



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CHOITHRAM COLLEGE OF NURSING

**CHOITHRAM COLLEGE OF NURSING, CHOITHRAM HOSPITAL CAMPUS,
MANIK BAGH ROAD**

452014

www.choithramnursing.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

“???? ?? ??????????”

This line from a Sanskrit prayer, meaning **"Lead me from darkness to light,"** encapsulates the essence of **Choithram College of Nursing (CCON)**. It is reflected in the college's commitment to education, service, and research, as symbolized in its motto.

In the decades of 1970s, Indore's healthcare services were limited, with only one government hospital. To address this, **Seth Shri Thakurdasji Pagarani** established the **Choithram Charitable Trust** in 1970, leading to the founding of **Choithram Dispensary in 1972**, which offered services in nominal charges, specialized medical care. As demand grew, **Choithram Hospital and Research Centre was established in 1979** as Madhya Pradesh's **first multi-specialty hospital**, now a 350-bed tertiary care center with advanced facilities. To meet the rising need for skilled nurses, **Choithram School of Nursing was founded in 1982**, later expanding to offer **B.Sc. Nursing program in 1997** and an **M.Sc. Nursing program in 2004**. Today, Choithram College of Nursing is a leading institution in Central India, affiliated with **Indian Nursing Council, Madhya Pradesh Nurses Registration Council, Madhya Pradesh Jabalpur Science University**, and recognized by Indira Gandhi open University, Madhya Pradesh National Health Mission, and Devi Ahilya Vishwa Vidhyalaya, CCON dedicated to advancing the nursing profession through education, development, and clinical research.

Choithram College of Nursing is a leading institution in nursing education in central India, accredited with a **B++ Grade (CGPA of 2.89) by NAAC in its first cycle in 2017**. The college offers a secure, lush green campus with top-notch infrastructure, including ICT-enabled classrooms, well-equipped labs, a library, indoor activity spaces, and outdoor sports facilities. Students benefit from rigorous hands-on training, including internships at renowned super-specialty and government hospitals, ensuring they are well-prepared for healthcare careers. The college is supported by qualified and dedicated faculty, proactive and supportive management, and a commitment to holistic student development through co-curricular activities, leadership training, and research. With a focus on ethical values, innovation, and quality education, the institution is dedicated to producing responsible, skilled professionals and remains committed to excellence in nursing education and patient care.

Vision

The Vision: To focus on the all-around development of nursing students and empowering the nursing profession through integrated education, holistic healthcare services, and clinical research.

Mission

The Mission:-

- To ignite the flame of positivism and self-belief in every nursing student, nurturing them into confident,

compassionate, and service minded well-rounded professionals.

- Delivering a comprehensive and integrated nursing education fostering academic excellence and professional competence
- Equip nursing students with advanced skills to innovate and lead in global healthcare through research and entrepreneurship.
- Develop ethical values to shape balanced and resilient individuals.
- Empower nursing students with scientific temperament, leadership, critical thinking, and evidence-based care to become future leaders making impactful societal contributions.
- Ensure continuous quality improvement and innovation in our educational programs, healthcare services, and research initiatives.
- Stakeholders engage in collaboration to enhance public health and well-being.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths

- The first self-financed nursing college in Madhya Pradesh, it has over 40 years of excellence in nursing education.
- Prime Location, ensuring accessibility.
- Policy-driven institution with transparent, decentralized management and supportive leadership, ensuring timely support for academic and institutional activities.
- State-of-the-art infrastructure, including a 350-bed NABH-accredited super-specialty parent hospital, along with affiliated government hospitals and community health centers.
- Strong teams of well Qualified, highly motivated, experienced faculty to facilitate teaching learning process.
- Faculty representations as state and national mentors and master trainers in government programmes.
- Nurse-led initiatives, such as the Multi-Disciplinary Behavioral Intervention Unit and the Healthy Mother Healthy Baby Counseling Unit.
- Serving as a Study Center for IGNOU and MPMSU, and hosting CHO training programs, NHM training initiatives, and university exam centers, highlights the institution's credibility and trustworthiness within the educational and healthcare sectors.
- Consistent academic success with high graduation and placement rates, with graduates securing positions worldwide.
- Research study findings used to modify and redefine health care practices to strengthen Evidence Based practices.
- The college has an active NSS unit, fostering public-social partnerships and contributing to societal welfare.
- Active SNA Unit with state and National level representation of students.
- Safe and Green Campus, secure and environmentally friendly environment promotes learning, and 24/7 surveillance through CCTV.
- The institution features modern, Wi-Fi and ICT-enabled smart classrooms and labs, equipped with advanced simulation technology for enhanced learning experiences.
- Comprehensive welfare policies in place to support both teaching, non-teaching staff, and students.
- Strong Student Support, Excellent student-teacher ratio and mentorship.
- Comprehensive Hostel and transportation services are available.

- Regular extracurricular activities to Supports overall student development.
- Stakeholder Feedback Regular input for continuous improvement.
- Strong Alumni Network Engaged and supportive alumni community.
- Strong extension activities in partnership with community and organizations, actively delivering healthcare services in both urban and rural areas.
- Student-Centered Education Focuses on societal needs and ethical values.

Institutional Weakness

Weaknesses

- The college is not yet registered under section 2(f) and 12(B) of the UGC.
- Fewer research publications in indexed journals, and the college lacks funding for major and minor research projects from government agencies.
- A limited number of faculty members hold Ph.D. degrees.
- Lack of collaboration with international agencies for faculty and student exchange programs.
- Limited autonomy at the university level restricts curriculum reforms and causes delays in both the timely conduction of examinations and the admission process.
- Limited opportunities for faculty nominations to university bodies such as the Academic Council, Board of Studies, and other University Committees.

Institutional Opportunity

?????Opportunities

- To apply for Autonomy to get more academic flexibility.
- Scope for new certificate and value-added courses.
- International collaborations and student exchange.
- Study India initiatives as started with collaborating international organizations
- Extension, expansion and enhancement of infrastructural facilities.
- Opportunity to secure research projects from funding agencies.
- Potential to organize international conferences for academic growth and global collaboration.
- Support and motivation of faculty members for doctoral degree
- Registering innovation and incubation centers.
- Ongoing ISO certification with ISO 21001.
- Seat enhancement at BSc level
- Complete automation.

Institutional Challenge

Challenges

- Delaying admission and examination process caused by the statutory bodies, make attracting students

from other states challenging.

- Government student scholarships face challenges due to enrolment and examination delay in current scenario.
- Faculty turnover as the mushrooming of institutions in the region, required trained and experienced teachers.
- Motivating faculty to register themselves for Ph.D. degree.
- Execution of collaboration with foreign Institutions and International study, exchange programs.
- Mobilizing research funds from government and other agencies.
- Apply for research projects from ICMR/NHM.
- Maintaining of excellence and consistency in students' performance in present scenario.
- Increased social media engagement affecting overall engagement of students.
- Getting autonomy from statutory bodies and its implementation.

1.3 CRITERIA WISE SUMMARY

Nursing Part

Choithram College of Nursing provides a comprehensive education through state-of-the-art facilities and hands-on experiences. The college boasts six fully equipped nursing skill labs, including the Nursing Foundation and Adult Nursing Labs, featuring various manikins and simulators for basic and advanced clinical training. These include manikins for Basic Life Support (BLS), Advanced Life Support (ALS), Neonatal Resuscitation (NRP), Pediatric Advanced Life Support (PALS), and specialized trainers like the Q-CPR manikin and trauma care baby simulator.

Each lab is equipped with LED panels and LCD projectors for demonstrating videos and patient scenarios. A well-defined skill policy ensures both undergraduate and postgraduate students benefit from hands-on practice in small groups, supervised by faculty at a 1:10 teacher-to-student ratio. Evaluation is conducted using the Objective Structured Clinical Examination (OSCE) method to assess understanding of procedures and principles.

Students gain practical experience through clinical postings at Choithram Hospital & Research Center, accredited by NABH and NABL, and recognized for cleanliness and infection control. The college also secures permissions for extensive clinical experience at government hospitals, community health centers, and the Banganga Mental Hospital. Before clinical work, students are vaccinated against Hepatitis B and receive early exposure to the Infection Control and Central Sterile Services Departments, supported by theory classes on infection control. In their final year, students rotate through all three shifts for nursing administration training, where they focus on practicing and documenting quality standards. Their responsibilities include ensuring patient safety, monitoring quality indicators, evaluating care quality, maintaining accurate documentation, and adhering to spillage policies and international patient safety rights.

The college's **"Practice to Perfect"** internship program prepares students for clinical practice by familiarizing them with NABH standards. Additionally, Choithram College of Nursing engages in community outreach through health screening camps, educational sessions, and participation in National Health Programmes like the Pulse Polio Immunization Programme. Students also gain experience in urban and rural settings through postings at Primary Health Centers, home visits, and community surveys. Overall, the college is dedicated to excellence in nursing education, clinical practice, and community engagement, preparing competent and socially responsible healthcare providers for professional challenges.

Curricular Aspects

CCON has worked diligently to deliver quality nursing education, aiming to cultivate thoughtful, intelligent, and competent individuals ready to face life's challenges with resilience. It offers a diverse range of academic programs in nursing education, equipping students with essential training skills to enhance their employability. The college provides a four-year B.Sc. Nursing degree and two-year M.Sc. Nursing postgraduate courses.

The college follows the curriculum established by the Indian Nursing Council (INC) and the affiliated university, ensuring effective delivery through a structured and documented process. This includes meetings of the Internal Quality Assurance Cell (IQAC) and curriculum committee, an academic calendar, course and unit planning, faculty meetings, ICT-enabled classrooms, faculty development programs, as well as formative and summative assessments, and curriculum enrichment initiatives.

In response to societal demands, the college offers various value-added courses focused on holistic development, such as training in yoga, assertiveness training, lactation management, high risk drug administration, and home-based preterm care. Add-on courses cover essential topics like environmental ethics, infection prevention and control, stress management and coping strategies. Certificate courses on Dialysis care, Natural Birthing for future nurses' midwives, palliative care, telehealth Nursing.

Inter-departmental courses at Choithram College of Nursing are delivered through lectures, workshops, seminars, and training by faculty and external experts. Students participate in field and industrial visits, clinical postings, **internships, research projects**, and field visit ensures 100% participation. The curriculum addresses cross-cutting issues like gender sensitization, ethics, human values, health determinants, and environmental protection, using modern teaching aids and innovative methods like blended learning and flipping classrooms. The college offers 30 courses, including 13 value-added, 7 add-on, and 10 certificate courses, with an IGNOU study center providing community health certificates. All students engage in field visits throughout their studies. Faculty and students are actively enrolled in various courses offered through the MOOC platform. The IQAC collects feedback from stakeholders, including students, teachers, employers, alumni, and parents, using a robust mechanism that includes parent-teacher meetings. Feedback is analyzed and shared with relevant parties, and the college implements remedial measures for slow learners and periodic curriculum revisions, with the IQAC documenting and recommending improvements.

Teaching-learning and Evaluation

CCON shapes graduates into exemplary citizens with strong ethical standards, offering value-based education for comprehensive care across all life stages. Students gain experience in diverse healthcare settings, supported by innovative teaching and evaluation methods.

The college follows a transparent admission process, adhering to MPNRC and university guidelines. Admissions are based on qualifying exam scores, **with free-ships**, concessions, and installment-based fee payments available for socially and economically disadvantaged students. Scholarships for SC, ST, OBC, minority groups, and the Gaon ki Beti Yojana are also facilitated.

An academic calendar, master rotation, clinical rotation prepared displayed, strictly followed by the college.

The academic session begins with the "**AARAMBH**" **Orientation Programme** for freshers, followed by departmental interactive sessions and physical orientation. The student body is diverse, representing regions across the country. The college employs innovative, student-centric teaching methods, including peer-assisted learning, guest lectures, role plays, and group discussions, supplemented by hands-on experiences, field visits, internships, and ICT tools like smart boards. Students receive tailored support based on their learning pace, with counseling, remedial coaching, and additional assessments provided.

The curriculum focuses on experiential, interdisciplinary, and evidence-based learning, with clinical postings, field visits, and community engagement, focused on programme outcome, and course outcome. Nursing procedures are practiced in skill labs under faculty supervision, and research is encouraged, with students applying findings in real-world settings.

Continuous internal evaluation is executed through formative evaluation followed by summative evaluation by the university.

A mentor-mentee system ensures regular guidance, while Wi-Fi-enabled campuses and hostels enhance learning. With a student-teacher ratio of 1:10, the college have qualified faculty members, including PhDs and M.Sc. And BSc Nursing Graduates. The college maintains transparency in evaluations, supported by an Examination Grievance Committee and a mid-course improvement policy. Over the past five years, student pass rates in university exams have consistently been 98-100%.

Faculty members have received state and national awards, collaborating with organizations like the National Health Mission and Ministry of Health and Family Welfare, and serving as national mentors and master trainers for various government programs. Faculty achievements include the NSS program officer receiving the "**Karmveer Award**" for social contributions.

Research, Innovations and Extension

Since last four to five years college has significantly advanced its research efforts. A dedicated research cell now actively promotes and oversees research activities, cultivating a research culture among both faculty and students. The college hosts seminars, conferences, workshops, and faculty development programs, featuring eminent research professionals as speakers and resource persons. Research participation is encouraged through resource provision, well-equipped laboratories, and library access to DELNET, online journals, and research materials. The college also provides monetary support and duty leave for faculty attending research-related events.

Over the past five years, faculty have actively published and presented research at national and international levels. The college promotes interdisciplinary research and has initiated projects seeking external funding. The research cell also supports non-Ph.D. faculty in pursuing their doctorates, with four currently enrolled in Ph.D. programs. Some faculty guide research scholars and MSc Nursing students, and two have applied to become research guides at the affiliating university.

The college has initiated an incubation cell to foster innovation and startup ideation, organizing workshops and seminars on intellectual property rights for students and faculty. Research ethics are strictly observed, with all proposals reviewed by the institutional ethics committee before the approval by the hospital's ethical committee. This process applies to both faculty and nursing students' research.

The college actively engages in extension activities, sensitizing students and faculty to social responsibilities through various programs. Collaborations with institutions, industries, and NGOs, supported by MOUs, enhance academic opportunities and provide platforms for student projects and internships. The college library also supports M.Sc. and Ph.D. students from other institutions.

The college's NSS unit conducts social activities and service camps, including blood donation drives, health camps, tree planting, and Swachh Bharat Abhiyan campaigns. The NSS student wing participates in CPR sessions, cleanliness drives, and medical camps. Health awareness programs, led by the Community Health Nursing Department in collaboration with other departments, utilize audiovisual aids, role plays, and demonstrations to educate the community. National and international health days are celebrated, and free health awareness and checkup camps are organized with parent hospitals and NGOs, featuring expert lectures on disease prevention.

Infrastructure and Learning Resources

The college offers a wide array of facilities to enhance students' academic and social experiences in a sustainable and secure environment. Nestled in a lush, green campus, it provides a tranquil setting with clean air and robust infrastructure, including two academic buildings and separate hostels for boys and girls. The campus is enclosed and monitored 24/7 with continuous CCTV surveillance.

Academic facilities feature spacious classrooms equipped with ICT tools, a multipurpose hall, and a well-equipped auditorium. The campus also hosts nine specialized laboratories, including Nursing Foundation, Child Health Nursing, Nutrition, Advanced Nursing Skills, Obstetrical and Gynecological, Community Health Nursing, Pre-clinical, Computer, and Language Labs, all of which are ICT-enabled with essential tools like manikins and simulators.

The entire campus is Wi-Fi-enabled and features 75 computers with a strong internet connection. Facilities include separate common rooms for male and female students, RO drinking water, and well-maintained washrooms. The college offers GPS-enabled buses for student transport to clinical areas and community postings. Hostel accommodations are secure and comfortable, featuring CCTV surveillance, RO water purifiers, Wi-Fi, and hot water. A hygienic mess provides nutritious meals, while an on-campus canteen offers snacks. Recreational facilities include a sports complex, playgrounds, and swimming pools managed by the Sports Committee, promoting holistic well-being.

The college library offers extensive resources, including access to DELNET, KOHA software, and an e-library. Students can also utilize the central and paramedical college libraries, and departmental libraries. The library is partially automated, with plans for full automation underway.

Adjacent to the campus, a multi-specialty parent hospital provides **24/7 emergency medical services**, ensuring immediate access to care. First Aid Kits are available on each floor. The campus features convenient banking and ATM facilities, with clear signage for easy navigation. The college prioritizes sustainability through initiatives like solar panels, an Effluent Treatment Plant (ETP), sensor-based lights and an Herbal Garden maintained by NSS volunteers. There is a centrally established system of maintaining infrastructure and other facilities. College also features an **IGNOU study center** for community health officers and serves as an Examination Centre for various agencies, highlighting its credibility and trustworthiness as recognized by external organizations.

Student Support and Progression

Students, teachers, and non-teaching staff are integral to the college's mission, which emphasizes the holistic development of each student. To support this goal, the college has implemented a robust mentoring system, pairing each group of 10 students with a mentor who provides personalized academic and emotional guidance. Additionally, the college offers scholarships for students from SC, ST, OBC, minority, and financially disadvantaged backgrounds, along with further financial assistance to those in need.

Safety is a priority, supported by an Anti-Ragging Cell, a dedicated Grievance Cell, and a Gender Sensitization Cell, fostering a positive environment. No incidents of ragging or harassment have been reported. Facilities include a girls' hostel, health center, skill development programs, and free health awareness camps, along with a psychosocial wellness center, "**SAMVAAD**," staffed by trained counselors.

The dedicated Training & Placement Cell provides career counseling, achieving an average placement rate of 73. Entrepreneurship sessions have inspired successful ventures, such as Mrs. Rachana Pandya's registered nurse academy. The academic calendar encompasses extracurricular activities, encouraging student participation in cultural, sports, and other competitions, with financial support for inter-collegiate events.

The **Students Nurses Association (SNA)** nurtures leadership through student office bearers in state-level positions and has won national accolades, including prizes for poster presentations at the SNA conference. A musical skit by BSc Nursing students addressing transgender challenges was also recognized nationally. Students holds positions of **Vice President and Secretary, respectively, at the State Nurses Association from 2019 to 2021 State level**

The college actively engages in extension activities through its **NSS unit**, conducting initiatives such as tree plantation drives, health camps, and community service. To enhance student services, it has implemented a feedback mechanism, including structured forms collected annually and suggestion boxes for ongoing input. Parents are also invited to share insights during meetings, and student representation is incorporated into various committees, ensuring continuous improvement of facilities.

College has a registered **Alumni Association** under **Madhya Pradesh Societies Act** strengthens connections between the institution and its alumni. It facilitates collaboration among alumni, faculty, and students, contributing significantly through expert lectures, book donations to the library, and job placement assistance. Their active involvement reinforces a tradition of excellence and community service.

Governance, Leadership and Management

The college adopts a participatory, democratic, and transparent governance model, led by the Education Service Unit (ESU) under the Director, with the aim of nurturing balanced, resilient citizens. The Principal, as the academic and administrative head, implements decisions from statutory bodies, supported by the Vice Principal and Department Heads. Strategic planning focuses on future growth and quality improvement, ensuring all proposals are thoroughly evaluated.

This decentralized governance structure promotes efficient management and encourages student leadership through active involvement in committees and event organization. The college features a Governing Body and Academic Advisory Board comprising heads, faculty, alumni, and students, along with various committees, including the Education, Disciplinary, and Alumni Association, that embody the institution's collaborative

culture.

Leadership development is prioritized, with both students and faculty participating in policymaking committees. Class Coordinators, guided by the Principal and IQAC Coordinator, plan the academic year, while specific coordinators manage various activities. Administrative staff ensures compliance with regulations, and funds are managed effectively.

Continuous feedback from stakeholders enhances services, and the college provides clinical experiences in accredited hospitals supported by experienced faculty and advanced infrastructure. With a focus on academic excellence and social responsibility, the institution offers strong student support, 100% job placement opportunities, ongoing teacher development, and a research-friendly environment.

Well-defined welfare policies and appraisal for teaching, non-teaching and students support are done on regular basis.

Committees such as IQAC, Library, Anti-Ragging, and Grievance Redressal maintain high educational standards. The strategic plan aligns with the Indian Nursing Council and MPNRC standards, demonstrating a commitment to academic excellence and societal impact.

CCON prioritizes employee welfare through professional growth initiatives, financial security, and skill development programs for both teaching and non-teaching staff, fostering a supportive environment. Financial integrity is upheld through a centralized Accounts Department that conducts regular internal and external audits, ensuring transparency and efficient resource allocation.

The Internal Quality Assurance Cell (IQAC), comprising various stakeholders, conducts meetings, sets objectives, monitors programs, organizes quality-related workshops, and compiles the Annual Quality Assurance Report (AQAR) for NAAC. Monthly reports are analyzed and presented to management, reinforcing the institution's commitment to continuous improvement and excellence in nursing education.

Institutional Values and Best Practices

Choithram College of Nursing promotes gender equity through workshops, seminars, and awareness programs on women's rights, including International Women's Day celebrations and a gender audit, supported by the Gender Sensitization and Women Empowerment Cell. To ensure female student safety, the college has established Anti-Ragging and Anti-Sexual Harassment Committees, along with a Student Grievance Committee. Collaborating with the Danam Foundation, the college offers self-defense training and cybersecurity awareness. The campus is equipped with 24-hour CCTV surveillance and GPS tracking for buses, while segregated hostels supervised by female wardens and separate washrooms with a 24-hour water supply contribute to a safe and comfortable environment.

The institution also offers the Psychosocial Wellness and Care Cell (SAMVAAD) for confidential counseling and support, along with a Day Care Centre (Creche) that promotes social empowerment for female employees by providing a safe environment for their children.

In terms of sustainability, the college implements effective waste management systems, including solid waste segregation and recycling, an Effluent Treatment Plant for liquid waste, and proper biomedical and e-waste management. Organic waste is processed into vermicompost for organic farming.

Choithram College of Nursing promotes inclusivity by welcoming students from diverse backgrounds and fostering cultural harmony through organizing cultural events. Community initiatives, including organ donation awareness and environmental conservation, highlight commitment to social responsibility. As a recognized Study Centre by IGNOU and MPMSU, the college reinforces its dedication to community health.

The unique feature of the college reflects in its Best practices include the Clinical Education Program **Practice to perfect** for Student Trainee Nurses, which integrates theoretical knowledge with practical skills through a seven-day Interns Training Program. Positive feedback from hospital management reflects the success of this initiative. Another best practice is The **Nurse-led Multidisciplinary Behavior Intervention Centre** trains students in mental health while treating over 5,640 patients, highlighting the significant role of nursing in mental health care. Overall, Choithram College of Nursing is dedicated to cultivating a committed nursing community that excels academically and contributes responsibly to public health initiatives, including Ayushman Bharat.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHOITHRAM COLLEGE OF NURSING
Address	Choithram College of Nursing, Choithram Hospital Campus, Manik Bagh Road
City	INDORE
State	Madhya Pradesh
Pin	452014
Website	www.choithramnursing.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shreeja Vijayan	0731-4939909	9977306995	-	cconursing@yahoo.co.in
IQAC / CIQA coordinator	Yasmin Sharma	0731-2473399	9098333546	-	yasmin.sharma@choithramnursing.com

Status of the Institution	
Institution Status	Self Financing
Institution Fund Source	Trust

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	01-01-1982			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Madhya Pradesh	Madhya Pradesh Medical Science University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
INC	View Document	24-04-2024	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Choithram College of Nursing, Choithram Hospital Campus, Manik Bagh Road	Urban	5	2549.051

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc Nursing,Bsc Nursing,	48	Higher Secondary Education	English	100	0
PG	MSc Nursing,Msc Nursing,Community Health Nursing	24	Graduation	English	5	0
PG	MSc Nursing,Msc Nursing,Psychiatric Nursing	24	Graduation	English	5	0
PG	MSc Nursing,Msc Nursing,Obstetric Nursing	24	Graduation	English	5	0
PG	MSc Nursing,Msc Nursing,Pediatric Nursing	24	Graduation	English	5	0
PG	MSc Nursing,Msc Nursing,Medical Surgical Nursing	24	Graduation	English	5	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	7	0	7	0	2	0	2	1	3	0	4
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	1	12	0	13	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				38
Recruited	7	29	0	36
Yet to Recruit				2

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	5	0	0	0	0	0	0	0	5
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	2	0	1	3	0	6
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	1	12	0	0	0	0	13

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	3	2	0	0	5
	Female	213	55	0	0	268
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	3	0	0	0	3
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	11	12	7	6
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	6	6	8	6
	Others	0	0	0	0
OBC	Male	0	2	0	0
	Female	34	28	36	27
	Others	0	0	0	0
General	Male	3	0	3	0
	Female	19	28	32	32
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		73	76	86	71

General Facilities	
Campus Type: Choithram College of Nursing, Choithram Hospital Campus, Manik Bagh Road	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	193
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	374
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

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

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	0	0
* Girls's hostel	2	185
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The vision of the College of Nursing focuses on the comprehensive development of nursing students and the advancement of the nursing profession through a blend of education, holistic healthcare, and clinical research. To nurture students' holistic growth, the institute conducts Yoga and meditation sessions, including Sahajyog, for both students and faculty. M.Sc. students also benefit from an annual residential posting at the Holistic Health Education and Healing Centre in Pune, where they gain practical experience in alternative medicine. Creativity is encouraged through platforms and training that highlight arts, particularly those from Madhya Pradesh, with students showcasing their talents in the Kaladarshini event. The college further emphasizes the integration of humanities through its active NSS unit, which frequently organizes health camps. A strong STEM-based curriculum ensures comprehensive learning in areas such as anatomy, pathology, drug calculations, and medical device management, with teaching methodologies like problem-based learning and evidence-based practice. Research projects are mandatory for both undergraduate and postgraduate students, focusing on key areas within hospital and community settings. The college also provides interdisciplinary learning opportunities through expert sessions in relevant fields, while collaborations with a QCI-approved institute for yoga</p>
---	---

	and alternative medicine bring regular sessions to enrich students' understanding of these areas.
2. Academic bank of credits (ABC):	<p>The future vision of the institution aligns with the concept of the Academic Bank of Credit, although the college has not yet officially registered for it. According to the guidelines set by the Indian Nursing Council (INC) and Madhya Pradesh Medical Science University (MPMSU), nursing is recognized as a full-time professional course that requires the mandatory completion of both theory and practical hours. Therefore, students are not eligible to enroll in dual degree programs. However, they are provided with opportunities to pursue value-added and elective modules to enhance their learning experience. For M.Sc. Nursing students, there is flexibility in choosing their subject specialization and even super-specializations. Faculty members are actively involved in writing books, publishing academic materials, and developing innovative teaching methodologies. Assignments are designed to promote comprehension and critical thinking, with incidental teaching and clinical assignments provided to improve students' understanding and decision-making skills. The college maintains a complete record of each student's academic progress in a transcript register and year-wise logbook. These logs document the completion of theory and practical hours, details of clinical procedures performed, hours spent in various clinical areas, participation in conferences and workshops, as well as any student leadership roles. This comprehensive documentation ensures accurate tracking of each student's academic and practical achievements.</p>
3. Skill development:	<p>Choithram College of Nursing have Nine fully equipped Skill labs i.e. 1. Nursing Foundation Lab, 2. Adult Nursing Lab/ Advance skill Lab, 3. Pre-clinical Lab, 4. Child Health Nursing Lab, 5. Obstetrics & Gynaecology Lab, 6. Community Health Nursing lab, 7. Language Lab, 8. Nutrition Lab, 9. Computer Lab. All Nursing skill Labs are equipped with various fidelity manikins to cater needs of student's clinical experience from basic to advance level. All students were trained in a way that enhance employability of the students at the end of the session. For life skill education, training sessions on yoga and heartfelt meditation were done. Lectures from Brahma Kumari's and Sahajyog were organized so that</p>

	<p>students have better adaptation and coping skill at the time of stress. Students were sensitized regarding online courses on MOOC, SWAYAM, Astrika Sphere and other platforms by educational committee.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college offers rich interdisciplinary learning opportunities through expert-led sessions in various fields, enhancing students' exposure to diverse practices. Collaborations with a QCI-approved institute for yoga and alternative medicine facilitate regular sessions, while expert lectures are organized on Ayurveda, Yoga, and Sahajyog meditation. During their community health postings, students interact with AYUSH practitioners at Community Health Centers, further broadening their understanding. The college also actively celebrates International Yoga Day and holds regular yoga sessions. Naturopathy lectures are conducted through Sunder Bai Phool Chand Adarsh Shikshan Sanasthan, a center for naturopathy, auricular therapy, acupressure, acupuncture, and other holistic therapies. Soft Copies of various books and literatures are available in the library. To foster cultural awareness, the college celebrates a variety of Indian festivals annually, including Lohri, Onam, Holi, Ganapathi Sthapna, Christmas, and Diwali. Events such as folk-dance performances and personality contests based on cultural themes are also organized. Additionally, students are encouraged to participate in art and craft exhibitions to deepen their appreciation for art and culture. Lectures are delivered bilingually in Hindi and English, with students having the option to write their university exams in either language. Furthermore, students are introduced to the Duolingo app, which offers over 30 languages for free, expanding their linguistic and cultural horizons.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>At Choithram College of Nursing, Outcome-Based Education (OBE) forms the foundation of curriculum planning and implementation. The academic framework is guided by clearly defined program and course outcomes, ensuring that all teaching and learning activities are student-centric, measurable, and attainable. From the first year, the college emphasizes skill-based learning, with students receiving hands-on training in simulation labs, practicing in clinical settings, and undergoing regular</p>

	<p>assessments through skill stations, OSCE (Objective Structured Clinical Examinations), and drills. Both Program Outcomes (POs) and Course Outcomes (COs) for undergraduate and postgraduate students are meticulously outlined and planned in alignment with the syllabus provided by the affiliating university and based on the norms set by the Indian Nursing Council (INC). These outcomes are prominently displayed on the college website and are communicated to students during induction and orientation programs, ensuring transparency and alignment with educational goals. The Course Outcomes clearly define the knowledge and skills students are expected to acquire, reflecting the cognitive processes involved in each course. Special attention is given to ensure that the learning outcomes accurately describe the knowledge, skills, and competencies students are expected to gain upon completing their program of study. The Course Outcomes are also included in the syllabus, which is readily available in the college library, distributed to students during the induction meeting, and accessible to all teachers. Graduate attributes are displayed on the college website and are actively communicated to students to ensure they understand the expectations and goals associated with their education.</p>
6. Distance education/online education:	<p>Students are introduced to MOOC platforms like Swayam, Shodhganga, Shodhsindhu, and the Digital Library from their first year, as part of the mandatory objectives set by the Education and Library Committee. The committee also provides ongoing assistance to ensure students can effectively utilize these resources. Faculty members engage in continuous learning by enrolling in online courses and attending virtual conferences. Blended learning is widely practiced, with faculty incorporating online content, videos, email, PowerPoint presentations, and resources like URLs and YouTube links into their teaching methods. Students are provided with reference materials and content prior to class and are expected to come prepared for discussions. Problem-based and case scenarios are shared in advance, encouraging students to develop critical thinking by preparing possible solutions and care plans. Additionally, students regularly participate in online conferences, workshops, webinars, and competitions, enhancing their learning experience.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club (ELC) has been set up in Choithram College of Nursing. This club aims to educate and empower students about the electoral process, encouraging informed and active participation in democratic activities., the ELC strives to enhance the understanding of electoral rights and responsibilities among students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, student coordinators and coordinating faculty members have been appointed by the Choithram College of Nursing to ensure the effective functioning of the Electoral Literacy Clubs (ELCs). These clubs are indeed functional, regularly organizing activities and events to promote electoral awareness and participation. The ELCs are representative in character, encompassing a diverse group of students from various backgrounds and academic disciplines, ensuring broad-based engagement and inclusivity.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Clubs (ELCs) in our Choithram College of Nursing have undertaken several innovative programs and initiatives to foster electoral awareness and participation. These include voluntary contributions by students in various electoral processes, such as participating in voter registration drives for students and their home communities. The ELCs have also organized oath taking and voter awareness campaigns to educate and encourage fellow students to vote as a prime responsibility as a citizen of India. These initiatives aim to create an inclusive and informed electorate, ensuring that every eligible voter is empowered to exercise their democratic rights.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Choithram College of Nursing organizes comprehensive awareness drives, including interactive sessions, to educate students and the local community about their electoral rights and responsibilities. These drives aim to demystify the voting process and encourage active participation.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	A significant number of students above 18 years may still be unregistered in the electoral roll. To address

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

this, the Electoral Literacy Clubs (ELCs) have been actively engaged in efforts to increase voter registration among students. They conduct regular awareness campaigns to inform students about the importance of voter registration and guide them through the registration process. Additionally, the college has implemented institutional mechanisms to support this effort, such as setting up dedicated help desks during registration drives, collaborating with local election officials, and incorporating voter registration as part of orientation programs for new students. These combined efforts aim to ensure that all eligible students are registered and able to participate in the electoral process.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
283	292	295	297	318
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	85	74	86	90
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	73	82	71	83
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	32	35	35	33
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	35	35	35
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
185.02	166.63	178.56	230.12	225.44
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Response:

Choithram College of Nursing meticulously plans and implements the curriculum designed and approved by the affiliating university for all the programs. To ensure effective curriculum delivery, before the commencement of every academic session, academic calendar has been prepared and followed strictly. Meetings are conducted by the Principal to discuss college academic calendar, curriculum delivery planning, class-wise time-tables, syllabus allotment etc. For all classes coordinators appointed and they prepares master rotation plan, clinical rotation plan, monthly theory based on the university's prescribed hours and present them in faculty meeting. The entire syllabuses of all courses are well planned and subject allotment done among the faculty members. Teachers prepare unit plan and lesson plans accordingly. Subject attendance is maintained. Regular faculty meetings are conducted to discuss the teaching-learning status. The theory, clinical, and assessment coordinators check, coordinate, and evaluate curriculum progress by ensuring timely completion of the syllabus and clinical hours, clinical log book completion and implementation of unit tests and internal examinations. The delivery mechanisms include class room teaching, case studies, quizzes, seminars, workshops, interaction with alumni, internships, outbound activities, group discussions, projects. Participation in internal and external events, mentoring services by faculty, Wi-Fi environment, and access to library, sports, yoga & mediation classes provides the opportunities for overall students' development. For the effective delivery of curriculum planner, various class room teaching methods based on the needs of different subjects are adopted. Students gain clinical experience at the parent hospital's 350-bed super specialty facility. As students' postings rotate, their progress in the clinical area is monitored and handed over to the next teacher in charge of supervision. Students' advancement is monitored and documented through regular clinical and faculty meetings also. Along with ongoing evaluation, each student's performance in all clinical areas is evaluated twice, once at the beginning and once at the end of the posting, in area specific clinical evaluation format. Students are given clinical case study presentations and topic presentations to help them develop clinical judgment and skillfulness. OSCE method also adopted. Project/Internship is a compulsory part of course curriculum. Final year research projects facilitate experiential learning and students are given the opportunity to improve their clinical skills through an internship training program. The institution motivate the students and faculty to registered under online MOOC courses. Induction training program followed by continuous staff training program for new comers facilitate students to receive better supervision from well-trained and updated nursing professionals in addition to skilled teacher supervisors in the clinical area that contribute to the students' training experience as well as the professional outcome. The teachers maintain and update their knowledge by actively participating in Research and Faculty Development Programs. Teachers and students participate in International and National health days and weeks. Feedbacks from all stake holders including curriculum aspects are collected, analyzed and incorporated into various aspects of the institution's operation. The effectiveness in the curriculum planning, implementation is thoroughly

assessed and corrective measures are implemented with the aim of achieving global competency acting at local level.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

1.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

Response: 111

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

Response: 111

File Description	Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2

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

Response: 52.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
276	181	136	144	23

File Description	Document
Institutional data in prescribed format	View Document
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document
Any additional information	View Document
Link for additional information	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

Choithram College of Nursing stands for values like compassion and commitment to development of self and society. Through operational specialties, the college organizes socially significant events and outreach programs on regular basis so that students learn to connect with sociocultural issues constructively. Cross-cutting issues to nurture the multifaceted students' progress are implemented through activities which are integrated or appended into the curriculum. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. Counseling services are provided to students to promote gender equity among students and also deal with related issues of safety and security of female students, staff and faculty. Students have been taught about rights of women and children through subjects' sociology and community Health Nursing. Students get training of martial arts and girl students are encouraged to participate intellectual and non-scholastic activities. Institute's infrastructure was planned to prioritize conservation of the environment. The college celebrates environmental day to inculcate value of conservation of nature. Exhibitions on that day also organized where the students made various useful and incredible models by using waste materials. Environmental awareness related topics are the part of subject Community Health Nursing, which is compulsory for all second year students. Curriculum enriching through practical exposure for solid waste management, recycle of waste water, rain water harvesting, vermi-composting, herbal plant nursery etc. are stimulant to promote environment awareness. Human values are impregnated to the curriculum through its mission. All clinical guidelines and assessments are appropriately weighted according to professional and ethical norms. To create scientific approach and social awareness among the students, lectures, quizzes, essay and other activities are organized. Faculty and students of the college were contributed with full enthusiasm during Covid-19 pandemic by providing direct patient care services as well as by participating in screening activities. The college staff and students also played an important role in Covid-19 vaccination along with the parent hospital in providing outreach mass vaccination campaigns. The students conducted research work on various aspects of pandemic so that they can be implemented in the service later by health care workers and government. Visits to special schools, slum areas, and understand aspects of marginalization and limitations so that the students become reflective practitioners and serve society in more realistic way. The institution also hosts exhibition and provide platform for selling art and craft items made by intellectually disabled children which expose the hidden abilities of this special children. In order to inculcate professional responsibility towards emerging demographic issues in rural areas, the institution follows integrated certificated course in Community health for Final year. This will ensure that the nurses, upon graduation, are skilled to provide quality primary health care. Students are sensitized on proper referencing in assignments, intellectual property rights issues, consequently discouraging any kind of plagiarism in research work. We believe in the holistic development of students: they are not only intellectually prepared to face the world, but also compassionate human beings striving for an egalitarian and sustainable society.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

1.3.2

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

Response: 22

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

Response: 22

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document

1.3.3

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

Response: 59.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
240	194	70	84	301

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document

1.3.4

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

Response: 100

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

Response: 276	
File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document
Institutional data in prescribed format	View Document
Community posting certificate should be duly certified by the Head of the institution	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document

1.4 Feedback System

1.4.1

Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Professionals**

Response: A. All of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 84.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	52	61	39	45

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	65	65	50	50

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

2.1.2**Average percentage of seats filled in for the various programmes as against the approved intake****Response:** 75.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
82	83	97	71	82

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

2022-23	2021-22	2020-21	2019-20	2018-19
130	130	100	100	100

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document

2.1.3

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

Response: 25.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	11	14	28	24

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

2.2 Catering to Student Diversity**2.2.1**

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

The Institution:

1. Follows measurable criteria to identify slow performers

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document

2.2.2

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

Response: 9.76

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

2.2.3

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

Response:

CCON is committed to the holistic development of its students by nurturing their talents and aptitudes through a variety of extracurricular activities. The college offers student-led committees, clubs, and events that enhance the curriculum, fostering creativity, leadership, and social skills. These opportunities enable students to connect with like-minded peers and mentors, playing a vital role in their comprehensive growth.

Various committees with student representation, including socio-cultural, discipline, sports, yoga, health, mess, and photography clubs, have been established. Various activities under the banner of these committees are conducted on regular basis. Committee members and post holders are elected through student elections. The college hosts events such as fresher's welcome, talent hours, sports and arts competitions, reel-making contests, quizzes, and elections, with students actively participating in intercollegiate events.

Student Nurses Association (SNA) has also been functional since inception of institute which provides opportunity to the students to develop their leadership ability in the institution. SNA provides platform to the student nurses to showcase their talent, creativity and potentials at local, regional and national level.

Field visits and posting are planned to rural and urban community health centres, so that they can observe and learn health care delivery system outside the hospital to serve the community. Visit to water treatment plant, dairy, industries, old age homes are planned to enrich the learning of students. Students learn about the environment sanitation, water purification, and occupational health through these visits.

College has active NSS unit organizing residential camps to rural area. Its builds personality and inculcate social responsibility through its various activities.

The college organizes health camps outside the campus for different categories and students take part actively to learn screening, examination and identification of diseases and other sign and symptoms. They also learn community behaviour and individual practices in health and sickness.

CCON celebrates cultural diversity by organizing and participating in both national and international festivals and observances. Events like Basant Panchami, Lohri, Onam, Ganesh Chaturthi, Nav Durga, Diwali, and Christmas are celebrated with enthusiasm. The socio-cultural committee also hosts various intra and inter-college competitions, such as best out of waste, cultural dance competitions, and musical skits, where students can showcase their talents, fostering unity and leadership.

To instil human values, ethics, and social responsibility, students are encouraged to actively participate in various activities. A trip to the zoo was organized, along with sessions on mindful meditation, yoga, and heartfelt meditation. By promoting a culture of engagement, creativity, and inclusivity, institutions help students unlock their full potential, equipping them not only for academic success but also for leadership roles and meaningful societal contributions. Through these extracurricular activities, students embark on a journey of self-discovery, uncovering their passions and finding their place in the world.

File Description	Document
Link for Appropriate documentary evidence	View Document

2.3 Teaching- Learning Process

2.3.1

Student-centric methods are used for enhancing learning experiences by:

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**
- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

Response:

College emphasizes experiential learning through carefully designed clinical and community exposures, allowing students to gain hands-on experience in patient care and family interactions. They participate in case presentations, history taking, physical examinations, and evidence-based patient care. Students are involved in diagnosing and managing various conditions, preparing nursing processes, and are assigned to diverse settings including OPDs, critical care units, transplant units, operating theatres, and both general and specialized care units and community health centres.

As part of integrated and interdisciplinary learning, students are exposed to various departments such as physiotherapy, nutrition and dietetics, and specialized centres like Prayas for specially challenged children, mental health hospitals, old age homes, oncological, and burn units. Additionally, students are sent for off-campus postings, such as at the Holistic Centre in Pune, to gain exposure to alternative medicine and therapies. College signed MoU with SBPASS Indore QCI certified Yoga and alternative therapy centre.

To foster participatory learning and a problem-solving approach, the institute organizes practical sessions, workshops, seminars, webinars, conferences, orientation programs, simulation-based classes, field trips, quizzes, debates, and case studies. These activities create an engaging environment that encourages active participation and peer interaction. The institute practices Teacher Assisted Learning (TAL) and is planning to implement Peer Assisted Learning (PAL).

Self-directed learning is promoted through a blend of classroom instruction, case preparation, clinical presentations, and assigned projects.

Patient-centric and evidence-based learning is emphasized as students are assigned to diverse units, including OPDs, labs, blood banks, wards, operation theatres, ICCU, ICU, and casualty, and maintain detailed logbooks of their clinical experiences. Simulations are used to create scenarios that enhance decision-making skills.

Learning in the humanities is supported through an active NSS unit that organizes camps, social activities, and lectures, along with sessions focused on moral education and social awareness.

In both P.G. and U.G. programs, project-based learning is emphasized through compulsory projects or dissertation courses, which offer students opportunities to explore various topics in depth. Additionally, students participate in role plays during health days and health awareness activities in communities and hospitals, engaging in role plays and delivering public health messages.

Interactive teaching, audio-visual aids, language labs, industrial visits, and projects are employed to enhance experiential learning. ICT-enabled teaching methods, including Wi-Fi in classrooms, support these efforts.

Observances of health days like Patient Safety, World AIDS Day, World Diabetes Day, Suicide Prevention Day, and Drug Abuse Awareness Day, along with inter- and intra-college competitions, provide additional platforms for participative learning. Overall, the shift from conventional teacher-centred learning to a more student-centred approach is evident across the campus.

File Description	Document
Link for learning environment facilities with geotagging	View Document

2.3.2

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

The Institution:

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

Response: A. All of the above

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

2.3.3

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

Response:

The college administration recognizes the critical role of ICT in modern education and is committed to maximizing the use of its technological resources to help students excel in an increasingly digital world. The college is well-equipped with ICT facilities that are actively utilized by faculty members to enhance classroom teaching and make it more learner centric. Classrooms and labs are fitted with advanced technology such as interactive panels, smart boards, LCD projectors, and visualizers, allowing for a more dynamic and engaging learning experience. Smart classrooms are frequently used by faculty to broaden students' understanding of course material.

To further support to this, both the college and hostels are equipped with internet access, offering free Wi-Fi to all. The college utilizes a 1 GBPS Airtel connection as the primary internet service, with a 40 Mbps secondary backup connection provided by the hospital's IT department. Every computer in the lab is connected to the internet, allowing students to access online resources with ease.

The college fosters an environment that supports effective teaching and learning. Faculty members are encouraged to choose the most suitable teaching methods based on the course content and the complexity of the concepts. This flexibility, combined with robust ICT infrastructure, creates an ideal learning atmosphere for both students and teachers. Faculty members incorporate a variety of ICT tools in their teaching, including PowerPoint presentations, video clips, and e-lectures, which help students grasp complex concepts more effectively. The availability of computers with internet access enables faculty to prepare computer-aided teaching materials and explore useful online resources. Regular training workshops are conducted to enhance teachers' skills in utilizing these ICT tools effectively.

Faculty members are skilled in using platforms such as Google Meet, Google Classroom, Slide, Webex, and Zoom to facilitate student interactions. They create engaging learning materials using tools like Google Forms, Google Docs, and Canva. Additionally, they incorporate video demonstrations, live streaming, and webinars into their teaching methods to enhance engagement and provide a dynamic alternative to traditional classroom instruction.

Additionally, resources like DELNET, e-PG Pathshala, and ShodhGanga are utilized by both faculty and students to access teaching and learning content. The use of ICT tools has significantly shifted the teaching-learning process towards a more student-centric approach, making students more tech-savvy and better prepared for real-world challenges.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document

2.3.4**Student :Mentor Ratio (preceding academic year)****Response:** 9.76**2.3.4.1 Total number of mentors in the preceding academic year****Response:** 29

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

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

The journey embarked by a budding nurse from the time of admission as a nursing trainee to its eventuality as an expert, goes through a series of life altering experiences and the most iconic role in all this is played by the institution at large. In the institution: - Teaching and learning activities are designed to cultivate effective communication, creativity, innovation, and analytical skills among students. Through a variety of activities such as exhibitions, reel-making, nutrition projects, brainstorming sessions, discussions, quizzes, OSCE examinations, article writing, drug books, clinical logbooks, assignments, role plays, and peer-to-peer teaching, students are encouraged to grow personally and professionally. These activities not only foster individual development but also promote teamwork, leadership, critical thinking, creativity, professionalism, and entrepreneurship skills.

The six well-equipped labs offer students the opportunity to learn through hands-on practice, case scenarios, and scientific reasoning and instil critical thinking and time management ability through drills

and hands-on training.

Clinical Teaching- Students are posted in clinical units of parent hospital where they are supervised by clinical instructors and learn communicating with health team, patient and family members of patients. Students learn taking history, physical examination, various diagnostic tests and their values.

Community Based Nursing- Students are assigned to various community settings, both rural and urban, including fields, PHCs, CHCs, sub-centres, and Anganwadi's. They conduct home visits, assess and analyse the needs of the community and families, and plan appropriate care and awareness activities. Through this exposure, they gain valuable insights into the health system, available services, and staffing patterns. This real-life exposure provides them with the opportunity to identify existing gaps, causes, and challenges within the healthcare delivery system.

Field visits are planned to enrich the knowledge of real-world situations. Students are sent to visit Water Filtration Plant, Milk Dairy, Sanitation Park, Butchery. They are posted in old age homes, orphanage and shelter homes also understanding social needs & commitment.

Participation in National Health Programs- Students are participating in Intensified Inradhanush Vaccination Program, Pulse Polio, Dastak Abhiyan on regular basis to observe the public health system, government plans and policies.

Different Health days are observed in the college to understand the epidemiology of different diseases.

Models and Projects- Students actively engage to ignite their creativity in subject-related projects, showcasing their creativity and innovation by designing working models of systems and equipment. Additionally, every student undertakes research projects, further enhancing their learning experience.

Clinical teaching and learning - are enriched by assigning students case studies, presentations, and discussions involving patients with diverse diagnoses across various units. This approach allows students to thoroughly study and analyse health-related issues, explore management strategies, and gain hands-on experience with advanced treatment methods and monitoring equipment.

Students are participated in workshops, seminars and conferences of local, state, national and international level organized by the institution and by other institutions. Expert lectures are also organized for the students and faculty.

Students are given the opportunity to participate in collegiate, state, and national-level professional competitions, such as SNA competitions, as well as various extracurricular activities. These platforms allow them to showcase their creativity and innovation.

File Description	Document
Link for appropriate documentary evidence	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.71

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

2.4.2

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

Response: 66.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	24	25	26	18

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document

2.4.3

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

Response: 7.28

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

Response: 211

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

2.4.4**Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years****Response: 47.61**

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	35	0	0

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Any additional information	View Document

2.4.5**Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years****Response: 7.73**

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State,

National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	1	2	4

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Academic calendar is an important document that is prepared before the commencement of every academic session. Being an affiliated college, the institution follows the academic schedule provided by the university and government statutory bodies. However, in consultation of the academic calendars provided by the university/ government statutory bodies, an academic calendar has been prepared at institutional level. It is planned in such a way that takes care of all the national holidays, local holidays and different events. The academic calendar provides adequate balance between academic and non-academic activities, teaching and internal examination schedule. A well-planned and detailed academic calendar prepared, and, after the discussions and meeting of the faculty members with the Principal and the IQAC Coordinator, it has been finalized for the entire academic year. Finalized academic calendar is communicated to the faculty, non-teaching staff and students at the beginning of the academic year. It also been uploaded on the college website and displayed on notice boards. The Institute adheres to finalized academic calendar. The college has a vibrant culture of instilling inquisitiveness and temper among the students through a number of activities. The IQAC Coordinator in consultation of Principal monitors adherence of activities of the academic calendar. The Continuous Internal Evaluation (CIE) of students includes seminars, assignments, quizzes, and Internal Assessment examinations. According to the event calendar, the CIE is conducted according to a clearly defined process. The department head and stream coordinator assess and approve the question papers that the course instructors create using the updated Bloom's Taxonomy and the evaluation scheme. The internal assessment timetable prepared by the examination committee and has been shared with students and exams are organized as per guidelines. Eligibility for appearing students in university exams is based on their attendance in theory (80%) and practical or clinical (100%). Student performance in theory and practical exams is assessed, and this assessment is used to identify blooming and advanced learners. Results of students is shared with parents and students. Final internal marks of the students are prepared and sent to the university based on internal

examinations. Institution maintains transparency in internal evaluation process throughout the year.

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

2.5.2

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

Response:

The college has a well-structured and dynamic Examination Grievance Committee, linking students with subject teachers in continuous evaluation process and final university exams. The Committee follows the guidelines of affiliating university for conducting internal examinations and redressing grievances. Students are oriented about grievance procedures during induction. Grievances related to attendance, internal evaluation etc. are immediately resolved through Grievance Committee. The students raise their grievance in the form of application to the examination grievance redressal committee. The application can be submitted in-person or through email. The examination grievance redressal committee informs the grievance to the concerned subject teacher. Concern subject teacher looks into the matter, analyses and verify the same and forward the corrections if any. Examination grievance redressal committee takes the corrective action satisfying the student. Student grievances related to internal examination are resolved in a time bound of five days. Answer scripts of internal exams are also shown to students. If a student is dissatisfied with the result of grievance, student can raise the grievance to the Principal. The institute maintains complete transparency in the internal assessment and time bound redressal of grievances. Students are also approaches to the Examination Controllers for their grievances related to external assessment. Students apply online for getting enrolled for examinations. Any problems regarding filling the online examination forms and Hall tickets are resolved by the College Examination Controller in coordination with the Examination section of affiliating University. Students having grievances regarding evaluation in any subject for the end term assessment may opt for revaluation. Students must submit their application to the University through the Principal for further course of action at university level. In case of any discrepancy, the student further applies for revaluation by paying requisite fees to the University. During the conduct of exam, if questions from “out of syllabus” or if any error in question paper is observed, students inform their grievance to the College Examination Controller, and it is communicated to the university through principal. The College administration and teachers are very keen and supportive for student welfare.

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

2.5.3

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

Response:

As an affiliated institution, the college follows the university's examination and evaluation procedures. Students' complete exam forms and pay fees online under teacher supervision, with principal approval. University exams are conducted at centres designated by the university.

In alignment with the academic calendar, the college has also introduced student-centric exam reforms, focusing on personalized and adaptive assessments. These reforms allow students to demonstrate their strengths through various formats, with tailored feedback creating a more supportive and engaging learning environment.

Internal assessments continuously evaluate clinical knowledge, including practical skills, clinical performance, and periodic written tests aligned with real-world scenarios. This variety ensures students develop both theoretical and practical competencies, while ongoing feedback helps identify areas for improvement.

To enhance transparency and preparation, the college implements a policy of pre-disclosure for academic and clinical activities. Teachers share detailed schedules, notices, and descriptions of assignments, clinical rotations, and exams in advance, allowing students to manage their time effectively.

For exam accuracy, students fill out online/offline forms under teacher supervision to ensure correct adherence to protocols. Additionally, training sessions on filling OMR sheets help students avoid common errors, improving grading efficiency.

The academic calendar is structured to include semester dates, exams, clinical rotations, and breaks, providing students with a clear overview of their commitments throughout the year.

The institute has implemented key reforms in Continuous Internal Evaluation to enhance student performance, including:

- Internal examination question papers are designed and mapped with both program and course outcomes.

- Conducting remedial classes for additional support.
- Holding unit tests after each unit by subject teachers.
- Organizing three internal assessments before final exams, with internal and practical marks submitted to the university online.
- Ensuring objectivity, transparency, and fairness by having subject teachers review and discuss internal exam answer sheets with students.
- Students must pass the internal assessment by scoring 50% or above. Those who score below 50% are considered failed and are required to take a retest.

Students are encouraged to solve previous years University Exam question papers.

- Assignments are also a part of Continuous Internal Evaluation.
- Innovative practices such as brainstorming, concept mapping, and mind mapping are integrated into the learning process.
- The institute regularly conducts, group discussions, quizzes, seminars and guest lectures.
- Poor performance due to frequent absenteeism is dealt by telephonic talk followed by sending e-mail to the parents of such students.
- The institution efficiently communicates exam and academic updates through separate WhatsApp groups for each class, managed by class coordinators, for both students and parents.
- The institution monitors the progress of slow learners and encourages advanced learners by regularly reviewing their exam performance.
- All examinations are conducted under CCTV surveillance for enhanced security and fairness.

These reforms have resulted in substantial improvement in student's performance through comprehension of difficult topics, improved time management, enhanced writing skills and individualized attention resulting in refining their cognitive, psychomotor and affective domains of learning. This has significantly enhanced the pass percentage and academic excellence of students.

File Description	Document
Link for Information on examination reforms	View Document

2.5.4

The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

- 1. Timely administration of CIE**
- 2. On time assessment and feedback**
- 3. Makeup assignments/tests**
- 4. Remedial teaching/support**

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

To impart holistic education to nurture students with skills for employment and higher education through real life and innovative learning. Programme Outcomes (POs) and Course Outcomes (COs) of undergraduate and postgraduate students are outlined, scheduled and planned according to the syllabus provided by the affiliating University, based on Indian Nursing Council (INC) norms. The Program outcomes and Course outcomes are displayed on college website. It is also communicated in induction and orientation programs. The course outcome clearly reflects the knowledge and skill the students acquire by learning that course and it defines the cognitive processes a course provides. While defining the learning outcomes, much care is taken that they describe the knowledge, skills and competencies that students are expected to acquire because of completing their programme of study. Course outcomes are indicted in the syllabus also and the syllabuses are available in the college library. It is also available with all the teachers and distributed to all the students during induction meeting.

Graduate attributes are displayed on college website and communicated to the students.

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document

2.6.2**Incremental performance in Pass percentage of final year students in the last five years****Response:** 80.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
221	279	0	317	311

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

2022-23	2021-22	2020-21	2019-20	2018-19
222	279	0	317	311

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

2.6.3

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

Response:

College of Nursing adheres to the teaching-learning and assessment process as laid down by the INC, SNC and the affiliating university. The nursing program syllabus are framed by regulatory bodies and has been followed by the nursing institution. The teaching learning assessment process of the Institution for UG (B.Sc. N.) & PG (M.Sc. N.) nursing training programs, leading to the bachelor's and master's degree, respectively, are aligned with the stated learning outcomes of the programs. The teaching-learning process of the institution nurtures creativity, analytical skills and innovations among the learners. The teaching-learning activities of the college are planned in such a way that the students achieve the learning outcomes. All the faculty in the institution are competent and equipped with the adequate knowledge and skills to train the students appropriately. The teaching-learning process is designed based on the total hours allotted for each academic year. It is meticulously designed to accomplish the learning outcomes. Each subject has general- specific objectives, content, teaching-learning activities and assessment methods within a stipulated period. The contributory objective is formulated as each course-wise first, second, third, and fourth year separately as a course objective. The subject and unit-wise objectives are prepared as per the guidelines. The Institute ensure attainment of objectives at a regular time and in case of constraints alternative objective is planned during the planning time itself and instructed that will be implemented. The cycle will be carried over regularly. The course plan is executed at the instructional level by the teaching faculty and promptly documented. The teaching methods are designed as per the title of the unit which gives an impact on gaining knowledge, attitude and skill among students. Lecture cum discussion, demonstration, panel discussion, group discussion, role-play and seminar method are commonly used as teaching-learning as formative and summative evaluation. Further supervised clinical practice, case presentation, case study and practice session are used to develop the skill of giving nursing care. Theory and practice are co-related in the teaching

process and assessment is done periodically to estimate to what extent the learning outcomes are achieved. Learning outcomes reflects the knowledge, attitude and skill based on which assessment methods are planned. According to the learning outcomes essay-type questions, short notes, and short answers are used to assess knowledge of theory, viva and checklists are used to assess students practical and clinical skills. The student practices the university examination pattern through class tests, unit tests, and internal exams. Slow performers are provided with remedial coaching and support, whereas the advanced learners are given opportunities to be student teachers and to attend the conferences/ special programs related to nursing care. There is a mentoring system in the college along with the provision for counselling by qualified counsellors. The teaching-learning activities, beyond the classroom activities and lectures, are also conducted to motivate the students and to groom their overall development.

File Description	Document
Link for programme-specific learning outcomes	View Document

2.6.4

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

Response:

Parent-Teacher Meetings (PTMs) serve as vital conduits for communication and collaboration between educators and parents, especially in the context of higher education. The institution conducted both the UG and PG programs. The students of PG program are matured, and their parents are invited in induction programme, annual function and convocation ceremony. For undergraduate students, Parent-Teacher meetings are conducted periodically, three times in a year. It is commonly scheduled at the beginning and end of each internal assessment. Information containing details of date, time and schedule are displayed on the notice board and informed to the students and parents through WhatsApp groups, well-in-advance. If the parent is unable to attend as per schedule, they can meet the respective faculty member in-person at the college or virtually. The class coordinator and subject in charge attend the parents-teachers meeting in the presence of the principal. The Class Coordinator of the respective class emphasizes the importance of attendance in theory and practical, and, discuss with the parents about attendance and performance. During parent-teacher meetings, student progression is informed to their parent. The feedback is collected, analysed and discussed in the IQAC and resolution is implemented. The student's specific needs are identified from their performance in the test or practical session and remedial measures are undertaken based on the level of the student. Periodic parent teacher interactions help the institution to check for the attainment of the outcome. The outcome is evaluated periodically and documented. The outcomes are assessed through evaluation of Internal assessment and University final examinations. The assessment of student learning outcome is also done by measurement tools like seminars, class tests, group discussion, assignments, etc. The course-level assessment includes continuous assessment having weightage of 25%. The weightage of final examination is 75%. College Counselling cell helps in resolving students' problems related to academic, personal and psychological and support them to attain the programme outcomes. Grievance and redressal mechanism functions effectively, helping the students in converting their problems into academic attainment. Programme outcomes are also measured through student's placement and almost 100% students in each program get placed. The effective feedback

system of the college enables the institution to evaluate the attainment of outcomes. The students at the college provide inputs on drawbacks, limitations, constraints and merits in teaching and learning. Feedback is also collected to assess the performance of the faculty members. Feedback from external examiners (for practical evaluation) and recruiters on student's knowledge, performance and skills are also taken.

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.7

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

Response: 18.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	6	9	8

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

3.1.2

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

Response: 23.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	6	10	6

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

3.1.3

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

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	4	2	2

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document
Link for funding agencies websites	View Document

3.2 Innovation Ecosystem**3.2.1**

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

Response:

The institution fosters a creative ecosystem designed to enhance the practical application of knowledge, contributing to student development, the profession, and society. It identifies unmet societal and patient needs through research, translating this knowledge into practice to fulfil its vision. The institution's Research Committee supports research activities, while the Institutional Ethical Committee ensures

research standards and project approvals. Research is integral to teaching and learning, with students participating in both intervention and evidence-based clinical practice and nursing education. Undergraduate students work in small groups, guided by M.Sc. Nursing faculty, to conduct research projects, aiming to publish their studies in indexed journals. Postgraduate students undertake intervention studies, following a structured research process with guidance from faculty eligible as per norms of INC and university, holding PhDs and M.Sc. degrees in Nursing, as well as those actively involved in research. Students are kept updated on advanced research methodologies, with access to the institution's parent hospital for clinical studies and other hospitals for additional research facilities. The **Multidisciplinary Behaviour Intervention** Unit offers students a chance to specialize in treating conditions such as substance abuse, anxiety, and OCD through cognitive therapy, mindfulness, and emotional freedom techniques. This expertise enables student entrepreneurs to develop innovative mental health solutions, including online therapy platforms and community wellness programs, addressing the growing need for accessible mental health support. The **Healthy Mother & Healthy Baby Cell** focuses on prenatal and postnatal care, emphasizing natural birthing and holistic wellness. Students can leverage this expertise to create innovative products and services in maternal health. The **Community Health Officer (CHO) Training Centre**, in collaboration with IGNOU and MPMSU, enhances skills in public health and social work, providing opportunities for entrepreneurs to develop effective training tools and support systems for non-physician health roles. The **Nutri-Hub** offers nutritional solutions and community-based programs through research and interventions. Students can design targeted nutritional programs for underserved communities, creating ventures like nutrition consultancy services, meal planning apps, and educational workshops on healthy eating. Additionally, home care services present entrepreneurial opportunities for nursing students to provide personalized care. The institution also emphasizes training in content creation, video editing, and procedure demonstration. This training has led to the creation of a **YouTube channel** by a student and the establishment of **Training Centers** for competitive exam preparation. These initiatives reflect the institution's commitment to leveraging expertise to develop innovative solutions in healthcare and education.

File Description	Document
Link for details of the facilities and innovations made	View Document

3.2.2

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

Response: 41

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	3	11	1	7

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3 Research Publications and Awards

3.3.1

The Institution ensures implementation of its stated Code of Ethics for research.

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

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

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed format	View Document

3.3.2

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

Response: 1.65

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

Response: 33

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

Response: 20

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

3.3.3

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

Response: 0.09

File Description	Document
Institutional data in prescribed format	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

3.3.4

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

Response: 0.03

File Description	Document
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years	View Document
Institutional data in prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response: 84

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	17	9	18	20

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

3.4.2

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

Response: 98.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
282	291	288	293	312

File Description	Document
Institutional data in prescribed forma	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	View Document
Any additional information	View Document

3.4.3

Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years

Response:

The institution actively encourages students and faculty to engage in extension and outreach activities, both organized by the college and other recognized bodies. Students regularly participate in these community-based activities and have received notable appreciation for their efforts. The details of awards and recognition for last five years are as follows. The institution actively encourages both students and faculty to engage in extension and outreach activities organized by the college and other recognized bodies. This commitment has led to significant achievements and accolades over the past five years. In the 2018-19 academic year, Dr. Usha Ukande was honored by the Ministry of Health and Family Welfare and the Institute of Holistic Medicine for her role in strengthening midwifery care in India and empowering women and midwives. Prof. Aradhana Michael received a Participation Certificate from NHM for her involvement in the Mission Indradhanush vaccination initiative. During 2019-20, Prof. Aradhana Michael was recognized with a Token of Gratitude and an Award of Excellence by the District Health Society M.P. for her efforts in vaccination programs. Prof. Shreeja Vijayan received recognition from NIFW, NQOCN, and WHO for her work in quality improvement programs LaQshya, and CCON faculty were awarded Certificates of Appreciation for their COVID-19 duties at CH&RC. In 2020-21, CCON faculty were acknowledged with Certificates of Appreciation for their outreach vaccination camp, and Prof. Shreeja Vijayan received Faculty Appreciation from NQOCN POCQI DCOP and UNICEF for her contributions to the e-POCQI Workshop for nurses. The 2021-22 year saw Prof. Aradhana Michael recognized by the Indore Municipal Corporation and the Indore Academy of Paediatrics for her contributions to workshops on water, sanitation, and hygiene, as well as for her professional services. Prof. Shreeja Vijayan and Prof. Rakhi Chandel also received Certificates of Appreciation from the Indore Academy of Pediatrics for their professional contributions. In the 2022-23 academic year, Prof. Rakhi Chandel was awarded the NSS Karamveer Award by Devi Ahilya Vishwa Vidyalaya and Krisha Foundation for her contributions as an NSS program officer. Prof. Shreeja Vijayan and Dr Prof. Prachi Awasthi received a Certificate of Appreciation from NHSRC and the Bill and Melinda Gates Foundation for her role as a Level 1& 2 CHO State Mentor, while Dr Prof. Sheetal Saxena were similarly recognized for their contributions as Level 1 CHO State Mentors. Additionally, CCON faculty and students were awarded a Certificate of Appreciation for their participation in NSS camps held in rural villages. These awards and recognitions reflect the institution's dedication to

excellence, social responsibility, and community service, highlighting the impactful contributions of its members.

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

3.4.4

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

Response:

The College fosters social responsibility and civic duty through active community engagement. By involving faculty, students in various activities and extension programs, the college promotes holistic development and sustained community progress, cultivating empathy and a strong sense of responsibility. This commitment is reflected in the college's proactive approach to community engagement and awareness-building efforts. The college actively involves students in creating awareness about various health conditions affecting the community. Key activities include organizing educational campaigns on critical issues such as diabetes, cardiac disorders, cancer prevention, smoking cessation, family planning, and the importance of blood donation. These initiatives utilize a variety of methods, including audio-visual aids, skits, and nukkad nataks (street plays), to effectively communicate messages and engage community members. Students also participate in rallies, workshops, and poster competitions designed to spread awareness and educate the public. These activities are instrumental in helping students connect with societal issues and understand the importance of community health and well-being. The college's involvement in social responsibility extends beyond health awareness. Key initiatives include cleanliness drives, tree plantation campaigns, and maintenance of green spaces. These activities not only contribute to environmental sustainability but also instill a sense of pride and ownership in students, fostering a culture of environmental stewardship. Additionally, the college conducts workshops on personal hygiene, sanitation, and disease prevention, further emphasizing the importance of health and wellness in everyday life. Health camps are occasionally organized to provide free check-ups and basic medical services to underserved populations, reflecting the college's commitment to improving public health outcomes. The college celebrates several significant days that align with its social responsibility goals. These include World Environment Day, Organ Donation Day, World Health Day, and various other health-related days. Activities associated with these observances include awareness campaigns, educational sessions, and community outreach programs that address specific health and environmental issues. Students also engage in outreach programs such as visits to old age homes, schools for the deaf and mute, and other institutions serving marginalized groups. These visits provide students with the opportunity to interact with different segments of society, promoting empathy and understanding while contributing to the well-being of these communities. All these programs are designed to increase student

sensitivity to social issues, promote empathy, and enhance critical thinking and problem-solving skills. They facilitate personal growth and development while encouraging community engagement and collaboration. By participating in these initiatives, students are empowered to become active agents of positive change, making a meaningful impact in their communities and beyond. Collaboration with local authorities, NGOs, and other stakeholders plays a crucial role in maximizing the impact and sustainability of these efforts. Regular assessments and feedback mechanisms are employed to evaluate the effectiveness of the activities and make necessary adjustments for continuous improvement. This approach ensures that the college's social responsibility programs remain relevant and effective in addressing the evolving needs of the community. Commitment to social responsibility and community engagement equips students with the skills and values needed to contribute positively to society.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document
Link for any other relevant information	View Document

3.5 Collaboration

3.5.1

Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

Response: 5.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	6	2	2	3

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document

3.5.2

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

Response: 36

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

Response: 36

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The Choithram Group was established in 1970 with an aim to establish educational institutions and the hospital. The overall campus is spread over an area of 54 acres of land. The Nursing College is also a unit of this group with total built up area of 8315 square meters. The College of Nursing have a separate building, walking distance from its parent hospital, Choithram Hospital and Research Centre. It has adequate physical infrastructure facilities for academic and the allied activities as per the regulatory body norms. The institution has two main academic buildings i.e. UG Block, PG Block along with the Hostels for Girls students. Facilities for Boys accommodation is also available in the campus. Pedagogical methodologies used for teaching-learning process are properly maintained and upgraded according to need of nursing education. The College has six spacious classrooms with proper seating, lighting and ventilation. Well-equipped classrooms with LED panels, green board, podium, LCD projectors. College has a multipurpose spacious hall, furnished with all necessary audio-visual aids to accommodate 300 people. This is used for conducting seminar/workshops/conferences and other events. In addition to this, the institution is also facilitated with well-equipped auditorium. This provides ample space for hosting various events and create an environment conducive to learning and collaboration. There are nine laboratories — Nursing Foundation, Child Health Nursing, Nutrition, Advance Nursing Skill, Obstetrical and gynaecological lab, Community Health Nursing, Pre-clinical, Computer and Language Lab. These labs are well-equipped with essential equipment; manikins, simulators, and models for practical training which equips the student for real-world clinical practice. Covering a broad range of healthcare areas, each lab focuses on specific aspects of practice, from foundational skills to advanced techniques. This hands-on training in a controlled environment ensures students develop necessary skills before entering clinical settings. Exposure to both urban and rural communities enhance students' understanding of diverse healthcare needs, instilling social responsibility and cultural competence. Engaging with communities allows students to apply theoretical knowledge practically, gaining insights into public health challenges and learning to deliver effective health services. Overall, these laboratories are pivotal in preparing future healthcare professionals, providing them with essential skills, knowledge, and experiences to excel and contribute to public health improvement. For clinical learning the institute has its own 350 bedded NABH & NABL accredited multi-specialty parent hospital to enhance the wide base of knowledge and clinical competences for the learners. The college library area accommodates 100 students at a time can accommodate and also utilize computers to access DELNET and other online e-resources. It is equipped with all necessary infrastructural facilities. Faculty rooms, offices, labs, library and hostels has internet and Wi-Fi connectivity. The entire campus is under continuous CCTV surveillance. The institution ensures adequate availability and optimal utilization of physical infrastructure by creating a conducive teaching and learning environment and holistic development of students for the benefit of the society.

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for geotagged photographs	View Document

4.1.2

The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

The institute has adequate facilities for the physical wellbeing and recreational requirements of the students and staff. Both indoor and outdoor sports facilities are available in the campus. The college has its own playground, which is utilized for various outdoor sports such as running, throw ball, tug of war, kho-kho, volleyball, shot-put, discuss throw, kabaddi etc. Indoor facilities for chess, carrom, table-tennis and board games are also available in the institution. In addition, the institute also has a shared facility of sports ground of Choithram School, a sister institution and located in the same campus, which offers running, long jump, shot put, javelin throw, kho-kho, kabaddi, throw ball, volleyball, basketball, cricket, lawn tennis etc. Sports Complex in the campus offers badminton, table tennis and Swimming Pool is also available for college students, faculty members and staff. Sports activities are meticulously planned and scheduled by the College Sports Committee in collaboration with the Sports facility in-charge of ESU. This collaboration ensures that the facilities are well-maintained and adequately stocked with the necessary sports equipment. The sports facilities are open daily for students after teaching hours and are utilized by the students on regular basis. Regular inventory maintenance is conducted to identify and fulfil any additional requirements for sports items, ensuring that students always have access to high-quality gear. College has a multipurpose spacious hall, furnished with all necessary audio-visual aids to accommodate 300 people and is used for conducting seminars, workshops, conferences, cultural and co-curricular events. In addition to this, the institution is also facilitated with well-equipped auditorium of ESU on sharing basis where annual functions and other cultural events are conducted. The Multipurpose Hall of the college is used for Yoga and Meditation, Zumba sessions throughout the year, benefiting both students and faculty by promoting mental and physical health. Professional instructors conduct various sessions, including heartfulness meditation and other yoga practices. Additionally, students are motivated to enrol in short-term yoga courses, which contribute to their overall development. These activities help foster a balanced lifestyle, enhancing the well-being and holistic growth of students in the college. With the above facilities and activities, the institution creates joyful, friendly atmosphere in a stimulating environment for overall physical and mental health, and overall well-being for students and staff.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The college offers a comprehensive array of campus facilities designed to enhance the academic and social experience of students while promoting a sustainable and secure environment. The college has a lush green campus that fosters a tranquil ambience. This natural setting provides a refreshing escape from the hustle and bustle of city life, ensuring students have access to clean, fresh air. The verdant landscape not only contributes to the aesthetic appeal but also supports a healthy and serene study environment. The institute provides general facilities and overall ambience through –

Hostel: The meticulously designed, fully furnished hostel comprises two buildings, providing a secure and comfortable living experience for students. With a total capacity to accommodate 250-300 students, the hostel features round-the-clock CCTV surveillance, ensuring a safe environment. The facilities include RO water purifiers, televisions, and Wi-Fi connectivity, catering to modern needs. Additionally, there is a 24/7 water supply, with geysers available in the washroom areas for hot water. The hostel premises are equipped with ample restroom facilities, ensuring convenience for all residents.

Mess: The dining area in the mess is spacious, capable of accommodating 100-120 students at once. It features well-appointed seating arrangements that ensure a comfortable dining experience. The kitchen adheres to impeccable cleanliness and hygiene standards, overseen by proficient staff trained in food safety and hygiene practices. This ensures that students receive nutritious and hygienic meals every day.

Hospital: Adjacent to the campus is a multi-specialty parent hospital, which offers round-the-clock emergency medical services. This proximity ensures that students have immediate access to medical care in case of emergencies, contributing to their overall well-being and peace of mind.

Canteen: An on-campus canteen is readily accessible to students, operating until the evening hours. This facility provides a variety of snacks and meals, catering to the diverse tastes and schedules of the student body, making it a convenient option for those needing a quick bite or a place to relax with friends.

Bank: The presence of a branch of the State Bank of India on campus provides convenient access to banking services, including ATM facilities. This ensures that students and staff can manage their financial transactions without having to leave the campus, adding to the overall convenience of campus life.

Signage: The campus is equipped with well-placed signboards, enhancing navigation for students, staff, and visitors. This thoughtful placement of signage helps in easily locating different facilities and buildings, making the campus more user-friendly.

Green Initiatives: In alignment with sustainable practices, solar panels have been installed to supplement the campus's electricity needs. This initiative not only reduces the carbon footprint but also promotes the use of renewable energy. Additionally, the campus features an Effluent Treatment Plant (ETP) to recycle water resources effectively, showcasing the college's commitment to environmental conservation. These facilities collectively create a supportive, comfortable, and eco-friendly environment that enhances the educational experience. The college's infrastructure is designed to cater to the academic, recreational, and personal needs of students, ensuring their holistic development and well-being.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

4.1.4

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

Response: 0.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.52	1.03	1.17	0.19	0.125

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

The institution provides infrastructure for UG and PG training that meets INC standards. Its parent hospital, Choithram Hospital & Research Centre, a 350-bed NABH-accredited multi-specialty facility established in 1979, is located on campus. The hospital holds NABH, NABL, and Nursing Excellence accreditations and was awarded the cleanest hospital in Indore in 2023. Renowned for its expertise in kidney and liver transplants, advanced skin bank, and PET-Scan, the hospital offers all modern treatment modalities. Comprehensive outpatient and inpatient services are provided, covering specialties such as general medicine, surgery, ENT, orthopaedics, dermatology, gynaecology, obstetrics, ophthalmology, paediatrics, psychiatry and respiratory medicine. Emergency care is available 24/7 in the trauma centre and intensive care units. The hospital's hosts nine operation theatres, including a fully equipped Cath lab, where number of major and minor operations are performed every day. During Clinical Training, the students are exposed to all specialties including OPD, IPD, OT, ICU, Burn, Pathology Laboratories, PET-CT scan etc. They learn to assess the patients to identify appropriate nursing interventions. Students perform various nursing procedures, including medical history, physical assessments, and therapeutic/diagnostic tasks, while assisting nursing staff and physicians in patient care. They also provide general health education to patients and their families.

The institution, with permission from Rogi Kalyan Samiti, conducts clinical practice not only at its parent hospital but also at Government Hospital, Mental Hospital Banganga, Community Health Centres, Health and Wellness Centers (Arogya Mandir), and Primary Health Centers in rural and urban areas.

The institution is equipped with various specialized labs to facilitate comprehensive clinical teaching-learning process. Among these, the Adult Health Nursing Lab stands out with its advanced manikins and simulators that allows students to practice and refine their skills in a controlled environment. The lab is equipped with essential basic equipment to provide realistic clinical experiences. The OBG Lab is specifically designed to train students in maternal and neonatal care. It features medium-fidelity birthing simulators, and a variety of obstetric instruments. These resources enable students to practice deliveries, manage obstetric emergencies, and care for newborns. In the Community Health Nursing Lab, students are prepared for public health roles and community settings. This lab includes equipment for conducting health screenings, administering vaccines, and performing home visits. The Fundamental of Nursing Lab serves as the foundational training ground for all nursing students where they learn basic nursing skills such as vital signs, wound care, and medication administration etc. The lab is equipped with hospital beds, IV stands, patient care manikins, and various medical supplies to create a realistic hospital ward environment. The Child Health Nursing Lab is dedicated to neonatal and paediatric care and is equipped with neonatal and child manikins and simulators that allow students to practice child-specific nursing interventions. The equipment for paediatric assessment, growth monitoring, and paediatric emergency care, providing a comprehensive training experience in child health nursing. Well-advanced equipment and facilities develop advanced practical skills in students, fostering a community of dedicated, committed, and service-minded nurses devoted to excellence in healthcare.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document

4.2.2**Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years****Response:** 131587.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
138062	110147	100727	76833	170535

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

2022-23	2021-22	2020-21	2019-20	2018-19
13166	11521	12183	9223	15540

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	View Document
Institutional data in prescribed format	View Document
Extract of patient details duly attested by the Head of the institution	View Document
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training.	View Document
Link to hospital records / Hospital Management Information System	View Document

4.2.3

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

Response: 383

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

2022-23	2021-22	2020-21	2019-20	2018-19
347	349	344	388	347

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	20	27	29	53

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: B. Any three of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)**Response:**

The library of college was established with the college and has made consistent progress in terms of the collection of books, e-resources, and services and has become the dynamic hub of knowledge enhancing the learning experience for students and faculty. It is a major resource for nursing and allied subjects' information with more than three thousand books and rich collection of both printed and digital resources. Apart from textbooks and reference books, it avails sufficient books related to various competitive exams, spiritual books, historical books, autobiographies and biographies, atlases, encyclopedia, dictionaries, language and grammars books, etc. The college library is having membership of DELNET which provides more than one thousand e-books, and one forty-five e-journals related to nursing and two thousand four hundred and forty-four plus medical e-journals. Departmental libraries are also initiated. The college library can accommodate 100 students at any given time. The library provides a conducive environment for learning, research, and intellectual exploration. The college administration does its best to provide all the available facilities to the students.

The Library Automation is initiated, and books are bar coded. Each students have unique ID No. for issuing of books. The library has full-time librarian to manage the student strength and open for extended hours for students and faculty members. The students get facilities of photocopying, scanning, and printing services with computers, reading room facility, and a dedicated research corner with ICT facilities and research-related books, journals.

Digital library is also there with 10 computers with headphone, Recorded lectures and digital copies of books and journals and literature on Indian knowledge system. The college has ambitious plans for complete automation, expanding of digital resources and upgrade our technology infrastructure in near future.

File Description	Document
Link for geotagged photographs of library facilities	View Document

4.3.2

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

Response:

The college library and departmental libraries acts as an apex knowledge resource centre for the students and teachers. The library procures a comprehensive range of textbooks, journals, digital databases, historical books, autobiographies and biographies, atlas, and thesis. There are collections of diverse materials, to support teaching, learning and research. It also provides entertainment and healthy leisure to the students and faculty by providing different newspapers and magazines. The college library is having

membership of DELNET which provides access to a wide range of electronic resources, further enriching the library's offerings. This consortium enables users to access a vast collection of E-books, E-journals and other database, covering various disciplines and subjects. As a result, users can stay informed about the latest research and developments in their fields, which is crucial for their academic and professional growth. At present the library has 3855 books including textbooks and reference books, National and international journals, magazines, 7 newspapers, 450 thesis/ Dissertation, DELNET provides digital asses to more than 600 books, 144 National and international journals. Also having the digital copies of books related to Indian knowledge system.

Students and faculty have access to a well-stocked central library on campus, open from 9:30 AM to 5:30 PM, with over 2,000 medical books and subscriptions to 37 national and international medical journals. Additionally, the library at Choithram Institute of Health Sciences, available during college hours, houses 2,007 books and various other resources, supporting the academic development of students.

It is envisaged that this library will continue to be a strong facilitator in knowledge creation and dissemination. The library serves as a source for an efficient, serious and scholarly place that supports and enables quality improvements in academic and institutional performance. The library is updated annually for books and journals based on the curriculum and annual budget. Access to the e-resources can be done through DELNET by using a username and password for students and faculty separately that can be remotely accessed through the software. By providing access to a wide range of materials and facilitating the effective use of digital resources, the library plays a crucial role in the intellectual and personal development of the college community. Through its comprehensive and user-centric approach, the library ensures that every student and faculty member have the tools and resources they need to succeed academically and beyond.

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

4.3.3

Does the Institution have an e-Library with membership / registration for the following:

1. e – journals / e-books consortia
2. E-Shodh Sindhu
3. Shodhganga
4. SWAYAM

5. Discipline-specific Databases**Response:** C. Any three of the above

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

4.3.4**Average annual expenditure for the purchase of books and journals including e-journals during the last five years****Response:** 0.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.12	0.12	0.13	0.13	0.13

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	View Document
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document

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

The Choithram College of Nursing library offers a wide range of books and databases, open from 9 AM to 6 PM with extended hours during exams to accommodate students. It provides open access, allowing students to visit at their convenience, with hours aligned to their academic schedules. Library records, including book inventories and usage, are meticulously maintained through Accession Registers and physical logs. The library features 10 computers with internet access and DELNET facilities, available to students and faculty both on-campus and remotely via institutional login.

An annual Library Orientation Program is conducted for new students to introduce them to the library's resources and services. It includes demonstrations on accessing e-resources such as NDLI, Swayam, E-pathshala, and Shodhganga. These sessions provide comprehensive guidance on utilizing library resources effectively. Regular displays of new arrivals, health day themes, and newspaper clippings are featured to keep students informed and engaged. These initiatives help faculty and students make the most of library resources to enhance classroom teaching and support research activities.

Additionally, a central library on campus, open from 9:30 AM to 5:30 PM, houses over 2,000 medical books and subscribes to 37 national and international journals. It includes an air-conditioned reading room with ICT facilities, printers, and internet access. Books are systematically organized by subject, offering ample resources in areas like medicine, neurology, nephrology, and obstetrics and gynecology (OBG), contributing significantly to student academic growth. The library at Choithram Institute of Health Sciences, with 2,007 books, further enriches the learning experiences of faculty and students.

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

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3. SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Three of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

4.4.1

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

Response: 100

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

Response: 16

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

Response: 16

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

4.4.2

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

Response:

Choithram College is dedicated to keeping pace with technological advancements to provide an enriched learning environment for its students. Central to this effort is the college's fully equipped computer lab, which possesses multimedia capabilities and round-the-clock internet access. This ensures that students have constant connectivity, allowing them to engage in research, complete assignments, and enhance their computer skills without interruption. The college campus is enabled with Wi-Fi facilities and students, faculty can access internet services continuously without incurring additional costs. Internet facilities are available with Airtel Broadband of one GBPS. In addition to this sperate internet connection of 40 MBPS is available from the parent hospital. This ubiquitous connectivity extends to every floor of

the hostel, where Wi-Fi is available 24/7, complemented by camera surveillance to ensure security. The computer labs are specifically designed to support the college curriculum and facilitate instructor assignments, thereby integrating technology seamlessly into the academic framework. The college has total 75 computers out of which 41 are installed in computer lab, 10 in library and 09 in language lab for the use of students rest of the computers are in department, office and labs. All the systems are provided with internet facility through LAN. This provides ample opportunities for students to develop and refine their computer skills. All the classrooms are equipped with LCD projectors. 5 interactive Boards are also installed. DELNET (Developing Library Network), NDLI (National Digital Library of India), and a plethora of E-Journals are provided to the students and faculty to facilitate the use of various e-resources. The college has a functional website and upgrades regularly. To further support the academic needs of both faculty and students, the college provides photocopier and printers across various departments. These machines are capable of printing in both colour and black-and-white formats, making it convenient for students and faculty to produce high-quality print materials for their projects, presentations, and academic work. The availability of these facilities ensures that everyone on campus can easily access essential resources for their academic endeavours. By updating its IT facilities and providing sufficient bandwidth for internet connection, Choithram College of Nursing demonstrates its commitment to provide a technologically advanced and conducive learning environment for its students and faculty.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document

4.4.3

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

Response: ?1 GBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1

Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 0.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.36	0.55	0.78	0.68	0.63

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document

4.5.2

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Response:

The institution has established system and procedure for maintaining and utilizing physical and academic facilities.

Maintenance of Classrooms, Multipurpose Hall & Furniture: The maintenance of classrooms, multipurpose hall and furniture is managed by a dedicated individual. Classrooms are cleaned regularly to ensure a hygienic environment.

Maintenance of Library: The library's upkeep is meticulously overseen by the librarian, who handle various tasks including stock arranging, purchasing new materials, shelving, and the condemnation of outdated resources. To ensure that the library remains a vital academic resource, regular meetings of the library committee are held. These meetings serve as a platform to review and discuss library-related policies, ensuring that the library's operations align with the institution's academic goals.

Maintenance of Computer Lab and ICT facilities: In the computer lab and other ICT facilities, the IT committee of college and the members of the maintenance committee play crucial roles. They oversee the annual maintenance of all ICT resources, which includes the installation of new software, performing upgrades, and conducting other necessary technical procedures. The college adopts a sustainable approach by repairing electronic equipment in-house and reusing them whenever possible, reducing waste and promoting environmental responsibility.

Maintenance of Sports Facility and Campus Cleanliness: The maintenance of sports facilities and

overall campus cleanliness is another key focus area. The sports committee regularly holds meetings to manage and maintain sports equipment and facilities, ensuring that they are in optimal condition for student use. The housekeeping department plays a vital role in maintaining cleanliness across the campus, including the regular cleaning of washrooms. This department ensures that the campus environment remains safe, pleasant, and hygienic for all its occupants.

Maintenance of Physical Facilities: Physical facilities on the campus are maintained by Project office, housekeeping and engineering dept., electricians and plumbers who are available around the clock to address any emergent issues and is responsible for the uninterrupted power supply and maintenance of equipment like generator sets, general lighting, power distribution system, solar panels. The team of support staff is responsible for the maintenance of water pumping plants, sewage and drainage systems, ensuring that these essential services operate smoothly and efficiently. Continuous pest control measures are in place to protect the campus from infestations, and the upkeep of gardens adds to the aesthetic appeal and tranquillity of the college environment. Security services are robust, providing a secure environment for students and faculty. Additionally, sanitary services ensure that the waste is managed effectively, and the campus remains clean and orderly. Choithram College thorough its maintenance practices reflect its commitment to providing a high-quality educational experience. The coordinated efforts of the maintenance staff and IT, library, sports committees with housekeeping department ensure that every aspect of the campus is carefully looked after, allowing students and faculty to focus on their academic and professional pursuits without concern for their physical surroundings. Any maintenance complaints/suggestions are logged through specialized software Arogya Infotech Pvt. Ltd. Portal for prompt resolution. Choithram College is committed to maintains its infrastructure and facilities to ensure a conducive learning environment for students and faculty.

File Description	Document
Link for any other relevant information	View Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for log book or other records regarding maintenance works	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 34.31

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2022-23	2021-22	2020-21	2019-20	2018-19
49	88	151	125	98

File Description	Document
List of students who received scholarships/freeships /fee-waivers	View Document
Institutional data in prescribed format	View Document
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	View Document
Attested copies of the sanction letters from the sanctioning authorities	View Document
Any additional information	View Document

5.1.2

Capability enhancement and development schemes employed by the Institution for students:

- 1. Soft skill development**
- 2. Language and communication skill development**
- 3. Yoga and wellness**
- 4. Analytical skill development**
- 5. Human value development**

6. Personality and professional development**7. Employability skill development****Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link to Institutional website	View Document

5.1.3

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

Response: 68.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
198	204	202	210	205

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document
Any additional information	View Document
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document

5.1.4

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

Choithram College of Nursing, is one of the oldest colleges of Indore and was established in 1982 with the aim to provide quality nursing education at an affordable cost. The college has formed an International Student's Cell in year 2022. The Cell is headed by the Principal and teachers, support staff as members. The main aim of establishing this cell is to facilitate the aspirant international students with all kinds of services that they may inquire or require. All the details regarding admissions are available on college website. A person is designated to respond the quires regarding admissions promptly through telephone and/or mail. The institution strives to promote cross- cultural understanding, provide resources for academic and personal growth, and foster a sense of belonging among international students.

The objectives of the Cell are:

- Will ensure comprehensive support for international students throughout their academic journey, from enrolment to graduation.
- Will foster cordial relationships between international students and peers, faculty members and staff.
- Integrating international students into the various activities and events conducted by the institution.

The functions of the Cell are:

- Obtain information on annually enrolled students in B.Sc., and M.Sc. Nursing courses and collaborate with relevant departments.
- Orient newly enrolled students about the purpose, operations, and role of the cell, and provide contact details for grievance resolution.
- Organize biannual meetings with student representatives to address their concerns effectively.
- Offer counselling sessions on social issues and conduct special tutorials to aid in the comprehension of the local language.
- Facilitate seamless integration of students into college activities and premises.
- Resolve grievances of students regarding academics, accommodation, admissions, evaluations, or any other concerns during their tenure.
- Provide information about local customs, language nuances, and civic amenities.

The Alumni from the College is working in various countries across the globe. The institution is providing guidance and support for the Alumni to glow in the profession with high compassionate care to the needy. The College is initiate a collaboration with Wesleyan University, United States. The institution is trying to attract the student from other countries to study Nursing at this institute and hope that the NAAC accreditation in second cycle may support us to achieve the goal.

File Description	Document
Link for international student cell	View Document

5.1.5

The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

- 1. Adoption of guidelines of Regulatory bodies**
- 2. Presence of the committee and mechanism of receiving student grievances (online/ offline)**
- 3. Periodic meetings of the committee with minutes**
- 4. Record of action taken**

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2 Student Progression**5.2.1**

Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	7	4	4	2

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	7	4	4	2

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document

5.2.2

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

Response: 73.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	15	72	67	67

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

5.2.3

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

Response: 8.57

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

Response: 6

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 30

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	0	10	4

File Description	Document
Institutional data in prescribed format	View Document
Duly certified e-copies of award letters and certificates	View Document

5.3.2

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

Response:

The Student Nurses Association of the institution is an affiliated association of the student nurses under the umbrella of TNAI. The main purpose behind the establishment of SNA was to uphold the dignity and

to promote a team spirit among students with professional ethics. The association unit at the college stands as a dynamic and nurturing platform that promotes the comprehensive growth of nursing students. By emphasizing extracurricular involvement, the SNA not only supports academic excellence but also encourages participation in state and national-level competitions, helping students to develop diverse skills. Central to the SNA's initiatives are several activities designed to enhance the student experience. These include maintaining a comprehensive SNA diary and promoting public speaking and writing abilities through debates and speech competitions. The SNA also engages students in impactful projects such as health surveys and community outreach programs. Additionally, the SNA offers numerous opportunities for social, cultural, and recreational engagement, fostering harmony and well-being among students. The SNA is also deeply involved in significant outreach efforts, organizing events like World Safety Awareness Week, participating in national health initiatives such as the Pulse Polio Program, and observing important occasions like Newborn Week and World Breastfeeding Week. Beyond the SNA, the college is home to various committees that are committed to student welfare and institutional excellence. These include the Student Grievance Redressal Cell, the Anti-Ragging Committee, the Health Committee, the Sports Committee, the Sociocultural Committee, the Education and Library Committee, the Environmental (Hostel) Committee, and the Discipline Committee. Each committee has students representation and plays a vital role in ensuring the well-being, safety and academic success of the students. The SNA has achieved several notable milestones, including the election of student office bearers to prestigious state-level positions and various leadership roles within the institution. These accomplishments highlight the active student representation in institutional committees and the cultivation of leadership qualities among our students. The SNA remains committed in its mission to nurture future nursing leaders and to foster a culture of excellence and innovation. With a continued focus on student empowerment and holistic development, the SNA serves as a beacon of inspiration and achievement within our college community. It is widely recognized that student involvement in various committees offers valuable opportunities for developing leadership skills. We are thrilled and proud to share that, alumni from the college SNA Unit, Ms. Alina Elizabeth Mathew and Ms. Angela James, have achieved a significant milestone by serving as Vice President and Secretary, respectively, at the State Nurses Association in the year 2019-2021. This accomplishment brings great joy and pride to the Choithram family.

File Description	Document
Link for reports on the student council activities	View Document

5.3.3

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

Response: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	26	11	12	29

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

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 last five years.

Response:

The alumni association facilitates close interaction between the institution and the alumnae. The alumni association was formed to share knowledge, experience, and opportunities among the alumnae, the faculty, and the students. The Alumni Association was formed in 2017 and registered under the Madhya Pradesh Societies Act 1973 vide Registration No. 03/27/01/19/848/17 dated 21/06/2017. Biannual meetings are conducted.

The alumni have made significant contributions in several ways. Alumni expert lectures are organized, where experienced professionals share their knowledge with current students, helping them understand the real-world applications of what they learn in the classroom. Alumni also donate books to the college library, providing students with valuable resources for their studies. Additionally, they help students find job placements by connecting them with potential employers, which is a crucial step in launching their careers.

The alumni's ongoing involvement shows a strong connection between the college's past and present, maintaining a tradition of excellence and community services.

Alumni Contributions

The alumni of our college are invited as resource persons, subject experts to address in conference and Seminars.

Feedback on curriculum is collected from alumnae and their suggestions are incorporated during syllabus revision. Alumnae's representation is ensured in the IQAC and Academic Advisory Board Meetings.

The alumnae are invited as experts in orientation programmes, placement trainings, workshops and endowment lectures.

They contribute towards students' welfare by donating books, sponsoring students' education and contributing for scholarship.

The alumnae from corporate and private sectors support in our students' placement initiatives.

Our Golden Alumni

Dr. Chetna Joseph- Principal, RD Gardi Nursing College

Ms. Harpreet Kaur- Registrar Cooperative Societies, Haryana Civil Services

Ms. Varsha Hariharan- Midwife Consultant, Qatar

Mr. Jaydeep Herbert- COO, Vidyanta Skill Institute

Ms Rachna Pandya-Director, Registered Nurse Academy

Ms. Josmi Kurien-Manager Quality, New York

Ms. Sijo M. Thomas-Senior HR Manager, Zest Consulting LLC, USA

Ms Prasita Nair-Head of clinical Operations@ Epoch Elder Care

Capt. Rebecca Thomas- Military Nursing, Pune

Ms. Mekhna Paul- Psychologist, Trissur Kerala

Ms. Merlin Christie- Embryologist, Kanwal Infertility Centre

Ms.Kusum Purohit- Principal, Government College of Nursing, Rajasthan

Ms. Mary Kalihari- Nurse superintendent, ESIC

Mrs. Anju Bobin

Head of Learning and Quality, Epoch Elder Care, Gurgaon

Mrs. Rashmi Philip

Senior Nurse Educator

NM health care UAE

Ms. Alina E. Mathew- SNA Secretary

Ms. Anjela James- SNA Vice President

The alumni network is more than just a group of former students; it's a community that continues to support and inspire each other. These biannual meetings are not just reunions; they are opportunities to

share ideas and work together on projects that benefit the college and the wider community. These efforts reflect the values of leadership and service that Choithram Nursing College instilled in its students.

In summary, the Choithram Alumni Association is a supportive group that highlights the lasting impact of the college. Through their regular meetings and various contributions, they help current students and uphold the college's legacy of quality education and service to the community. This ongoing support from alumni ensures that the values and traditions of Choithram Nursing College continue to thrive and inspire future generations.

File Description	Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for audited statement of accounts of the Alumni Association	View Document

5.4.2

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

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

Response: C. Any three of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Choithram College of Nursing, established in 1982, one of the oldest nursing institutions, has now been transformed into a premier destination for nursing education. The institution was founded with the paramount aim of delivering the world-class education to the nursing aspirants.

The Vision: To focus on the all-around development of nursing students and empowering the nursing profession through integrated education, holistic healthcare services, and clinical research.

As enshrined in the Mission, the institution through its co-curricular forums imparts leadership and organisational skills among the students.

The Mission:

- To ignite the flame of positivism and self-belief in every nursing student, nurturing them into confident, compassionate, and service minded well-rounded professionals.
- Delivering a comprehensive and integrated nursing education fostering academic excellence and professional competence
- Equip nursing students with advanced skills to innovate and lead in global healthcare through research and entrepreneurship.
- Develop ethical values to shape balanced and resilient individuals.
- Empower nursing students with scientific temperament, leadership, critical thinking, and evidence-based care to become future leaders making impactful societal contributions.
- Ensure continuous quality improvement and innovation in our educational programs, healthcare services, and research initiatives.
- Stakeholders engage in collaboration to enhance public health and well-being.

The institution has decentralized administration and the governance is participatory, operating under a clear hierarchy. Authority flows from the governing body, led by the managing trustee, to the CEO, then to the Director of the Education Service Unit, and subsequently to the principal, who delegates it to various functionaries within the college. HOD's and committee heads have full autonomy to plan and execute activities. This structured and inclusive governance ensures role clarity, efficient management, and decision-making. Leadership in students is cultivated by assigning them additional responsibilities like appointing them as heads of various committees and organizing different events and field trips to offer students valuable real-life experiences. Stakeholders, including alumni, parents, students, and employees, actively participate in decision-making through their involvement in institutional committees such as IQAC, Anti-ragging, Parent Teacher Association Committee, and Sexual Harassment Committee. Regular meetings, facilitate discussions on various agendas, review actions taken, and solicit input for further enhancements. This inclusive approach ensures that diverse perspectives contribute to

the institution's continuous improvement, fostering an environment of moral and ethical values. The institution offers clinical experiences in NABH, NABL and Nursing Excellence-accredited multi-specialty tertiary care parent hospital, and also facilitate specialized clinical postings in prestigious specialty hospitals of the city. The exceptional learning experience is supported by experienced and committed faculty and state-of-the-art infrastructure. The institute nurtures academic excellence along with cultural and social awareness. Student support is provided through effective counseling, a mentor-mentee program and a grievance cell. The institution boasts 100% job placement rate. Teachers benefited from regular development and training programs, ensuring they stay at the forefront of pedagogical advancements. A research-friendly environment is fostered by incubation center and the application of evidence-based practices. Different facilities and aspects create a holistic and enriching learning experience. Through these initiatives, Choithram College of Nursing sets high standards in nursing education, shaping future healthcare leaders.

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

6.1.2

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

Response:

The leadership and governance of the college is based on the principle of participatory, democratic and transparent approach. The institutional Trust created Education Service Unit (ESU) with a vision creating learning experiences in individuals and nurture them into balanced, resilient and responsible citizens. The ESU is headed by the Director. The Principal is academic as well as administrative head at institution level and responsible for implementing the decisions taken in various statutory bodies. The Vice Principal and Department Heads, with their defined roles and responsibilities, assist the Principal in day to day working. The College has a Governing Body and an Academic Advisory Board having members from heads, four teachers, an alumni and a student. The College has established several committees reflecting the participatory culture including the Education Committee, Library Committee, Disciplinary Committee, Anti-Ragging Committee, Grievance and Redressal Cell, Hostel Committee, Co-Curricular Committee, and Alumni Association to effectively implement programs in accordance with the guidelines provided by statutory bodies. These committees play a major role in college administrative and academic activities. Student bodies such as SNA, NSS, and the Red Ribbon Club actively function within the College promoting leadership abilities among students. These committees comprise faculty, distinguished professionals from other fields, hospital administrators, students and parents who participate in policy-making decisions and provide advice on relevant matters. Students are integral to the committees, actively planning, organizing, and managing activities to develop their leadership and management skills. By participating in various committees students as well as faculty members develop

leadership in both academic and administrative are due to that power is delegated among the stakeholders that implies participatory management in the institution.

Under the proficient leadership of the Principal and IQAC Coordinator, Class Coordinators meticulously plan the academic year for each batch, addressing their academic requirements, including course plans, unit plans, educational visits, and clinical experiences. To ensure smooth functioning and execution, various coordinators manage specific areas such as academics, clinical practice, co-curricular activities, sports and research. The administrative staff handles essential liaison work with the university, state, and national nursing councils, and other regulatory authorities, ensuring the institution remains compliant with all regulatory requirements and standards. The funds are managed by an accountant and made available on demand for activity execution. Timely feedback from stakeholders allows for continuous improvement and modification of existing perspective planning. By fostering a decentralized and participative management approach, Choithram College of Nursing ensures effective governance and continuous institutional improvement, thereby contributing to overall excellence in nursing education.

File Description	Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The College strives to reach the pinnacle of excellence in nursing education through realistic planning and implementation by the compassionate management, realizing the goals and objectives as per Vision, Mission and Philosophy. The Organogram of the Institution clearly indicates the organizational structure of the Institution for the smooth functioning of the Institution. The Institution has a set of well-defined rules and procedures which forms the central framework in the organization of the Institution. The Management, Director (ESU), Principal, Vice Principal, HOD's and various committees takes a vital role in the decision making and to devise and deploy strategic plan. Faculty members are given adequate representation in different committees to augment the quality of teaching-learning process. The Principal holds all the powers with regard to academic and administrative matters. Financial matters are finalized by the Principal in consultation of Director of EDU. The HOD's distributed academic works and monitored its proper and timely execution. The perspective plan for development is prepared keeping in mind the futuristic plan and growth of the institution and quality improvement. All the proposals were scrutinized for their necessity, feasibility and cost effectiveness by the Director (EDU) followed by Management and they were approved. The institution formed IQAC, Education Committee, Library Committee, Disciplinary Committee, Anti-Ragging Committee, Grievance and Redressal Cell, Hostel Committee, Co-Curricular Committee and Alumni Association, diligently adhere to relevant rules and

guidelines to achieve the strategic plan. These committees play a crucial role in maintaining high standards of education and governance. The IQAC focuses on quality assurance, the Education Committee ensures academic excellence, and the Library Committee manages resources for optimal learning. The Disciplinary and Anti-Ragging Committees maintain a safe environment, the Grievance and Redressal Cell promptly addresses concerns, and the Hostel Committee oversees student accommodation and welfare. The Co-Curricular Committee fosters holistic development through extracurricular activities, while the Alumni Association strengthens the bond between past and present students, contributing to the institution's growth. The college has a comprehensive strategic plan effectively deployed through its committees. The Strategic Planning and Deployment Document (SPDD) reflects the commitment towards excellence and adherence to standards set by the Indian Nursing Council, Madhya Pradesh Nursing Registration Council (MPNRC) and affiliating University. Following thorough discussions and meticulous planning aligned with the mission, vision, quality policy, core values, stakeholder expectations, and SWOC analysis, Choithram College of Nursing has established its strategic goals in academic excellence, conducive teaching-learning ambience, state-of-the-art infrastructure, effective clinical training through parent hospital, effective governance, overall development of personality of students through regular organization of Curricular, Extra-curricular and Extension activities, Development of ECO system and Initiatives towards quality improvement. In conclusion, the institution has established itself as a leading institution in nursing education with the implementation of its strategic plans, which demonstrates its dedication to academic excellence, sustainability and societal impact.

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The management and administration of the College are deeply committed to the welfare of their employees, reflecting a holistic approach to faculty and staff well-being. The college's comprehensive faculty welfare policy fosters a sense of ownership among the employees and significantly contributes to their retention.

Welfare Measures for Teaching Staff:

- **Professional Development:** The management actively encourages and motivates the teaching staff to pursue continuing education and attend various conferences and workshops. This is facilitated through special leave and financial support, enabling faculty members to stay abreast of the latest developments in their fields. Furthermore, regular Faculty Development Programme is conducted to ensure that the staff remains updated on recent trends and advancements in nursing and healthcare.
- **Financial Benefits:** The institution offers financial benefits, including provident funds, gratuity and pensions, ensuring long-term financial security for the faculty. These measures provide a safety net and peace of mind, allowing the faculty to focus on their professional responsibilities without financial worries.
- **Transportation and Recreation:** Transport facilities are provided, making commuting convenient and stress-free for the faculty. Additionally, the college offers extensive recreation facilities, including a sports complex with swimming, indoor and outdoor games, a lush green campus, yoga classes, and a gymnasium. These facilities promote a healthy and balanced lifestyle, contributing to the overall well-being of the staff.
- **Healthcare and Accommodation:** Faculty members benefit from free/ subsidized medical care at the parent hospital, ensuring their health needs are adequately met. Free campus accommodation is also provided to the faculty members.

- **Leave and Performance Evaluation:** The college offers various leave benefits, including special, on-duty leave and maternity leave, supporting the work-life balance of the faculty. The annual performance appraisal process evaluates faculty performances based on stipulated criteria, with promotions awarded accordingly.
- This transparent and merit-based system motivates the faculty to excel in their roles.
- **Technological Infrastructure:** A WIFI-enabled campus ensures that faculty members have constant access to the internet, facilitating research, communication, and continuous learning.
- **Welfare Measures for Non-Teaching Staff:**
 - **Financial and Medical Benefits:** The non-teaching staff are also well-supported with provident funds, Employee State Insurance (ESI), gratuity, and pensions. Additionally, they receive medical benefits and concessions, ensuring that their healthcare needs are adequately met.
 - **Professional Development:** In-service training programs are regularly conducted to enhance the skills and competencies of the non-teaching staff. This investment in their professional development not only improves their performance but also boosts their morale and job satisfaction.
 - **Emergency Support and Recognition:** The college provides for an emergency contingency loan, offering financial support during unforeseen circumstances. Dedicated non-teaching staff members are recognized for their service, fostering a culture of appreciation and loyalty.
 - **Leave Benefits:** Maternity leave and other leave benefits are available to the non-teaching staff, ensuring that they can balance their personal and professional lives effectively.

This holistic approach to employee welfare ensures that both teaching and non-teaching staff are well-supported, motivated, and equipped to contribute to the institution's success.

File Description	Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document

6.3.2

Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 64.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	29	04	23	20

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Office order of financial support	View Document
Institutional data in prescribed format	View Document

6.3.3

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

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 10.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	11	13	11

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

6.3.4

Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course

etc.) during the last five years..

Response: 95.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	32	24	40	33

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View Document
Link of AQARs for the last five years	View Document

6.3.5

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

Response:

The Performance Appraisal System at Choithram College of Nursing is designed to assess both teaching and non-teaching staff systematically. This comprehensive system helps in recognizing achievements, identifying areas of improvement, and facilitating professional growth within the organization. All the evaluated appraisals are forwarded to the Director (ESU) by the Principal after her evaluation for final appraisal. For teaching faculty, the performance appraisal criteria encompass various essential aspects of their roles. These include classroom and clinical teaching effectiveness, skills in supervising patient care, involvement in conducting research, additional responsibilities undertaken, participation in professional activities, and personal attributes. Each faculty member begins the appraisal process with a self-evaluation, reflecting on their performance across these domains throughout the year. This self-assessment encourages self-awareness and personal accountability, allowing individuals to identify their strengths and areas for improvement. Following the self-evaluation, the Head of Department (HOD) conducts an independent assessment of the faculty member's performance. This dual-level evaluation ensures that both personal insights and external observations are considered, providing a balanced view of the faculty member's contributions. After completing these assessments, a one-on-one interaction between the appraisee, the HOD, and the principal is scheduled. This interaction is a crucial component

of the appraisal process, serving as a platform for in-depth discussions about the faculty member's performance, skills, and professional growth within the department. During this meeting, the appraisee has the opportunity to receive constructive feedback on their strengths and weaknesses. Additionally, this session allows faculty members to share their ideas and suggestions for enhancing the quality of education at the institution. Such open dialogues encourage a culture of continuous improvement and innovation, where faculty members feel valued and heard. Based on the score achieved in the assessment, increments and other rewards are determined, linking performance directly to tangible outcomes. The performance appraisal system is designed to be non-biased and transparent, thereby minimizing potential conflicts and fostering a fair evaluation process. By providing a structured yet flexible framework for performance reviews, the system helps to highlight individual achievements and skills, while also emphasizing the importance of teamwork and collaboration. Feedback on teachers' performance has also been taken from students. For non-teaching staff, the performance appraisal process follows similar guidelines, ensuring consistency and fairness across the institution. Non-teaching staff members also begin with a self-assessment, followed by an evaluation conducted by their supervisors. A one-on-one discussion with the head of the institution is then conducted to review their performance comprehensively. This process allows non-teaching staff to receive feedback, discuss their professional development, and share their perspectives on improving institutional operations. By systematically evaluating the performance of teaching and non-teaching staff, the college not only recognizes and rewards individual contributions but also promotes a culture of continuous improvement and professional growth. This approach ensures that all staff members are aligned with the institution's goals and are motivated to contribute to its success, thereby enhancing the overall quality of education and services provided.

File Description	Document
Link for performance Appraisal System	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Choithram College of Nursing is a self-financing institution. The centralized accounts department plays a vital role in efficiently utilizing the financial resources required for the growth of every area of the institution. Fees collected from the students is the major source of income. On the basis of the student intake, teaching and non-teaching faculty requirements, laboratory materials, library books requirement and infrastructural needs, the fund requirements are to be worked out with the help of Auditors. Further, Institute follows a budgeting process.

The system for monitoring the effective and efficient use of financial resources is outlined as follows:

Prior to the start of each financial year, the Principal and Administrative team collaborate to prepare and submit a budget allocation proposal to the Central Accounts Department. This proposal incorporates

recommendations from department heads and is subsequently reviewed by management. The college budget covers both recurring expenses such as salaries, electricity, internet charges, maintenance, stationery, and other consumables and non-recurring expenses, including lab equipment, library, furniture, and developmental projects. The institute adheres to a defined purchase policy, managed through a centralized Purchase Department responsible for acquiring stationery, consumables, housekeeping materials, chemicals, glassware, and other equipment. The department ensures cost-effectiveness by comparing estimates from at least three vendors before finalizing both rates and suppliers for each item. The Purchase Department meticulously plans and schedules to maximize the utilization of all facilities, including laboratories, classrooms, and sports amenities, ensuring shared access among departments. Prior to making any purchase, a thorough justification is required, and approval must be obtained. This process ensures efficient procurement and optimal use of institutional resources. The Accounts Department oversees the monitoring of these expenses according to the approved budget. Additionally, depreciation costs for assets purchased in previous years are calculated. The internal audit process involves a comprehensive review of expenses under various categories through meticulous verification of bills and vouchers. Any discrepancies identified are reported to the Principal. External audits are also in existence. These processes demonstrate the institution's commitment to financial transparency and discipline. The measures in place ensure the prevention of misappropriation of funds or assets. The primary objective of resource mobilization and optimal resource utilization is to position the institution as a benchmark for excellence, aligned with quality teaching and distinctive growth.

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

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Choithram College of Nursing is one of the units of Choithram Charitable Trust and a well-established centralized Accounts Department is responsible for conducting regular audits. There is an established system for conducting the internal and external audits effectively. Internal audit conducted for every financial year by the internal committee constituted by the management. The committee members thoroughly verify the income and expenditure details and the compliance report of internal audit is submitted to the management of the institution through Principal. External audit is conducted annually by an external agency NRSM & Associates, Chartered Accountants. Last audit was completed for the financial year 2022-23 and for the current financial year 2023-24 it is under process. There was no special issues or matter pointed in the audit report. Audit reports are uploaded on college website. The regular and effective auditing system is a cornerstone of the institution's financial integrity, reinforcing

its commitment to cautious financial management and optimal resource utilization.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document

6.4.3

Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

Response: 219.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.62	148.1	27.39	1.000	42.76

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Annual statements of accounts	View Document

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

IQAC was established on 14/ 06/2012. The institution has developed a dynamic quality assurance

mechanism which has driven initiatives for promoting excellence, supported implementation of the steps towards enhancing quality and monitored the impact of such actions.

The mechanism adopted involves an Internal Quality Assurance Cell that functions at the college level. The Internal Quality Assurance Cell of the college is constituted as per the guidelines of NAAC and includes representatives from teachers, administrators, students, parents, external experts and industry / employer organizations.

The institute wishes to assure quality learning, teaching, research, research training and service delivery through a regular review and improvement process. The institutional aim is to provide a stimulating and innovative environment for learning and teaching, student experience, research and innovation, community and alumni engagement, and to enhance staff, infrastructure and organizational capabilities. Its approach to quality assurance and continuous improvement is to learn from best practice, and benchmark against leading educational institute.

Activities of IQAC:

- Conduction of IQAC meetings.
- Prepare the objectives, action plan and review action taken of IQAC in the beginning of each academic year.
- Monitors the Programmes planned by the various committees of the institution.
- Organize workshops/ seminars on quality related themes for the teaching faculty, students and nonteaching staff every year.
- Initiate AAA for the academic session 2022-23.
- Process of ISO Certification is under process.
- Facilitate the creation of a learner-centric environment conducive to quality education and faculty maturation for participatory teaching and learning process.
- Participates in feedback collection from students, parents and other stakeholders on various parameters.
- Disseminates the information to faculty and students on various quality parameters of nursing education.
- Documents various programmes/activities leading to quality improvement.
- Compiles the documents for Annual Quality Assurance Report (AQAR).
- Prepares and submit AQAR to NAAC.
- Coordinating participation in external quality assurance activities like NAAC accreditations, AISHE, INC & MPNRC.

Monthly snapshot reports are prepared, analyses and presented

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document

6.5.2

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

Response: 80.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	19	35	40	2

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

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC)**
- 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements**
- 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.**

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)**Response:** A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Annual report of the College	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Total number of gender equity sensitization programmes organized by the Institution during the last five years

Response: 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	2	2	3

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Extract of Annual report	View Document
Copy of circular/brochure/ Report of the program	View Document

7.1.2

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

Response:

The institution meticulously focuses towards the development of nursing students in curricular and co-curricular activities irrespective of gender, caste, creed and financial background of the students. The curricular and co-curricular activities are regularly organized to promote gender equity and sensitization. The institution promotes gender sensitization through different activities like workshops, seminars, guest lectures, street plays, poster exhibitions, counselling etc. Various programs on women's rights, women's laws, women empowerment and cyber security are conducted. International Women Day has also been celebrated. Gender Audit has been initiated in the institution.

Specific facilities provided for women in terms of:

Safety and Security

- The institution has different committees such as Anti – Ragging Committee, Anti-sexual Harassment committee, Gender Sensitization and women Empowerment cell. Students Grievance Committee and Discipline Committee, to provide quick relief to the students and to ensure the maintenance of decent and moral atmosphere within the campus.
- our institute provides self-defense training for female students and conducts awareness programs on women's rights, empowerment, and cyber security for the safety of all.
- 24-hour CCTV surveillance is maintained in the college, helps to keep a check on student's activities. Students and other employees in the college too remain cautious about the surveillance. Students wear identity cards at all times to ensure their identity.
- Separate hostels for boys and girl students exist on the campus. Behavior of students is monitored under set of well -defined rule under the guidance of wardens.
- Girls' hostels have only female wardens and teacher supervisors. Duties of supervisors are arranged in such a manner that supervisors remain there continuously for 24x7hrs. Hostel wardens also reside within the hostel premises. Female sweepers are there in each girl hostel. No males are allowed in the hostel premises without due permissions.
- Strong security personnel deployed all around the campus to create secure enrolment.
- Separate wash-rooms are available for girls and boys. 24 hour's water is available with proper ventilation in the washroom.

Counselling

The institution established **“Psychosocial Wellness and Care Cell (SAMVAAD)**, which includes two faculty members to ensure, the counseling shall be one to one and confidentiality will be maintained. Counseling provides not only an opportunity to the teachers to assess student's attitudes, weakness and challenges, but also to provide the tools and insights to manage depression and distress.

Common Room

A Common Room with an attached Wash Room is the primary facility required for the girl students to meet to their personal needs. As such the institution has provided a spacious Common Room to the girl students with adequate seating facility. Besides the common room for the girls, there are separate wash room for boys and staff.

Day Care Centre for Children (creche)

The Day Care Centre (Creche) was established in 2010. It was an initiative towards promoting social empowerment of Female Employees. Focusing on a major concern of promotion of exclusive breast feeding, and leaving behind their children at home, day care center (Creche) has been started.

File Description	Document
Annual gender sensitization action plan	View Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
Link for any other relevant information	View Document

7.1.3

The Institution has facilities for alternate sources of energy and energy conservation devices

- 1. Solar energy**
- 2. Wheeling to the Grid**
- 3. Sensor based energy conservation**
- 4. Biogas plant**
- 5. Use of LED bulbs/ power efficient equipment**

Response: C. Any three of the above

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

7.1.4

Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**

- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The college has an ambient atmosphere and gives prime importance to keep the campus clean and eco-friendly. The Institution facilitates several techniques for the management of degradable and non-degradable waste. The primary focus is to reduce, reuse and recycle the waste. The institute has different dustbins to segregate the different waste like solid, biomedical, etc. Every day the waste is collected in bins and disposed to a place where it can be converted into manure.

Solid Waste Management

For solid waste management different bins have been placed at prominent places. This ensures that solid waste segregated at the source. It is also ensured that the recycling of all these components is done in minimum cost and labour.

Liquid Waste Management

Liquid Waste is being treated through Effluent Treatment Plant (ETP). The campus generates 3.5 lacs liters of liquid effluent per day. The ETP plant was commissioned and started functioning since 26th September 2001. the plant was designed to implement the following principle:

- Screening and removal of coarse solid through bar screening.
- Floating and removal of free oil and grease by grease trap.
- Collection, equalization and simultaneous aeration in a tank.
- Flocculation, absorption. Oxidation and biodegradation by microbes in aeration tank.
- Separation of Biomass in clarifier tank followed by high-pressure filtration.
- Disinfection of the treated effluent with hypochlorite.
- Drying of separated sludge in sludge bed by solar heating.

The output of the ETP Plant is approximately 3 lac liters of water per day, which is used for gardening, and irrigation of the vast green belt spread over 36 acres. The treated water is also used for toilet blocks in part of the residential/ hospital area. Approximately 5000 kg sludge each month coming from the ETP is disinfected with hypochlorite dried by sunlight and used as manure.

Biomedical Waste Management

Waste is classified as hazardous or non-hazardous, or as infectious and other hazardous types. The hospital generates various waste types, including Human and Animal Anatomical waste, Microbiology waste, Sharp waste, Soiled waste, Discarded/Cytotoxic drugs, Plastic disposables, and Liquid waste. These are segregated, collected, stored, transported, and then sent for treatment and disposal.

E-Waste Management

Institution generated E-waste in form of Computers, Monitors, Telecommunication equipment, Electronic devices and LED bulbs and Tube lights. College condemns these products and send it to IT department of Hospital. Total E- waste generated by Campus is stored at a place and is given to the authorized vendor in every 6 months.

Waste recycling system

Biodegradable kitchen waste from mess and cafeteria (Waste food), horticultural waste such as dried leaves, twigs, and plant clippings is collected from all around the campus and used for vermicomposting. Vermicomposting so produced is enriched with water soluble nutrients and is used in organic farming.

Hazardous Chemicals and Radioactive waste Management

At Choithram Hospital, chemical waste from the production of biological products, disinfection, and insecticides managed through chemical treatment. The College of Nursing does not use hazardous, chemical, or radioactive products.

File Description	Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for geotagged photographs of the facilities	View Document

7.1.5

Water conservation facilities available in the Institution:

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

Response: All of the above

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

7.1.6**Green campus initiatives of the Institution include**

- 1. Restricted entry of automobiles**
- 2. Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastics**
- 5. Landscaping with trees and plants**

Response: A. All of the above

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

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

- 1. Built environment with ramps/lifts for easy access to classrooms**
- 2. Divyangjan friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading**

software, mechanized equipment

5.Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).

Response:

The College has always exhibited its concern for the need of an inclusive society. As a renowned and oldest institution for Nursing education in the city of Indore, the college has ensured that inclusivity is an integral part of the college eco system. The institution serves all its stakeholders without any discrimination, irrespective of gender, class, religion and ethnic background. Though the students and staff members hail from different socioeconomic, cultural, regional, linguistic background, all of them were given equal opportunities for their personal and professional development.

The various extension activities, extra-curricular activities and almost every programme/project or function held in the College would bear testimony to its culture of inclusiveness. Conscious and deliberate efforts have been made over many years to cultivate an atmosphere where tolerance, equality, harmony and social responsibility become the natural outcome of all our endeavors.

The activities vary but the underlying objective is always to promote a sense of good citizenship and a participative social role. Themes like Organ Donation Awareness, discouraging use of plastic, leadership camps for girl students, Cleaning up premises etc. Independence Day is celebrated by interacting with and showing our gratitude to policemen, sweepers, security personnel and auto drivers. Campaigns to create awareness about breast cancer, self-defense, environment conversation, sexual harassment and its challenges and solutions, social media and its pros and cons all these activities and many more, serve to create an atmosphere where the core values of equality, inclusiveness and harmony are promoted in a natural and healthy manner.

Students from different parts of the country constitute college family. This heterogeneity is aimed, so that cultural, regional, linguistic, communal and socio-economic tolerance is transmitted to the student community. This also enables students to learn to work in a multi-cultural organization. The faculty in-charge of National Service Scheme (NSS) and Red Ribbon Club (RRC) also encourage students from different cultures to join hands together for the extension activities that come under their banners. During NSS camps the volunteers gather information regarding the socio-economic status of the villages they have camped in. This enables them to understand the way of life of under privileged and also motivate them to help the people in need. To foster cultural awareness, various value-added courses are offered which would empower students in terms of understanding cultural diversity.

The college reflects the cultural diversity by hosting events like Dandiya nights, Pongal, Diwali, Onam, Holi, and Eid, familiarizing students with various traditions and showcasing cultural richness. Through curricular and co-curricular activities, the college broadens student awareness, welcomes multiple perspectives, and builds social skills. A uniform dress code instils equity among students. Active participation in national festivals and important days fosters moral values and unity.

Language and soft skill programs enhance professional skills for students from diverse backgrounds. Regular personality development, gender sensitization, and professional ethics programs are conducted. ICT tools and periodic training are provided. Separate hostels for boys and girls ensure equal treatment and harmony among students.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff**
- 4. Annual awareness programmes on the code of conduct are organized**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Details of Programs on professional ethics and awareness programs	View Document
Web link of the code of conduct	View Document

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

The institution actively organizes various international and national days, as well as festivals, to foster unity and respect for individual differences. Student life extends beyond just grades, degrees, and exams—academic achievements are important, but they are only one aspect of a student's holistic development. Colleges and universities play a vital role in shaping well-rounded individuals who are not only academically proficient but also socially responsible and aware of broader societal issues. It's essential for these institutions to instill a sense of social responsibility in students, sensitizing them to various social causes and issues, so they can act responsibly both within and beyond the classroom.

Choithram College of Nursing achieve this, through the establishment of units such as the National Service Scheme (NSS), which focuses on fostering a sense of national and social values among nursing students. Social responsibility entails maintaining a balance between various sectors of society, both economically and socially. It also involves contributing to environmental welfare, which is critical to our survival. By participating in social responsibility initiatives, students learn the importance of community service, environmental conservation, and equitable development.

Choithram College of Nursing exemplifies this approach by actively involving its students in a variety of activities centered around social and national causes. The college emphasizes the importance of celebrating national and international days with enthusiasm, commemorating the ideologies of nationalism, and paying tribute to national leaders. This practice not only instills a sense of patriotism but also encourages students to reflect on the values and contributions of these leaders.

The institution celebrates significant days. Each of these celebrations is an opportunity for students to engage with the historical, cultural, and social aspects of their country and the world, fostering a deeper understanding and appreciation of their heritage and civic duties.

For example, Independence Day and Republic Day celebrations remind students of the sacrifices made

by freedom fighters and the importance of upholding democratic values. The Birth Anniversary of Swami Vivekananda, known as National Youth Day, inspires students to adopt the values of service, strength, and wisdom promoted by Vivekananda. Teachers' Day, celebrated on the birth anniversary of Dr. Sarvepalli Radhakrishnan, emphasizes the significance of education and the role of teachers in shaping the future. International Yoga Day promotes physical and mental well-being, while Gandhi Jayanti encourages students to reflect on the principles of non-violence and truth. International women day signifies the equality of women in all aspects of life.

The celebration of International Nurses Day underscores the vital role of nurses in healthcare and aligns with the college's emphasis on nursing education. Participating in these events fosters a sense of pride and responsibility among Choithram College of Nursing students towards their profession and society.

In conclusion, a student's life is enriched by experiences beyond academics. Engaging in socially responsible activities and celebrating significant days helps students become well-rounded, conscientious, and proactive members of society. Choithram College of Nursing foster this holistic development by promoting social responsibility and civic engagement.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I:

1. Title of the practice: "Practice to perfect-Clinical Education Program for student Trainee Nurse".

2. Objective of the practice:

- To Understand the complexity of the work environment including the diverse challenges, interactions, and factors that influence workflow and decision-making.
- To promote a sense of belonging and support among new joiners and to facilitate their integration into the hospital team.
- Engaging in strategies to improve its effects to render higher-quality and safer care. Keeping this view every year, the institution recognizes the need of this seven days Interns Training Program.

3. The Context:

- To provide high-reliability cultures of safety. This means implementing rigorous protocols, continuous training, and creating an environment where staff feel empowered to report mistakes or near-misses without fear of punishment. The goal is to create a culture where safety is ingrained in every aspect of patient care, minimizing risks and enhancing overall outcomes.
- To capitalize on evidence-based practice which offers favorable working conditions to nurses.
- For nurses, this means working in environments where they have access to the latest research, technology, and resources that support best practices. Favorable working conditions include adequate staffing, access to continuing education, supportive management, and opportunities to collaborate with other healthcare professionals.
- Emphasis on the need to improve health care systems to enable nurses to not be at the “sharp end” was given so that they can provide the safe and quality care. This training program emphasizes the importance of creating a supportive and safe environment for nurses, which in turn leads to better patient care and overall healthcare quality

4. The Practice: The training program included:

- Integrate Theoretical Knowledge with Practical Skills: Educated about practical procedures.
- NABH standards and Nursing excellence based clinical practices followed in our parent hospital.
- Refine the institutional recruitment policy to attract and select qualified candidates, and provide them with a thorough orientation to align them with the college’s mission and operational framework.

5. Evidence of Success: The intern nursing students actively participated in the six-day training program, showing great enthusiasm and gaining significant benefits from the experience. The institution received highly positive feedback from the hospital management, especially as the students were successfully integrated and performed well in various hospital units following their recruitment.

6. Problems Encountered and Resources Required: With greater student involvement, this practice is bound to be highly successful. No particular issues were encountered during the training sessions.

7. Notes: This clinical competency program, initiated in 2015, was designed to prepare students for professional practice and has been conducted annually during their internship period. The most recent training took place from February 13th to 18th, 2023, with the goal of ensuring that new nursing graduates have a thorough understanding of the hospital's policies, nursing protocols, procedures, and culture, as well as their roles and responsibilities within the hospital.

Best Practice – II:

1. Title of the Practice: Establishment of “**Multidisciplinary Behavior Intervention (MDBI) Centre**”.

2. Objectives of the Practice:

- To train the B.Sc., Post Basic B.Sc. and M.Sc. students in the subject of Mental Health.
- To help the patients suffering from psychiatric illness including children, adolescents, adult and geriatric population with comprehensive treatment, counseling and specialized psychotherapies.
- To provide outreach services to community at large through camps.
- To offer liaison services.

3. The Context:

- In the broad spectrum of health care delivery, medicine has grown to be more psychosocial. Broadly speaking, 'illness impaired role function' may result from factors not wholly organic, but social, psychological, cultural and economic also.
- Social & psychological problems are basic to the understanding and total care and treatment of a patient, and if such problems are not considered, many times medical treatment fails.
- Serving the vision and mission of Choithram Hospital, Nursing College has extended its services towards meeting the psychological needs of the patients at the OPD basis. It is done in an independent setup by the name of **Multi-Disciplinary Behavior Intervention Centre**.

4. The Practice: The activities included:

- **Psychotherapies** – Listed below are particularly used with patients in the Centre:
- Grounded Techniques
- Cognitive Therapy
- Psycho-Educational Approaches
- 4 'R' Techniques
- Emotional-Freedom Techniques
- Parent Effectiveness Training
- Behavior Therapy
- Relaxations/Breathing Exercises
- Family interventions
- Parenting Skill Training
- Individual Counselling
- Mindfulness

Students Placements –

- B.Sc., Post Basic, and M.Sc. Nursing students are placed at the Multidisciplinary Behavior Intervention Centre, where they take histories, conduct Mental Status Examinations, and observe or participate in therapeutic and counseling sessions led by Counsellors/Therapists.

Mental Health Camps in Different Areas –

- Breaking the four walls of hospital, reaching the door steps of people, and emphasizing the importance of prevention of disease and promotion of health, the Centre organizes various camps.

Liaison Services –

- The Centre has started working with other departments like Cancer, Cardiology, Gastro-intestinal, Nephrology, General Medicine, Neurology, and Pediatric Departments.

5. Evidence of Success:

- Various consultants refer patients. Patients generally referred here are suffering from depression, anxiety, panic, obsessive compulsive disorder, substance abuse, Somatization disorder, Intellectual disability, attention deficit hyperactivity disorder, behavioral disorder, conversion

disorder, hypochondriasis, post- traumatic stress disorder, and scholastic backward performance etc.

- These patients are given guidance and counseling according to their problems and different therapeutic treatment.
- The Centre was started in November 2005 and so far about 4818 cases have taken benefit out of the services provided by the Centre. MDBI is situated in hospital to look into the psycho social and spiritual aspects of the disease.

6. Problems Encountered and Resources Required: The COVID-19 pandemic led to a temporary suspension of services. The clinic resumed operations on March 1, 2023.

7. Notes: The team includes a Consultant Psychiatrist, Clinical Psychologist, and Specialist Psychiatric Nurses from College of Nursing. The nurses are skilled in diagnosing psychiatric issues and delivering effective therapeutic regimens, making this clinic in Madhya Pradesh unique for its active nursing participation in psychiatric care.

File Description	Document
Link for best practices page in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The institution operates on a dynamic principle: to cultivate a dedicated and committed nursing community, driven by a passion for excellence in every aspect of their work. The college pursues this transformation with its core motto: knowledge, discipline, and upliftment. The college continues the journey towards this transformation through its prime motto - knowledge, discipline and upliftment. This ideology had been clearly reflected in the vision of the Institution. For a period of more than four decades, the college has imparted quality nursing education to aspirant students. This is evident from the fact that thousands of nursing graduates from this institution have achieved high merit and secured hundred percent placement. As part of the Ayushman Bharat initiative, Community Health Officers (CHOs) are a vital new group of non-physician health workers. They play a key role in delivering a broader range of essential services under Comprehensive Primary Health Care, especially to underserved and remote areas, ensuring that critical health services are accessible to everyone, regardless of location. Choithram College has been honoured with the designation of a Study-Centre by the Indira Gandhi National Open University (IGNOU) for the Certificate Course in Community Health. This recognition underscores the commitment to advancing public health education and training. This initiative aimed to

equip students with the necessary skills and knowledge to become effective CHOs and contribute to the enhancement of primary healthcare services. The year 2021 marked another significant milestone as our college was also selected as a Study-Centre of Madhya Pradesh Medical Science University (MPMSU) for the Certificate Course in Community Health. This inclusion broadened the institution's approach and allowed it to reach a wider audience, thereby enhancing its role in promoting community health. Despite the pandemic's challenges, the college smoothly transitioned to online and offline sessions to maintain continuous learning. The dedicated faculty members, who serve as academic counsellors, played a pivotal role in this transition. Moreover, the college has been designated as a Training Centre for various skill development programs under the National Health Mission, Bhopal. These programs include critical areas such as –

- Mental Health, Neurological and Substance Abuse Disorders
- Elderly and Palliative Care
- Oral, Eye, and ENT Emergency Care

for Community Health Officers. This recognition highlights the institutions' competency to provide advanced training and practical skills essential for addressing diverse health challenges faced by CHOs in the field. The college faculty members have undergone extensive Training of Trainers (TOTs), equipping them to deliver high-quality instruction and support for specialized programs. This training enhances the overall effectiveness of the programs for aspiring Community Health Officers (CHOs). In summary, being a Study-Centre and Training hub for the Certificate Course in Community Health, the institution along with proactive response to the challenges posed by the pandemic, demonstrated the commitment to improving community health outcomes. Through comprehensive training programs and dedicated faculty, the institution continues to play a vital role in the preparation and professional development of Community Health Officers, thereby contributing to the broader goals of the Ayushman Bharat initiative.

File Description	Document
Link for appropriate web page in the institutional website	View Document

8.Nursing Part

8.1 Nursing Indicator

8.1.1

Training in the clinical skills and simulation labs are organized with reference to acquisition and enhancement of skills in basic and advance procedures such as BLS/ALS, Venepuncture, ET intubation/suctioning, central line insertion procedures (PG- as per clinical specialty).

Response:

Choithram College of Nursing have six fully equipped nursing skill labs designed to provide comprehensive clinical experience for students at both the basic and advanced levels. These labs include the Nursing Foundation Lab, Adult Nursing Lab/Advanced Skill Lab, Pre-Clinical Lab, Child Health Nursing Lab, Obstetrics & Gynaecology Lab, Community Health Nursing Lab and Nutrition Lab. Each lab is furnished with a variety of medium to low fidelity manikins and simulators to ensure students gain hands-on experience in a controlled and safe environment. The range of manikins includes those for Basic Life Support (BLS) and Advanced Life Support (ALS), Neonatal Resuscitation (NRP), Pediatric Advanced Life Support (PALS), as well as specialized trainers such as the Q-CPR manikin, Neonatal Intubation Trainer, and a CPR and trauma care baby simulator. Additionally, the labs feature multi-venous training arms, Mannequin for drain care, suture care and amputation care, multi procedural manikins, central line and PICC line, Breast examination, simulators, a 28-week preemie baby model, the Obstetric Susie Birth Simulator which includes mechanisms of labor and active management of the third stage of labor, and an Episiotomy Suturing Simulator for various suturing practices. Lab is equipped with LED panel and LCD projector to display pre-recorded demonstration videos and real patient scenario for additional assistance for students.

In support of the practical training, each lab is equipped with models, charts, and protocols that are prominently displayed for student use. The utilization of these skill labs is governed by a well-defined skill policy that ensures both undergraduate and postgraduate students benefit from these facilities. Students are organized into small groups to maximize hands-on practice time in the skill labs, with class teachers preparing detailed rotation schedules, to ensure fair and efficient use of the lab resources.

A crucial aspect of the training process is the mentoring and evaluation provided by the faculty. Maintaining a 1:10 teacher-to-student ratio, instructors deliver demonstrations and supervise return demonstrations to reinforce learning. The evaluation of student skills is conducted through the Objective Structured Clinical Examination (OSCE) method, which includes drills, case scenario discussions, and problem-solving approaches. This methodical approach ensures that students are not only able to perform procedures but also understand the underlying principles and are able to apply them in real-world scenarios.

Feedback from students on the effectiveness of the facilities and the training methods is regularly collected to continually improve the learning experience. This feedback loop helps to identify areas of strength as well as opportunities for enhancement, ensuring that the skill labs remain state-of-the-art and highly effective in preparing students for their future roles as nursing professionals. By providing a robust and supportive environment for practical learning, Choithram College of Nursing is committed to fostering the development of competent and confident healthcare providers.

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

8.1.2

Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships/ Master trainer certifications beyond the eligibility requirements from Universities/ Recognized Centers/ /Professional bodies in India or abroad. (Eg: additional PG degree, Ph D, Fellowships, Master trainer certifications etc.)

Response: 42.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	11	8	13	24

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

8.1.3

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

Response:

Undergraduate and postgraduate students at Choithram College of Nursing gain invaluable hands-on experience through clinical postings in various departments at Choithram Hospital & Research Center. This hospital, accredited with the NABH Nursing Excellence and with clinical labs certified by NABL, has also been recognized with a Certificate of Excellence for being the Cleanest Hospital by the Indore Municipal Corporation in the Swachh Survekshan. Hospital got appreciation for facilitating green corridor, organ donations. Hospital has well established infection control dept and CSSD.

Before commencing clinical postings, students are vaccinated against Hepatitis B as part of a prophylactic immunization protocol, ensuring their safety and well-being. From the first year onwards, students are posted in the Infection Control Department and the Central Sterile Services Department (CSSD). This early exposure familiarizes them with critical infection control policies, waste disposal procedures, segregation, and overall management processes. Participating in supervision rounds with the infection control staff allows students to gain a thorough understanding of best practices in infection control.

To complement their practical training, theory classes on infection control are conducted by the hospital's infection control department. This dual approach of theoretical knowledge and practical application ensures that students are well-versed in maintaining hygiene and preventing infections. In their final year, students are assigned to all three shifts as part of their nursing administration training. During this period, they are tasked with practicing, assessing, and documenting quality standards. This includes ensuring patient safety, monitoring quality indicators, evaluating the quality of care, maintaining accurate documentation, and adhering to spillage policies, and international patient safety rights.

An essential component of their education is the "Practice to Perfect" internship training program, which spans six days and is designed to prepare students for professional clinical work by familiarizing them with NABH standards of patient safety policies, procedures, and practices. This value-added teaching initiative bridges the gap between theoretical learning and practical application, ensuring that students are well-prepared to enter clinical settings as professionals.

Throughout their training, students learn to navigate the complexities of healthcare environments, from infection control to quality assurance. They develop the skills necessary to maintain high standards of patient care and safety, understanding that accuracy in documentation and adherence to established protocols are paramount. By participating in real-world clinical settings and undergoing rigorous training programs, students from Choithram College of Nursing emerge as competent and confident healthcare providers, ready to face the challenges of the medical field.

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

8.1.4

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

Response: 99.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	72	81	71	83

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

8.1.5

Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

- 1.NABH Accreditation of the teaching hospital**
- 2.NABL Accreditation of the laboratories**
- 3.ISO Certification of the departments / divisions**
- 4.Other Recognized Accreditation / Certifications**

Response: C. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
e-copies of Certificate/s of Accreditations	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.6

Describe how the College facilities were utilized by students from other institutions (PG/UG/GNM) for administrative/educational visits and critical evaluation during the last 5 years within 500 words.

Response:

Choithram College of Nursing stands as a benchmark institution in Central India, renowned for its excellence in academics, advanced clinical practice, and research. The college is distinguished by its nurse-led initiatives, including the Multi-disciplinary Behavioural Intervention Center and the Healthy Mother Healthy Baby Counselling Unit. These centers offer specialized counselling services, underscoring the college's commitment to holistic health care and community support. Furthermore, Choithram College of Nursing has served as a certified training center for the Indira Gandhi National Open University (IGNOU) and the Madhya Pradesh Medical Science University (MPMSU), providing training for Community Health Officers. The college has also coordinated with the Madhya Pradesh National Health Mission (MPNHM) to conduct workshops on CPAP and basic ventilation for doctors and nurses working in SNCU, labor room in public health facilities.

Students from various colleges from Punjab and Madhya Pradesh including those from Jabalpur and other districts, frequently visit Choithram College of Nursing for clinical and administrative posting, research guidance, tool validation, access to the library facility, skill lab training, and advanced clinical postings in different specialties.

Apart from health care professionals, school children from India and Vietnam visit our lab to get understanding of complex human system and how health care system work.

The college's parent institution, Choithram Hospital & Research Centre, is a multispecialty tertiary care referral centre accredited with NABH Accreditation, Nursing Excellence, and NABL certification for its laboratories. This accreditation highlights the hospital's adherence to the highest standards of patient care and laboratory practices, providing an optimal learning environment for nursing students

File Description	Document
List of Institutions utilizing facilities in the College	View Document
List of facilities used by other Institutions	View Document
Any additional information	View Document

8.1.7

College undertakes community oriented activities

Response:

Choithram College of Nursing is deeply committed to community engagement through a range of outreach activities in both rural and urban communities of Indore. These initiatives serve dual purposes: providing essential health services to underserved populations and fostering a sense of social responsibility and practical experience among nursing students. The college organizes general health screening camps, school health screenings, and health surveys, and delivers health education sessions across various communities. These efforts are aimed at identifying health issues early, promoting wellness, and educating the public on preventive healthcare practices.

One of the key components of Choithram College of Nursing's outreach program is participation in National Health Programmes. Students actively engage in initiatives like the Pulse Polio Immunization Programme, for which the college has received recognition from the government. Additionally, they contribute to Maternal and Child Health (MCH) programs and participate in the observance of various health days within communities. These activities not only enhance the practical skills of the students but also underline the college's commitment to public health and community well-being.

The college places a strong emphasis on instilling the right attitude and orientation towards community health care among its students. To this end, students are posted at various Primary Health Centers (PHCs) for urban and rural postings. In urban areas, they are placed at Banganga and Rajendra Nagar PHCs. For rural postings, they serve in Depalpur, Tillore, Kalaria, Kanadia, Bicholi Hapsi, and Hatod PHCs. These placements provide students with firsthand experience in diverse healthcare settings, enabling them to understand and address the unique health challenges faced by different communities.

Home visits constitute another critical aspect of the college's outreach activities. Through these visits, students identify the specific health needs of community members, including issues related to malnutrition among children, antenatal and postnatal care, communicable and non-communicable diseases, and the needs of the elderly and those requiring palliative care. These visits allow students to apply their theoretical knowledge in real-world contexts, fostering a deeper understanding of community health dynamics.

Moreover, students conduct various community surveys targeting thrust areas to gather data on health beliefs, practices, and prevalent health conditions. These surveys help identify gaps in health services and provide valuable insights into the community's health status. The information gathered is instrumental in shaping health education and intervention programs, ensuring they are tailored to meet the specific needs of the population.

The outreach activities conducted by Choithram College of Nursing reflect a holistic approach to healthcare education. By integrating community service into the curriculum, the college ensures that its students are not only skilled healthcare providers but also compassionate and socially responsible individuals. The hands-on experience gained through these activities prepares students to face the challenges of the healthcare profession with confidence and competence.

File Description	Document
Geo-tagging / Photographs of events / activities	View Document
Any additional information	View Document

8.1.8

Number of full time faculty serving in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies during the last 5 years

Response: 13

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

5. CONCLUSION

Additional Information :

The Education Service Unit (ESU) of the Choithram Trust encompasses six educational institutions: Choithram College of Nursing (established in 1982), Tirathbai Kalachand School (established in 1978), Choithram College of Paramedical Sciences (established in 2006), Choithram School Manik Bagh Campus (established in 1972), Choithram School North Campus (established in 2004), and Choithram International, an IB World School (established in 2004). Additionally, the Hospital Service Unit includes a 350-bed multi-specialty unit, along with Choithram Clinic and Choithram Dispensary.

The Educational Service Unit emphasizes 13 key actionable points for continuous improvement, aiming to create learning experiences that cultivate intellectual curiosity, confidence, and compassion in individuals. Its vision is to nurture balanced, resilient, and responsible citizens who celebrate diversity.

The college has been affiliated with Devi Ahilya Vishwa Vidhyalaya since its inception and held permanent affiliation for the BSc Nursing program until 2015. Following state government directives, the affiliation was transferred to Madhya Pradesh Jabalpur Science University for all medical, nursing, and paramedical colleges. In 2024, the state government issued new directives to transfer the nursing college back to Devi Ahilya University, and this process is currently underway.

Concluding Remarks :

Choithram College of Nursing, a beacon of quality and service to society, is dedicated to becoming a global leader in nursing education. With over forty years of experience, the college is advancing towards its second cycle of NAAC accreditation, supported by proactive management that fosters academic growth and strong relationships among faculty, staff, students, and management. Guided by the founder's vision, the institution empowers nursing students through a curriculum that integrates life skills, employability, and career enrichment.

The curriculum reflects global trends, incorporating ICT-enabled teaching, career-oriented courses, and foundational studies, all within a learner-centered approach supported by a learning management system and e-resources. A strong research culture encourages socially relevant projects, while well-maintained infrastructure ensures optimal resource use. Effective governance and leadership, underpinned by the Internal Quality Assurance Cell (IQAC), drive the college's commitment to excellence, promoting knowledge acquisition, skill development, community orientation, and entrepreneurial growth. Together, Choithramians are building a Centre of Excellence in Holistic Nursing Education, renowned for clinical and academic distinction. This NAAC accreditation will undoubtedly inspire us to strive for excellence in nursing education while upholding the highest standards.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Average percentage of seats filled in for the various programmes as against the approved intake</p> <p>2.1.2.1. Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>82</td><td>83</td><td>97</td><td>71</td><td>82</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>82</td><td>83</td><td>97</td><td>71</td><td>82</td></tr></table> <p>2.1.2.2. Number of approved seats for the same programme in that year</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>113</td><td>130</td><td>100</td><td>100</td><td>100</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>130</td><td>130</td><td>100</td><td>100</td><td>100</td></tr></table> <p>Remark : DVV has made the changes as per SOP.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	82	83	97	71	82	2022-23	2021-22	2020-21	2019-20	2018-19	82	83	97	71	82	2022-23	2021-22	2020-21	2019-20	2018-19	113	130	100	100	100	2022-23	2021-22	2020-21	2019-20	2018-19	130	130	100	100	100
2022-23	2021-22	2020-21	2019-20	2018-19																																					
82	83	97	71	82																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
82	83	97	71	82																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
113	130	100	100	100																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
130	130	100	100	100																																					
2.4.4	<p>Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years</p> <p>2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>21</td><td>21</td><td>40</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>21</td><td>21</td><td>35</td><td>0</td><td>0</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	40	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	35	0	0																				
2022-23	2021-22	2020-21	2019-20	2018-19																																					
21	21	40	0	0																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
21	21	35	0	0																																					

Remark : DVV has made the changes as per SOP.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12213	12213	13366	13340	13570

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.12	0.12	0.13	0.13	0.13

Remark : DVV has made the changes as per shared reports.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	40	19	24	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	26	11	12	29

Remark : DVV has made the changes as per SOP.

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	30	4	40	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	29	04	23	20

Remark : DVV has made the changes as per HEI clarification.

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	12	12	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	11	13	11

Remark : DVV has made the changes as per HEI clarification.

6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62000	1481774 9	2739335	100000	4276000

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.62	148.1	27.39	1.000	42.76

Remark : DVV has converted the value into lakhs.

6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality

improvement in the last 5 years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	19	37	40	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	19	35	40	2

Remark : DVV has made the changes as per SOP.

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of first year Students admitted year-wise in last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>74</td><td>74</td><td>86</td><td>71</td><td>88</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>74</td><td>73</td><td>82</td><td>71</td><td>83</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	74	74	86	71	88	2022-23	2021-22	2020-21	2019-20	2018-19	74	73	82	71	83
2022-23	2021-22	2020-21	2019-20	2018-19																	
74	74	86	71	88																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
74	73	82	71	83																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>29</td><td>32</td><td>40</td><td>40</td><td>33</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>29</td><td>32</td><td>35</td><td>35</td><td>33</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	29	32	40	40	33	2022-23	2021-22	2020-21	2019-20	2018-19	29	32	35	35	33
2022-23	2021-22	2020-21	2019-20	2018-19																	
29	32	40	40	33																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
29	32	35	35	33																	
3.1	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>3.69</td><td>3.45</td><td>3.25</td><td>3.95</td><td>4.03</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	3.69	3.45	3.25	3.95	4.03										
2022-23	2021-22	2020-21	2019-20	2018-19																	
3.69	3.45	3.25	3.95	4.03																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
185.02	166.63	178.56	230.12	225.44