



YEARLY STATUS REPORT - 2024-2025

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 **PROF. A. PURNUNGLA AIER**
- Designation **PRINCIPAL**
- Does the institution function from its own campus? **Yes**

- Phone No. of the Principal **03862242555**
- Alternate phone No. **8794026757**
- Mobile No. (Principal) **8132031280**
- Registered e-mail ID (Principal) **principalcon@cihsr.ac.in**
- Alternate Email ID **con.cihsr@gmail.com**
- Address **CHRISTIAN INSTITUTE OF HEALTH
SCIENCES AND RESEARCH, 4TH MILE
CHUMOUKEDIMA, NAGALAND**

- City/Town **DIMAPUR**
- State/UT **NAGALAND**
- Pin Code **797115**

2. Institutional status

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

**Annual Quality Assurance Report of COLLEGE OF NURSING, CHRISTIAN INSTITUTE OF HEALTH SCIENCES
AND RESEARCH, CHUMOUKEDIMA, NAGALAND**

- ◆ Location **Urban**
- ◆ Financial Status **Private**
- ◆ Name of the Affiliating University **NAGALAND UNIVERSITY**
- ◆ Name of the IQAC Co-coordinator **PROF. NUKSHIJUNGLA AO**
- ◆ Phone No. **8794026757**
- ◆ Alternate phone No.(IQAC) **03862-242555**
- ◆ Mobile No: **8414900736**
- ◆ IQAC e-mail ID **naaconcihsr@gmail.com**
- ◆ Alternate e-mail address (IQAC) **con.cihsr@gmail.com**

3. Website address (Web link of the AQAR (Previous Academic Year)) (Done)

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

- if yes, whether it is uploaded in the Institutional Website Web link: **Yes**

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.01	2022	28/02/2022	27/02/2027

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/PMMMNTT 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 **Yes**

9.No. of IQAC meetings held during the year **4 (2024-25)**

- ◆ 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) **Uploaded**

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

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

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

- Inauguration of the Christy Simpson Simulation Centre – Establishment of a state-of-the-art simulation center to enhance clinical skill training and experiential learning for nursing students.
- Formation of the Nursing Advisory Board (June 2025) – Establishment of an advisory body to strengthen academic governance, strategic planning, and professional guidance for the nursing programs.
- Regional Level Workshops on Nursing Education and Simulation – Organization of capacity-building workshops including “Assessment Strategies in Nursing Education” in collaboration with the Nagaland Nursing Council and the two-day workshop “Sim Synergy: Leveraging Regional Capacity for Healthcare Education of Nursing.”
- International Academic Collaborations and MoUs – Signing of MoU with a university in Central Sulawesi, Indonesia, and conducting faculty development CNE programs on “Bridging Tradition and Modern Care.”
- Research and Academic Contributions by Faculty – Publication of five scientific research papers by faculty members, contributing to the advancement of nursing education and evidence-based practice

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). (READY 2024-25)

Plan of Actions	Outcome Achieved
Establish a state-of-the-art simulation facility to enhance clinical learning	The Christy Simpson Simulation Centre was inaugurated to strengthen simulation-based nursing education and clinical competency
Strengthen academic governance and institutional guidance	A Nursing Advisory Board was constituted in June 2025 to support academic planning and quality improvement
Expand institutional networking and community engagement	New MoUs were signed with a school to promote networking and extension activities
Introduce specialized academic programs based on healthcare needs	Initiation of a Post Diploma in Critical Care Nursing program was undertaken
Provide targeted academic support for students with varied learning abilities	Structured programs for advanced learners and slow performers were implemented
Encourage collaborative learning and academic peer support	A peer tutoring system was introduced for students
Develop standardized academic resources for clinical learning	Initiation of the Nursing Procedure Manual publication
Improve students' employability and career preparedness	Career readiness sessions on national and international career pathways and CV preparation were conducted
Facilitate job placement opportunities for graduating students	The Career Guidance Cell organized interactive sessions with recruitment partners and conducted campus interviews
Promote research culture among faculty members	Five scientific research papers were published by faculty members
Strengthen innovative assessment practices in nursing education	A regional workshop on Assessment Strategies in Nursing Education was organized in collaboration with the Nagaland Nursing Council
Enhance simulation-based learning capacity in the region	A two-day regional workshop "Sim Synergy: Leveraging Regional Capacity for Healthcare Education of Nursing" was conducted
Promote maternal and child health	A state-level symposium on "Prioritize Breastfeeding – Create

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Plan of Actions	Outcome Achieved
awareness	Sustainable Support System” was organized in collaboration with the Society of Midwives India (Nagaland Chapter)
Encourage sports participation and holistic development among students	A student won a Silver Medal in a regional-level Pencak Silat competition
Encourage professional engagement through student associations	Students participated in the 4th State Student Nurses’ Association Meet, winning competitions and qualifying for the national conference
Promote creativity and extracurricular achievements among students	A student secured First Prize in a National-Level Photography Competition
Maintain strong alumni engagement and academic excellence	An alumna received the Best Outgoing Student Award in Neuroscience (M.Sc Nursing) in Bengaluru
Promote global professional success of alumni	An alumna received the Best Employee Award on an international platform in Singapore
Recognize and encourage professional excellence among alumni	Three alumni received Nursing Excellence Awards on International Nurses’ Day, including international recognition
Strengthen pediatric nursing knowledge and clinical competencies	A state-level workshop on Recognizing and Managing a Sick Child was organized
Expand international academic collaboration	An MoU was signed with a university in Central Sulawesi with the College of Nursing, CIHSR
Promote faculty development through international collaboration	A Faculty Development CNE program was conducted with partner institutions in Bali on “Bridging Tradition and Modern Care”
Strengthen faculty capacity in simulation-based education	A workshop on simulation equipment handling was conducted in collaboration with Medekom
Improve clinical teaching strategies through simulation training	A half-day workshop on simulation to redefine clinical teaching was conducted on 31 May 2025
Explore opportunities for establishing a regional center of excellence in healthcare education	A consultative meeting was held with the Novo Nordisk Foundation under the Partnership for Education of Health Professionals (PEP)
Strengthen institutional learning resources and library services	The institutional library received the Award of Excellence for the North East India region

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Plan of Actions	Outcome Achieved
Enhance emergency preparedness among faculty	Basic Life Support (BLS) hands-on training was conducted for all faculty members
Promote faculty participation in international academic platforms	A faculty member served as a guest speaker at an international conference in Palu, Central Sulawesi Province, Indonesia

13. Whether the AQAR was placed before
statutory body?

Yes

- Name of the statutory body

Name	Date of meeting(s)
Academic committee meeting	12 th November 2025

14. Does the Institution have Management Information System?	Yes
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♦ **If yes, give a brief description and a list of modules currently operational**

The institution operates a Management Information System (MIS) to support administrative and clinical functions. The Hospital Information System (HIS) has been in use since 2011, and the software is provided by JK Technosoft, New Delhi.

All relevant staff members have received training for the effective utilization of the system. The HIS integrates multiple operational modules that facilitate efficient hospital management and patient care services. The following modules are currently functional:

1. Enquiry Module
 - Patient enquiry
 - Doctor enquiry
 - Inpatient enquiry
2. Medical Records Department (MRD) Module
 - Patient registration
 - Revisit registration
 - Inpatient (IP) admission
 - Reports and statistics
 - ICD coding
3. Billing Module
 - Outpatient (OP) billing
 - Inpatient (IP) billing
4. Laboratory Module
 - Laboratory result entry
 - Reporting
5. Pharmacy Module
 - Dispensing and issue of medications
6. Material Management Module
 - Stock and inventory management
7. Ward Management Module
 - Inpatient nursing management
 - Vital signs monitoring
 - Discharge summary preparation
8. Human Resources (HR) Module
 - Employee management

9. Dashboard Module

- o Analytics and institutional reports

15. Multidisciplinary / interdisciplinary

As healthcare delivery is managed by a multidisciplinary team, it is essential that nursing education is supported and enriched through the involvement of professionals from various disciplines. Accordingly, subject experts from both internal and external departments contribute to the teaching of selected subjects and topics for nursing students.

The following subjects are taught by multidisciplinary faculty across different semesters:

B.Sc. Nursing Programme

1st Semester:

Anatomy and Physiology, Psychology, English, and Sociology

2nd Semester:

Biochemistry, Nutrition and Dietetics, Health Nursing Informatics and Technology

3rd Semester:

Applied Microbiology and Infection Control, Pharmacology and Pathology, Co-curricular Activities

4th Semester:

Adult Health Nursing I, Genetics, Pathology, Pharmacology, and Co-curricular Activities

Post Basic B.Sc. Nursing Programme

1st Year:

Microbiology, Biochemistry, Nutrition and Dietetics, Psychology, Biophysics, and English

2nd Year:

Sociology

In addition, selected nursing faculty conduct classes for Allied Health Sciences students, particularly on nursing procedures and nursing administration.

Physicians from the parent hospital and other clinical departments serve as adjunct faculty, delivering scheduled lectures and clinical teaching sessions for nursing students in both classroom and clinical settings.

Furthermore, topics related to Mental Health are taught by College of Nursing faculty as part of the Clinical Pastoral Education (CPE) course.

The institution also promotes interdisciplinary learning through activities such as mock drills, teaching sessions, and craft-based skill training, conducted by in-house professionals. These initiatives foster collaboration and an interdisciplinary approach among various departments.

16. Academic bank of credits (ABC):

Not applicable for Nursing

17. Skill development: (For nursing students)

Skill development is essential in nursing education to ensure the delivery of high-quality patient care and to prepare students for professional roles in the healthcare system. The institution focuses on developing a range of competencies among student nurses, which include the following:

1. Clinical Skills

Students are posted in various clinical settings according to the planned clinical rotation schedule in both hospital and community areas. This exposure helps strengthen nursing competencies and facilitates the integration of classroom learning with bedside and community care. Faculty members are assigned to each general and specialized clinical area to supervise and guide students. Initially, students observe faculty and clinical staff performing procedures; subsequently, they are allowed to perform these procedures under close supervision.

Students are also trained in specialized skills such as physical assessment, mental and emotional assessment, first aid procedures, cardiopulmonary resuscitation (CPR), and disaster management related to natural calamities such as floods and earthquakes. Training is also provided in fire safety measures, emergency management related to road traffic accidents, attempted suicide, homicide, substance abuse, and other critical situations.

2. Leadership Skills

Students are encouraged to participate in various teaching–learning activities such as workshops, panel discussions, symposiums, seminars, case presentations, and academic competitions. Exposure visits to other institutions are also arranged to enhance teamwork and administrative abilities. These activities help build confidence in public speaking and leadership.

Third-year B.Sc. Nursing students are posted for secondary hospital experiences, where they share their knowledge and skills with junior students while participating in patient care. Final-year B.Sc. Nursing and third-year GNM students are given opportunities for ward management for two weeks, including night duty. These experiences enhance their competencies in delegation, team leadership, conflict management, mentorship, and training of junior students.

3. Communication Skills

Effective communication is a key component of the healthcare profession. First-year students undergo 40 hours of Communicative English and 15 hours of regional language training. Various methods such as role play, speaking and writing exercises, grammar practice, audio–visual learning, comprehension activities, and phonetics training are used to strengthen communication abilities. These activities also prepare students for conflict resolution, teamwork, and effective patient education. Skills such as active listening, empathy, and compassion are emphasized in patient interactions.

4. Critical Thinking Skills

Students are encouraged to develop critical thinking through case scenarios, simulation exercises in nursing laboratories, and real-life patient care experiences in clinical settings. They are guided to integrate theoretical knowledge into practice, thereby enhancing clinical decision-making, analytical

ability, and problem-solving skills. Practice teaching sessions and reflective exercises after clinical activities are also encouraged. Additionally, students conduct small surveys and projects to promote evidence-based learning.

5. Technical Skills

Students gain exposure to specialized clinical areas such as operation theatres, intensive care units (ICUs), and diagnostic departments. This exposure helps them develop technical competence in assisting procedures and operating medical equipment such as ventilators, ECG and EEG machines. Students are also posted in departments such as the Health Information Management System (HIMS) to develop skills in documentation, data management, and interpretation for improved patient care.

6. Time Management Skills

Students are trained in effective time management strategies to help them prioritize tasks, manage multiple patient responsibilities, and maintain accurate and timely documentation in clinical settings.

7. Cultural Competence

As student nurses care for patients from diverse cultural backgrounds, sessions on transcultural nursing are conducted to promote culturally sensitive and patient-centred care. These sessions also help students understand and address health disparities among different age groups and communities.

8. Self-Care and Resilience

Students are educated on strategies for maintaining emotional well-being, including stress management techniques, prevention of compassion fatigue and burnout, and maintaining a healthy work–life balance.

9. Other Skill Enhancement Activities

Additional activities such as craft making, taekwondo training, and indoor and outdoor sports are organized to promote physical fitness and holistic development. Students also actively participate in various clubs including sports, dance, music, reading, arts, and crafts, which contribute to their overall personality development.

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

The community of the College of Nursing (CON), has always been culturally and geographically diverse. Each year, many students join the institution from different states outside Nagaland. Recognizing the need for effective communication with patients and the local community, the institution has identified the importance of providing regional language training.

To address this need, the institution offers 10 hours of regional language classes in Nagamese for first-year B.Sc. Nursing and first-year Post Basic B.Sc. Nursing students. This initiative helps students develop basic communication skills in the commonly spoken local dialect.

Since many patients visiting and admitted to the hospital communicate primarily in Nagamese, it is essential for student nurses to acquire basic conversational skills in the language to facilitate effective patient interaction and nursing care. To support this learning, a local language instructor is appointed to conduct the sessions.

The classes cover essential aspects such as basic vocabulary, everyday communication, word meanings, reading and comprehension, patient history collection, patient assessment using the local dialect, and conversational practice in Nagamese.

Upon completion of the prescribed training hours, students undergo a brief assessment, and those who successfully complete the course are awarded an e-certificate by the College of Nursing

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

Outcome-Based Education (OBE) in nursing focuses on achieving clearly defined competencies that reflect the knowledge, skills, and professional attitudes required to deliver safe and effective patient care. The approach emphasizes measurable learning outcomes and ensures that students are prepared to meet professional standards in healthcare practice.

Clearly Defined Outcomes

OBE begins with clearly articulated learning outcomes that specify what students are expected to know and be able to perform by the end of the program. These outcomes are aligned with professional nursing standards and competency requirements.

Student-Centered Learning

The OBE framework promotes active and student-centered learning. Students are encouraged to take responsibility for their learning through interactive methods such as hands-on training, group discussions, collaborative projects, and self-directed learning.

Assessment of Competence

Assessment strategies are designed to determine whether students have achieved the expected outcomes. Various methods are used, including practical examinations, clinical evaluations, simulation-based assessments, and reflective assignments.

Curriculum Alignment

The curriculum is structured so that all teaching–learning activities and educational experiences contribute directly to achieving the defined outcomes. This includes integrating theoretical instruction with practical and clinical application.

Feedback and Reflection

Continuous feedback from faculty and peers is encouraged to support learning. Students are guided to reflect on their experiences and identify areas for improvement, fostering lifelong learning habits.

Real-World Application

Clinical placements form an integral part of nursing education, allowing students to apply their knowledge and skills in real healthcare environments and bridging the gap between theory and practice.

Quality Improvement

OBE also supports the evaluation and improvement of educational programs by assessing graduate outcomes in professional practice. This ensures that nursing education remains responsive to the evolving needs of the healthcare system.

Inter professional Collaboration

The OBE approach often incorporates inter professional learning opportunities, enabling nursing students to interact and learn alongside students from other healthcare disciplines. This promotes teamwork, communication, and collaborative patient care.

20.Distance education/online education:	
Not applicable	
Extended Profile	
1.Student	
2.1 Total number of students during the year:	340
2.2 Number of outgoing / final year students during the year:	83
2.3 Number of first year students admitted during the year	119
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	Rs. 1,42,42,874/- (2024-2-025)

3. Teacher	
5.1 Number of full-time teachers during the year:	44 (2024-25)
5.2 Number of sanctioned posts for the year:	44 (2024-25)
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.	
<p>Curriculum Planning and Implementation</p> <p>The institution adheres to the curriculum prescribed by the Indian Nursing Council (INC) while designing and implementing the academic programme. At the beginning of each academic session, the Curriculum Committee prepares and presents a comprehensive academic master plan along with the clinical rotation schedule. Based on this plan, class coordinators develop detailed timetables which are communicated to subject teachers and students in advance.</p> <p>Subject coordinators prepare the course outlines, and individual faculty members develop structured lesson plans incorporating appropriate teaching strategies and audio-visual aids. Students are systematically posted to various clinical and community health settings to facilitate the development of essential patient care competencies.</p> <p>Since 2022, the B.Sc. Nursing programme has been implemented under an eight-semester credit-based system in accordance with INC guidelines. The competency-based curriculum comprises foundational, core, and elective courses, with choice-based electives focusing on the development of key professional competencies required for nursing practice.</p> <p>Curriculum Delivery and Enrichment</p> <p>Curriculum delivery integrates both theoretical instruction and practical training through a variety of learner-centered teaching methods. These include the use of LCD projectors, simulation-based learning, Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OSPE), bedside teaching, tutorials, quizzes, and periodic tests. Additional methods such as problem-based learning, case studies, student presentations, surveys, projects, and reflective practices are used to enhance critical thinking and clinical decision-making skills.</p> <p>Curriculum enrichment is further supported through add-on and value-added courses, workshops,</p>	

seminars, symposia, and the observance of national and international health days. Institutional activities such as Sports Day, community health drives, and tree plantation programmes promote professional development, teamwork, and social responsibility among students. Academic support mechanisms include counselling and remedial coaching for slow learners, as well as enrichment opportunities for advanced learners.

Curriculum Evaluation and Feedback

Both formative and summative evaluation methods are employed to monitor student progress. These include periodic term examinations, unit tests, and internal assessments. Remedial coaching is provided for students who require additional academic support, and the class coordinator maintains comprehensive academic records.

A structured student feedback mechanism is implemented to assess the effectiveness of teaching and learning processes. The feedback collected is systematically analyzed and used for continuous improvement in curriculum delivery and academic planning. Additionally, faculty self-evaluation and a 360-degree appraisal system are practiced to ensure quality enhancement in teaching and institutional performance.

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 (2024-2025)

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
41 (2024-2025)
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
20 (2024-2025)
1.3 - Curriculum Enrichment
<p>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</p> <p>The institution integrates cross-cutting issues such as gender, environment and sustainability, human values, health determinants, right to Health, emerging demographic issues, and professional ethics into the curriculum as prescribed by the University and the **Indian Nursing Council. These aspects are addressed through both curricular and co-curricular activities.</p> <p>1. Gender: Gender-related issues are addressed through various subjects in the nursing curriculum. Students are sensitized to the needs of vulnerable and marginalized populations and are encouraged to participate in programmes such as gender sensitization initiatives and women’s health awareness activities, promoting respect, equality, and inclusive care.</p> <p>2. Human Values: Human values and professional integrity are emphasized throughout the academic programme. Students are encouraged to develop compassion, empathy, and respect while interacting with patients during clinical and community postings, thereby fostering ethical and patient-centered care.</p> <p>3. Environment and Sustainability: Environmental awareness and sustainability are promoted through institutional green initiatives and eco-friendly campus practices. The National Service Scheme (NSS) unit actively engages students in activities such as campus cleanliness drives, tree plantation, gardening, and the observance of events like World Environment Day, fostering environmental responsibility.</p> <p>4. Health Determinants: The curriculum addresses various determinants of health, including social, economic, and environmental factors affecting health outcomes. Students actively participate in community health surveys, health camps, and awareness programmes in both hospital and community settings to promote health education and preventive care.</p> <p>5. Professional Ethics: Professional ethics are integrated into the nursing curriculum to strengthen ethical decision-making and professional conduct. Students are guided to uphold ethical principles such as confidentiality, accountability, and respect for patient rights in clinical practice.</p>

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

1 (2024-2025)

1.3.3 - Number of students enrolled in the value-added courses during the year	
50 (2024-2025)	
1.3.4 - Number of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the academic year)	
164 (2024-2025)	
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

<p>1.4.2 - Feedback on curricula and syllabi 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</p>	<p>A. All of the Above</p>
<p align="center">TEACHING-LEARNING AND EVALUATION</p>	
<p>2.1 - Student Enrollment and Profile</p>	
<p>2.1.1 - Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p>	
<p>2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year</p>	
<p>118 (2024-25)</p>	

2.1.2 - Number of seats filled in for the various programmes as against the approved intake
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
50 (2024-2025)

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
2.2.2 - Student - Fulltime teacher ratio (data for the academic year)	
Number of Students	Number of Full Time Teachers
340	44 (2024-25)

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 promotes the development of students' innate talents and aptitudes through a wide range of extramural and beyond-the-classroom activities. These initiatives are designed to foster leadership, creativity, teamwork, and social responsibility among students.

The National Service Scheme (NSS) unit of CIHSR comprises 100 active student volunteers from the first and second year of the B.Sc. Nursing programme, guided by dedicated faculty members. Under the supervision of the NSS coordinator, a structured annual plan enables students to participate in various community-oriented programmes, thereby promoting civic responsibility and social engagement.

The Student Nurses Association (SNA), established in 2013, functions through student-led committees that enhance leadership and professional development. The association strives to uphold the dignity of the nursing profession, promote ethical practices, strengthen teamwork, and cultivate leadership skills. Students are also encouraged to participate in state, regional, and national conferences to broaden their professional exposure.

To nurture creativity and individual interests, the institution has established various student clubs, including photography, sports, arts and crafts, singing, dancing, gardening, and book/reading clubs. These clubs provide continuous and structured opportunities for students to explore, develop, and showcase their talents beyond academics.

The institution also facilitates experiential learning through the Secondary Hospital Experience (SHE) posting, wherein students are exposed to diverse healthcare settings beyond the parent institution. This posting enhances adaptability, clinical confidence, communication skills, and problem-solving abilities, while allowing students to apply theoretical knowledge in varied real-world contexts and develop professional competence.

In addition, students engage in creative and recreational activities such as quilling, flower and card making, cooking, and do-it-yourself (DIY) projects. Sports and wellness initiatives, including basketball matches and campus cleanliness drives, contribute to physical fitness and social cohesion.

Significant institutional initiatives such as the Community Orientation Programme, Work Camp, Taekwondo training sessions, and student welfare activities, including picnics, CONFEST (Sports Week), retreats, Fresher's Day, Farewell Programme, and observance of national and international days—further support the holistic development of students, enabling them to evolve into competent and well-rounded nursing professionals.

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 in the Humanities Project-based learning Role play

The institution adopts a range of **student-centric teaching-learning methods** to enhance students' academic and clinical competencies. These methods include experiential learning, interdisciplinary learning, participatory learning, problem-solving approaches, self-directed learning, patient-centric and evidence-based learning, project-based learning, and role play.

Experiential Learning:

Students gain practical learning experiences through clinical postings, classroom activities, and community-based programs. They actively participate in patient care, clinical demonstrations, bedside teaching, and health education programmes. Academic activities such as seminars, practice teaching, and micro-teaching enable students to strengthen their communication, teaching, and professional skills. Group research projects and assignments further enhance analytical and critical thinking abilities.

Integrated / Interdisciplinary Learning:

The programme promotes interdisciplinary learning through the involvement of experts from related fields such as anatomy, physiology, microbiology, nutrition, psychology, pharmacology, and genetics. This collaborative approach helps students understand healthcare from a comprehensive and holistic perspective.

Participatory Learning:

Participatory learning strategies are implemented through group discussions, nursing rounds, role play, problem-based learning, simulations, and case studies. Students also participate in debates, symposiums, field visits, tutorials, and professional development activities such as workshops and conferences, encouraging active engagement in the learning process.

Problem-Solving and Self-Directed Learning:

Students are encouraged to develop problem-solving abilities through case-based discussions, project work, and reflective learning practices. Self-directed learning is promoted by encouraging students to independently explore learning resources, participate in research projects, and engage in academic presentations.

Community and Patient-Centric Learning:

Through the Community Orientation Programme, students gain exposure to community dynamics and participate in health education and awareness programmes. A distinctive component of the programme is the secondary hospital out-posting, where students are placed in mission hospitals across the Northeast region. This exposure enables students to observe diverse healthcare practices, exchange knowledge and skills, and understand the challenges and opportunities in different healthcare settings.

These student-centric methods contribute to the development of competent, confident, and compassionate nursing professionals prepared to meet the evolving healthcare needs of society.

<p>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</p>	<p>A. All of the Above</p>
<hr/>	
<p>2.3.3 - Teachers use ICT-enabled tools for effective teaching and learning process including online e-resources</p>	
<p>Faculty members at the College of Nursing, CIHSR actively utilize Information and Communication Technology (ICT) tools to enhance the effectiveness of the teaching–learning process. Classrooms are equipped with LCD projectors, interactive boards, high-resolution display monitors, and internet connectivity, enabling faculty to deliver lectures through multimedia presentations and interactive teaching methods. The use of interactive boards allows teachers and students to engage in real-time demonstrations, annotations, and collaborative learning during classroom sessions.</p> <p>The institution also provides two well-equipped computer laboratories that offer students access to computers and internet facilities for academic work, research activities, and digital learning. These laboratories support students in preparing presentations, accessing e-resources, and developing digital competencies required for modern healthcare education.</p> <p>Teachers make use of various digital platforms such as Google Classroom to share lecture notes, presentations, assignments, and additional learning resources. Online tools such as Google Forms are used to conduct quizzes, internal assessments, and collect student feedback. Faculty members also incorporate multimedia teaching materials, including PowerPoint presentations, animations, and educational videos from platforms such as YouTube, to simplify complex concepts and improve student engagement. The institutional platform NagaEd Learning Management System is further utilized to facilitate digital content sharing and blended learning.</p> <p>Additionally, the institution’s library provides access to e-books, e-journals, and other online academic resources, enabling students to support their assignments, presentations, and</p>	

research activities. ICT tools are also used for academic communication, and collaborative learning activities, creating a technology-enabled environment that promotes active learning.

The effective integration of ICT-enabled tools strengthens students' digital literacy, critical thinking, and self-directed learning abilities, preparing them to meet the professional and technological demands of contemporary nursing practice

2.3.4 - Student: Mentor Ratio (preceding academic year)	
1:10	
File Description	Documents
Details of fulltime teachers/other recognized mentors and students	View File
Any other relevant information	View File

Number of Mentors	Number of Students
44	340 (2024-25)

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

The institution is committed to fostering students' academic and professional growth through teaching-learning strategies that promote creativity, analytical thinking, and innovation. Faculty members adopt a variety of learner-centered approaches to enhance students' critical thinking, problem-solving abilities, and professional competencies.

Innovative Teaching Methods:

Faculty employ diverse teaching strategies such as seminars, case studies, group discussions, role play, simulations, and the use of audio-visual aids. Students are trained to effectively utilize multimedia tools during presentations, which enhances their communication skills and creativity in knowledge dissemination.

Projects and Research Activities:

Students undertake supervised research projects as part of their academic requirements. These projects enable them to develop analytical and investigative skills while exploring relevant healthcare issues. At the end of the academic year, students present their research findings and undergo viva voce examinations, promoting critical thinking and academic inquiry.

Practical and Clinical Exposure:

Students gain extensive hands-on experience through clinical postings in various healthcare institutions. These include maternity postings at Makunda Christian Leprosy and General Hospital and psychiatric postings at Lokopriya Gopinath Bordoloi Regional Institute of Mental Health. Field visits and educational trips to healthcare institutions in and around Dimapur, as well as across different parts of India, provide students with exposure to diverse healthcare practices and environments.

Objective Assessment Methods:

Innovative evaluation methods such as Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE) are used to assess students' clinical knowledge and procedural skills. In addition, direct observation of procedural skills is carried out using structured checklists to ensure objective and comprehensive evaluation.

Laboratory-Based Skill Development:

The institution provides well-equipped laboratories with mannequins and simulation facilities that enable students to practice nursing procedures in a controlled environment before entering clinical settings, thereby strengthening their confidence and technical skills.

Extracurricular and Co-Curricular Activities:

Students are encouraged to participate in sports, cultural events, and various student clubs such as art, music, dance, herbal gardening, and reading. They also observe national and international health days and actively participate in programmes organized by the National Service Scheme (NSS) and the Student Nurses Association (SNA).

2.4 - Teacher Profile and Quality
2.4.1 - Number of fulltime teachers against sanctioned posts during the year
44 (2024-25)
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
0 (2024-2025)

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

280 years (2024-25)

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

35 (2024-2025)

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 (2024-2025)

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 the effective implementation of Continuous Internal Evaluation (CIE) by strictly adhering to the academic calendar.

A structured evaluation schedule is prepared at the beginning of the academic year, ensuring that all internal assessments are conducted in a timely, systematic, and transparent manner.

For non-semester programmes, three internal term examinations are conducted annually, while for semester-based programmes two internal term examinations are conducted per semester. Students are required to secure a minimum of 50% marks to meet the internal assessment criteria.

Students who score below the required benchmark are provided with remedial coaching and additional academic support. Question papers are discussed by subject teachers to strengthen students' understanding and clarify learning gaps.

Internal Assessment – Theory:

Internal theory evaluations are conducted based on the syllabus prescribed by the Indian Nursing Council and affiliated university guidelines. Tests are conducted after the completion of approximately 15–20 hours of teaching, as outlined in the course plan. Question papers are prepared according to the examination pattern prescribed by the Nagaland University. Answer scripts are evaluated within two weeks of the examination, and feedback is provided through discussion of the answers with students. The consolidated mark lists are subsequently submitted to the Head of the Department for record and review.

Internal Assessment – Practical:

Practical evaluation is conducted through structured methods such as Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE). A minimum of two internal practical examinations are conducted for each subject to assess students' clinical knowledge, procedural skills, and competency in nursing practice.

Through these structured processes, the institution ensures that the Continuous Internal Evaluation system remains fair, transparent, and aligned with academic standards, while supporting students in achieving the desired learning outcomes.

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 has a transparent and time-bound mechanism to address examination-related grievances. A Grievance Redressal Committee, headed by the Principal, oversees the resolution of student concerns, including those related to internal and university examinations. Student representatives are also included in the committee to ensure fairness and transparency in the process.

Students are encouraged to submit their grievances in written format through a grievance complaint form. In matters related to Continuous Internal Evaluation (CIE), students may approach the concerned faculty or Head of the Department to seek clarification and review of their evaluated answer scripts. Faculty members discuss the answer scripts and assessment criteria with students to address any concerns.

For grievances related to University examinations, students may submit an appeal through the Principal to Nagaland University for re-totaling or re-scrutiny of answer scripts, as per university regulations. The request is forwarded to the university, where the answer scripts are retrieved and reviewed accordingly.

The committee ensures that all grievances are addressed promptly and efficiently, and students are informed of the outcome within the stipulated time. Additionally, a grievance box is available on campus for students to submit other concerns confidentially.

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

The College of Nursing, CIHSR has implemented several reforms to strengthen the evaluation process and ensure transparency, objectivity, and competency-based assessment. The institution follows a structured Continuous Internal Assessment (CIA) system, where students undertake unit tests after the completion of each unit of the theory classes. These assessments help monitor students' academic progress and provide timely feedback.

Competency-based assessment is carried out using structured objective checklists to evaluate various domains, including knowledge of patient care, clinical competencies, communication skills, application of therapeutic concepts, documentation, and health education.

Workplace-based assessments are conducted during clinical postings. Students are evaluated every two weeks in the clinical setting, where their professionalism, technical competence, communication skills, and ethical conduct are assessed. In addition, students are required to complete an end-of-ward posting practical examination after every two weeks of clinical posting, which allows faculty to assess the practical skills and clinical competencies acquired during the posting.

Practical examinations are further conducted using Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE) methods. Students perform skill-based procedures at multiple stations within a specified time using simulated patients and standardized checklists. These reforms ensure a comprehensive, competency-based, and continuous evaluation of students' theoretical knowledge and clinical skills.

<p>2.5.4 - The Institution provides opportunities to students for midcourse improvement of performance through specific interventions. Opportunities provided to students for midcourse improvement of performance through: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support</p>	<p>A. All of the Above</p>

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

The College of Nursing, CIHSR clearly states the programme outcomes, programme-specific outcomes, and graduate attributes in accordance with the guidelines of the Indian Nursing Council and the affiliated Nagaland University. These outcomes are aligned with the curriculum and competency requirements prescribed by the regulatory bodies.

The learning outcomes and course objectives are communicated to both faculty and students through multiple platforms, including the institutional website, course outlines, handouts, and the institutional intranet. At the beginning of each academic year, an orientation programme is conducted where students are introduced to the programme structure, course content, expected competencies, and graduate attributes.

Subject teachers provide students with course outlines and syllabus, clearly highlighting the programme objectives and expected learning outcomes. Faculty members emphasize these learning objectives during classroom teaching and ensure that students understand the competencies required to achieve the programme outcomes.

The learning outcomes are also reinforced during clinical postings, enabling students to relate theoretical knowledge with practical application in real healthcare settings. In addition, students provide online feedback on courses and teaching learning processes, which is analyzed and discussed during curriculum meetings with faculty to identify gaps and improve academic planning in subsequent academic years.

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

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

The teaching–learning and assessment processes at the College of Nursing, CIHSR are aligned with the programme outcomes, programme-specific learning outcomes (PSLOs), and generic learning outcomes (GLOs) prescribed by the Indian Nursing Council and the affiliated Nagaland University. Course objectives and content are designed to ensure the attainment of programme-specific competencies in nursing practice, while generic outcomes such as critical thinking, communication, teamwork, and ethical practice are integrated across the curriculum.

A variety of learner-centered teaching methods, including case studies, group discussions, problem-based learning, simulations, and clinical demonstrations, are used to help students achieve the desired learning outcomes. Assessments are structured to measure the attainment of these outcomes through formative methods such as quizzes, assignments, presentations, and clinical evaluations, as well as summative assessments including internal examinations, practical examinations, and projects.

Clinical postings, community-based programmes, research projects, and outreach activities further enable students to apply theoretical knowledge in real-life healthcare settings. Continuous monitoring of student performance, feedback, and course evaluations helps ensure that teaching strategies and assessment methods remain aligned with the intended learning outcomes and contribute to overall academic improvement.

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

The College of Nursing, CIHSR conducts Parent–Teacher Meetings (PTMs) periodically to strengthen communication between faculty and parents and to monitor students’ academic and personal progress. Due to the diverse geographical backgrounds of students, PTMs are generally conducted once every six months through online platforms such as Zoom. During these meetings, faculty members discuss students’ academic performance, internal assessment results, attendance, clinical progress, and professional behavior. Parents are encouraged to share their observations and concerns, facilitating collaborative support for students’ development.

In addition, class-wise WhatsApp groups are maintained to ensure continuous communication between teachers and parents regarding academic updates, institutional activities, and student welfare.

For students who demonstrate academic difficulties or disciplinary concerns, special face-to-face meetings with parents are arranged. Based on the discussion, remedial measures such as counselling, remedial coaching, additional assignments, and re-testing are implemented. The outcomes are reviewed by faculty through continuous monitoring of student progress, ensuring timely academic support and improvement in performance

2.7 - Student Satisfaction Survey
2.7.1 - Online student satisfaction survey regarding teaching learning process
(conducted for 2024-2025)
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
0 (2024-2025)

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 (2024-2025)

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

0 (2024-2025)

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

The College of Nursing, CIHSR has created a supportive ecosystem that promotes **innovation, skill development, and knowledge transfer** through advanced training facilities and collaborative initiatives. A **state-of-the-art Simulation Laboratory** has been established to strengthen experiential learning and competency-based training for nursing students and healthcare professionals. The simulation lab is equipped from **low to high fidelity mannequins**, enabling students to practice clinical procedures, manage critical care scenarios, and develop clinical decision-making skills in a safe and controlled environment before exposure to real clinical settings.

In addition, the institution established the **DAKSH Skills Lab** in collaboration with the **National Health Mission, Government of Nagaland**, in 2018. The laboratory became fully operational in **March 2024** and focuses on strengthening the clinical competencies of nursing personnel from both government and private healthcare institutions in the region.

These facilities serve as a platform for **simulation-based learning, hands-on clinical training, workshops, and skill enhancement programmes** for students and practicing nurses. Through these initiatives, the institution promotes **innovative teaching practices, competency-based learning, and continuous professional development**, thereby facilitating the effective creation and transfer of knowledge in nursing education and healthcare practice.

<p>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</p>	
<p>0 (2024-2025)</p>	
<p>3.3 - Research Publications and Awards</p>	
<p>3.3.1 - The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: 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</p>	<p>B. Any 3 of the Above</p>
<p> </p>	

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 (2024-2025)

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

5 (2024-2025)

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 (2024-2025)

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

29 (2024-25)

3.4.2 - Number of students participating in extension and outreach activities during the year
970 (2024-2025)
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
0 (2024-2025)

3.4.4 - Institutional social responsibility activities in the neighborhood 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

The College of Nursing, CIHSR actively engages in extension and social responsibility activities in nearby communities and adopted villages.

Students and faculty regularly participate in **community surveys, health assessments, and need-based health education programmes** during their community postings, helping them understand the health needs of the population and promote preventive healthcare.

The institution organizes **school health programmes** in selected schools where students conduct health screening, provide health education, and promote healthy practices among children and adolescents.

Awareness programmes are conducted on topics such as **non-communicable diseases, healthy lifestyle habits, adolescent health, menstrual hygiene, and personal hygiene**. These programmes are carried out in homes, schools, primary health centres, and community settings based on identified needs.

Students and faculty also participate in **community cleanliness drives and environmental awareness activities in the localities surrounding the institution**, supporting initiatives related to Swachh Bharat Abhiyan.

Important national and global health observances such as Menstrual Hygiene Day and Breast Cancer Awareness Month are also conducted to spread awareness, as part of satellite centers

Through these outreach and satellite centre activities, students develop a sense of **social responsibility, community engagement, and public health awareness**, contributing to their holistic development as compassionate and socially responsive nursing professionals.

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 (2024-2025)
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
10 (2024-25)

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 – 200 words

The College of Nursing, CIHSR is located at 4th Mile, Chumoukedima, Nagaland, with a total built-up area of approximately 50,984 sq. ft.

The college provides adequate infrastructure and hostel facilities for students, in accordance with the guidelines of the Indian Nursing Council.

The institution has well-ventilated and well-lit classrooms furnished with comfortable seating arrangements and equipped with ICT-enabled facilities such as LCD projectors, Smart TVs, LAN connectivity, sound systems, and audio-visual teaching aids. Teleconferencing and audio-visual units are also available to support academic activities and guest lectures.

The college has well-equipped laboratories and skills labs, including a simulation laboratory with mannequins (high & low fidelity), models, instruments, and training equipment to facilitate competency-based learning. The central library houses an extensive collection of textbooks, national and international journals, e-journals, and digital resources, along with a biometric system for student access.

Computer laboratories and discussion rooms provide spaces for digital learning and academic interaction.

Clinical learning is facilitated at Christian Institute of Health Sciences and Research, a 229 bedded NABH pre-entry level accredited hospital that offers diverse clinical services for student training. In addition, four adopted villages provide opportunities for community-based learning and public health practice.

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

The College of Nursing, CIHSR provides adequate facilities to support the physical, recreational, and cultural development of students and staff.

The institution encourages active participation in sports, games, and cultural activities to promote physical fitness, teamwork, and overall well-being.

The campus has well-maintained outdoor sports facilities, including a football ground (60 m × 40 m), volleyball court (9 m × 9 m with a net height of 2.24 m), basketball court (74 ft × 42 ft), and a badminton court (22 ft × 44 ft).

For indoor and cultural activities, the college has two multipurpose halls, one with an area of approximately 15,004 sq. ft. and a seating capacity of about 350, which are utilized for seminars, sports events, cultural programmes, conferences, and institutional gatherings.

The institution also provides a well-equipped gymnasium with a variety of fitness equipment for students and staff.

Activities such as Taekwondo training, Zumba, and music classes are conducted by trained instructors to promote physical fitness and recreational engagement.

The Annual Sports Meet (CONFEST) is organized every year to encourage sportsmanship and team spirit. Students are also encouraged to participate in intercollegiate, state, and national-level competitions, and the institution provides financial assistance for travel and participation when required.

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)

The institution is situated on a 133-acre campus surrounded by rich greenery, creating a peaceful and conducive environment for learning and student well-being. Separate hostels for boys and girls are available with accommodation for around 380 students, equipped with adequate bathrooms and toilets. The hostels also provide six solar water heaters to ensure warm water supply and a spacious dining hall where students can comfortably have their meals.

Students have easy access to medical facilities at the parent hospital, where consultation, investigations, and hospital admissions are provided free of cost, along with 25% concession on medications. The campus also includes a chapel for spiritual activities and a counseling system where designated faculty members provide guidance and support to students whenever required.

To ensure sustainability and infrastructure support, the campus has a solar power plant that provides 24-hour electricity, a water treatment plant drawing water from three deep tube wells for safe consumption, and a sewage treatment plant (STP) that manages wastewater through aeration and sedimentation processes.

Other essential facilities include three canteens, transport services, a bookstore cum stationery shop, and an ATM facility. Recreational spaces such as the Bamboo Park, Life Music Academy, and PK John Hall for indoor games further enhance the campus ambience and promote holistic development of students and staff

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

Rs. 1,42,42,874/- (2024-25)

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 teaching learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

The **Christian Institute of Health Sciences and Research (CIHSR)** serves as the parent teaching hospital for the College of Nursing, providing a comprehensive clinical learning environment for students. It is a **229-bedded NABH pre-entry level accredited hospital** with well-developed infrastructure and facilities that support both quality patient care and clinical education.

The hospital offers a wide range of services including **emergency care, critical care units, cardiac medical interventions, renal replacement therapy, and modular operation theatres for surgical procedures**, enabling students to gain diverse clinical exposure.

Students are posted in different departments where they are given **individual patient assignments** and are supervised by nursing faculty, clinical instructors, and senior staff nurses. Clinical teaching methods include **nursing rounds, bedside clinics, demonstrations, and return demonstrations**, which help students integrate theoretical knowledge with practical skills.

The faculty of the College of Nursing also contribute to **patient care services**, which strengthens the integration between service and education and ensures effective supervision and mentorship for students.

Community health learning is facilitated through **seven adopted villages in both urban and rural areas**, where students participate in home visits, health assessments, and health awareness programmes.

In addition, the College of Nursing has **well-equipped laboratories and skills labs** with mannequins, models, and essential equipment that allow students to practice and develop clinical competencies before their hospital postings.

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
137616 (2024-2025)
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
238 (Herbal Garden & Slaughter House 2024-2025)

<p>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 service facilities to reach remote rural locations</p>	<p>C. Any 2 of the Above</p>
<p>4.3 - Library as a Learning Resource</p>	
<p>4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words</p>	

The College of Nursing, CIHSR library is fully automated using the **Koha Integrated Library Management System (ILMS)**, which has enhanced the efficiency and accessibility of library services. All books and learning resources have been systematically **classified, catalogued, and entered into the Koha software**, enabling accurate management and easy retrieval of library materials.

Each book in the library has been assigned **barcodes and spine labels**, which are affixed to the respective volumes to facilitate efficient identification and circulation. The automation enables smooth **check-in and check-out of books**, proper tracking of resources, and quick access to bibliographic details.

The library utilizes various **Koha modules**, including the **Circulation Module and Online Public Access Catalogue (OPAC)**. Through OPAC, students and faculty can easily **search, locate, and browse available resources** using a user-friendly digital interface. The system also allows real-time updates of the library catalogue and improves overall resource management.

The automation process began with the **installation of the Koha software in April 2018**, marking the initiation of the digital library management system. The process was gradually implemented with systematic data entry and cataloguing, and the **automation was fully completed in 2024**. The automated system now supports efficient library operations and enhances access to academic resources for students and faculty.

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

The CIHSR Library functions as a dynamic learning hub, supporting academic and research activities of students and faculty. The library houses a collection of **3,589 textbooks and reference volumes**, covering various nursing and allied health science disciplines. These resources provide comprehensive academic support for teaching, learning, and research.

To ensure access to current scientific knowledge, the library subscribes to **19 national journals and 8 international journals annually**, enabling students and faculty to stay updated with the latest developments and evidence-based practices in healthcare and nursing education.

The library also maintains a repository of **student dissertations, research projects, and faculty publications**, which serve as valuable references for ongoing academic work and research initiatives. These materials contribute to knowledge generation and promote evidence-based learning among students.

In addition to academic resources, the library includes books related to **personal development, ethics, leadership, and social responsibility**, encouraging holistic growth and professional values among learners.

While the library does not maintain rare books, manuscripts, or digitized traditional manuscripts, it continues to enrich its collection with **discipline-specific learning resources and relevant knowledge materials** to support academic excellence and research in nursing and healthcare education.

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

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

Rs. 692489.66 (2024-2025)

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

The CIHSR Library provides both **in-person and remote access** facilities to support the academic and research needs of students and faculty. Users entering the library are required to record their entry through the **Entry/Exit register or the biometric attendance system**, ensuring proper monitoring of library usage. The library follows an **open access system**, allowing users to freely browse and utilize available resources.

Students are permitted to **borrow two books at a time for a period of three days**, with an option to renew for another three days. Faculty members are allowed to **borrow three books for a period of two weeks**, with the option of renewal for an additional two weeks. **Photocopy services** are available at a minimal cost for in-house academic materials.

The library provides **remote access through the institutional intranet**, enabling users to access the **Online Public Access Catalogue (OPAC)** and search for available books and learning materials within the campus network. Print journal articles are also shared through **email services** to promote wider utilization of scholarly resources.

To familiarize users with library services, **library orientation and user education programmes** are conducted annually for newly admitted students and newly recruited faculty members. These sessions include guidance on library rules, catalogue search, shelf arrangements, and effective use of print and electronic resources, thereby encouraging optimal use of library facilities.

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
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)	
30 (2024-25)	

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

The College of Nursing, CIHSR regularly upgrades its **IT infrastructure** to support effective teaching-learning and administrative activities. The institutional IT department oversees the **procurement, maintenance, and periodic upgrading** of computers, printers, Wi-Fi routers, network switches, and internet connectivity to ensure efficient digital operations across the campus.

The **Computer Laboratory is equipped with 50 computers**, which were upgraded to enhance student access to digital resources and support academic work. The lab is accessible to students during working hours from **Monday to Friday (8:00 AM – 4:30 PM)** and **Saturday (8:00 AM – 1:00 PM)**. It is connected to **high-speed internet through the National Knowledge Network (NKN) and Jio network**, enabling students to access e-journals, online databases, and academic resources.

The institution provides **Wi-Fi and LAN connectivity in classrooms, laboratories, and key academic areas**, facilitating the integration of digital tools in teaching and learning. A **centralized IT server room** manages network operations and houses the **SOPHOS Firewall**, which is regularly updated with the latest security patches to safeguard institutional data from cyber threats.

The servers are supported by an **automated backup system** to ensure secure data storage and quick restoration in case of system failure. Additionally, **CCTV surveillance systems** are installed across the campus for safety, and the **COSEC**.

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	A. ≥1 GBPS (2024-2025)
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)	
Rs. 1,42,42,874/- (2024-2025)	
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 institution has established systems and procedures for the **maintenance and effective utilization of physical, academic, and support facilities**. Maintenance activities are coordinated under the **General Superintendent, CIHSR**, through specialized departments such as Civil Engineering, Electrical Engineering, Biomedical Engineering, Transport, Security, Housekeeping, Estate, CSSD, and Laundry.

The **Civil Engineering Department** is responsible for building maintenance, drainage systems, water supply, and structural repairs, while the **Electrical Engineering Department** manages electrical installations, new connections, and repairs. The **IT Department**, along with the **designated IT personnel and facility manager for the College of Nursing**, maintains computers, projectors, printers, Wi-Fi routers, classroom IT facilities, and network systems.

The **Housekeeping Department** ensures regular cleaning and sanitation of classrooms, laboratories, offices, common areas and washrooms, while the **Laundry Department** manages cleaning of laboratory linens and institutional materials. The **Library**, functioning from **8:00 AM to 9:00 PM (Monday–Friday) and 8:00 AM to 1:00 PM (Saturday)**, conducts regular inventory checks and updates its collection of books and journals.

College laboratories are supervised by designated faculty under the Principal. The **Sports Committee** manages sports facilities and organizes activities, while the **Estate Department** maintains campus greenery, gardens, and lawns to ensure a pleasant green learning environment.

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - Number of students benefited by scholarships/ free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the year	
143 (2024-2025)	
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

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

407 (2024-2025)

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

The College of Nursing, CIHSR has an active **International Student Cell (ISC)** that facilitates the admission, orientation, and integration of international students studying at the institution. International students are admitted under the **supernumerary seats permitted by the Indian Nursing Council (INC)**. Currently, the College hosts **five students from Myanmar**, and the ISC ensures that they receive adequate academic, cultural, and personal support throughout their studies.

The ISC organizes an **orientation programme during the first week of admission**, where international students are introduced to the nursing curriculum, clinical training requirements, institutional policies, and the healthcare system of the region. This helps them understand academic expectations and clinical learning environments.

To assist with communication and academic adaptation, the institution provides **regional language exposure and additional academic support**, enabling students to interact effectively with patients and healthcare teams during clinical postings.

The ISC also promotes **cultural exchange and integration** through participation in cultural programmes and campus activities where students can share their traditions, cuisine, and cultural practices. This fosters a diverse and inclusive campus environment.

In addition, the institution organizes **meet-and-greet sessions, alumni interactions, and career guidance programmes**, helping international students build professional networks and gain insights into career opportunities after graduation.

<p>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</p>	<p>A. All of the Above</p>

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.
2 (2024-2025)
5.2.2 – Number of outgoing students who got placed / self-employed during the year
43 (2024-2025)

<p>5.2.3 – Number of the graduated students of the preceding year, who have progressed to higher education</p>
<p>0 (2024-2025)</p>
<p>5.3 – Student Participation and Activities</p>
<p>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</p>
<p>1 (2024-2025)</p>
<p>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</p> <p>The Student Nurses Association (SNA) at the College of Nursing, CIHSR serves as the primary student council, actively promoting student welfare, communication, and participation in academic and administrative decision-making, including representation in IQAC and other institutional committees. Comprising elected representatives from each class, the council ensures that student perspectives are incorporated into institutional policies and initiatives.</p> <p>Student Activities: The council organizes a range of activities such as community extension programs, health awareness campaigns on public health issues, and celebrations of national and international days. These initiatives enhance students’ practical knowledge, professional competence, and community engagement.</p> <p>Representation in Committees: Student representatives participate in key institutional committees, including the Anti-Ragging Committee, Grievance Redressal Cell, and other academic bodies, ensuring their voices contribute to policy formulation and implementation.</p> <p>Communication and Feedback: The council maintains regular meetings and feedback sessions to address student concerns. Dedicated communication channels such as WhatsApp groups, institutional email, and notice boards facilitate the timely dissemination of information and resolution of queries.</p> <p>Class Representation: Each class selects two representatives to convey their peers’ opinions, concerns, and suggestions during meetings with faculty and administrators. This structured system ensures transparent communication, student engagement, and active participation in the governance and welfare initiatives of the institution.</p>

5.3.3 – Number of sports and cultural activities/competitions organized by the Institution during the year
11 (2024-2025)

5.4 – Alumni Engagement

5.4.1 – The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities 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 the College of Nursing, CIHSR** is a registered body that plays a pivotal role in strengthening ties between past graduates and the institution, contributing to its growth and development. During the year, the association actively engaged in several initiatives to support both students and the college community.

Alumni Voice and Mentorship: The association organized **career guidance sessions and mentorship programmes via Zoom**, helping students navigate professional pathways. Alumni shared experiences on nursing trends, resume building, interview preparation, and advanced studies, providing practical insights that enhance students' employability and professional competence.

Community Engagement and Networking: The Alumni Association conducted **annual reunions, mega meets, and networking events**, fostering strong connections among alumni and between alumni and current students. Success stories and achievements of alumni were highlighted during these events, inspiring current students to pursue excellence. Additionally, the **Alumni WhatsApp group** actively shares **career opportunities, job openings, and professional updates**, keeping students informed and connected to the wider nursing community.

Financial Contributions: Alumni contributed to **scholarship and financial aid programmes**, enabling economically disadvantaged students to continue their education without interruption.

Through these initiatives, the Alumni Association **strengthens professional networks, supports student development, and contributes to the holistic growth of the College of Nursing, CIHSR.**

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
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.	

The **College of Nursing, CIHSR** is guided by a clear **Vision** and **Mission** that shape its academic and administrative governance. The Vision, prominently displayed on each floor and discussed in faculty and administrative meetings, is:

Vision: *“Nursing excellence for individual and community transformation.”*

Mission/Objectives: Inspired by the greatest healer, Jesus Christ, the College strives to:

1. Develop nursing personnel to provide exemplary service with compassion, innovation, and professional competence.
2. Transform lives through excellence in education, research, practice, and leadership.
3. Instil the ethos of work and service to address areas of need and bring positive change to national health outcomes.

Governance: The institution is overseen by a **Board of Directors (BOD)** comprising the Director and Administrators of CIHSR, Emmanuel Hospital Association, officials from the Government of Nagaland, and administrators from CMC Vellore. The BOD meets **quarterly** to deliberate and decide on major policy matters.

The **Academic Committee**, meeting **twice a year**, includes the Principal, Vice Principals, HODs of Allied Health, administrators, and a representative from Nagaland University, ensuring academic policies align with institutional vision.

The **General Body**, convened annually, brings together BOD members, government representatives (Development Commissioner Nagaland, Deputy Commissioner Dimapur), nominees from Northeast Council of Churches, CMC Ludhiana, CMAI, EMFI & CBCNEI, and local body representatives.

Through these structures, stakeholders actively participate in decision-making, contributing to strategic planning, policy implementation, and institutional excellence, while ensuring the College fulfils its mission of nurturing competent and compassionate nursing professionals.

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

The **College of Nursing, CIHSR** reflects effective leadership through **decentralized and participative management**, ensuring smooth governance and shared responsibilities across all levels.

The **Principal** serves as the administrative head, providing overall direction for academic and operational activities. Supporting the Principal are **three Vice Principals**, each acting as program coordinators for **GNM, B.Sc Nursing, and PB.B.Sc Nursing**, responsible for curriculum preparation, planning, and monitoring for their respective programs.

The College has **six Nursing Departments**—Medical-Surgical Nursing, Fundamentals of Nursing, Child Health Nursing, Mental Health Nursing, Maternal Nursing, and Community Health Nursing—each headed by an HOD. Departments function under the Principal while maintaining autonomy in planning **clinical postings, identifying learning needs, and updating curriculum content**.

Each department includes **M.Sc. Nursing faculty and B.Sc. Nursing tutors**, who actively engage in teaching, clinical supervision, and research. M.Sc. faculty perform a **dual role**, overseeing staff nurses in clinical areas while ensuring students meet learning outcomes. Faculty members also serve as **class coordinators and subject coordinators**, implementing the curriculum and monitoring academic progress.

The College operates through various **committees**, where all faculty and tutors are members, contributing to participatory governance. This structure encourages **collaborative decision-making, transparency, and accountability**, resulting in efficient administration, enhanced academic quality, and improved student learning experiences.

This decentralized model ensures that **responsibilities are shared, expertise is leveraged, and faculty engagement translates into institutional excellence**.

6.2 – Strategy Development and Deployment

6.2.1 – The Institutional has well defined organizational 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, CIHSR** has a well-defined organizational structure with statutory bodies, committees, and clearly defined norms and guidelines to ensure effective governance and strategic planning. The **Strategic Planning Committee** meets once every five years, conducts SWOT analyses, and formulates long-term plans for institutional growth.

Regular **faculty meetings** are held bi-monthly, while **department heads and all departments convene at least twice a month** to discuss academic, administrative, and student-related matters, ensuring participatory management and open communication. The **Curriculum Committee** meets twice a year to review Course Rotation Plans (CRP) and Master Rotation Plans (MRP), update academic hours as per University guidelines, and address any deficiencies related to subjects, teachers, or students.

The **Disciplinary Committee** convenes as needed to address issues in line with SOPs, while the **Research Committee** meets twice annually to maintain uniformity in research methodology, ethical approvals, and supervision.

Additionally, the College has functional committees for **CNE, Spiritual, Student Health, Mess, Staff Welfare, Student Welfare, SNA, Hostel, Scholarship, Anti-Ragging, Internal Complaints, Library, Grievance Redressal, Advisory, NSS, Disability, Maintenance, Alumni, Sports, Editorial, and Guidance & Counseling**. Faculty and tutors are assigned to these committees, ensuring shared responsibilities and streamlined institutional functioning.

This structure enables **transparent governance, effective strategic planning, and participatory decision-making**, driving institutional excellence.

6.2.2 – Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination	B. Any 4 of the Above
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 College of Nursing, CIHSR, has established effective welfare measures and robust avenues for career development for both teaching and non-teaching staff. Annually, **5% of the institutional budget is allocated for staff development**, distributed among departments based on identified training and developmental needs. Heads of Departments (HoDs) assess the requirements for their respective teams, through the Principal and proposals are ratified by the Director.

Career development initiatives include:

1. **In-house training programs** conducted throughout the year for all categories of staff.
2. **Seminars and workshops** to update knowledge, enhance skills, and foster professional competence.
3. **Sponsored higher education** opportunities, including Ph.D. programs for faculty.

The institution has clear policies supporting staff participation in conferences, workshops, and higher education, providing **deputation leave, study leave, official leave, and financial support** covering salary, tuition fees, travel, lodging, food, and registration. Short-term courses are also organized for non-teaching staff to enhance technical and administrative competencies.

These measures ensure that all staff members can pursue continuous professional growth, acquire new skills, and advance in their careers while contributing effectively to the institution's mission of excellence in education, healthcare, and community service.

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

6 (2024-205)

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.,)

15 (2024-2025)

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.)

44 (2024-2025)

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 College of Nursing, CIHSR, has a structured **Performance Appraisal System** for both teaching and non-teaching staff, which is integral to probation review, increments, and promotions across all departments. The appraisal evaluates multiple dimensions of performance, including **knowledge of job, skill enhancement, quality and quantity of work, judgment, timeliness, punctuality, courtesy, teamwork, empathy, mentoring, problem-solving, communication, interpersonal skills, participation in institutional activities** (such as sports meets, anniversaries, retreats, and spiritual programs), and concern for patients and others.

The appraisal follows a **360-degree evaluation process**, where each staff member is assessed by a junior staff, senior staff, peer colleague, and the Head of Department. The system also recognizes **major achievements, outstanding contributions, research publications, and professional development efforts**, with mandatory publications considered for promotions.

Thresholds for evaluation are clearly defined: **probation review requires a minimum of 60%, increment 70%, and promotion 75%**. Areas requiring attention are highlighted, and training needs are recommended accordingly. The final appraisal report is submitted to the **Director** for approval, ensuring transparency, accountability, and alignment with institutional objectives. This comprehensive system ensures consistent performance monitoring and supports continuous professional growth while promoting institutional excellence.

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, CIHSR, in its 14th year of operation, primarily mobilizes funds through tuition fees collected from students enrolled in PBB.Sc Nursing, B.Sc Nursing, and General Nursing programs. These funds are primarily allocated to meet **recurring operational expenses**, including salaries, teaching and learning resources, maintenance of laboratories, library, classrooms, and other essential facilities.

To support inclusivity, the institution provides **financial subsidies** to students from economically weaker sections, ensuring access to quality nursing education. While operational expenses are funded internally, **infrastructure development and expansion projects** are supplemented through **external funding**, including contributions from **Corporate Social Responsibility initiatives** and support from the **Alumni Association**.

The College prepares an **annual budget**, which is regularly monitored to ensure optimal utilization of resources. A **digital accounting system** facilitates precise tracking of all financial transactions, and **internal audits** are conducted biannually and annually to maintain transparency, accountability, and fiscal discipline. The institution also implements a **robust internal control mechanism** to ensure responsible fund management, enabling timely allocation for academic, clinical, and infrastructural development. Through these strategies, CIHSR ensures financial sustainability while maintaining high standards in education and student services.

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 College of Nursing, CIHSR, ensures robust financial accountability through regular external audits. The institution has appointed **statutory external auditors** to conduct comprehensive audits of all units, including the College of Nursing. These audits are carried out **biannually**, covering the periods from **1st April to 30th September** and **1st October to 31st March**.

The auditors examine all financial transactions, statutory compliances, and operational expenditures to ensure transparency, accuracy, and adherence to regulatory norms. A detailed **audit report**, including all observations, is submitted to the College management, which reviews the findings and provides a formal **management response** outlining corrective actions undertaken to address any discrepancies.

While the College currently does not have a separate internal audit system, monthly **statutory compliance verifications** are conducted by auditors to ensure continuous monitoring and control of financial processes. The auditors also perform follow-up checks to verify that the management has implemented the recommended corrective measures effectively.

The **annual audited financial statements**, along with the audit report, are presented to the **General Body** during its yearly meeting for review, discussion, and formal approval. This process ensures transparency, accountability, and continuous improvement in financial management, enabling optimal utilization of resources to support academic and operational excellence.

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

Rs. 3,00,000.00/- (2024-2025)

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 College of Nursing, CIHSR established the **Internal Quality Assurance Cell (IQAC)** in 2017 to systematically enhance academic standards, professional development, and institutional excellence. The IQAC functions as the central coordinating body for quality monitoring, planning, and implementation of various academic, administrative, and extracurricular activities. It ensures that the curriculum is meticulously planned and executed in alignment with regulatory and university guidelines, while promoting innovative teaching-learning strategies such as ICT-enabled pedagogy, e-learning, and simulation-based training. The IQAC facilitates diverse clinical and community-based experiences to strengthen students' knowledge, skills, and professional competencies.

A key focus of the IQAC is on assessment and feedback, where internal and external evaluations, student and alumni feedback, and stakeholder inputs are systematically analyzed to improve teaching, learning, and institutional processes.

The IQAC also promotes faculty and student development through workshops, seminars, conferences, mentoring programs, and leadership initiatives. Research is encouraged, and findings are disseminated through networking with national and international institutions.

Regular educational audits, adoption of best practices, and adherence to a credible evaluation system ensure continuous monitoring and enhancement of quality.

Through these measures, the IQAC fosters a culture of excellence, accountability, innovation, and holistic development in nursing education, supporting both institutional growth and student success.

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)

**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, seminars, orientation on quality initiatives**

A. All of the Above

for teachers and administrative staff. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)	
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INSTITUTIONAL VALUES AND BEST PRACTICES
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7.1 - Institutional Values and Social Responsibilities

7.1.1 - Total number of gender equity sensitization programmes organized by the Institution during the year
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10 (2024-2025)

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 promoting gender equity through targeted initiatives. Following Indian Nursing Council guidelines, 10% of seats are reserved for male candidates, ensuring an inclusive and unbiased admissions process. Students experience a holistic education integrating co-curricular and extracurricular activities, fostering personal and professional growth. Equal access to learning opportunities in clinical and classroom settings ensures a balanced, inclusive environment. The curriculum includes lessons on sexuality, reproductive health, and gender-related issues, equipping students with critical knowledge and sensitivity.

On-campus accommodations prioritize safety and inclusivity, with separate hostels for male and female students. The girls' hostel is managed by female wardens and security staff, with 24/7 surveillance through CCTV, ensuring a secure living environment.

In 2023–2024, the college organized impactful programs, including International Women's Day, International Safe Motherhood Day, and World Menstrual Hygiene Day, featuring workshops, awareness sessions, and health talks for students, staff, and the community.

Effectiveness of gender equity measures is evaluated through **annual anonymous surveys** on campus inclusivity, safety, and awareness, while the **Grievance Redressal Committee** provides a confidential and time-bound mechanism for addressing complaints. These initiatives collectively foster a culture of respect, empowerment, and safety, supporting the holistic development of students and staff.

<p>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</p>	<p>C. Any 2 of the Above</p>
<p>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</p>	
<p>The College of Nursing, CIHSR has established comprehensive systems for managing various types of waste, ensuring environmental sustainability and compliance with regulatory standards.</p> <p>Solid Waste Management: All solid waste is segregated at the point of generation using color-coded bags. The waste is sealed and transported to the designated waste management area for treatment and safe disposal according to standard operating procedures (SOPs).</p> <p>Liquid Waste Management: Liquid waste from laboratories, hostels, and campus facilities is directed to the Sewage Treatment Plant (STP). The waste is filtered, treated, and tested for oxygenation levels before safe discharge. Sludge is treated with chlorine, composted, and repurposed as organic manure for campus landscaping.</p> <p>Biomedical Waste Management: Biomedical and clinical waste is segregated at source using color-coded bags and containers. The waste is transported to the biomedical waste treatment facility and disposed of following SOPs to ensure infection control and safety.</p> <p>E-Waste Management: Obsolete electronic equipment and gadgets are condemned and handed over to certified e-waste management companies, following environmental safety guidelines.</p> <p>Waste Recycling: Biodegradable waste is used for vermicomposting or as animal fodder. Plastics, glass, and other recyclable materials are collected separately and sent for recycling.</p> <p>Hazardous Chemicals and Radioactive Waste: Laboratory chemicals and radioactive materials are neutralized, treated, and disposed of safely as per SOPs, minimizing environmental and occupational risks.</p> <p>Through these measures, the institution ensures safe, sustainable, and responsible waste management across the campus.</p>	
<p>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</p>	<p>B. Any 3 of the above</p>

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
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

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 is committed to fostering an inclusive environment that celebrates cultural, regional, linguistic, communal, and socioeconomic diversity. Students are primarily drawn from North-Eastern states, while admissions are extended to other regions of India.

To promote equity, 10% of seats are reserved for male candidates, 10% for students from socioeconomically disadvantaged groups, and 5% for students with disabilities.

Language support is provided through English and Nagamese classes for first-year students, facilitating integration into the campus community and enhancing communication in clinical settings.

The institution organizes a range of cultural, social, and academic events to promote interaction and mutual respect among diverse student groups. These include Fresher's Welcome, Farewell Ceremonies, Institutional Foundation Day, Cultural Day, and World Heritage Day. Sports and interclass competitions further encourage teamwork and collaboration across backgrounds.

Patriotic and communal celebrations, such as Republic Day, Independence Day, Eid, Diwali, and Christmas, ensure recognition and respect for all traditions. Students are encouraged to showcase their culture through traditional attire, cuisine, performances, and talents.

Through these initiatives, the college cultivates tolerance, harmony, and intercultural understanding, creating a supportive and cohesive environment where every student can thrive academically, socially, and professionally.

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

A. All of the Above

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

The College of Nursing, CIHSR actively celebrates national and international commemorative days, festivals, and special events to instil patriotism, awareness, and professional responsibility among students and faculty. These celebrations are carefully planned and involve interactive activities to engage the campus community and the public.

National days such as **Republic Day** and **Independence Day** are marked with flag hoisting, singing of the national anthem, and patriotic speeches. **Teacher's Day** is celebrated with cultural programs and speeches appreciating educators.

Health-focused international and national days are observed with awareness campaigns, health education, and screenings. Examples include **World Health Day** ("My Health, My Right"), **World Cancer Day**, **Oral Health Day**, **World Hepatitis Day**, **TB Day**, **Diabetes Day**, **Mental Health Day**, **AIDS Day**, **No Tobacco Day**, **Heart Day**, **International Safe Motherhood Day**, and **World Breastfeeding Week**. Activities include poster competitions, quizzes, role plays, health talks, and community health screening programs.

Children's Day is celebrated with role plays, health education sessions, and distribution of gifts to children in hospital wards. **International Nurses' Day** is observed with week-long celebrations, skill competitions, and recognition of nursing services. **International Women's Day** features formal programs addressing women's health and empowerment. **World Heritage Day** showcases heritage stalls, traditional cuisine, and cultural performances.

Through these initiatives, the college fosters awareness, civic responsibility, and cultural appreciation among students, staff, and the community.

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)

1. Secondary Hospital Experience (SHE): A Mission-Oriented Approach to Holistic Clinical Learning

The institution, being attached to a mission-oriented hospital, emphasizes compassionate, value-based care alongside clinical competence. To extend this philosophy and enhance students' adaptability, the Secondary Hospital Experience (SHE) posting is implemented as a structured learning initiative. Through SHE, students are posted in selected secondary-level healthcare institutions beyond the parent hospital, exposing them to diverse healthcare settings, patient populations, and resource environments.

This practice enables students to understand variations in healthcare delivery while reinforcing the mission values of empathy, service, and patient-centered care. Under faculty guidance, students engage in clinical responsibilities, communication with multidisciplinary teams, and reflective learning, thereby strengthening their professional confidence and decision-making skills.

SHE also helps bridge the gap between theory and practice by allowing students to apply knowledge in real-world contexts that may differ from the mission hospital setup. The experience fosters resilience, cultural sensitivity, and a deeper understanding of community health needs.

This initiative is distinctive as it integrates mission-driven values with experiential learning, preparing students to become competent, compassionate, and socially responsible nursing professionals capable of serving in diverse healthcare environments

2. Community Orientation Program (COP):

The College emphasizes experiential learning through a week-long community orientation program. Students reside in adopted urban and rural communities to conduct health surveys, understand local health practices, and identify socio-economic and environmental determinants of health. They engage in community health education, awareness campaigns, and preventive healthcare initiatives. This immersion helps students develop cultural competence, empathy, and practical problem-solving skills while promoting community well-being. Students' findings are analyzed, discussed with faculty, and used to plan targeted interventions.

These two best practices: SHE and COP demonstrate CIHSR's commitment to producing competent, socially responsible nursing professionals. They integrate academic learning with real-world application, strengthen student-faculty bonds, and foster awareness of public health challenges, thereby

enhancing both personal and professional growth.

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

Interdisciplinary Teaching through Faculty Integration for Holistic Nursing Education:

The College of Nursing adopts an interdisciplinary teaching approach through active faculty integration, leveraging its attachment to a multi-specialty healthcare institution. Nursing faculty collaborate with medical and allied health professionals to provide comprehensive, patient-centered learning experiences. This integration is reflected in joint teaching sessions, case-based discussions, clinical demonstrations, and bedside teaching, enabling students to gain diverse perspectives in patient care.

The approach promotes a deeper understanding of clinical conditions by linking theoretical knowledge with real-time clinical practice. Faculty from different specialties contribute their expertise, enriching the learning process and enhancing students' critical thinking and decision-making abilities. Regular interactions with multidisciplinary teams also prepare students for collaborative practice in healthcare settings.

This distinctive model fosters holistic education by bridging disciplinary boundaries and emphasizing teamwork, communication, and integrated care. It enhances clinical competence, confidence, and professional readiness among students. The practice is sustainable and can be replicated in institutions with access to multidisciplinary healthcare facilities, making it a valuable model for improving the quality of nursing education.

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).

The College of Nursing, CIHSR, provides well-equipped clinical skill, simulation, and computer laboratories to enhance experiential learning and competency in nursing procedures. Classrooms and labs are spacious, well-ventilated, and equipped with **Wi-Fi, LCD projectors, smart boards, Smart TVs, sound systems, and collar microphones** to ensure interactive and technology-enabled teaching.

Dedicated laboratories include **Fundamentals of Nursing, Medical-Surgical Nursing, Obstetrics and Gynaecology, Child Health Nursing, Pre-clinical, Nutrition, AV Aids, and Community Health Nursing**, along with a **state of the art simulation lab**.

The simulation lab features **low to high fidelity mannequins**, allowing students to practice critical procedures safely, including vital signs monitoring, venepuncture, antenatal assessment, neonatal care, ACLS, PALS, ET intubation, suctioning, and delivery management.

Learning follows a structured approach of demonstration, supervised practice, and return demonstration on mannequins until competency is achieved. **Checklists** for all procedures support self-assessment and peer evaluation. Attendance and lab utilization are meticulously recorded.

The **computer lab** complements hands-on training with access to e-learning resources and simulation modules, enhancing digital literacy and evidence-based practice. Frequent workshops and simulation exercises are conducted, which students consistently report as highly effective in improving their clinical confidence, decision-making skills, and readiness for patient care.

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.)

6 (2024-2025)

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 **229-bedded NABH entry-level accredited secondary to mid-tertiary hospital**, offering broad specialties and select higher specialty services. The College of Nursing ensures students are trained in **quality care, patient safety, and infection control** before and during clinical postings.

Prior to patient contact, students practice procedures in the **clinical skill and simulation laboratories**, which include **high to low fidelity mannequins, computer lab facilities, and simulation-based learning**. Hands-on practice is followed by **return demonstrations**, ensuring competence before performing procedures on patients. Each classroom and lab is equipped with **microphones, Wi-Fi, LCD projectors, smart boards, and smart TVs**, facilitating interactive learning.

Infection prevention and patient safety practices taught include **hand hygiene, biomedical waste segregation, needle-stick injury management, spillage management, airborne precautions**, and immunizations such as **Hepatitis B vaccination and post-exposure prophylaxis**. Students rotate through critical care, emergency, operation theatres, wards, and diagnostic areas, planning and delivering care under supervision according to hospital protocols.

The **integration of Nursing Service and Education** ensures uniform practice, reinforced through clinical procedure manuals available via the **hospital intranet** and as hard copies in wards. This structured exposure ensures students develop **competency, confidence, and adherence to evidence-based, safe nursing practices**.

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
119	95 (2024-25)

<p>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.</p>	<p>B. Any 3 of the above</p>
<p>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.</p>	
<p>The College of Nursing has established a formal policy to promote academic collaboration through student exchange programs, educational visits, and shared utilization of institutional facilities. This policy is designed to facilitate inter-institutional learning and provide opportunities for students from other institutions (UG/PG/GNM) to access selected academic and clinical resources.</p> <p>The institution has made provisions for visiting students to utilize facilities such as the simulation laboratory, where they can be oriented to simulation-based learning, observe demonstrations, and participate in skill-based training sessions. The policy also includes exposure to academic administration, skill laboratory management, and documentation practices, enabling visiting students to gain insights into institutional functioning and quality processes.</p> <p>Although no student exchange or external visits were conducted during the current academic year, the policy framework is in place to support such initiatives in the future.</p> <p>This proactive approach reflects the institution's commitment to inter-institutional collaboration, experiential learning, and continuous quality enhancement in nursing education.</p>	

8.1.7 - College undertakes community oriented activities.

The College of Nursing (CON), through its Community Health Nursing (CHN) Department, actively engages in community-oriented programs that provide students with experiential learning while addressing the health needs of adopted communities. These initiatives help students understand local health issues and fulfil curriculum requirements.

Community Orientation Program: An annual residential program where students and faculty identify a village, conduct surveys to assess health-related problems, organize group discussions, provide health education, and hold health camps. This week-long immersion fosters practical skills and community engagement.

Elderly Clubs: In support of healthy ageing, the CHN Department conducts monthly activities for elderly members of the community, including health assessments, recreational sessions, nutritional guidance, and interactive discussions.

Cooking Demonstrations: Faculty and students organize community cooking demonstrations to promote healthy diets, nutrition awareness, and practical meal planning.

School Health Program: Conducted in collaboration with the Community Department of the hospital, this program includes yearly health assessments, preventive care, and health education sessions in selected schools.

Environmental Awareness: On World Environment Day, students and faculty led a cleanliness drive at the local market, engaging community members in sustainable practices.

Through these initiatives, students gain hands-on experience, develop leadership skills, and contribute meaningfully to community well-being while integrating academic learning with social responsibility.

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)

5 (2024-25)