teaching subjects spanning anatomy, physiology, microbiology, biophysics, nutrition, dietetics, psychology, biochemistry, pharmacology, sociology, computer science, English, pathology, and genetics. This varied approach enhances understanding of nursing care, roles, and responsibilities.

A range of participatory learning methods is employed, including group discussions, nursing rounds, role-playing, problem-based learning, projects, clinical presentations, simulations, field

visits, debates, symposiums, panel discussions, tutorials, daily patient care reports, and attendance at seminars, workshops, and conferences. These methods are designed to simplify complex concepts, creating an effective learning environment that enables students to grasp the material more efficiently.

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	View File

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning	A. All of the Above

File Description	Documents
List of clinical skills models	View File
Geo tagged photographs of clinical skills lab and simulation centre	View File
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	View File

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

The institution ensures that every student is provided with learning objectives, which they are expected to achieve by the conclusion of the academic year. The institution is committed to delivering effective teaching-learning processes that foster and motivate active student engagement. Both faculty and students are encouraged to utilize a variety of methods such as seminars, lectures, demonstrations, simulations, role plays, micro-teaching,

symposium, panel discussions, workshops, Exhibition, reflective learning, and problem-solving approaches to enhance their effectiveness and efficiency. Additionally, students are taken on field trips and educational tours to local areas as well as other parts of India

At the College of Nursing, CIHSR, the teaching faculty incorporates ICT-enabled tools into the teaching and learning process. All classrooms are equipped with LCD projectors and display monitors to enhance communication and facilitate interactive classroom teaching. Students are urged to extensively utilize the library's diverse resources, encompassing books, journals, e-journals, e-books, and internet access, with campus-wide WIFI availability. Recently, a smart TV has been installed in one of the BSc first-year classrooms.

In classes, customized PowerPoint presentations and educational videos from platforms like YouTube are employed, tailored to meet the specific needs and requirements of the students, further enriching the learning experience.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://concihsr.in/wp-content/uploads/2024/01/ICT-tools.pdf
List of teachers using ICT-enabled tools (including LMS)	https://concihsr.in/wp-content/uploads/2024/01/faculty-2022-23.pdf
Webpage describing the "LMS/ Academic Management System"	https://concihsr.in/wp-content/uploads/2024/01/FINAL-CIHSR-Service-Level-Agreement-22-OC-2022-.docx.pdf
Any other relevant information	Nil

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
37	276

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	[View File](#)
Any other relevant information	[View File](#)

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

The institution is dedicated to investing in the growth and development of students, aiming for academic excellence. Several teaching-learning processes are implemented to foster creativity, analytical abilities, and innovation:

1. **Diverse Teaching Methods: Faculty and students are encouraged to employ a variety of teaching and learning methods. Students receive detailed instruction on using various audio-visual aids to make presentations engaging and informative.**

2. **Projects and Research Studies: Students are required to undertake research projects supervised by MSc faculty. They present their research study, methodology, and findings at the end of the academic session, participating in a viva for assessment.**

3. **External Postings and Field Trips: Students gain practical exposure through a month-long maternity posting at Makunda Hospital, two weeks of psychiatric posting in LGBRIMH, Tezpur, and a week-long field trip to various locations in and around Dimapur. Opportunities to visit hospitals, nursing schools, and colleges in different states of India are provided.**

4. **OSCE/OSCP Evaluation: Objective Structured Clinical Examinations (OSCE) and Objective Structured Clinical Practicals (OSCP) are conducted as evaluation methods, critically assessing students' knowledge and skills for various procedures.**

5. **Well-Equipped Laboratories: Each department has a well-equipped laboratory with necessary equipment, including mannequins. Basic skills are practiced in labs before students engage in clinical areas.**

6. **Extracurricular Activities:** Students actively participate in sports and cultural events, celebrate national and international days, engage in Students Nurse's Association activities and programs, NSS activities, and various clubs such as the art and craft club, singing club, dance club, herbal garden club, and reading club.

File Description	Documents
Appropriate documentary evidence	https://concihsr.in/wp-content/uploads/2024/01/SLP-2022-23.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2024/01/ExtraCurricular2022-23.pdf

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

37

File Description	Documents
Any other relevant information	No File Uploaded
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	View File
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File

2.4.2 - 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 during the year

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 in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered

1

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees 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 and the number of fulltime teachers for the year	[View File](#)
Copies of Guide-ship letters or authorization of research guide provided by the university	[View File](#)
Any other relevant information	[View File](#)

2.4.3 - Total Teaching experience of fulltime teachers in number of years (data for the academic year)

322

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	[View File](#)
Any other relevant information	**No File Uploaded**

2.4.4 - Number of teachers trained for development and delivery of e-content / e-courses during the year

4

File Description	Documents
Reports of the e-training programmes	[View File](#)
e-contents / e-courses developed	[View File](#)
Year –wise list of full time teachers trained during the year	[View File](#)
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	[View File](#)
Web-link to the contents delivered by the faculty hosted in the HEI's website	[View File](#)
Any other relevant information	**No File Uploaded**

2.4.5 - Number 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 year

0

File Description	Documents
Institutional data in the prescribed format/ Data template	[View File](#)
e-copies of award letters (scanned or softcopy)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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.

The internal term exams are conducted three times in a year. 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.

Internal assessment Theory

1. Based on the syllabus by the INC, course outline
2. Tests are scheduled after every 15 to 20 hours of class as scheduled in the course outline
3. All question patters are prepared according to the university pattern
4. Answer papers are corrected within two weeks of conduction of test and answers are discussed when the papers are distributed
5. Mark list is submitted to the HoD after discussion with students.

Internal Practical exams

A minimum of at least two practical examinations is conducted for internal practical examination in each subject

File Description	Documents
Academic calendar	https://concihsr.in/wp-content/uploads/2023/12/2.5.1-Academic-calendar-2022-23.pdf
Dates of conduct of internal assessment examinations	https://concihsr.in/wp-content/uploads/2023/12/CIE.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/12/full-link-add.pdf

2.5.2 - Mechanism to deal with examination-related grievances is transparent, time-bound and efficient. Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for reassessment within 100 - 200 words

The College of Nursing, CIHSR, takes into genuine consideration, any exam grievances, filed by the students. 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. By filing up the form.

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.

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.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	View File

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

Examination procedures: Internal examinations: The internal exams, for the students are held three (3) times in a year. Theory as well as practical exams are conducted. This is assessed either near the bedside or OSCE (Objective Structured Clinical Examination)

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

Continuous internal assessment system: The students are made to write unit tests after the completion of a unit or after 15-20 hours of theory class.

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 (Objective Structured Clinical Examination Objective Structured Practical Examination): 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. Simulated patients are used with checklist. The students are made to perform skills at multiple stations, with variety of skill-based procedures, which are time bound activities.

File Description	Documents
Information on examination reforms	https://concihsr.in/wp-content/uploads/2023/12/full-link-add.pdf
Any other relevant information	Nil

2.5.4 - The Institution provides opportunities to students for midcourse improvement of performance through specific interventions.	A. All of the Above

Opportunities provided to students for midcourse improvement of performance through: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	**No File Uploaded**

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

Attainment of Program Outcome

College of Nursing CIHSR offers undergraduate program courses in Nursing Basic BSc, PBBSC, and GNM. The learning outcomes are communicated at the beginning of each subject and program. Specific and general outcomes are outlined before each class. The following are the outcomes specified:

1. Produce knowledgeable, competent nurses with critical thinking skills who are caring, motivated, assertive, and well-disciplined, responding to the changing needs of the healthcare delivery system.

2. Prepare them to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative healthcare services.

3. Prepare nurses and midwives who can make independent decisions

within the scope of practice, protect the rights of individuals and groups, conduct research, and apply evidence-based Practice.

4. Prepare them to assume the role of educator, researcher, and manager in all healthcare settings

Program Outcome: Strategies to achieve the Course Outcome focusing on the Cognitive, Affective, and Psychomotor domains. Following are the outcomes specified.

1. Patient-Cantered care
2. Professionalism/ Moral and Ethical values
3. Leadership
4. Reflective, problem-solving and Critical Thinking
5. Self-directed Learning
6. Health Informatics and Technology
7. Communication skills
8. Teamwork and Collaboration
9. Safety
10. Evidence-based practice

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://concihsr.in/wp-content/uploads/2023/02/program-outcome.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://concihsr.in/wp-content/uploads/2023/02/Course-Outcome.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://concihsr.in/wp-content/uploads/2023/02/Course-Outcome.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/12/Program-Feedback-Supervisor-alumni.-Employer.pdf

2.6.2 - Incremental performance in Pass percentage of final year students in the year

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	[View File](#)
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	[View File](#)
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 File](#)
Trend analysis for the last year in graphical form	[View File](#)
Data template	[View File](#)
Any other relevant information	[View File](#)

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words

College of Nursing CIHSR adheres to the teaching-learning and assessment process as laid down by INC and the parent Nagaland University. It is also based on the learning outcomes of B.Sc. (N) and PBBSC programs. The teaching-learning process is designed based on the total hours allotted for each academic year for both the UG programs. Each subject has general, specific objectives, teaching-learning activities, and assessment methods.

The teaching faculty executes and documents this course plan at the instructional level. The teaching methods are designed as per the title of the unit in order to impart knowledge, attitude, and skill among students. Lecture cum discussion, demonstration, panel discussion, group discussion, role-play, reflective and critical thinking exercises, and seminar methods are commonly used as teaching-learning as "ongoing evaluation" and summative evaluation. Supervised clinical practice, case presentation, case study, OSCE, and practice sessions are used to improve nursing care skills. Theory and practice are co-related in the teaching

process. Learning outcomes reflect the knowledge, attitude, and skill based on the assessment methods are planned. According to the learning outcomes, essay-type questions, short notes, short answers, and MCQs are used to assess knowledge of theory and OSCE at the bedside using checklists.

File Description	Documents
Programme-specific learning outcomes	https://concihsr.in/wp-content/uploads/2023/12/Program-outcome-analysis.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2024/01/Program-Outcome.pdf

2.6.4 - Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis. Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words

College of Nursing, CIHSR has a good Parent Teacher interaction group with the following objectives:

Objectives:

1. To promote a good interactive platform for the parents to discuss the academic and non-academic problems that arises for their wards.
2. To facilitate good Interpersonal relationship(IPR) with the parents and guardians along with the teachers and students.
3. To update the parents about various programs that are organised related to the growth of the students academically

Each class has a parent –teacher Virtual group. The class coordinator (class teacher) is expected to provide feedback from parents and students to the management about changes in curricular and extracurricular activities.

1.An orientation program is organised for all the parents on day one for the first year students about the functioning and responsibilities of the students related to the hostel, clinical and classroom.

2.If any problems or issues arises related to the students that require the immediate attention of parents, parent teacher meeting is organised and discussed with the parents at a very personal level.

3.Various Feedback of parents are collected and based on the students and parents' suggestion and actions are taken if necessary. This can be shared virtually through WhatsApp group.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://concihsr.in/wp-content/uploads/2023/12/parent-teacher-interaction-2022-23.pdf
Follow up reports on the action taken and outcome analysis.	https://concihsr.in/wp-content/uploads/2024/01/Parent-Teacher-Action-Taken.pdf
Any other relevant information	**Nil**

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

https://concihsr.in/wp-content/uploads/2023/12/std-satisfaction-22-23.pdf

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year

1

File Description	Documents
Copies of Guide-ship letters or authorization of research guide provide by the university	[View File](#)
Information as per Data template	[View File](#)
Any other relevant information	**No File Uploaded**
List of full time teachers recognized as PG/ Ph.D guides during the year.	[View File](#)
List of full time teacher during the year.	[View File](#)

3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

0

File Description	Documents
Fellowship award letter / grant letter from the funding agency	**No File Uploaded**
List of teachers and their national/international fellowship details (Data templates)	[View File](#)
E-copies of the award letters of the teachers	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year

Number of Research Projects	Amount / Funds Received
3	112.56

File Description	Documents
List of research projects and funding details during the year (Data template)	**No File Uploaded**
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	**Nil**
Any other relevant information	**No File Uploaded**

3.2 - Innovation Ecosystem

3.2.1 - The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words

Not yet activated.

File Description	Documents
Details of the facilities and innovations made	**Nil**
Any other relevant information	**Nil**

3.2.2 - 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 year

5

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	**No File Uploaded**

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	**B. Any 3 of the Above**

implementation of which is ensured by the following: There is an Institutional ethics committee which oversees the implementation of all research projects All the projects including student project work are subjected to the Institutional ethics committee clearance The Institution has plagiarism check software based on the Institutional policy Norms and guidelines for research ethics and publication guidelines are followed

File Description	Documents
Institutional Code of Ethics document	[View File](#)
Minutes of meetings of the committees with reference to the code of ethics	[View File](#)
Any other relevant information	**No File Uploaded**

3.3.2 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers* of the Institution during the year

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 year

0

File Description	Documents
Any other relevant information	**No File Uploaded**
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	**No File Uploaded**
List of teachers recognized as guides during the year	**No File Uploaded**
Information as per Data template	[View File](#)
Letter of PG guide recognition from competent authority	**No File Uploaded**

3.3.3 - 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 year

3.3.3.1 - Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year

9

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	View File
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View File
Information as per Data template	View File
Any other relevant information	**No File Uploaded**

3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year

0

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	**No File Uploaded**
Information as per Data template	View File
Any other relevant information	**No File Uploaded**

3.4 - Extension Activities

3.4.1 - Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and NonGovernment organized bodies through NSS/NCC during the year

24

File Description	Documents
List of extension and outreach activities during the year (Data Template)	[View File](#)
List of students in NSS/NCC involved in the extension and outreach activities during the year	[View File](#)
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 File](#)
Any other relevant information	[View File](#)

3.4.2 - Number of students participating in extension and outreach activities during the year

18

File Description	Documents
Reports of the events organized	[View File](#)
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	[View File](#)
List of students who participated in extension activities during the year	[View File](#)
Geotagged photographs of extension activities	[View File](#)

3.4.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year. Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

NIL

File Description	Documents
List of awards for extension activities in the year	Nil
e-copies of the award letters	Nil
Any other relevant information	Nil

3.4.4 - Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the year. Describe the impact of extension activities in sensitizing students to social issues and holistic development within 100 - 200 words

College of Nursing, as part of fulfilling the academic requirement of the students and extended outreach services conduct various activities in community and schools.

Numerous health educations are conducted by the Community health nursing department to the community people using different types of AV aids. Health awareness on Mental Health and Dengue outbreak are also conducted with collaboration with the Govt. of Nagaland.

During Community orientation programme and school health programme, free medical check-up of the community people and school students are held where preliminary registration of the beneficiaries are collected for follow-up service after which a complete physical health assessment are done.

Observing World Days in the community,hospital with the admitted patients and patients attending OPDs by the students and teachers are regular extension activities. Creating clean environment and promoting planting of trees during World Environment days are also observed by the staff and students of the institute.

Conducting regular Elderly clubs in the adopted villages are one of the successful extension program in the community in collaboration with the village leaders and Health and Wellness Centres in the area.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://concihsr.in/wp-content/uploads/2024/01/Extension-activities-2023-1.pdf
Any other relevant information	Nil

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year

0

File Description	Documents
Certified copies of collaboration documents and exchange visits	No File Uploaded
Any other relevant information	No File Uploaded
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
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	No File Uploaded

3.5.2 - Total number of Functional MoUs 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. during the year

1

File Description	Documents
List of functional MoUs for the year (Data Template)	[View File](#)
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	[View File](#)
List of partnering Institutions/ Industries /research labs with contact details	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words

College of Nursing, CIHSR is located at 4th Mile, Diphupar, Chiimoukedima district, Nagaland. The campus has beautiful greenery and gardens providing serene surroundings giving good ambience to the campus. The built up is as per INC guidelines with total area of 50984 sq. feet. Adequate hostel is provided for students and staff are provided with residential accommodation.

Classroom: There is a total number of eight classrooms with an area of 990 square feet for each classroom.The total area of classroom along with examination hall and assembly hall is 9804 square feet.

Laboratories: All laboratories are well equipped with mannequins, models, instruments and articles for excellent learning and also 30 functioning computers with internet connection for students learning in the computer lab. The total area for laboratories is 8741 square feet.

Offices: There is a separate office for administrative staff i.e. for Principal office and office for three Vice Principal and also for all departments.The total area for offices is 7266 square feet.

Record room: There is 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: Library has 3384 books, comprising of books, magazines, journals, bothnational and international.

Installation of CCTV: CCTV has been installed in all floors of college and hostels for students and staff security purposes.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://concihsr.in/wp-content/uploads/2024/01/4.1.1-list-of-available-teaching-learning-facilities.pdf
Geo tagged photographs	https://concihsr.in/wp-content/uploads/2024/01/4.1.1-geotagged-photos.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2024/01/College-of-Nursing-Blueprint.pdf

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. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

College has adequate facilities for sports for both outdoor and indoor games to create a healthy environment for the students.

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**

Taekwondo class is provided by a certified and trained personnel every Monday, Wednesday and Friday.

Annually sports week is held every year. At that time sports and games like volleyball, throw ball, tug of war, badminton, chess, table tennis, long jump, high jump, javelin throw, throw ball, relay race, 100-meter race, 200-meter race are played and literary programmes like essay writing, painting, best of waste, debate, quiz, singing competition, dance competition, go as you like, drama competition, extempore speech and Mr and Ms Personality.Students winning the competition participate at state and National SNA level.

Institute has gymnasium where some students areenrolled.

Zumba session is providedevery monday, wednesday and friday bytrained personnelwhere some students are enrolled.

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, farewell programme,Republic day and Independence day and other events conducted by the institute.**
- **College also encourage studentsto attendmusic classes like piano, guitar and traditional music and vocal classesevery Saturday by certified and trained personnel.**

File Description	Documents
List of available sports and cultural facilities	https://concihsr.in/wp-content/uploads/2024/01/4.1.2-list-of-available-sports-and-cultural-facilities-1.pdf
Geo tagged photographs	https://concihsr.in/wp-content/uploads/2024/01/4.1.2.-Geotagged-photos.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2024/01/4.1.2-Any-other-relevant-information.pdf

4.1.3 - Availability and adequacy of general campus facilities and overall ambience: Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)

There are many beautiful greeneries in the campus making the environment cleaner, safe and beautiful.

Solar power plant: There is 24 hours' power supply in the campus. A 200 KW solar power plant is used which meets about 40% of the current electricity requirements.

Water treatment plant: 3 deep tube wells currently in use, subjecting the water to both physical and chemical treatment. Water is then stored in the 3lakhs liter overhead tank and is used to meet the daily requirement of the campus.

Sewage treatment plant: The sewage from every toilet, bathrooms, drains, aeriation and sedimentation tanks etc. are treated ensuring compliance to the standard of the Nagaland Pollution Board that the affluent is fit to be discharged into the environment.

Transport: There are two buses for the College of Nursing.

Canteen, bookstore cum stationary and ATM: The institute has three canteens. one bookstore, two stationery store and one ATM booth.

Hostel: There is separate hostel for girls and boys, with two wardens for girls and one warden for boys. The hostel can accommodate around 380 students. There are adequate bathrooms, toilets and six solar water heater.

Bamboo park and garden: There is beautiful bamboo park and garden with recreational items and greeneries.

Medical facilities: Health committee in college conducts annual health check-up of the students every year where routine test examination and necessary treatment are provided for free. Hepatitis B vaccination are also given to all the students

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://concihsr.in/wp-content/uploads/2024/01/4.1.3-Photographs-of-campus-facilities.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2024/01/4.1.3-Any-other-relevant-information.pdf

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

3181598

File Description	Documents
Audited utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data template)	View File
Any other relevant information	View File

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment, clinical teachinglearning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

College of Nursing has a well-furnished laboratory. It has eight laboratories:

1. **Fundamental of Nursing Laboratory: The size is 1500 sq. feet. The lab has eight bed with mannequin and simulators. It is well equipped for students to learn and practice various nursing procedures.**
2. **Nutrition laboratory: The size is 895 sq. feet. Nutrition lab is well furnished and equipped with utensils and equipments like mixer/ grinder, oven, gas stove with cylinder for cooking, refrigerator, washing area etc.**
3. **Pre-clinical science laboratory. Size is 990 sq. feet. The lab is well equipped with various models for different**

system of the body, skeleton, specimens of human anatomical waste and has 72 subject related charts.

4. Community Health Nursing Laboratory: Size is 993 sq. feet. The lab is set up of both rural and urban community settings and it is also equipped with models and charts.

5. Child Health Nursing Laboratory: Size is 549 sq. feet. The lab is equipped with four bed and have models, charts, mannequin for infant and child CPR, play materials for various age group and other related items and articles.

6. Maternal Nursing Laboratory with skill lab: Size is 549 sq. feet and skill lab is 1380 square feet. It has 2 bed and four skill station. Practice on conducting normal delivery, stitching episiotomy, IUD insertion and removal using mannequin. The lab has also radiant warmer, phototherapy machine and mannequin for newborn resuscitation.

7. Computer lab: Size of a computer lab is 1500 sq. feet. The college has 30 working computers with internet facilities.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://concihsr.in/wp-content/uploads/2024/01/The-facilities-as-per-the-stipulations-of-the-respective-Regulatory-Bodies-with-Geo-tagging.pdf
The list of facilities available for patient care, teaching-learning and research	https://concihsr.in/wp-content/uploads/2024/01/list-of-facilities-available-for-patient-care-teaching-learning-and-research.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2024/01/4.2.1-Any-other-relevant-information.pdf

4.2.2 - Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year

4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year

130588

File Description	Documents
Any other relevant information	[View File]()
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 File]()
Outpatient and inpatient statistics for the year	[View File]()
Link to hospital records/ Hospital Management Information System	[cihsr.in]()

4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

188

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	[View File]()
Details of the Laboratories, Animal House & Herbal Garden	[View File]()
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	[View File]()
Any other relevant information	[View File]()

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical	**C. Any 2 of the Above**

service facilities to reach remote rural locations

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	[View File](#)
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	[View File](#)
Government Order on allotment/assignment of PHC to the institution	[View File](#)
Any other relevant information	[View File](#)

4.3 - Library as a Learning Resource

4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words

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

OPAC/Public Catalogue Interface: Fully customizable OPAC with a dashboard for logged-in users displaying checkouts, overdue, holds, and fines.

Cataloging Module: TheCataloguing module enables entries of bibliographic details of books in the system,adds and links to authority records with Z39.50 compatibility, creates spine and barcode labels, performs collection inventory, etc.

Circulation Module: This module gives flexibility about circulation rules. It allows for check-in and out with a barcode scanner. Ability to place interlibrary loan requests for books or articles in Koha from the OPAC interface.

Serials Module: It allows for the management of periodical subscriptions with full prediction patterns, checking for late issues or expirations, etc.

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

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

File Description	Documents
Geo tagged photographs of library facilities	https://concihsr.in/wp-content/uploads/2023/12/Geotag-photograhs-of-library-1.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/12/Koha-NAAC.pdf

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

College of Nursing hasa 3384 (Three thousand three hundred and eighty-four books) collection of books in the library for the academic year of 2022 - 2023. It provides information that is disciplined and specific as well as general-based information to attract users towards knowledge-oriented study.

Some of the rare books available in the library account for early records of the different Naga tribes that inhabited 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 cultures, traditions, customs, and social ways of life.

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.

Religious books are kept to garner good individuals for a better society. These books are a source to draw inspiration to be better individuals as well as to become successful people. It's a value-added information resource that readers enjoy and refresh their

minds apart from normal academic books.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://concihsr.in/wp-content/uploads/2023/12/Details-of-Books-in-library.pdf
Geotagged photographs of library ambiance	https://concihsr.in/wp-content/uploads/2023/12/Geotag-photograhs-of-library-1.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/12/Journal-2023.pdf

4.3.3 - Does the Institution have an e-Library with membership / registration for the following: 1 e – journals / e-books consortia E-Shodh Sindhu Shodh ganga SWAYAM Discipline-specific Databases	C. Any 2 of the Above

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	[View File]()
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	[View File]()
Any other relevant information	[View File]()

4.3.4 - Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs)

1897023

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	[View File](#)
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	[View File](#)
Any other relevant information	[View File](#)

4.3.5 - In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year) Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 words

Anyone using the library has to enter their credentials in the 'Entry/Exit' register or 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 three days and can subsequently renew for another three days. Teachers can borrow three books at a time for 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 catalog) has been put up in the hospital intranet to see through available resources in the library. Print journals through email service have been introduced to maximize usage.

For the users to be well acquainted with the facilities and functioning of the library, a users' orientation program is organized every academic year for the students. Recruits' teachers are also given a 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	Documents
Details of library usage by teachers and students	https://concihsr.in/wp-content/uploads/2024/01/Usage-of-library-books-by-students-and-teachers-for-the-Year-2022-2023.pdf
Details of library usage by teachers and students	[https://concihsr.in/wp-content/uploads/2023/12/attendance-students.pdf, https://concihsr.in/wp-content/uploads/2023/12/Attendance-teachers.pdf](https://concihsr.in/wp-content/uploads/2023/12/attendance-students.pdf)
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/12/Orientation-to-library-2022-2023.pdf

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other	**D. Any 1 or 2 of the Above**

File Description	Documents
Links to documents of e-contents used	[View File](#)
Data template	[View File](#)
Any other relevant information	[View File](#)

4.4 - IT Infrastructure

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

12

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	[View File](#)
Geo-tagged photos of the facilities	[View File](#)
Any other relevant information	[View File](#)

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

including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words

College of Nursing continuously upgrades its IT facilities through the IT department including computers, printers, Wi-Fi routers, network switches, network connectivity, etc.Computer Laboratory has 30 computers 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 lab is connected to a high-speed internet connection through the National Knowledge Network (NKN) and Jio network. Even all the classrooms are connected with Wi-Fi and LAN facilities.The institute also has a centralized IT Server room with the latest version of the SOPHOS Firewall which is upgraded regularly when new security patches are available. The servers have an automatic backup facility and in case of any data corruption, it can be easily retrieved from the backup servers. The Institute is responsible for the purchase, maintenance, and technical support of the computer system and the lab facility. This year one smartboard is added for the 1st year B. Sc. Nursing students' classroom. CCTV is installed in the hostel and also in the college. For Biometric attendance, COSEC VEGA FAX is installedfor students fora time tracking system along with access control applications.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://concihsr.in/wp-content/uploads/2023/12/IT-updation.pdf
Any other relevant information	http://nkn.gov.in/en/connected-institutions-en,https://concihsr.in/wp-content/uploads/2023/12/Bill-for-IT-updation.pdf

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	A. ?1GBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant information	View File

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

86,11,861

File Description	Documents
Audited statements of accounts on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
Any other relevant information	View File

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. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

The maintenance activities are carried out by various departments under the wings of the General Superintendent, CIHSR. The various departments are civil engineering, electrical engineering, biomedical engineering, transport, security, housekeeping, estate guest house, housing, CSSD, and laundry.

The electrical engineering department looks into the new connections and repairs as and when the need arises.

The IT department regularly updates and maintains the computers,

printers, scanners, Wi-Fi routers, LCD projectors, telephone connections, and photocopy machines.

The civil engineering department looks after the maintenance of buildings, drainage systems, water supply, and other repairs needed for the institution.

The housekeeping department regularly cleans the classrooms, offices, laboratories, toilets, and corridors.

The laundry department washes the linens and cloths in the laboratories and screens of the offices.

The library is open from 8 am to 9 pm from Monday to Friday and 8 am to 1 pm on Saturday for both students and teachers. Regular inventory is done and new books or journals received are updated.

The sports committee looks into the activities the students are interested in. At regular intervals, basketball, badminton, and other indoor games are played by the students. Regular inventory is maintained and items needed are purchased. Students also participate in inter-collegiate sports competitions.

The estate regularly maintains the gardens and the lawns.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://concihsr.in/wp-content/uploads/2023/12/Maintenance-meeting-minutes.pdf
Log book or other records regarding maintenance works	https://concihsr.in/wp-content/uploads/2023/12/Log-book-of-maintenance-work-2022-23.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/12/Repairing-and-maintenance-2022-2023.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

125

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	[View File](#)
List of students who received scholarships/ free ships/fee-waivers	[View File](#)
Any other relevant information	[View File](#)
Data template	[View File](#)

5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development	**B. Any 5 or more of the Above**

File Description	Documents
Any other relevant information	[View File](#)
Link to Institutional website	https://concihsr.in/
Details of capability enhancement and development schemes(Data Template)	[View File](#)

5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

0

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	**No File Uploaded**
Institutional website. Web-link to particular program/scheme mentioned in the metric	**Nil**
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	**No File Uploaded**
list of students attending each of these schemes signed by competent authority	**No File Uploaded**
Any other relevant information	View File

5.1.4 - The Institution has an active international student cell to facilitate study in India program etc.., Describe the international student cell activities within 100 - 200 words

Not initiated

File Description	Documents
For international student cell	**Nil**
Any other relevant information	**Nil**

| **5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging   Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken** | **B. Any 3 of the Above** |

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://concihsr.in/wp-content/uploads/2024/02/Report-of-ICC-2022-23.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

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

7

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	View File

5.2.2 - Number of outgoing students who got placed / self-employed during the year

59

File Description	Documents
Annual reports of Placement Cell	View File
Self-attested list of students placed /self-employed	View File
Details of student placement / self-employment during the year (Data template)	View File
Any other relevant information	View File

5.2.3 - Number of the graduated students of the preceding year, who have progressed to higher education

5

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

12

File Description	Documents
Duly certified e-copies of award letters and certificates	View File
Any other relevant information	View File

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. Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words

The College of Nursing encourages an inclusive and democratic

governance structure that values and incorporates the perspectives of the students. This is achieved through the Student Nurses Association which is the official student council, consisting of elected representatives from different nursing courses. The student council represent and provide their perspectives in various institutional committees through these activities:

1.Organizing student-led initiatives:

The SNA with guidance from the faculty Advisers organizes events, advocate for students' needs and serve as a liaison between the students and the administration. Various programs and fund raising events are organized throughout the year for continual students' engagement.

2. Committee Representation:

Student members of various committees of the college are selected to represent the students on aspects such as curriculum development, safety and welfare, and extracurricular activities. They provide their perspectives and feedback to refine the curriculum.

3. Class Representation:

Two class representatives from each class are selected to represent their classmates in meetings with teachers and administrators. They convey opinions, concerns, and suggestions of their peers and play a crucial role in communication between the students and authorities.

4. Communication Platforms:

The students participate in the various class and general WhatsApp groups to voice their opinions, grievances, suggestion and feedback about the college, thereby providing valuable insights which help shape policies.

File Description	Documents
Reports on the student council activities	https://concihsr.in/wp-content/uploads/2024/02/SNA-Exc.Committee-meetings-report-2022-2023.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/12/SNA-Diary-2022-2023.pdf

5.3.3 - Number of sports and cultural activities/competitions organised by the Institution during the year

33

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	View File
Report of the events with photographs	View File
Any other relevant information	View File

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 year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

The Alumni Association of College of Nursing, CIHSR endeavoured to engage in various activities and initiatives to connect with the graduates such as:

1. Alumni Recognition: The AA of CON, CIHSR has initiated the practice of honouring certain batches of Alumni during the Annual Alumni Meet with the aim of recognizing and celebrating the accomplishments of the Alumni. This year the 1st and 2nd batches of Post Basic B.Sc. Nursing and General Nursing Midwifery graduates were honoured.
2. Networking events: The AA has also started a new endeavour i.e., "Alumni Voice" with the aim to inspire and encourage the alumni and final year students towards higher career growth and opportunities through interactive sessions with Alumni who are well placed in the professional strata. The

current students and recent graduates were invited to attend the program so that they can receive insights and support in their academic and professional endeavours.

3. **Reunions: Through the Alumni Meet held in hybrid mode we aimed to bring back the alumni to campus and foster a sense of nostalgia and community.**

4. **Fund raising: The AA encouraged the outgoing students and the Alumni to contribute funds towards the Alumni Scholarship fund. Plans are being made to organize fund raising events with and by the Alumni.**

File Description	Documents
Registration of Alumni association	**Nil**
Details of Alumni Association activities	https://concihsr.in/wp-content/uploads/2024/02/Details-of-AA-activities.pdf
Frequency of meetings of Alumni Association with minutes	https://concihsr.in/wp-content/uploads/2024/02/Minutes-of-AAC-meetings.pdf
Quantum of financial contribution	https://concihsr.in/wp-content/uploads/2024/02/Quantum-of-contributions.pdf
Audited statement of accounts of the Alumni Association	https://concihsr.in/wp-content/uploads/2024/02/Audited-account-of-AA.pdf

5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments	**D. Any 1 of the Above**

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	View File

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. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

Vision

Nursing excellence for individual and community transformation.

Mission / Objectives

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

- **Develop nursing personnel to provide exemplary service with compassion, innovation and professional competence.**
- **Reach out to transform lives through excellence in education, research, practice and leadership.**
- **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 and the Administrators; CIHSR, Emmanuel Hospital Association, Officials from Government of Nagaland, Administrators from CMC Vellore, The BOD members meet once in four months and takes up major policy decisions.

The Academic committee members (meet twice a year) comprised of Principal, all 3 Vice Principals of College of Nursing and HODs of

Allied Health and all the administrators, and a representative Nagaland University, Administrators from CMC Vellore.

Once in a year, the General Body which consists of BOD members, Development commissioner Nagaland, Deputy Commissioner Dimapur, Health Advisor Northeast Council Nominee, EHA nominee, 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.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://concihsr.in/wp-content/uploads/2023/02/6.1.1a-vision-mission.pdf
Achievements which led to Institutional excellence	https://concihsr.in/wp-content/uploads/2023/12/6.1.1b.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/02/6.1.1-c-additional-vision.pdf

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management. Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words

In Nursing College,the Principal College of Nursing is the administrative head, under her guidance there are three Vice Principals as course co-ordinators for GNM, B.Sc Nursing & PB.Bsc Nursing. Each of them is responsible for preparing the curriculum for the respective courses. There are also six Nursing departments namely Medical- Surgical Nursing, Fundamentals of Nursing, Child Health Nursing, Mental Health Nursing, Maternal Nursing and Community Health Nursing which are headed by Nursing HoDs and functions directly under the Principal College of Nursing. Each Nursing department comprises of M.Sc. Nursing Faculty members and B.Sc. Nursing Tutors. Each Nursing departments involves in planning the clinical area allotment, identifies learning needs, hold meetings, updates new approaches or changes in the specialtys. The M.sc Nursing are also engaged in dual role(integration) in the clinical areas supervising the staff Nurses and meet the clinical requirement of the students as well.

The Faculty members also engaged in the College as class coordinator and subject coordinator to implement the curriculum plan. We also have various committees where all the faculty and tutors are assigned to one of these committees. The 1st Year GNM & B.Sc. N are also being mentored by tutors in the ratio of 1:10.

File Description	Documents
Relevant information /documents	https://concihsr.in/wp-content/uploads/2023/12/6.1.2a-INTEGRATION.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/02/6.1.2-a-CON-ORGANOGRAM.pdf

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. Provide the write-up within 100 - 200 words

The College of Nursing has various committees like strategic planning committeewhich meets once in every five years and follows SWOT analysis.

Collegemanagement committee(meeting once a month), all matters related to development of the college is discussed, it is open to information, instructions, suggestions and feedbacks.

Curriculum committee(meeting twice a year) to present the CRP and MRP of the Nursing Courses for the academic sessions, updates of hours by University, discuss any on deficiencies/feedback related to subjects, teachers or students etc.

Disciplinary committee(meeting every month) and depending on the urgency of the matter, the decision is taken as per SOPs.

Research committee(meets twice a year) where guidelines for uniformity in research methodology write up, ethical approval etc. are streamlined through the Research committee.

We also have various committees like CNE, Spiritual, Student's health, Students Mess, Staff Welfare, Students Welfare, Student Nurses Association, Hostel, Scholarship, Anti ragging committee, Anti ragging squad, , Anti ragging monitoring cell, internal complaint committee, Library committee, Grievances redressal

committee, Advisory committee, National service scheme, Disability, Maintenance, Students hostel, Alumni committee, Sports committee, Editorial committee, Guidance and Counseling Cell where all the faculty and tutors are assigned to one of these committee and functions on a regular basis.

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://concihsr.in/wp-content/uploads/2023/12/6.2.1-a-CON-meeting-minutes.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/12/6.2.1-b-Various-committees-for-students.pdf
Organisational structure	https://concihsr.in/wp-content/uploads/2023/02/6.2.1-c-CIHSR-organogram.pdf
Strategic Plan document(s)	https://concihsr.in/wp-content/uploads/2023/12/6.2.1d-Strategic-Planning.pdf

6.2.2 - Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination	**E. None of the Above**

File Description	Documents
Data template	[View File](#)
Institutional budget statements allocated for the heads of E_governance implementation	**No File Uploaded**
e-Governance architecture document	[View File](#)
Screen shots of user interfaces	[View File](#)
Policy documents	[View File](#)
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The Institution payout 5% annually towards staff training budget which will be allocated to the department depending on the developmental needs of the Institution as a whole. The HoDs of the respective departments will identify and streamline the developmental avenues (eg. MS for medical staff, NS for Nursing staff etc.) and the same will be ratified by the Director. This would include

- In-house trainings
- Seminars/ workshops
- Sponsored Higher Education

There is policy in placed for staff attending conferences /workshops/ higher education to avail deputation leave, official leave, study leave, bonds etc. The policy also includes on staff selection for sponsorship, amount (full salary/tuition fee/ loans/financial support, travel allowance, lodging fees, food, registration fees.) There are ample opportunities provided for development of teaching and non- teaching staff.

The staff are able to exercise a huge benefit in terms of the career development/progression. In house training are actively conducted throughout the year across all departments for all category of staff.

File Description	Documents
Policy document on the welfare measures	https://concihsr.in/wp-content/uploads/2023/02/Link-6.3.1-a-corrected-policy-document.pdf
List of beneficiaries of welfare measures	https://concihsr.in/wp-content/uploads/2023/12/Link-6.3.1-b-Welfare-measures-2022-2023.pdf
Any other relevant document	https://concihsr.in/wp-content/uploads/2023/12/edited-Link-6.3.1-c-Welfare-measures-2022-2023.pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

2	
File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	View File
Receipts to be submitted	View File
Any other relevant information	View File

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

233	
File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	View File

6.3.4 - Number of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the year (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

14

File Description	Documents
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View File
Any other relevant information	View File
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File

6.3.5 - Institution has Performance Appraisal System for teaching and non- teaching staff. Describe the functioning of the Performance Appraisal System for teaching and nonteaching staff within 100 - 200 words

The Performance Appraisal System review is used in probation review, increment and promotion for all the level of staff across all the departments in CIHSR, Institution.

The review covers all aspects of Knowledge of Job, Attempt to update skills and knowledge, Amount of work ,Quality of work, Judgement skills, Courtesy and receptivity, Team Spirit and Co-operation with others, Respect and honour, Timeliness, Punctuality, Concern about patients or others, Problem solving, Mentoring, Empathy & awareness, Participation in Institutional social activities-sports meet, anniversary programs, spiritual programs, retreat, Presentation, Communication and Interpersonal skills, Reliability/Dependability, Self-initiative and motivation.

The review is carried out in 360-degree manner, where each employee is appraised by one junior staff, one senior staff, one colleague and Heads of department. The total aggregate (percentage) for probation review is 65%, increment is 70% and promotion is 75%. The review also credits any major achievements/outstanding contributions, paper publication (mandatory for promotion) and areas requiring attention or training needs. The final approval will be done by the Director after seating with departmental heads.

File Description	Documents
Performance Appraisal System	https://concihsr.in/wp-content/uploads/2023/02/6.3.5-b-Link-for-performance-Appraisal-System.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/02/6.3.2-b-policy-document-on-the-welfare-measures.pdf

6.4 - Financial Management and Resource Mobilization

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

The College of Nursing is in the twelfth year of operation. The primary source of funding is from the fees collected from the students of PB.BSc Nursing and basic B.Sc Nursing. The application of these funds is mainly to meet the recurring operational expenses of the college. Subsidy is offered to students from families with lower economic status.

There is no external funding for the operational expenses. However, the infrastructure expenses we seek external funding through Corporate Social Responsibility and support from Alumni.

Annual budget is prepared and monitored on a regular basis to ensure the funds are utilized optimally. A digital system of accounting is maintained and audit is conducted half yearly and on an annual basis. A robust internal control mechanism is in practice to ensure proper accountability and responsibility.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://concihsr.in/wp-content/uploads/2024/01/6.4.1-a-Resource-Mobilization.pdf
Procedures for optimal resource utilization	https://concihsr.in/wp-content/uploads/2023/12/6.4.2-b-procedures-for-optimal-utiliztion.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/12/6.4.2-a-Audits.pdf

6.4.2 - Institution conducts internal and external financial audits regularly. Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words

The institute has appointed external auditors. Presently there is no internal audit. The statutory auditors conduct the audit of the college on a half yearly basis as on 30th September to 31st March.

The management report with the various observations are submit for action to be taken by the management of the college. A response to the action taken is submitted to the auditor. As a follow up, the auditors check on the compliance as responded by the Management to the observation.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://concihsr.in/wp-content/uploads/2023/12/6.4.2-a-Audits.pdf
Any other relevant information	Nil

6.4.3 - Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in Lakhs)

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
NIL	NIL

File Description	Documents
Audited statements of accounts for the year	**No File Uploaded**
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	**No File Uploaded**
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	**No File Uploaded**
Information as per Data template	[View File](#)
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

The IQAC members of CON, chaired by the Principal College of Nursing, functions vibrantly to ensure that the activities for strengtheningthe quality education and co-curricular activities arecarried out. Regularmeetings,with the external andinternal members of IQAC are held.Theexecution of curriculum plan is made by following the Academic calendar through innovative teaching methods and conducting cocurricular activities. Various committees for students' welfare are formed. These committees ensures that the students arenurtured and transformed.The Cell ensures periodical SNA activities, under an assigned faculty, to observe various National and International days. Itholds cultural programs like fresher's welcome/senior's farewell, CONfest, (annual event for both sports and cultural event), is held. The cellencourages the students toparticipatein Inter college competitions, fundraising activities, and classpicnics. The cell coordinates skill development activities such as art and crafts by allotting hours in the curriculum.Employability skills, and strengthening of physical activities through Sports & Games, aremonitored. Mentorship, 360 Appraisal system, and Community Orientation program are among the best practices.The college under IQAC initiative has successfully activated various students' clubs and

satellite centers which are executed with submission ofreports.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://concihsr.in/iqac2022/
Minutes of the IQAC meetings	https://concihsr.in/wp-content/uploads/2023/12/IQAC-minutes-2022-23.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/12/Satellite-centre-22-23.pdf

6.5.2 - Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	View File

6.5.3 - The Institution adopts several Quality Assurance initiatives. The Institution has implemented the following QA initiatives: Regular meeting of Internal Quality Assurance Cell (IQAC) Feedback from stakeholder collected, analysed and report submitted to college management for improvements Organization of workshops,	**A. All of the Above**

seminars, orientation on quality initiatives for teachers and administrative staff. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)

File Description	Documents
Information as per Data template	[View File](#)
Annual report of the College	[View File](#)
Minutes of the IQAC meetings	[View File](#)
Copies of AQAR	https://concihsr.in/wp-content/uploads/2023/02/AQAR-2023.pdf
Report of the feedback from the stakeholders duly attested by the Board of Management	[View File](#)
Report of the workshops, seminars and orientation program	[View File](#)
Copies of the documents for accreditation	[View File](#)
Any other relevant information	[View File](#)

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 year

7

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	View File
Extract of Annual report	View File
Geo tagged photographs of the events	View File

7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

The College of Nursing at CIHSR is dedicated to advancing gender equity through strategic initiatives. Adhering to guidelines from the Indian Nursing Council, 10% of seats are reserved for male candidates, ensuring inclusivity in admissions with a commitment to a bias-free selection process.

Students actively participate in diverse co-curricular and extracurricular events, fostering a holistic educational experience. The college promotes equal access to learning opportunities in clinical settings and classrooms, creating a balanced and inclusive educational environment. The curriculum includes essential lessons on sexuality and gender-related issues.

Within the hospital campus, separate hostels for both genders enhance safety. The girls' hostel, managed by two female wardens and a female security guard, ensures a secure living environment with closed-circuit television for added safety measures.

During the 2022-2023 academic year, the college organized several gender equity programs. International Women's Day was commemorated with a poster competition. Informative sessions covered sexual and reproductive health, STDs, POCSO, and menstrual hygiene for adolescents and college students.

For International Safe Motherhood Day, students actively engaged in awareness and educational activities. The college also conducted orientation sessions on the anti-sexual harassment policy for both students and faculty, fostering a respectful learning environment.

File Description	Documents
Annual gender sensitization action plan	https://concihsr.in/wp-content/uploads/2024/01/Annual-GES.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://concihsr.in/wp-content/uploads/2023/02/specific-facilities.pdf
Any other relevant information	**Nil**

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

File Description	Documents
Geotagged Photos	https://concihsr.in/solar-energy/
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

7.1.4 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Waste Management

Solid waste management: Segregated at the point of generation in colour coded bags, sealed and transported to the waste management area for treatment and disposal. Biodegradable waste is used for vermicomposting.

Liquid waste management: Liquid waste is treated in the STP located in the campus. The "grey water" is treated and stored in a

sedimentation tank. The liquid is filtered through activated carbon filter, released into a tank and treated with chlorine, tested for oxygenation levels. The sludge is treated with chlorine, allowed to compost further and used as manure.

Biomedical waste management: It is segregated at the point of generation in colour coded bags, sealed and transported to the waste management facility for treatment. The contaminated plastic waste is shredded. The biomedical waste is 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).

Waste recycling system: Segregated at the point of generation. Food/ biodegradable waste is used as animal fodder or for vermicomposting. Plastic bottles and glass are recycled.

Hazardous chemicals and radioactive waste management: Hazardous chemicals are neutralized and disposed of in an environmentally sound manner as per SOP.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://concihsr.in/wp-content/uploads/2024/01/NPCB_BMW_Authorization_III-scaled.jpeg
Geotagged photographs of the facilities	https://concihsr.in/waste-management-2/
Any other relevant information	Nil

7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	B. Any 3 of the above

File Description	Documents
Geotagged photos / videos of the facilities	https://concihsr.in/borewell-distribution-of-water/
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	No File Uploaded

7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants	C. Any 2 or 3 of the Above

File Description	Documents
Geotagged photos / videos of the facilities if available	https://concihsr.in/green-campus-initiative/
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	No File Uploaded
Reports to be uploaded (Data Template)	View File

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading	C. Any 2 or 3 of the Above

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	[View File](#)
Any other relevant information	**No File Uploaded**
Data template	[View File](#)
Relevant documents	**No File Uploaded**

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The College of Nursing, CIHSR prioritizes creating an inclusive environment, drawing students mainly from India's North- Eastern states but extending admissions to other regions as well. To ensure diversity, 10% of seats are reserved for candidates from socioeconomically disadvantaged groups, 10% for men and an additional 5% for people with disabilities.

Language classes in English and the local language, Nagamese are provided to first year students, facilitating their integration into the local community and enhancing patient communication.

The college organizes various yearly student celebrations and social events, including sports and cultural competitions, fostering interaction among students across different classes and backgrounds. Special events like Fresher's welcome and farewell ceremonies, Institutional Foundation Day, cultural day and World Heritage Day are celebrated with active student and staff participation.

Patriotic initiatives are observed, with Republic Day and Independence Day festivities involving both students and staff. Furthermore, holidays are granted during major religiousfestivals such as EID, Diwali and Christmas. Throughout these programs, students are encouraged to showcase their traditions through attire, cuisine, talents and skills, fostering a rich tapestry of cultural exchange and unity.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://concihsr.in/wp-content/uploads/2024/01/Institutional-Efforts.pdf
Any other relevant information/documents	Nil

7.1.9 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year

B. Any 3 of the Above

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://concihsr.in/wp-content/uploads/2024/01/code-of-Conduct-faculty.pdf
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	No File Uploaded
Any other relevant information	View File
Institutional data in Prescribed format (Data Template)	View File

7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and

International commemorative days and events and festivals within 100 - 200 words

College of Nursing, CIHSR actively celebrates important National and International days. This instills a sense of patriotism and appreciation for our Nation and its rich heritage. The students and faculty organize programs and activities on various important dates/ days to educate and create awareness on health issues which benefits the students, patients, and the community.

Day

Activities

Republic day, Independence day

Flag hoisting, singing National Anthem, patriotic speech.

World Health Day 2022 "Our Planet, Our Health"

Cleaning cum plantation drive, drawing competition, speech and cultural program based on theme.

World Red Cross day

First Aid Demonstration for college students.

World: Cancer day, Oral health day, Hepatitis Day, TB Day, Diabetes Day, Mental Health Day, AIDS Day, No Tobacco day, Heart Day

International Safe Motherhood Day

World Breastfeeding week

Poster competitions, quizzes, role plays, health education of masses, health screening etc.

National Immunization Day

Health teaching, awareness program.

Children's Day

Role play, health education, distribution of gifts to children in the wards.

Teacher's day

Speech, cultural program.

International Nurses' Day

Weeklong celebration/ competitions along with nursing service.

International Women' Day

Formal program organized on the theme.

World Heritage Day

Stalls: showcasing the heritage, selling traditional cuisine; students wear their traditional attire.

7.2 - Best Practices

7.2.1 - Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words)

Institutional Best Practices.

1. Title of the Practice: Faculty 360 Degree Performance Appraisal

The Context: Faculty are expected to give quality care to students and patients as well as strive for continuous improvement. Having the appraisal by a four members team provides a genuine report of the performance of the staff. It helps to improve the faculty performance.

The Practice:The Appraisal is done annually for increment and promotion. The performance is appraised on seen broad areas. This will be evaluated by 4 members. Apart from this, the Head of the institution has to evaluate the faculty in terms of Job description, Achievement, and Leadership quality.

Evidence of Success: This evaluation process encourages the faculty to improve in their job, leadership, and achievement

Problems encountered and resources Required: Time consuming

process, subjectivity and inaccurate ratings.

1. **Title of the Practice: Integration of Nursing Education and Service**

The Context: Nursing Education is integrated with the nursing service in order to provide quality care to students and patients.

The Practice:The faculty, in addition to supervising and fulfilling the academic objectives of the students, are also responsible for the nursing services provided in their respective areas/ wards as well supervising and guiding the staff.

Evidence of Success: The students feel free to work in the areas. Supervising the staff help them to improve their competencies.

Problems encountered and resources Required: The faculty finds it difficult to manage the time.

File Description	Documents
Best practices page in the Institutional website	https://concihsr.in/wp-content/uploads/2023/02/Institutional-Best-Practices.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/02/best-practices-performance-appraisal.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

College of Nursing, CIHSR, strives to provide quality nursing education. The development of faculty using diverse methods is a crucial component of this.

1. Continuous training/ learning for faculty: Faculty members receive ongoing training and education: Two CNE classes are held every month. At national workshops, seminars, and conferences, faculty members are urged to participate and present research papers and posters. There are opportunities to host seminars and workshops.

2. 360-degree performance evaluation: Via yearly performance

reviews, faculty are encouraged and motivated to develop themselves. This includes assessment on achievement of goals and five (5) broad areas including professionalism, technical orientation, interpersonal skills, culture and community life and leadership. Promotion requires both the achievement of objectives, score of 75% in the 360 degree evaluation and the publication of papers.

3. Integration of Nursing Education and Nursing Service: Integration of Nursing Education and Nursing Service: Combining nursing education with nursing practice: The convergence of nursing education and nursing service is a distinctive feature of the College of Nursing, CIHSR. The faculty of the college serve as supervisors/ managers in the clinical settings. This guarantees that they stay current with clinical area developments and maintain their skill set. Their managerial abilities are also developed as a result of their involvement in the ward's management.

File Description	Documents
Appropriate web page in the institutional website	https://concihsr.in/wp-content/uploads/2024/01/staff-development-and-integration-of-nursing-education-and-service.pdf
Any other relevant information	https://concihsr.in/wp-content/uploads/2023/02/best-practices-performance-appraisal.pdf

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).

Training in the clinical skills and simulation labs

The College of Nursing, CIHSR ensures well equipped clinical skill laboratories for optimal students learning. All learning facilities such as clinical skill labs, and discussion rooms have adequate learning space, well ventilated and with comfortable sitting arrangements that is conducive for learning. The college is WiFi enabled, and equipped with LCD projectors, Smart interactive board, Smart Television and sound systems which

enables interactive teaching and learning. The various clinical skill laboratories available are:

1.Fundamentals of Nursing and Medical Surgical Nursing

2. Obstetrics and Gynaecology

3. Child Health Nursing

4. Pre-clinical

5. Nutrition

6. AV aids

7.Community Health Nursing

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The labs areequipped with different types of articles, models and low fidelity to medium fidelity mannequins, which supports using innovative teaching and learning methods such as demonstrations, role play, and simulation. Here the students are taught basic and advance nursing procedures such as measurement of vital signs venepuncture, baby bah, antenatal assessment,ACLS, PALS, conducting delivery etc.

Demonstrationis followed by practice and return demonstration on themannequinstill the student performs the skill correctly before performing on the patient.

Checklist of various procedures are filed and made available in the laboratory. This facilitates the students to assess their/others performance. Attendance of the students along with details on lab utilization is maintained in each lab.

File Description	Documents
Policy on the use of clinical skills and simulation labs inthe acquisition and enhancement of skills in basic and complex procedures such as endoscopic surgery and interventional procedures	https://concihsr.in/wp-content/uploads/2023/02/2.-Policy-on-Laboratory-and-Advance-skill-.pd
Geotagged photographs/videos of the facilities	https://concihsr.in/wp-content/uploads/2024/01/Pictures-of-Lab.pdf
Student feedback on the effectiveness of the facilities	https://concihsr.in/wp-content/uploads/2024/01/1.-Students-feedback-on-lab-utilization.pdf
Any other relevant information	Nil

8.1.2 - Number 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.)

1

File Description	Documents
List of fulltime teachers with additional Degrees, Diplomas suchas PG degree, Fellowships, Ph D, Master trainer etc. during the year	View File
Attested e-copies of certificates of postgraduate Degrees,Diplomas or Fellowships certificates.	View File
Any other relevant information.	No File Uploaded
Institutional Data in Prescribed Format (Data Template)	View File

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.

CIHSR hospital is a 214bedded NABH entry level accredited secondary to mid-tertiary hospital with most of the broad specialties and a few higher specialties. CIHSR is committed to provide quality healthcare and education to our patients, students, and staff.

Prior to clinical exposure, the students trained to provide quality care by practicing it the skill lab on mannequins or classmates, followed by return demonstration and performance on the patient under close supervision of the clinical instructor. The student's syllabus also covers quality of care and patient safety issues and practices. They are also taught on infection control and related protocols such as Hand hygiene, biomedical waste segregation, and needle stick injury management, spillage management, airborne precautions, etc by HIC nurses. And are also provided immunization and post exposure prophylaxis, such as Hep B vaccination.

Students are exposed to different areas of specialized care unit such as critical care, emergency, operation theatre, wards, and diagnostics etc. where they are required to plan and provide care under the supervision of staff nurse and clinical instructor in compliance to hospital protocols as guided by NABH standards of care. Integration of Nursing Service and Education and clinical procedures manuals of the institute helps maintain uniform practice across the institute. This can be access by students and staff via hospital intranet services. Hard copies are also available in the wards and departments. Each student is given a copy of Nursing Procedure Manual.

File Description	Documents
Documents pertaining to quality of care and patient safetypractices followed by the teaching hospital	https://concihsr.in/wp-content/uploads/2023/02/Quality-of-care-docuents.pdf
Any other relevant information	Nil

8.1.4 - Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
63	45

File Description	Documents
Policies documents regarding preventive immunization ofstudents, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View File
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View File
Any other relevant information	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.5 - Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency? NABH Accreditation of the teaching hospital NABL Accreditation of the laboratories ISO Certification of the departments / divisions Other Recognized Accreditation / Certifications

C. Any 2 of the above

File Description	Documents
e-copies of Certificate/s of Accreditations	View File
Any other relevant documents	View File
Institutional Data in Prescribed Format (Data Template)	View File

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 year.

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:

Students from other school of Nursing visit for educational, administrative purpose and clinical posting/exposure in the Intensive care unit, medical surgical wards, and observation of diagnostic procedures.

Students from different schools and colleges in Dimapur visit the hospital to attend special programs organised to observe National and International days such as "awareness on blood donation" on "World Blood Donor Day".

The College of Nursing and Nursing Service Department of CIHSR Hospital Conducts State/Regional level Seminars and Workshops annually and bimonthly by each department. Providing opportunities for nurses and students in Nagaland and around North eastern state.

CIHSR has been recognised as the Nodal center for training in Maternal Nursing in Nagaland by the Government of Nagaland (National Skill Lab "DAKHS" in collaboration with Maternal Health Division, MoHFW, GoI). 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.

File Description	Documents
List of facilities used by other Institutions	https://concihsr.in/wp-content/uploads/2024/01/2022-list-of-facilities-used-by-other-institutions.pdf
List of Institutions utilizing facilities in the College	https://concihsr.in/wp-content/uploads/2024/01/2022-list-of-institution-utilizing-facilities-in-the-institution.pdf
Any other relevant information	Nil

8.1.7 - College undertakes community oriented activities.

College undertakes community oriented activities.

The Community Health Nursing department, College of Nursing, conduct various extended outreach service both in Rural and Urban area regularly.

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

1. Community Mapping:

The students do mapping of the area to know the important landmark in the community they serve.

1. **Community survey**

The students conduct health survey both rural or urban community.

1. **Health education**

The students give health education to the community people during their clinical posting.

1. **Health Camps and Clinic**

Health camps with free medical check-up are conducted on the community people.

1. **Health assessment of individuals in the community.**

During the home visit the students perform health assessment of all the people in the community.

1. **Awareness camping in collaboration with the Government**

The Department in collaboration with the various government and non-government organized awareness camping.

1. **Celebrating National health and welfare programs**

All International as well as National health days and programmes are observed by students.

1. **School Health Programme**

Health assessment of students and staff, assessment of school environmental and health education are given to the for students and staffs during School health programme.

File Description	Documents
Geo-tagging / Photographs of events / activities	https://concihsr.in/wp-content/uploads/2024/01/COA-pictures.pdf
Any other relevant document	Nil

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 year. (Memberships included in 1.1.2 should not be included)

7

File Description	Documents
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 File
Any other relevant information	View File