



## YEARLY STATUS REPORT - 2023-2024

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	St. James College of Nursing Chalakydy
• Name of the Head of the institution	Dr. Sr. Jijimole Mathew
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	04802710912
• Alternate phone No.	04802710971
• Mobile No. (Principal)	9496279139
• Registered e-mail ID (Principal)	st.jamesnsgcollege@gmail.com
• Alternate Email ID	jijimas@gmail.com
• Address	St. James College of Nursing, Chalakydy, St. James Medical Academy
• City/Town	Riverbank, Chalakydy, Thrissur
• State/UT	Kerala
• Pin Code	680307
<b>2.Institutional status</b>	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Co-education

• Location	<b>Urban</b>																
• Financial Status	<b>Private</b>																
• Name of the Affiliating University	<b>Kerala University of Health Sciences, Thrissur</b>																
• Name of the IQAC Co-ordinator/Director	<b>Fincy Joseph P (Sr. Fincy CMC)</b>																
• Phone No.	<b>04802710971</b>																
• Alternate phone No.(IQAC)	<b>04802710912</b>																
• Mobile No:	<b>9544370988</b>																
• IQAC e-mail ID	<b>iqacsjcon22@gmail.com</b>																
• Alternate e-mail address (IQAC)	<b>st.jamesnsgcollege@gmail.com</b>																
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/04/AOAR-2022-2023-REPORT.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/04/AOAR-2022-2023-REPORT.pdf</a>																
<b>4.Was the Academic Calendar prepared for that year?</b>	<b>Yes</b>																
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://stjamescollegeofnursing.com/academic-calendar/">https://stjamescollegeofnursing.com/academic-calendar/</a>																
<b>5.Accreditation Details</b>																	
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td><b>Cycle 1</b></td> <td><b>B++</b></td> <td><b>2.83</b></td> <td><b>2022</b></td> <td><b>27/12/2022</b></td> <td><b>26/12/2027</b></td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	<b>Cycle 1</b>	<b>B++</b>	<b>2.83</b>	<b>2022</b>	<b>27/12/2022</b>	<b>26/12/2027</b>
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<b>6.Date of Establishment of IQAC</b>			<b>18/01/2019</b>														
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>																	
<table border="1"> <thead> <tr> <th>Institution/ Department/Faculty</th> <th>Scheme</th> <th>Funding agency</th> <th>Year of award with duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td><b>NIL</b></td> <td><b>NIL</b></td> <td><b>NIL</b></td> <td><b>Nil</b></td> <td><b>Nil</b></td> </tr> </tbody> </table>						Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>Nil</b>	<b>Nil</b>		
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<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>Nil</b>	<b>Nil</b>													
<b>8.Whether composition of IQAC as per latest</b>			<b>Yes</b>														

<b>NAAC guidelines</b>		
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9.No. of IQAC meetings held during the year</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>The Internal Quality Assurance Cell of St James College of Nursing plays a pivotal role in both educational and institutional quality. Listing a few of the significant contributions by IQAC during the current academic year. 1: FDP: To equip the faculty with innovative strategies to enhance teaching and learning, the institution's IQAC organized a Faculty Development Programme on Digital Pedagogy: ICT &amp; AI-assisted teaching in line with OBE &amp; NEP in association with the Kerala State Higher Education Council. Faculty gained insights into aligning curriculum delivery with NEP objectives, ensuring quality and inclusivity in education. 2. Community Outreach Programs: To foster meaningful engagement with society and to promote social responsibility among stakeholders, IQAC of St James College of Nursing organizes Community Outreach Programs. These initiatives create a platform for knowledge sharing, skill development, and addressing community needs effectively. By integrating academic resources with social challenges, such programs enhance institutional visibility and contribute to holistic development. 3. Research Methodology: E-Course: To provide a comprehensive understanding of key research concepts and to equip participants with essential skills for effective data collection, analysis, and interpretation, IQAC offered a Research Methodology e-course</p>		

emphasizing systematic approaches to research design fostering critical thinking for academic and professional pursuits. Participants gain practical insights to enhance the quality and impact of their research endeavors. 4. Young Innovative Program: The Young Innovators Program (YIP) introduced by the IQAC of St. James College of Nursing in 2023 aims to nurture creativity, innovation, and leadership among students, empowering them to become pioneers in their fields. It provides a platform for aspiring innovators to present impactful ideas that can address real-world challenges. As part of the initiative, orientation programs are conducted where students share innovative ideas related to the medical profession and explore their application in clinical settings. Fourteen student projects were selected for further development by the Kerala Development and Innovative Strategic Council (KDISC). 5. Club Activity: The IQAC-led implementation of student club activities in the college has significantly benefited both students and the wider community. These initiatives have enhanced individual student growth while fostering social responsibility and civic awareness. Cultural clubs, by organizing events that celebrate diversity, have strengthened community bonds and provided a platform for cultural exchange. The skills students acquire, such as leadership, teamwork, and problem-solving, are applied to real-world scenarios, shaping empathetic and community-oriented future leaders. Through active engagement and service, these activities not only enrich campus life but also create a lasting positive impact on the local community and society.

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

Plan of Action	Achievements/Outcomes
<p>1 Curriculum enrichment activities: These activities included the preparation of the Academic Calendar, including Value-Added, Add-on &amp; Interdepartmental Courses, Curriculum Feedback, Inclusion of Research Activities, and purchasing new simulators.</p>	<p>Curriculum enrichment activities introduced by the IQAC helped to enhance students' critical thinking, creativity, and practical knowledge. They bridged the gap between theoretical concepts and real-world applications, fostering holistic development. These activities also promoted teamwork, communication skills, and lifelong learning habits</p>
<p>2 Innovative Teaching-Learning Activities: These activities included the inclusion of Student-centric Approaches, Outcome Based Education, Mentoring Programs, Programs for Advanced Learners, Student Support &amp; Guidance, Workshops &amp; Webinars, Biometric Punching for students, Inter-collegiate Debate Competitions, etc.</p>	<p>Innovative teaching-learning activities enhanced critical thinking, and problem-solving skills among students. They fostered active participation, deeper understanding, and retention of knowledge. Additionally, such methods resulted in improved collaboration and adaptability, thus preparing learners for real-world challenges.</p>
<p>3 St. James' quality initiatives: These included organizing Faculty Development Programmes, Webinars by Departments, In-Service Education programs, Symposiums, Training Programs, Panel Discussions, Young Innovators Programs, Quality Circle Activities, Inter-Collegiate Debate Competitions etc.</p>	<p>St. James Quality Initiatives empowered participants with advanced skills and knowledge through FDPs, webinars, workshops, and short courses. These programs enhanced research quality, fostered innovation, and nurtured young inventors while promoting lifelong learning. They created a culture of academic excellence and professional growth</p>
<p>4 Collaborative Activities: Collaborative activities planned by IQAC for the academic year included activities like Health Awareness Programs, Camps, Blood Donation , Cloth, &amp; Food Banks,</p>	<p>Collaborative activities like health awareness programs and donation camps fostered community well-being and social responsibility among students. They promoted inclusivity,</p>

<p>Road reconstruction in collaboration with PWD etc.</p>	<p>gender sensitivity, and care for vulnerable groups such as the elderly. Initiatives like blood donation, food, and clothing banks ensured resources reached those in need, creating a positive social impact.</p>
<p>5 St James Outreach Program (SJOP): Activities by IQAC included Awareness of Mental Hygiene, Environmental Education, Swachhata Observance, Clean Kerala Initiative, etc.</p>	<p>The St. James outreach programs helped to develop healthier communities by encouraging the adoption of healthy lifestyles and collaborative health practices. Initiatives like Swachhata Observance and the Clean Kerala campaign promoted environmental sustainability and public hygiene. Together, these efforts contributed to improved well-being and a cleaner, healthier society.</p>

<p><b>13. Whether the AQAR was placed before statutory body?</b></p>	<p>Yes</p>
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<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>
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Name	Date of meeting(s)
College Management Committee	12/03/2024

<p><b>14. Does the Institution have Management Information System?</b></p>	<p>Yes</p>
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<ul style="list-style-type: none"> <li>If yes, give a brief description and a list of modules currently operational</li> </ul>
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At St. James College of Nursing, the MIS integrates multiple modules to streamline operations. The HR Module manages employee records, attendance, leave requests, and certificate issuance, providing valuable reports. The Academics Module manages student records, syllabus, timetables, and examinations, ensuring smooth academic operations. The Certificate Module maintains records for bona fide and transfer certificates. The Learning Management System (LMS) facilitates academic excellence by offering e-courses, assignments,

and a question bank for various departments. The Finance Module oversees fee collections and financial transactions. The Library Module handles cataloging, circulation, and barcode generation. The Message Module ensures communication via email, SMS, and notifications to students, staff, and parents. Campus 7 MIS The Campus 7 MIS extends these functionalities with added features. A biometric attendance system provides real-time tracking of student and faculty attendance. It also includes modules for HR, Academics, LMS, Finance, and Transport, optimizing operations and campus mobility. Library Management Information System (LMIS) The institution also uses a dedicated Library MIS for cataloging, circulation, and reporting, alongside an Inventory Module for supply tracking and an Events Module for promoting activities. Overall, this integrated MIS ecosystem enhances operational efficiency, real-time tracking, communication, and academic experiences, supporting the institution's pursuit of excellence.

### **15.Multidisciplinary / interdisciplinary**

St. James College of Nursing aspires to evolve into a multidisciplinary institution dedicated to fostering a healthier society by addressing the diverse health needs of the community. This vision is realized through well-structured curricular, co-curricular, and extracurricular programs adhering to the guidelines of the Kerala University of Health Sciences (KUHS), the Indian Nursing Council, and the Kerala Nurses and Midwives Council. The college employs a robust framework for curriculum planning, implementation, and evaluation, seamlessly integrating humanities and sciences into its offerings. Subjects such as psychology, sociology, forensic nursing, professionalism, health informatics, and biostatistics equip students with a holistic skill set. Sociology enhances cultural competence and understanding of health disparities, while psychology deepens insights into mental health and patient behaviors. Forensic nursing bridges medical knowledge with legal expertise, emphasizing ethical considerations in trauma care. Professionalism instills accountability, empathy, and effective communication. Health informatics prepares students to manage Electronic Health Records (EHR), health information systems, and evidence-based practices. Training in biostatistics, including tools like R Analytics, enables students to analyze epidemiological data effectively. The St. James Outreach Programs (SJOP) strengthen community connections by identifying health needs through surveys and implementing targeted projects in the Chalakudy municipality and the adopted village. Initiatives such as health surveys, medical camps, nurse-led clinics, and educational sessions address the health challenges of marginalized populations. Partnerships with



NGOs and India's health infrastructure enhance palliative care and other basic health services. The college also emphasizes environmental stewardship through herbal gardens, vegetable cultivation, tree planting, and collaborations with the "HARITHA KARMA SENA" initiative. Activities like plastic waste collection drives and nature club programs foster environmental responsibility. Value-based education is promoted through moral empowerment sessions, life skills training, motivational programs, and spiritual activities, including retreats and holy mass. Physical wellness is prioritized through Yoga training, Yoga clubs and pranayama during assemblies and fitness training. Research is a cornerstone of the college's approach, with projects addressing critical issues such as mental health awareness, chronic disease management, and adolescent health education. Collaborative studies with students, faculty, and the community contribute to both academic growth and societal health improvements. To ensure a multidisciplinary and flexible curriculum, the college collaborates with various agencies for hands-on training and capstone projects addressing real-world health challenges. Competency-based assessments in simulation labs prepare students for successful healthcare careers. Adopting Outcome-Based Education (OBE) principles, aligned with NEP 2020, the college designs programs with clear, measurable outcomes that meet the academic and practical needs of students and the community, fostering holistic and impactful education

**16.Academic bank of credits (ABC):**

The institution has undertaken various initiatives to align with the Academic Bank of Credits (ABC) framework as envisioned in the NEP 2020. Awareness programs have been organized for both faculty and students through Staff Development Programmes, focusing on the ABC system and its benefits. Faculty members actively participate in training sessions conducted via platforms like MOODLE to gain proficiency in ABC requirements, while students are sensitized about the ABC portal and the Digi-Lock system, ensuring that they understand how these tools support their academic progression. As a registered participant under the ABC framework, the institution enables students to benefit from the flexibility of multiple entry and exit points throughout their programs. This registration allows learners to accumulate credits over time, fostering personalized learning journeys that cater to their unique needs and circumstances. These accumulated credits can be utilized for future academic or career opportunities, enhancing the overall educational experience. The institution also emphasizes the seamless collaboration and internationalization of education by engaging in



partnerships with foreign universities to facilitate joint degree programs and credit transfers. This approach enables students to study abroad while ensuring recognition of their academic achievements back home. Additionally, exposure to national MOOC platforms such as NPTEL and SWAYAM broadens access to high-quality educational resources, enriching students' learning experiences and global perspectives. Faculty members are encouraged to exercise autonomy in curricular and pedagogical design, including the selection of textbooks, creation of assignments, and development of assessments, fostering innovation and adaptability in teaching while adhering to institutional guidelines. A notable good practice is the institution's proactive promotion of MOOC and NPTEL courses for both students and faculty, supporting credit accumulation and skill development in line with NEP 2020 principles. Furthermore, the integration of CAMPUS 7, an educational software platform, facilitates seamless access to teaching content, enhancing the implementation of the ABC system in day-to-day academic activities. This comprehensive approach not only improves learning outcomes but also prepares students for a more flexible and dynamic educational environment.

#### **17.Skill development:**

St. James College of Nursing is dedicated to enhancing vocational education and soft skills in alignment with the National Skills Qualifications Framework (NSQF). The institution adopts a holistic approach, equipping graduates with both technical proficiency and interpersonal skills vital for effective patient care. Our programs emphasize diverse competencies, including language and communication skills, yoga and wellness, analytical abilities, human values, and personality development, fostering professional growth. Additionally, employability skills are prioritized to ensure students are well-prepared for successful careers in nursing. Promoting peace (shanti) and love (prem), the college integrates community service activities, encouraging empathy and understanding through engagement with diverse populations. Nonviolence (ahimsa) is reinforced through anti-ragging awareness initiatives and workshops, cultivating respect and compassion among peers. Moral empowerment is a cornerstone of our curriculum, instilling values such as righteousness, peace, love, and nonviolence through dedicated sessions conducted during orientations, workshops, and community activities. These initiatives also promote a scientific temper, critical thinking, and evidence-based decision-making, alongside citizenship values that inspire responsibility and civic engagement. The Middle-Level Health Provider (MLHP) course is a key offering, comprising 30 hours of theoretical instruction designed to

prepare students for community health roles. This program focuses on health promotion, disease prevention, teamwork, and communication, enabling graduates to become community health officers or non-physician practitioners, thereby expanding their career opportunities. To address gaps in faculty training, we conduct workshops, seminars, staff development programs, e-courses, and training sessions. Simulator training programs and procedural workshops, led by industry experts and senior faculty, further enhance teaching quality. Our Learning Management System (LMS) supports Open and Distance Learning (ODL) and blended learning, integrating online and in-person elements with interactive activities such as group projects and hands-on sessions. Continuous assessments, academic advising, and counseling services ensure comprehensive student development. St. James College actively collaborates with local, national, and international agencies to expand student expertise and career prospects. Embracing the vision of NEP 2020, we integrate skill training into our curriculum through practical experiences, career guidance, and technology-enabled learning via our LMS. By fostering lifelong learning through continuous assessment and personalized support, we nurture graduates who are equipped to meet the dynamic challenges of the healthcare industry.

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

St. James College of Nursing seamlessly integrates the Indian Knowledge System (IKS) into its curriculum, reflecting university policies that emphasize humanities, holistic education, and societal wellness. The inclusion of Sociology fosters an understanding of India's rich heritage and cultural diversity, while the Applied Nutrition and Dietetics program highlights the significance of nutrition within various cultural contexts, showcasing India's diverse health food traditions. Daily yoga practice, supported by a well-equipped wellness hall, promotes physical and mental well-being among students and staff. This initiative is further enhanced through a Value-Added Course on yoga, equipping students with effective stress management techniques. Additionally, the college regularly hosts workshops and webinars featuring resource persons who explore topics such as traditional healing practices, herbal medicine, and community health initiatives, contributing to students' holistic development. Experiential learning is a cornerstone of the college's approach, with activities such as various community health initiatives, tribal visits etc. offering students first hand insights into diverse cultures and traditional lifestyles. Events like Arts and Cultural Day celebrate India's

cultural richness through folk dances, Bharatanatyam, Oppana, Thiruvathira, and other performances, while Language Day emphasizes linguistic diversity, with students showcasing dialogues and stories in various regional languages. The bilingual delivery of lectures ensures enhanced comprehension and prepares students to engage effectively with individuals from different cultural backgrounds in their professional practice. Health education sessions conducted in local languages further strengthen community engagement, while collaborations with NGOs like AVARD for caregiver training provide practical exposure and foster societal ties. Faculty and students also receive training in cultural competence and intercultural communication to prepare for diverse clinical environments. The institution celebrates major Indian festivals such as Holi, Diwali, Onam, and Christmas, alongside regional events like Kerala Piravi and Karkidaka Masam, fostering multicultural appreciation through its vibrant cultural fests. This holistic approach aligns with the principles of the National Education Policy (NEP) 2020, reinforcing St. James College of Nursing's dedication to preserving and promoting Indian culture, traditions, and values in its academic and extracurricular programs.

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

Since its initial implementation in 2019, St. James College of Nursing has seamlessly integrated Outcome-Based Education (OBE) into its curriculum, establishing it as a hallmark of its best practices. This approach has profoundly enhanced holistic professional education by focusing on clear learning outcomes that align with the essential skills and competencies required in the nursing profession. Through this commitment, the institution not only fosters a deeper understanding among students but also prepares them to excel in the ever-evolving healthcare landscape. Faculty members are supported with continuous professional development opportunities, including workshops and training sessions, to deepen their expertise in OBE principles. These initiatives empower educators to design effective learning experiences and assessments aligned with specific outcomes. The college's credit-based syllabus emphasizes a student-centered approach, encouraging active engagement, personal responsibility, and interdisciplinary learning to cultivate a diverse skill set. Regular assessments, including formative evaluations, practical exercises, and project work, ensure continuous monitoring of students' progress in achieving defined learning outcomes. Success in OBE implementation is evidenced by precise outcome attainment calculations, effective assessment mapping, and effective feedback mechanism. This process identifies learning gaps, ensures subject coherence, and promotes inclusive

education through remedial measures for slow learners, advanced learning support, and peer teaching practices. The institution further enhances its OBE framework by systematically aligning assessments with defined outcomes, maintaining a comprehensive question bank, and employing an examination scrutiny cell to ensure consistency and effectiveness in addressing individual outcomes. This cohesive and strategic approach significantly contributes to student success, shaping well-rounded professionals equipped to meet modern healthcare challenges

#### **20.Distance education/online education:**

St. James College of Nursing is committed to enriching the educational experience through innovative Open and Distance Learning (ODL) initiatives. The college offers a range of vocational courses complemented by value-added programs such as Moral Empowerment, Healthy Lifestyle, and Yoga, fostering holistic student development. Specialized add-on courses like Geriatric Care and Quality Control, Therapeutic Communication, Paediatric Orthopaedics, Trends in Professional Roles, and Health Counselling to address diverse healthcare needs. The institution also provides an e-course on Research Methodology, featuring daily online classes for students and teachers, with assessments integrated into the same platforms. To support this learning ecosystem, St. James College leverages extensive e-resources, including DEL-NET databases, online journals, e-books, and a Learning Management System (LMS) for streamlined content delivery. Interactive learning is facilitated through platforms like Google Classroom, Google Meet, Zoom, and Campus 7, offering real-time discussions and collaborative activities, with certificates awarded upon course completion to acknowledge student achievements. To further enhance learning, the college organizes webinars and e-courses, including the Middle-Level Health Provider (MLHP) program, a bridge course that prepares students for roles as community health officers while fostering social responsibility. Recognized as a best practice in online education, these initiatives equip students to promote public health effectively. St. James College has also invested in advanced technologies, such as QNAP software for efficient data management, smart boards for interactive lessons, and campus-wide Wi-Fi, ensuring good connectivity. The integration of e-journals and modern teaching tools underscores the institution's dedication to innovative education. These efforts solidify St. James College of Nursing's reputation as a leader in nursing education and community health training, combining academic excellence with cutting-edge technology and practical healthcare skills.

#### **Extended Profile**

<b>1.Student</b>	
2.1	253
Total number of students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	68
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	95
Number of first year students admitted during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Institution</b>	
4.1	11390224
Total expenditure, excluding salary, during the year (INR in Lakhs):	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>3.Teacher</b>	
5.1	30
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
5.2	30
Number of sanctioned posts for the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

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

The College follows the KUHS syllabus and Indian Nursing Council (INC) regulations, using an Outcome-Based Education (OBE) framework to align with its Vision and Mission, preparing students for national and global healthcare needs.

##### Curriculum Planning & Delivery

The Curriculum Committee evaluates academic performance and feedback from previous terms. The College Council, in collaboration with the IQAC, prepares the Academic Calendar based on the University schedule. The Institutional Academic Council (IAC) ensures academic excellence through proactive monitoring of curriculum delivery. Class and subject coordinators develop detailed academic plans aligned with university criteria and outcomes. New students are introduced to the educational structure through an induction program. Class and subject coordinators outline course details, while the IAC oversees progress and motivates students. The Student Support and Guidance Programme (SSGP) provides academic counseling and recognizes top performers with rewards.

##### Curriculum Enrichment

Enrichment is achieved through value-added, add-on, interdepartmental, and E-courses, research projects, and celebration of National and International Commemorative events. Initiatives like the 2023 Young Innovators Program (YIP) and club activities foster creativity and innovation.

##### Evaluation and Feedback

Formative assessments, including assignments and OSCEs, ensure continuous evaluation, while the University conducts summative exams. Stakeholder feedback, analyzed by the IQAC, drives continuous curriculum improvement.

File Description	Documents
Minutes of the meeting of the college curriculum committee	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion1/1.1.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion1/1.1.1%20a.pdf</a>
Any other relevant information.	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion1/1.1.1%20any.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion1/1.1.1%20any.pdf</a>

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

0

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	<a href="#">View File</a>
Scanned copies of the letters supporting the participation of teachers	No File Uploaded
Any other relevant information	No File Uploaded

**1.2 - Academic Flexibility**

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

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

37



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

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

234

File Description	Documents
Details of the students enrolled in subject-related	<a href="#">View File</a>
Certificate/Diploma/Add-on courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

Our institution actively incorporates crosscutting themes into the curriculum as per KUHS, KNC, and INC guidelines. It sensitizes students to be aware and proactive.

**Gender Sensitization:** Topics on gender issues and sexuality are integrated into the curriculum following activities like workshops, skits, and open discussions, organized by the SNA Unit, to foster leadership and confidence. Self-defense classes for female students, facilitated by Janamaithri Police, enhance safety awareness. Women empowerment sessions are held annually on International Women's Day.

**Environmental Sustainability:** Environmental studies, address key topics like biodiversity and pollution. Initiatives such as "One

Student One Tree" and tree-planting drives promote sustainability, supported by NSS and SNA teams' participation in NGO and community programs.

**Health and Demographics:** Students gain practical exposure in urban and rural health centers, offering primary and preventive care. Engagement in health campaigns, de-addiction programs, and pandemic initiatives fosters a holistic understanding of healthcare needs.

**Human Values and Ethics:** Value-added courses on moral empowerment, yoga, and professional ethics are regularly conducted. Guest lectures by industry experts enrich practical knowledge, while collaborations for counseling and spiritual retreats support students' personal growth.

These initiatives prepare students to address societal challenges with competence, compassion, and ethical values.

File Description	Documents
List of courses with their descriptions	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion1/1.3.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion1/1.3.1%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion1/1.3.1%20any.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion1/1.3.1%20any.pdf</a>

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

3

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	<a href="#">View File</a>
List of-value added courses (Data template)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

186

File Description	Documents
List of students enrolled in value-added courses (Data template)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

253

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

## 1.4 - Feedback System

**1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals**

A. All 4 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	<a href="#">View File</a>
URL for feedback report	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion1/1.4.1%20new.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion1/1.4.1%20new.pdf</a>
Data template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is**

A. All of the Above

applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected

File Description	Documents
URL for stakeholder feedback report	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion1/1.4.2%20new.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion1/1.4.2%20new.pdf</a>
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

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

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

24

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

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

File Description	Documents
Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Data template	<a href="#">View File</a>

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

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

0

File Description	Documents
Total number of students enrolled in th	No File Uploaded
E-copies of admission letters of the students enrolled from other states	No File Uploaded
Institutional data in prescribed format (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.2 - Catering to Student Diversity

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

**A. All of the Above**

File Description	Documents
Any other relevant information	<a href="#">View File</a>
Criteria to identify slow performers and advanced learners and assessment methodology	<a href="#">View File</a>
Details of special programmes for slow performers and advanced Learners	<a href="#">View File</a>
Student participation details and outcome records	<a href="#">View File</a>

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

Number of Students	Number of Full Time Teachers
253	30

File Description	Documents
List of students enrolled in the preceding academic year	<a href="#">View File</a>
List of full time teachers in the preceding academic year in the college	<a href="#">View File</a>
Institutional data in prescribed format (data templates)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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)

St James College of Nursing aims to empower graduates towards personal and professional growth through sustainable practices, fostering academic excellence, critical thinking, social awareness, and environmental consciousness.

The Student Nurses Association (SNA), led by elected representatives, coordinates Curricular and Co-Curricular activities across various clubs.

Annual events like Talent day, cultural fest, sports meet, College day, and Farewell Programs drive student participation and success at zonal, university, and state levels.

Health-specific days are observed within the institution and broader communities, enriching knowledge and skills.

Cultural celebrations aligned with festivals and a college magazine nurture budding writers.

The College Union / Student Council collaborates with the SNA to promote extracurriculars and facilitate various clubs, including relaxation techniques, Yoga classes, and presentations.

The National Service Scheme (NSS) bridges campus and community through activities like Swachh Bharath, Environmental Day observance, tree planting, and maintaining a clean campus.

Additional educational opportunities include Journal Club discussions on current research, exposure visits to diverse healthcare settings, and supplemental facilities like annual retreats, moral empowerment classes, and value-added sessions,



complementing the academic curriculum.

File Description	Documents
Appropriate documentary evidence	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/CRT2/2.2.3%20APP.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/CRT2/2.2.3%20APP.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.2.3/2.2.3%20%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.2.3/2.2.3%20%20a.pdf</a>

### 2.3 - Teaching- Learning Process

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

St. James College of Nursing fosters a dynamic and inclusive learning environment through diverse teaching methodologies designed to enhance students' understanding and professional growth.

**Participatory and Experiential Learning** The institution employs participatory strategies such as brainstorming, quizzes, debates, group discussions, role plays, symposiums, and classroom presentations. Experiential learning is emphasized through clinical teaching, nursing rounds, case-based learning, and field visits, enabling students to gain hands-on experience in real-world settings.

**Problem-solving and Collaborative Learning** Problem-solving methodologies, including case studies, care planning, and clinical assessments, are integrated into the curriculum to nurture critical thinking and analytical skills. Collaborative projects encourage teamwork and applying research methods in a practical context.

**Self-Directed and Evidence-Based Learning** With access to a state-of-the-art library and Wi-Fi-enabled campus, students are encouraged to engage in self-directed learning using books, e-resources, and journals. Evidence-based learning is fostered through short-term research projects under faculty mentorship, enabling students to align with advancements in nursing practices.

**Reflective and Community-Centric Practices** Reflective learning is

promoted through journals and self-directed analysis, while role-play during clinical training helps students develop interpersonal skills and engage with diverse communities effectively.

File Description	Documents
Learning environment facilities with geo tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the Above**

File Description	Documents
List of clinical skills models	<a href="#">View File</a>
Geo tagged photographs of clinical skills lab and simulation centre	<a href="#">View File</a>
List of training programmes conducted in the facilities during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**The institution prioritizes integrating modern Information and Communication Technology (ICT) to enhance education and actively**

engage students in learning. Teachers receive training in essential platforms such as MOODLE, ZOOM, Google Classroom, and CAMPUS7, which streamline attendance, timetables, internal assessments, and examinations. QNAP NAS devices enable efficient file sharing, fostering student and faculty collaboration on projects and research.

Classrooms have Wi-Fi, LCD projectors, and overhead projectors to create dynamic learning environments. Interactive boards in the seminar hall and selected classrooms enhance collaborative experiences, while computers with internet access support academic activities, including access to the digital library.

The institution also provides facilities such as interactive boards, Wi-Fi, speakers, LCD projectors, mannequins, and a range of e-resources to support diverse educational needs. E-courses, delivered through Learning Management Systems (LMS), offer flexible, multimedia-rich content accessible from anywhere with internet access. These platforms promote continuous learning by tracking progress and enabling effective communication.

All classrooms and departments are equipped with computers and Wi-Fi, extending e-learning opportunities beyond regular hours and ensuring students benefit from a technology-driven academic environment.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.3.3/2.3.3%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.3.3/2.3.3%20b.pdf</a>
List of teachers using ICT-enabled tools (including LMS)	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.3.3/2.3.3%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.3.3/2.3.3%20a.pdf</a>
Webpage describing the “LMS/ Academic Management System”	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.3.3/2.3.3%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.3.3/2.3.3%20c.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.3.3/2.3.3%20sub.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.3.3/2.3.3%20sub.pdf</a>

#### 2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
30	253

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Teachers use multimedia to enhance course content alongside traditional chalk-and-talk methods. Innovative approaches are adopted across departments. Classrooms are equipped with LCD projectors, flannel boards, charts, models, and overhead projectors to deliver interactive lectures, animations, and demonstrations.

Simulation-based education is a core component, supported by a well-equipped simulation lab where teachers and students use simulators to develop skills before clinical practice. Laboratories are equipped with mannequins and dummies to help students master basic skills. Objective Structured Practical Examination (OSPE) is

employed during model practical exams for evaluation.

The college emphasizes the development of analytical skills through a curriculum that integrates research projects centred on evidence-based practice. These projects enhance students' research aptitude and critical thinking abilities, preparing them for real-world problem-solving. Case-based and inquiry-based learning in clinical settings enhances students' analytical abilities. Students actively participate in symposiums, panel discussions, and inter-collegiate events, fostering their potential. Creative skills are nurtured through model creation, charts, concept maps, and collages.

Events like Nutrition Day provide hands-on experience as students prepare and display diets for various health conditions. These teaching methodologies and activities aim to offer a holistic, interactive, and practice-oriented learning environment, bridging theoretical knowledge with practical application.

File Description	Documents
Appropriate documentary evidence	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.3.5/2.3.5%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.3.5/2.3.5%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/CRT2/2.3.5%20ANY.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/CRT2/2.3.5%20ANY.pdf</a>

## 2.4 - Teacher Profile and Quality

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

30

File Description	Documents
Any other relevant information	<a href="#">View File</a>
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	<a href="#">View File</a>
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	<a href="#">View File</a>

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

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

0

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities and the number of fulltime teachers for the year	<a href="#">View File</a>
Copies of Guide-ship letters or authorization of research guide provided by the university	No File Uploaded
Any other relevant information	No File Uploaded

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

171

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

16

File Description	Documents
Reports of the e-training programmes	<a href="#">View File</a>
e-contents / e-courses developed	<a href="#">View File</a>
Year –wise list of full time teachers trained during the year	<a href="#">View File</a>
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	<a href="#">View File</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0

File Description	Documents
Institutional data in the prescribed format/ Data template	<a href="#">View File</a>
e-copies of award letters (scanned or softcopy)	No File Uploaded
Any other relevant information	No File Uploaded

**2.5 - Evaluation Process and Reforms**

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

The Continuous Internal Evaluation (CIE) system of the institution adheres to the Kerala University of Health Sciences regulations, emphasizing student preparedness. The Curriculum Committee develops guidelines using the Academic Calendar and Examination Manual, which are shared with students. Before the academic year, the Principal leads meetings with class coordinators to plan academic activities, master and clinical rotations, class schedules, and examinations. A tentative academic calendar is prepared and made accessible to



students and faculty via the institution's website.

Formative assessments, including unit tests, assignments, projects, and sessional exams, are systematically conducted for both theory and practical components. Notices of sessional exams are displayed on notice boards. Marks are transparently shared for student verification and acknowledgement. Internal assessments follow university norms, with 25 marks allocated for theory and 50 for practicals in the annual system, while the semester system assigns 40 marks in total. Attendance is tracked using software, with monthly displays requiring a minimum of 80% attendance.

Exam confidentiality, prompt result announcements, and a Student Grievances Cell support smooth operations. PTA meetings keep parents informed of internal assessment marks, with additional support for students scoring below 50%. Semester and year-end marks and attendance are duly reported to the university.

File Description	Documents
Academic calendar	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.5.1/2.5.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.5.1/2.5.1%20a.pdf</a>
Dates of conduct of internal assessment examinations	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.5.1/2.5.1%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.5.1/2.5.1%20b.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.5.1/2.5.1%20sub.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.5.1/2.5.1%20sub.pdf</a>

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

The institution has a two-tier Grievance Redressal Committee to address exam-related issues at both college and university levels.

At the college level, students can review their answer sheets during class hours. The Grievance Redressal Committee, comprising faculty

and students, addresses complaints promptly. For concerns about internal marks, students should first approach their subject coordinators and escalate unresolved issues within the stipulated timeframe. Grievances can be submitted in writing via designated boxes or email, while urgent matters can be addressed through the college's online portal or email. The Grievance Cell ensures resolution within 14 days, maintains confidentiality, and keeps detailed records of all cases. Appeals submitted after 14 days will not be accepted.

At the university level, grievances are managed by the University Board of Adjudication, headed by the Pro Vice-Chancellor. Students must submit applications, along with fees and required documents, within 10 days of result publication through the Principal or the University Union Chairman.

This structured approach ensures transparency and timeliness in addressing exam-related grievances, fostering trust and accountability in both internal and university examinations.

The institution ensures a clear, timely process for handling grievances related to both internal and university exams.

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

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

Our institution adheres to the comprehensive university examination policy for internal assessments, ensuring uniformity and compliance. The final examination timetable, published by the university a month before commencement, is accessible on the university website.

**Standardized Question Paper Patterns** A common question paper pattern is implemented across all courses, guaranteeing fairness and consistency in student evaluations.

**Barcoded Answer Sheets for Accuracy** Barcoded answer sheets are used during university examinations to enhance precision and efficiency in the evaluation process, as mandated by the university.

**Diverse Assessment Methods** Continuous assessment incorporates varied methods such as sessional exams, microteaching, presentations, assignments, seminars, unit tests, research projects, practical assignments, and OSCEs, promoting comprehensive student evaluation.

**Exam Assessment Cell Oversight** The Exam Assessment Cell efficiently manages the internal examination timetable, question papers, and result publication, ensuring transparency throughout the process.

**Internal Assessment Documentation** Internal assessment marks are calculated by averaging the best two internal scores. These scores are meticulously recorded in internal registers, verified, and counter-signed by students before being entered online to ensure accuracy and transparency.

This structured system fosters a reliable and equitable evaluation environment for students.

File Description	Documents
Information on examination reforms	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.5.3/2.5.3%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.5.3/2.5.3%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.5.3/2.5.3%20sub.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.5.3/2.5.3%20sub.pdf</a>

**2.5.4 - The Institution provides opportunities to students for midcourse improvement of performance through specific interventions. Opportunities provided to students for**

**A. All of the Above**

**midcourse improvement of performance through: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support**

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Policy document of midcourse improvement of performance of students	<a href="#">View File</a>
Re-test and Answer sheets	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

Program Outcomes, Program Specific Outcomes, and Course Outcomes, outlined, scheduled and planned based on the curriculum from KUHS are published on the website and communicated to the students during the orientation period.

### Academic Planning and Communication:

The Academic Calendar prepared as per the guidelines of KUHS enhances the education quality, improves student experience, and fosters a sense of community and belonging among students.

### Course Outcome Assessment Methodology:

The COs are framed by the subject coordinators as per the University norms, using action verbs of learning levels (Bloom's Taxonomy). Newly admitted students are informed about these concepts during the orientation period.

Comprehensive student feedback collected at the end of every year includes Curriculum Related Feedback and faculty Evaluation. The performance of students in sessional/model examinations,

theory/practical assignments, leadership in Curricular and Extracurricular Activities, and feedback from parents collected during PTA meetings, are also taken into consideration while assessing the achievement of learning outcomes.

**Student Support and Graduate Preparedness**

Slow Learners, identified through Outcome Based Education receive targeted support for achieving the outcomes set by the institution. These practices ensure the graduates are equipped with the professional skills and confidence to meet the real challenges.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.6.1/2.6.1%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.6.1/2.6.1%20b.pdf</a>
Methods of the assessment of learning outcomes and graduate attributes	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.6.1/2.6.1%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.6.1/2.6.1%20c.pdf</a>
Upload Course Outcomes for all courses (exemplars from Glossary)	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.6.1/2.6.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.6.1/2.6.1%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.6.1/2.6.1%20d.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.6.1/2.6.1%20d.pdf</a>

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

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

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

**Designing Learning Outcomes & Delivery** OBE ensures learning outcomes align with course delivery methods, fostering transformative learning experiences. Course planning is driven by subject coordinators who select appropriate teaching methods to achieve these outcomes.

**Continuous Internal Assessment (CIA)** Varied assessment methods, such as exams and assignments, offer a holistic evaluation of students' progress. OBE software generates difficulty index reports after sessional exams to refine future assessments.

**Add-On Courses & Curriculum Enhancement** Supplementary courses address gaps in the Program Matrix, aligning with Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) for comprehensive curriculum improvement.

**Outcome Attainment Calculation** Final exam results play a significant role in measuring Outcome Attainment, contributing to the overall

evaluation of students' learning.

Mapping Assessments to Learning Outcomes Assessments are mapped to learning outcomes with weighted correlations to ensure alignment with COs, POs, and PSOs, enabling accurate measurement of student achievement.

Feedback Mechanism & Student Support Regular feedback sessions engage students and parents, providing updates and insights. Tailored support helps slow learners, while advanced pathways challenge high achievers. Mentoring and counseling systems ensure effective student progress toward learning outcomes.

File Description	Documents
Programme-specific learning outcomes	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.6.3/2.6.3%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.6.3/2.6.3%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.6.3/2.6.3%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/2.6.3/2.6.3%20b.pdf</a>

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

**ACTION TAKEN REPORT OF PTA MEETING**

**S1.No**

**Objectives**

**Action Taken**

**Outcome**

**1**

**Remedial classes and revisions**

Remedial classes, revisions, and model exams were scheduled and communicated, with extra support for tough subjects.

Remedial classes improved understanding and boosted performance in model exams and revisions.

2

Hostel discipline: Managed late-night gatherings and rule violations.

1 Reminded students and parents about discipline.

2. Warden-led task force for random checks.

3. Reinforced strict hostel timings.

A disciplined environment reduces distractions, helping students focus on their studies and improving overall academic results.

3.

Identify and address student challenges, providing guidance to help them succeed.

Academic challenges faced by students as identified by teachers and to discuss actionable solutions in collaboration with parents

1. Addressing challenges improved understanding and grades.

2. Teachers and parents tailored strategies for each student.

4

Discussion on student behavioral issues.

1. Counseling and 1:10 mentoring for discipline issues.

2. Workshops on professional behavior and participation.

3 Motivation classes for all batches.

Stronger Teacher-Student Relationships: 1:10 Mentoring builds trust, communication, and support.

5



**For health & well-being**

Regular health check-ups and stress management workshops were conducted periodically

Improved Physical Health: Regular check-ups detect and address health issues early, promoting well-being.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/CRT2/2.6.4%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/CRT2/2.6.4%20a.pdf</a>
Follow up reports on the action taken and outcome analysis.	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/CRT2/2.6.4%20A.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/CRT2/2.6.4%20A.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/CRT2/2.6.4%20ANY.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion2/CRT2/2.6.4%20ANY.pdf</a>

**2.7 - Student Satisfaction Survey****2.7.1 - Online student satisfaction survey regarding teaching learning process**

**NIL**

File Description	Documents
Any other relevant information	<a href="#">View File</a>

**RESEARCH, INNOVATIONS AND EXTENSION****3.1 - Resource Mobilization for Research****3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year**

**0**

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

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

6

File Description	Documents
Fellowship award letter / grant letter from the funding agency	<a href="#">View File</a>
List of teachers and their national/international fellowship details (Data templates)	<a href="#">View File</a>
E-copies of the award letters of the teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Number of Research Projects	Amount / Funds Received
0	0

File Description	Documents
List of research projects and funding details during the year (Data template)	No File Uploaded
List of research projects and funding details during the year (Data template)	<a href="#">View File</a>
Link for funding agencies websites	Nil
Any other relevant information	No File Uploaded

### 3.2 - Innovation Ecosystem

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

St. James College of Nursing is committed to cultivating a robust research culture, inspiring faculty and students to actively engage in innovative, funded research initiatives. The institution prioritizes the dissemination of research findings, encouraging publications in prestigious national and international journals.

Students play a pivotal role in research, undertaking projects in clinical and community settings, including field studies in adopted villages and nearby communities. Guided by dedicated departmental faculty, these projects address pressing societal challenges, with ethical compliance ensured by the Institutional Ethics Committee and an active research cell.

The college offers a conducive research environment, equipped with a Wi-Fi-enabled campus, 100 Mbps internet connectivity, and DELNET resources. Financial assistance for research activities has significantly increased scholarly output, enriching the academic ecosystem. Regular journal club meetings and participation in research and journal presentation competitions further nurture a dynamic research culture, fostering intellectual growth and critical thinking.

This integrated approach reflects the college's unwavering dedication to academic excellence and societal impact through research, empowering students and faculty to contribute meaningfully to the nursing profession and beyond.

File Description	Documents
Details of the facilities and innovations made	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.2.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.2.1%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.2.1%20any.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.2.1%20any.pdf</a>

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

6

File Description	Documents
List of workshops/seminars during the year(Data template)	<a href="#">View File</a>
Reports of the events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.3 - Research Publications and Awards**

<p><b>3.3.1 - The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: There is an Institutional ethics committee which oversees the implementation of all research projects All the projects including student project work are subjected to the Institutional ethics committee clearance The Institution has plagiarism check software based on the Institutional policy Norms and guidelines for research ethics and publication guidelines are followed</b></p>	<p><b>A. All of the Above</b></p>
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File Description	Documents
Institutional Code of Ethics document	<a href="#">View File</a>
Minutes of meetings of the committees with reference to the code of ethics	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

#### 3.3.2.1 - Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers\* of the Institution during the year

0

File Description	Documents
Any other relevant information	No File Uploaded
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	No File Uploaded
List of teachers recognized as guides during the year	No File Uploaded
Information as per Data template	<a href="#">View File</a>
Letter of PG guide recognition from competent authority	No File Uploaded

### 3.3.3 - Number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the year

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

0

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

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

0

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

**3.4 - Extension Activities**

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

45

File Description	Documents
List of extension and outreach activities during the year (Data Template)	<a href="#">View File</a>
List of students in NSS/NCC involved in the extension and outreach activities during the year	<a href="#">View File</a>
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

253

File Description	Documents
Reports of the events organized	<a href="#">View File</a>
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	<a href="#">View File</a>
List of students who participated in extension activities during the year	<a href="#">View File</a>
Geotagged photographs of extension activities	<a href="#">View File</a>

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

**In the academic year 2023-24, St. James College of Nursing received multiple prestigious awards and accolades from the government and renowned organizations, reinforcing its dedication to impactful community service and public welfare. The college's outstanding contributions in addressing critical societal needs through innovative initiatives earned widespread recognition.**

Among its notable achievements, the institution was honored with the esteemed Swacch College Puraskaram for its unwavering commitment to maintaining a clean and sustainable campus. Certificates of appreciation were awarded for organizing impactful blood donation camps in collaboration with the Indian Dental Association and government hospitals. The college received special accolades for its efforts in promoting women's health through menopause awareness programs and for its environmental contributions, including cleanliness drives and World Earth Day celebrations.

Additionally, the college was recognized for conducting awareness programs on eye donation, malaria prevention, and tuberculosis in local health facilities, along with providing essential palliative care support to those in need. These awards underscore St. James College of Nursing's mission to integrate healthcare education with meaningful community engagement. By fostering a sense of compassion and responsibility among its students, the institution continues to contribute significantly to public health and societal well-being.

File Description	Documents
List of awards for extension activities in the year	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.4.3%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.4.3%20a.pdf</a>
e-copies of the award letters	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.4.3%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.4.3%20b.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.4.3%20any.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.4.3%20any.pdf</a>

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

In 2023-24, St. James College of Nursing was honored with numerous awards and recognitions from government and other esteemed organizations, underscoring its dedication to impactful community service. The college's initiatives spanned a wide range of areas, addressing critical community needs and fostering health awareness, social responsibility, and environmental sustainability.



Recognitions included certificates of appreciation for blood donation camps organized in collaboration with the Indian Dental Association and government hospitals, awareness programs on eye donation, malaria prevention, and tuberculosis conducted at local health facilities, and palliative care support initiatives. The college also received accolades for contributing to women’s health through menopause awareness programs, and environmental efforts through cleanliness drives and World Earth Day celebrations. The esteemed “Swacch College Puraskaram” was awarded to honor the institution’s dedication to maintaining a clean and sustainable campus. These awards and recognitions reflect the college’s commitment to extending quality healthcare education beyond the classroom, fostering a spirit of compassion and service among students, and partnering with governmental and community bodies to make a measurable difference in public health and welfare.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.4.4%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.4.4%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.4.4%20any.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion3/link/3.4.4%20any.pdf</a>

### 3.5 - Collaboration

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

0

File Description	Documents
Certified copies of collaboration documents and exchange visits	No File Uploaded
Any other relevant information	No File Uploaded
List of collaborative activities for research, faculty/student exchange etc. (Data template)	<a href="#">View File</a>
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated	No File Uploaded

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

9

File Description	Documents
List of functional MoUs for the year (Data Template)	<a href="#">View File</a>
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	<a href="#">View File</a>
List of partnering Institutions/ Industries /research labs with contact details	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

St James College of Nursing provides a comprehensive teaching-

learning environment supported by advanced infrastructure. We offer seven ICT-enabled lecture halls, a seminar hall equipped with an interactive board, and high-speed 100 Mbps Wi-Fi/LAN connectivity. Additional facilities include a conference room and eight fully equipped laboratories, such as a computer lab with 14 systems. Faculty rooms are furnished with computers and internet access, enhancing academic and instructional efficiency.

Clinical training is centred at St. James Hospital, a 450-bed multi-speciality institution offering hands-on experience in diverse healthcare areas. The hospital's DNB programs in Orthopaedics and Emergency Medicine provide advanced exposure to critical care practices. Students also gain insights into integrative healthcare through training in Ayurveda, Homeopathy, and community health centres. The hospital's services are supported by HIS and EMR systems, ensuring modern clinical exposure.

Our 4,200 sq. ft. library, automated with Campus7 software, houses 6,075 books and 15 journals (including 5 international). Departmental libraries offer additional course-specific resources.

Additional amenities include a Wellness Hall with Yoga, Recreation, and Mini Gym facilities, along with multipurpose and open-air auditoriums for events. All facilities are routinely evaluated to maintain excellence in education and clinical practice.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.1%20a.pdf</a>
Geo tagged photographs	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.1%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.1%20b.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.1%20any.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.1%20any.pdf</a>

4.1.2 - The Institution has adequate facilities to support physical and recreational requirements of students and staff - sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc.) and for

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

St. James' College of Nursing provides a range of facilities to support the physical and recreational needs of students and staff, enhancing their overall wellness. The college promotes active participation in sports at university, zonal, state, and national levels.

1. **Playground:** A spacious 9103 Sq. M playground with tiered seating for relaxation and event viewing. Accommodating shuttle badminton, football, cricket, and track and field activities. With a part-time physical trainer, the space hosts annual sports meet and intra- and inter-collegiate events.
2. **Open Auditorium:** Located in the college's front foyer, the 836 Sq. M. open auditorium is used for indoor sports like badminton and serves as a venue for cultural events such as Onam, Christmas, and Institutional Day celebrations.
3. **Multipurpose Hall:** This well-lit 548 Sq. M. hall includes a stage, green rooms, and sound systems, hosting various cultural and arts activities
4. **Wellness Hall:** A 600 Sq. M. top-floor hall offers indoor games, yoga, and fitness activities. It includes facilities for chess, caroms, yoga training, and equipment like a static cycle and fitness machines.

These facilities offer students and staff ample opportunities to relax, engage in recreational activities, and maintain their health and well-being.

File Description	Documents
List of available sports and cultural facilities	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.2%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.2%20a.pdf</a>
Geo tagged photographs	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.2%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.2%20b.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.2%20any.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.2%20any.pdf</a>

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

#### **Infrastructure and Facilities**

The college is situated on an 8-acre verdant campus along the serene Chalakudy River, providing a peaceful environment conducive to learning. Located just 1.5 kilometres from NH544, the campus is well-connected by road, rail, and air.

#### **Hostel Facilities:**

The girls' hostel accommodates 250 students, with rooms shared by three individuals. The facility is managed by two resident wardens and offers amenities such as a TV hall, newspaper reading area, hot water, a water purifier, a fitness room, and sick rooms for medical needs.

#### **Recreational and Outdoor Facilities:**

Students have access to a playground, badminton court, small huts, parks, and swings for relaxation and physical activities. A well-maintained herbal garden, along with fish farming and animal rearing, enhances learning and fosters a tranquil environment.

#### **Dining and Sustainability:**

The canteen caters to students and staff, while a sewage treatment

plant, established in 2018, ensures sustainable waste management practices.

**Spiritual and Personal Development:**

A dedicated chapel provides space for spiritual growth and personal reflection, supporting holistic development.

These facilities highlight the institution's focus on academic excellence and overall student well-being.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.3%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.3%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.3%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.1.3%20a.pdf</a>

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

7

File Description	Documents
Audited utilization statements (highlight relevant items)	<a href="#">View File</a>
Details of budget allocation, excluding salary during the year (Data template)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.2 - Clinical, Equipment and Laboratory Learning Resources**

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

St. James Hospital Overview Located near NH 47, 2 km from Chalakudy town, St. James Hospital is a 450-bed NABH-accredited multi-specialty facility.

**Nursing and Quality Management** The Nursing Service Department is led by a seasoned professor with an MPhil in Nursing, supported by a quality control team (two MSc and one BSc nurse) and an infection control team.

**Clinical Departments** The hospital offers comprehensive care with departments in Emergency Medicine, General Medicine, Surgery, Anesthesiology, Dentistry, Dermatology, Orthopedics, Gastroenterology, Gynecology, Neonatology, Pediatrics, Psychiatry, Cardiology, Urology, Nephrology, Neurology, Neurosurgery, ENT, and Ophthalmology.

**Specialized Facilities** Facilities include an OT complex, dialysis center, cardiac catheterization lab, and a Brain Aid department focusing on outpatient care for children with autism.

**Educational and Support Infrastructure** Two clinical teaching rooms and a Nurse Training Center support student education and ongoing nurse training. Service amenities include a canteen, laundry, a mortuary, and an ATM. Hospital operation are supported by Hospital Information Systems and Electronic Medical Record systems.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.2.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.2.1%20a.pdf</a>
The list of facilities available for patient care, teaching-learning and research	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.2.1%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.2.1%20b.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.2.1%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.2.1%20c.pdf</a>

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

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

304218

File Description	Documents
Any other relevant information	<a href="#">View File</a>
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.	<a href="#">View File</a>
Outpatient and inpatient statistics for the year	<a href="#">View File</a>
Link to hospital records/ Hospital Management Information System	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.2.2%20Links%20to%20hospital%20records.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.2.2%20Links%20to%20hospital%20records.pdf</a>

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

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

**1090**

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

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

**C. Any 2 of the Above**



### /hospitals Mobile clinical service facilities to reach remote rural locations

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

### 4.3 - Library as a Learning Resource

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

The library is automated using a web-based, multi-campus Integrated Library Management System (ILMS), which is a user-friendly software package. Key features of the ILMS include:

1. **Catalogue Management:** Organizes library resources like books, journals, and digital content for easier access.
2. **Circulation Management:** Manages check-ins, check-outs, renewals, and reservations efficiently.
3. **Acquisition Management:** Simplifies ordering new materials and tracks budgets and expenditures.
4. **Serials Management:** Monitors journal subscriptions and ensures timely receipt of issues.
5. **User Management:** Manages user accounts and borrowing rights.
6. **Reporting and Analytics:** Provides insights on library resource usage to aid decision-making.
7. **OPAC:** Allows users to search and reserve materials online.
8. **Integration Capabilities:** Connects with campus systems like Learning Management and Student Information Systems.
9. **Biometric Machine:** Tracks library access securely and efficiently, preventing unauthorized entry.

Additionally, the codeless scanner automates stock verification, speeding up inventory checks and minimizing errors.

**Impact on Library Operations:** Automation increases efficiency by reducing manual tasks, allowing staff to focus on user engagement. Modern features like OPAC and biometric systems improve the user experience, making the library more accessible and efficient for students and faculty. Overall, ILMS enhances the library's functionality, meeting the needs of the academic community.

File Description	Documents
Geo tagged photographs of library facilities	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.1%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.1%20any.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.1%20any.pdf</a>

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

**Library Overview** The library, with a seating capacity of 210, houses a diverse collection of resources to enrich the learning environment. It includes 5,599 textbooks, 564 reference volumes, 15 national and international journals, 300 CDs, and 172 dissertations. The college subscribes to three newspapers and adds new books annually.

**New Book Collection and Display** Newly received books are displayed in a designated cupboard for one month before being transferred to their respective sections. Journals are showcased on a display rack for easy access.

**Reference Section** The reference section is equipped with an encyclopaedia, general knowledge books, and a dedicated collection for competitive exams. Students can access e-journals and other resources anytime through 'DELNET' using a login and password.

**Departmental Libraries** Each department maintains a separate library for faculty members, with specific books

**Book Bank Scheme** The library operates a Book Bank scheme, funded by the Alumni Association of St. James College of Nursing, Chalakudy

(AACSJCON), to support economically disadvantaged students. The Book Bank currently holds 129 books.

**New Display Board** A new display board has been added to showcase new books and journals, further enhancing the library's functionality and promoting an enriched learning environment for students and faculty alike.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.2%20data.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.2%20data.pdf</a>
Geotagged photographs of library ambiance	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.2%20geo.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.2%20geo.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.2%20any.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.2%20any.pdf</a>

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

**A. All of the Above**

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

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

**2.20**

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

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

#### Library Access

The library offers both in-person and remote access to all staff and students from 8:00 AM to 8:00 PM, ensuring comprehensive support for learning and teaching. Separate gate registers are maintained for faculty and students to monitor usage. Students can borrow up to two books at a time for three days, with an option for two renewals. Faculty members can borrow books for ten days with the same renewal policy. Dedicated reading areas are available for both students and teachers to foster a focused learning environment.

#### Computer and Internet Access

The library provides computer systems with internet access, enabling users to explore global information resources. Through DELNET, users can access a wide range of e-resources, including e-journals, books, theses, and dissertations, ensuring seamless academic support.

#### Library Events and Programs

To encourage engagement, the library organizes an annual Book Fair, allowing users to explore new titles. An orientation program is conducted for new students and teachers, providing an overview of the library's services, rules, and facilities. Special training sessions are held to familiarize users with DELNET, guiding them on accessing e-books, e-journals, and other digital resources using their credentials.

These initiatives significantly enhance the library's role in

supporting academic and professional growth.

File Description	Documents
Details of library usage by teachers and students	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.5%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.5%20a.pdf</a>
Details of library usage by teachers and students	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.5%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.5%20b.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.5%20any.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.3.5%20any.pdf</a>

**4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other**

**C. Any 3 of the Above**

File Description	Documents
Links to documents of e-contents used	<a href="#">View File</a>
Data template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **4.4 - IT Infrastructure**

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

**8**

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

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

To meet university standards, our internet leased line was upgraded to 100 Mbps (BSNL and AIRTEL) on 08/10/2022, ensuring high-speed connectivity across the campus.

#### IT Facilities in Key Areas:

##### Lecture Halls

- LAN and Wi-Fi enabled in all six halls, with one hall featuring an interactive board.
- Shared laptop in the office for students and faculty, and LCD projectors in five halls.

##### Seminar Hall

- Equipped with Wi-Fi, LAN, and an interactive board.

##### Library

- LAN, Wi-Fi, eight computers, three printers, a photostat machine, CCTV, and DELNET access for e-learning.
- Campus7 software supports all students and staff.

##### Computer Lab

- Ten LAN-enabled computers, one printer, five dedicated to Remote Digital Evaluation, four cameras, and internet access.

##### Exam Control Room

- Two internet-connected computers, two printers, and CCTV

monitoring.

**Additional Support**

- A QNAP NAS Box with four storage units and three biometric machines for attendance and library use.

Skilled IT technicians provide ongoing maintenance and monitoring of all systems, ensuring reliable performance throughout the college.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.4.2%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.4.2%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.4.2%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.4.2%20b.pdf</a>

**4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:**

**D. 50 MBPS - 250MBPS**

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

**4.5 - Maintenance of Campus Infrastructure**

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

**89.65**

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

4.5.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

#### 4.5.2 Maintenance and Utilization of Facilities

##### Comprehensive Systems for Maintenance:

The college has a robust system for maintaining essential facilities such as laboratories, libraries, sports areas, classrooms, and IT resources. A dedicated maintenance department, staffed by experts in biomedical, IT, electrical, civil, mechanical, carpentry, and plumbing, ensures seamless operations.

##### Efficient Management and Oversight:

Complaints are recorded in a logbook, allowing issues to be prioritized and resolved promptly. The Maintenance Committee, Principal, and various departments collaborate to monitor and enhance facility management.

##### Specialized Maintenance Teams:

Specific teams for IT, plumbing, and electrical services operate under the campus supervisor's oversight, ensuring swift responses. The college's buildings are insured against natural calamities, and high-value equipment is covered by annual maintenance contracts, ensuring periodic servicing.

##### Grounds and Gardens:



Sports facilities are maintained through regular grass cutting and ground leveling, while professional gardeners manage the gardens and landscaping, enhancing the campus's aesthetic appeal.

**Civil Maintenance:**

Skilled teams handle civil tasks like furniture repairs, masonry, painting, and carpentry, all under the supervision of the campus supervisor.

This system promotes an organized, well-maintained environment, optimizing resources and ensuring a conducive atmosphere for students, staff, and faculty.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.5.2%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.5.2%20b.pdf</a>
Log book or other records regarding maintenance works	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.5.2%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.5.2%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.5.2%20any.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion4/link/4.5.2%20any.pdf</a>

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

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

157

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	<a href="#">View File</a>
List of students who received scholarships/ free ships/fee-waivers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Data template	<a href="#">View File</a>

**5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development**

**A. All of the Aboe**

File Description	Documents
Any other relevant information	<a href="#">View File</a>
Link to Institutional website	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.1.2%20main.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.1.2%20main.pdf</a>
Details of capability enhancement and development schemes(Data Template)	<a href="#">View File</a>

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

71

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	<a href="#">View File</a>
Institutional website. Web-link to particular program/scheme mentioned in the metric	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.1.3/Reports%20of%20career%20counselling%20classes.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.1.3/Reports%20of%20career%20counselling%20classes.pdf</a>
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	<a href="#">View File</a>
list of students attending each of these schemes signed by competent authority	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

According to the new Government policy implemented for the academic year 2020-21, International students are no longer permitted to gain admission to nursing degree programs in India. This policy marks a significant shift in the admission landscape for nursing education, as it restricts access to these programs exclusively to Indian citizens. The directive is formalized in Government order [ Health and Family Welfare Development G.O (Ms) N0. 105/202/H&FWD, dated Thiruvananthapuram, 22/07/2020], which references a prior communication from the Director of Medical Education Letter N0.B1/182/2020, DME dated 20.05.2020)

Under this order, the eligibility criteria for professional Degree Courses in Nursing and Paramedical Streams have been clearly defined, stating that only Indian Citizens can apply for these programs starting from 2020-21 academic year unless there are further notifications to the contrary. Additionally, the policy specifies that holders of person of Indian Origin (PIO) cards and Overseas Citizens of India (OCI) will be treated as equivalent to Indian Citizens for the purpose of admission. However, it is important to note that PIO and OCI candidates will not be eligible for any reservation benefits that may be available to Indian citizens. So, starting 2020-21, the International Student Cell is

not functional in the College.

File Description	Documents
For international student cell	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.1.4%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.1.4%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.1.4%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.1.4%20b.pdf</a>

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

**A. All of the Above**

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	<a href="#">View File</a>
Circular/web-link/ committee report justifying the objective of the metric	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.1.5%20s.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.1.5%20s.pdf</a>
Details of student grievances and action taken (Data template)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **5.2 - Student Progression**

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

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

**PGIMER Entrance Test etc.) during the year.****27**

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

**5.2.2 - Number of outgoing students who got placed / self-employed during the year****32**

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

**5.2.3 - Number of the graduated students of the preceding year, who have progressed to higher education****3**

File Description	Documents
Supporting data for students/alumni as per data template	<a href="#">View File</a>
Details of student progression to higher education (Data template)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.3 - Student Participation and Activities**

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

2

File Description	Documents
Duly certified e-copies of award letters and certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The Student Union, a democratically elected body, plays a vital role in fostering personal and civic development among students through various co-curricular activities. Elections are held in accordance with KUHS University bylaws, under a parliamentary system, with a faculty-appointed Returning Officer overseeing the process. Key positions within the Union include Chairperson, Vice-Chairperson, and General Secretary, who receive guidance from the Dean of Student Affairs and two staff advisors. Their support is essential for organizing major events such as festivals and sports competitions.

The Union ensures effective communication between students and faculty through regular meetings with class representatives, allowing for an open exchange of ideas and concerns. Additionally, the Student Council meets periodically, with the Principal and faculty in attendance, to ensure alignment with the institution's goals and objectives.

The Union organizes a variety of events, including the College Arts Festival, Sports Meet, and cultural celebrations like Onam and Christmas. Initiatives such as flash mobs, awareness rallies, and participation in Zonal Arts and Sports festivals contribute to a vibrant, inclusive college environment. Through these activities, the Student Union promotes student engagement, teamwork, and a sense of belonging, helping to shape a dynamic and cohesive campus community

File Description	Documents
Reports on the student council activities	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.3.2%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.3.2%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.3.2/Geotagged%20photographs%20of%20events.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.3.2/Geotagged%20photographs%20of%20events.pdf</a>

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

15

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

### 5.4 - Alumni Engagement

5.4.1 - The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

The Alumni Association of Chalakudy St. James College of Nursing (AACSJCON) has cultivated a global community of over 1,000 members dedicated to fostering connections and supporting the college's mission. Established in 2010 and formally registered on August 13, 2020, under the Kerala Registration Society Act, AACSJCON operates from the college's 'Alumni Cell' and manages its finances through a dedicated bank account.

The association plays a pivotal role in organizing networking events to create job opportunities, raise funds for scholarships, and support students in need. It also encourages research initiatives, hosts award ceremonies, and leads community development projects. Annual reunions and fellowship lunches strengthen the bond among alumni, promoting ongoing engagement. Additionally, alumni contribute to enhancing the college's educational environment by

donating books and materials to the library.

With members excelling in their respective fields, AACSNCON has expanded its reach, forming chapters worldwide. The association looks forward to expanding its impact by offering mentorship programs for nursing students, further enhancing the library, and establishing more scholarships, reinforcing its commitment to the success of St. James College of Nursing and the nursing profession.

File Description	Documents
Registration of Alumni association	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.4.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.4.1%20a.pdf</a>
Details of Alumni Association activities	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.4.1%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.4.1%20b.pdf</a>
Frequency of meetings of Alumni Association with minutes	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.4.1%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.4.1%20c.pdf</a>
Quantum of financial contribution	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.4.1%20d.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.4.1%20d.pdf</a>
Audited statement of accounts of the Alumni Association	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.4.1%20e.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion5/5.4.1%20e.pdf</a>

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

**C. Any 2 or 3 of the Above**



File Description	Documents
List of Alumni contributions made during the year	<a href="#">View File</a>
Extract of Audited statements of highlighting Alumni Association contribution	<a href="#">View File</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

**Vision:** Our vision is to collaborate in creating a healthy society by addressing the health needs of all, particularly the sick and suffering. Guided by Christian values, we aim to respect the uniqueness and dignity of each individual, fostering an environment of care and compassion.

**Mission:** The mission of this college is to nurture youth who will develop their full potential as mature, academically excellent professional nurses. These nurses will work collaboratively with other healthcare professionals to provide preventive, curative, and restorative care to all individuals, improving the health and well-being of the community.

**Nature of Governance:** The institution follows a decentralized, participatory governance model, delegating responsibilities to various stakeholders. Key decision-making bodies include the College Management Committee, IQAC, PTA Committee, Anti-Ragging Committee, SSGP, and other statutory bodies that oversee the college's operations and ensure smooth functioning.

**Perspective Plan:** The governing body is key in developing strategic plans and guiding the IQAC to support the institution's academic and extracurricular growth. Regular meetings with stakeholders, including the Staff Council, SNA, and Student Union, gather valuable feedback. The focus is on delivering quality education, promoting

innovative learning, and implementing systems to enhance academic performance and institutional excellence.

File Description	Documents
Vision and Mission documents approved by the College bodies	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.1.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.1.1%20a.pdf</a>
Achievements which led to Institutional excellence	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.1.1%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.1.1%20b.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.1.1%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.1.1%20c.pdf</a>

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

The institution showcases effective leadership through a decentralized, participative management model. The College Management Committee oversees various departments and committees, while regular College Council meetings ensure coordinated planning and progress. The Internal Quality Assurance Cell (IQAC) plays a crucial role in integrating efforts, promoting quality initiatives, and implementing best practices.

The Curriculum Committee, based on feedback and evaluation, has developed a strategic plan to implement innovative teaching and learning methodologies. To address concerns promptly, grievance redressal mechanisms are in place for both staff and students. Student organizations such as the SNA, KUHS Student Union, SSGP, and NSS make significant contributions to campus life and student engagement.

The Alumni Association supports students by offering scholarships, awards, career guidance, and placement assistance. A dedicated hostel committee ensures the welfare of resident students, while various activities and events are organized in collaboration with external organizations. Comprehensive transportation services are available to all students.

The Parent-Teacher Association (PTA) keeps parents informed about student progress and addresses their concerns. The Examination and Assessment Committee ensures the timely conduct of exams, with results reviewed under the IQAC framework to implement necessary improvements. This collaborative governance approach fosters comprehensive institutional development.

File Description	Documents
Relevant information /documents	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/6.1.2%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/6.1.2%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.2.1%20d.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.2.1%20d.pdf</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed. Provide the write-up within 100 - 200 words

The College operates with a clear organizational structure and a 10-year strategic plan aligned with its vision. Statutory bodies and committees follow established rules and guidelines to implement this plan. The quality policy, which aligns with the standards set by KUHS, INC, and KNMC, is monitored by the Institutional Academic Committee (IAC) and the IQAC. The Governing Body approves academic quality policies, which are then executed and monitored by the College Council.

The College continuously enhances its infrastructure to meet both academic and social needs. Academic matters are managed by the Principal, Vice-Principal, IQAC Coordinator, and Heads of Departments. All committees meet at least twice a year, and staff meetings with the Principal are held bi-monthly. Faculty are required to maintain workbooks, and performance appraisals are conducted by management to ensure ongoing professional development.

The Examination Committee reviews exam results and implements remedial actions where necessary. Discipline is maintained through dedicated committees for anti-ragging, gender sensitization, and general conduct, while grievance committees address any concerns

raised by students or staff. The IQAC regularly gathers feedback on the progress of the strategic plan, ensuring that corrective measures are taken to maintain and improve institutional performance and quality.

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/6.2.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/6.2.1%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/6.2.1%20d.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/6.2.1%20d.pdf</a>
Organisational structure	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/6.2.1%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/6.2.1%20b.pdf</a>
Strategic Plan document(s)	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/6.2.1%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/6.2.1%20c.pdf</a>

**6.2.2 - Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination**

**A. All of the Above**

File Description	Documents
Data template	<a href="#">View File</a>
Institutional budget statements allocated for the heads of E_governance implementation	<a href="#">View File</a>
e-Governance architecture document	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Policy documents	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### **6.3 - Faculty Empowerment Strategies**

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

The institution has implemented effective welfare measures for both teaching and non-teaching staff, as per the St. James Hospital Trust policy. Key initiatives include financial support for professional development, with faculty receiving up to Rs. 1,000/- for seminars and workshops, and Rs. 2,000/- for departmental research post-publication. For quality project work Rs. 500/-. Staff members are encouraged to participate in at least one seminar, paper presentation, and publication each year, with on-duty leave available for these activities.

Welfare benefits include gratuity for those with five years of service, provident fund options for lower salaries, and canteen and transportation concessions. Employees also receive Employee State Insurance, emergency salary advances, and recognition for long service. Additional perks include festival bonuses, birthday gifts, and special rewards for employees' children achieving academic excellence.

Maternity leave is provided per state law, and annual picnics and retreats foster team bonding. Regular training and updates on university procedures are offered, alongside grievance redressal mechanisms ensuring staff concerns are addressed. These measures collectively enhance motivation and efficiency among the staff.

File Description	Documents
Policy document on the welfare measures	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.3.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.3.1%20a.pdf</a>
List of beneficiaries of welfare measures	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.3.1%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.3.1%20b.pdf</a>
Any other relevant document	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.3.1%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.3.1%20c.pdf</a>

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

34

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

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

6

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

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

30

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

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

The appraisal methods include self and student appraisal, along with academic and administrative assessments. At the end of the academic year, all staff fill out a comprehensive self-assessment performance form. Feedback is gathered from students, faculty members, Heads of Departments (HODs), and the head of the institution. Based on this feedback, the principal conducts performance appraisals of the faculty members.

The Annual Performance Assessment Report (APAR) for all staff is analyzed and maintained. Suggestions for corrective actions and improvements are shared, focusing on individuals with low scores. Staff are encouraged to attend training and skill development programs. The principal conducts individual feedback sessions to promote personal and professional growth, motivating staff, and using appraisals for promotions and recognition. This process addresses overall staff performance and suggests improvements, leading to enhanced college functioning. The institution has a Performance Appraisal System for teaching and non-teaching staff

File Description	Documents
Performance Appraisal System	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.3.5%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.3.5%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.3.5%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.3.5%20b.pdf</a>

**6.4 - Financial Management and Resource Mobilization**

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

As a self-financing institution, the primary income source is student fees, typically collected in August and September. The institution follows a resource mobilization policy to optimize resource use. A system ensures prudent fund utilization. The Principal collaborates with departments to devise an annual budget, which the Associate Director approves before presentation to the Director and college management committee. Once sanctioned by the finance committee, the budget is executed through the established hierarchy. Procurement aims for quality products at competitive rates through vendor selection and negotiation. Financial needs of students may be directed to alumni or philanthropists for support. Fund transactions are approved via cash, cheque, and online methods.

Excess funds are allocated for expansion after approval, while urgent needs are addressed promptly. Each fiscal year, the Finance department conducts thorough internal and external audits. The Finance Committee reviews college activities to distinguish between avoidable and unavoidable expenses, ensuring optimal fund mobilization and utilization.



File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.4.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.4.1%20a.pdf</a>
Procedures for optimal resource utilization	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.4.1%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.4.1%20b.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.4.1%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.4.1%20c.pdf</a>

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

The Institution employs a comprehensive approach to assess governance through both internal and external audits.

**Internal Audit:** The unit's financial records are regularly audited by internal auditors. These auditors review accounts and generate compliance reports periodically, ensuring alignment with the approved budget and financial policies.

**Management of Audit Findings:** Any issues or deficiencies identified during the internal audit are promptly reported to management, who take immediate corrective actions to address them and enhance financial controls.

**External Audit:** The institution's annual financial statements are audited by external Chartered Accountants, P.V. Chacko & Co. The auditors review all vouchers related to the cashbook, assess income and expenditure, and prepare the final balance sheet to ensure transparency and accuracy.

**Finance System:** Audited financial statements and balance sheets are submitted to the finance committee for review and consideration. These documents are then presented to the Board of Directors for approval. Additionally, the audited reports are submitted to the Income Tax Department for compliance.

The institution has established systems to ensure the efficient,

transparent use of financial resources, with clear mechanisms for fund mobilization. This ensures accountability, financial integrity, and compliance across all processes.

File Description	Documents
Documents pertaining to internal and external audits for the last year	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.4.2%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.4.2%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.4.2%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.4.2%20b.pdf</a>

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

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
0	0

File Description	Documents
Audited statements of accounts for the year	<a href="#">View File</a>
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	<a href="#">View File</a>
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 6.5 - Internal Quality Assurance System

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

The IQAC plays a pivotal role in fostering a culture of quality across both academic and administrative activities at the institution. It ensures the efficient, timely, and consistent monitoring and evaluation of all college operations to achieve the highest quality outcomes. The IQAC convenes quarterly to assess the progress of college activities, with a primary focus on enhancing quality through the internalization of quality culture and the institutionalization of best practices.

**Key Activities:**

- Develops and communicates the academic calendar for the year.
- Oversees and monitors the programs organized by various committees.
- Conducts regular audits and reviews continuous evaluation systems, implementing necessary improvements.
- Gathers and analyzes feedback from students, parents, and other stakeholders on institutional processes.
- Organizes annual seminars on quality themes and curriculum workshops for faculty, students, and non-teaching staff.
- Disseminates information on quality parameters to faculty and students.

Through the coordinated efforts of the IQAC, various committees—including the College Council, Curriculum Committee, Examination and Assessment Committee, Institutional Ethics Committee, Anti-Ragging Committee, Library Committee, and Grievance Redressal Committee—function effectively to enhance the institution's overall development. The IQAC's dedication has resulted in significant improvements in the academic, administrative, and clinical areas of the institution

File Description	Documents
The structure and mechanism for Internal Quality Assurance	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.5.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.5.1%20a.pdf</a>
Minutes of the IQAC meetings	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.5.1%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.5.1%20b.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.5.1%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion6/link/6.5.1%20c.pdf</a>

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

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

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

**A. All of the Above**

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

File Description	Documents
Information as per Data template	<a href="#">View File</a>
Annual report of the College	<a href="#">View File</a>
Minutes of the IQAC meetings	<a href="#">View File</a>
Copies of AQAR	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/04/AQAR-2022-2023-REPORT.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/04/AQAR-2022-2023-REPORT.pdf</a>
Report of the feedback from the stakeholders duly attested by the Board of Management	<a href="#">View File</a>
Report of the workshops, seminars and orientation program	<a href="#">View File</a>
Copies of the documents for accreditation	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

#### **7.1.1 - Total number of gender equity sensitization programmes organized by the Institution during the year**

**9**

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

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

The College of Nursing has implemented comprehensive measures to promote gender equity and prevent harassment, discrimination, and violence. Numerous programs have been organized to raise awareness about gender equity, anti-ragging, anti-sexual harassment, self-defence, healthy lifestyles, financial and legal security, physical and cyber safety, personality development, SSGP, and substance abuse.

#### Curricular and Co-curricular Activities

- Gender-related issues are addressed in courses like Sociology, Community Health Nursing, and Psychology.
- 11 programs were held over the year to promote gender awareness, with committees like the Women's Cell and Gender Sensitization Committee conducting regular activities.
- Events such as celebrations of International Days include talks, competitions, and legal awareness programs.
- Students participate in outreach programs and sessions on various security and health topics.

#### Safety and Facilities for Women

- The campus features 24-hour CCTV surveillance, round-the-clock security personnel, a punching system, and well-maintained registers.
- Emergency fire and safety measures, along with contact information for various committees, are displayed on campus.
- Professional counsellors and a mentor-mentee system provide academic and personal support.
- Separate common rooms, a wellness room, and an infirmary are available for students.

File Description	Documents
Annual gender sensitization action plan	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.2%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.2%20a.pdf</a>
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.2%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.2%20b.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.2%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.2%20c.pdf</a>

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

**A. All of the Above**

File Description	Documents
Geotagged Photos	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.3%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.3%20a.pdf</a>
Installation receipts	<a href="#">View File</a>
Facilities for alternate sources of energy and energy conservation measures	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**St James College is dedicated to environmental sustainability by strictly adhering to the Green Protocol set by the Government of Kerala. Student organizations play a key role in promoting responsible waste management through reduction, segregation,**

storage, handling, and disposal. The campus follows the principles of the "3 Rs" - Reduce, Reuse, Recycle ensuring a plastic-free environment and minimizing waste generation.

Solid waste, including food waste, is carefully sorted into designated bins and processed in the biogas plant. Non-biodegradable waste is safely incinerated, while biodegradable waste is composted to enrich the soil. Liquid waste is treated through a well-maintained Sewage Treatment Plant (STP).

Biomedical waste, though minimal, is incinerated after proper handling, and students are trained on its safe management. E-waste is segregated according to institutional guidelines, with the IT department overseeing its disposal to certified local scrap vendors.

The campus generates no hazardous or radioactive waste, but students are educated on handling such materials. Through these efforts, the college actively contributes to a cleaner, greener, and more sustainable future.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.4%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.4%20a.pdf</a>
Geotagged photographs of the facilities	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.4%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.4%20b.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.4%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.4%20b.pdf</a>

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

A. Any 4 or all of the above



File Description	Documents
Geotagged photos / videos of the facilities	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.5%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.5%20a.pdf</a>
Installation or maintenance reports of Water conservation facilities available in the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants**

**A. All of the Above**

File Description	Documents
Geotagged photos / videos of the facilities if available	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.6%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.6%20a.pdf</a>
Geotagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Reports to be uploaded (Data Template)	<a href="#">View File</a>

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

**B. Any 4 of the Above**

reading	
File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Data template	<a href="#">View File</a>
Relevant documents	<a href="#">View File</a>
<p>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).</p> <p>SJCON is a premier educational institution renowned for its unwavering commitment to excellence and inclusivity, providing a nurturing environment for diverse students from various backgrounds, cultures, and socioeconomic statuses. Embracing the philosophy of "The World is One Family," the college prioritizes academic inclusiveness, adhering to university and government regulations, with special provisions for marginalized communities. Induction programs and gender equality initiatives promote awareness, while cultural and sports activities foster harmony among students.</p> <p>The campus maintains a 30% reservation for socially and educationally backward classes and 10% for scheduled castes and tribes, upholding a uniform code of conduct that allows freedom of religion and celebrates diverse festivals. Community visits, financial support, and gender equity initiatives contribute to a holistic approach. Deviations are addressed through various committees, ensuring a complaint-friendly environment. The college celebrates cultural, regional, linguistic, and communal harmony, observing important days and admitting NRI students. Additionally, the institution offers various scholarships, including government scholarships, to support needy students. By promoting unity and equal treatment, SJCON stands as a beacon of inclusivity, exemplifying excellence in nursing education</p>	

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.8%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.8%20a.pdf</a>
Any other relevant information/documents	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.8%20ev.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.1.8%20ev.pdf</a>

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

**A. All of the Above**

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	<a href="#">View File</a>
Web link of the code of conduct	<a href="https://stjamescollegeofnursing.com/code-of-conduct-handbook/">https://stjamescollegeofnursing.com/code-of-conduct-handbook/</a>
Details of the monitoring committee of the code of conduct	<a href="#">View File</a>
Details of Programs on professional ethics and awareness programs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Institutional data in Prescribed format (Data Template)	<a href="#">View File</a>

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

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

The institution places great emphasis on celebrating national and international commemorative days, festivals, and events to uphold the values enshrined in the Indian Constitution, such as nationalism, democracy, secularism, and patriotism. These celebrations promote unity by transcending religious, caste, class, and regional differences, fostering a spirit of national integrity and cultural harmony.

Key international observances include International Nurses Day, International Women's Day, International Mother's Day, International Girl Child Day, and International Yoga Day. These days are marked with engaging activities like skits, seminars, panel discussions, awareness programs, and yoga sessions led by the Student Nurses Association (SNA) and National Service Scheme (NSS).

Nationally significant days such as Republic Day, Independence Day, Teachers' Day (5th September), Gandhi Jayanti, Children's Day, World Environment Day, and Constitution Day are also celebrated with flag hoisting, thoughtful speeches, and activities promoting national values, environmental awareness, and social welfare.

## 7.2 - Best Practices

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

### Best Practice 1

Title of the Practice: Women Empowerment through St. James Outreach Programs YOGYA - 'Ethu Avalkayi'

#### Objectives of the Practice

- Foster self-reliance and confidence in women.
- Promote physical, mental, and environmental well-being.
- Create lasting community impact through education.

The Context YOGYA empowers women through health education, mental wellness, and environmental awareness.

#### The Practice

- Health education on reproductive and mental health.

- Workshops on nutrition and sustainability.
- Free medical checkups and awareness campaigns.

Evidence of Success Over 5000 women gained awareness and adopted sustainable practices.

Problems Encountered and Resources Required Challenges in mobilization and limited resources.

## Best Practice 2

Title of the Practice: Experia: Learn by Doing

Introduction Innovative methods bridge theory and practice, enhancing students' professional skills.

Context Experia builds critical thinking and practical skills using modern pedagogies.

## Objectives

- Engage students in transformative learning.
- Foster critical thinking and problem-solving.
- Bridge theory and practice.
- Effectively use modern tools.

## Practices

- Simulation-Based and Problem-Based Learning.
- Flipped Classrooms and Experiential Learning.
- Video-Assisted and Community Impact Learning.

Evidence of Success Improved engagement and professional readiness among students.

Challenges Encountered Resource constraints, faculty training needs, and student adaptation issues.

File Description	Documents
Best practices page in the Institutional website	<a href="https://stjamescollegeofnursing.com/best-practice/">https://stjamescollegeofnursing.com/best-practice/</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/7.2.1%20acti.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/7.2.1%20acti.pdf</a>

### 7.3 - Institutional Distinctiveness

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

#### Inclusive Approaches in Patient Care and Public Health

##### 1. Introduction

St. James College of Nursing shapes compassionate, skilled, and socially responsible nurses. Combining evidence-based care, clinical training, cultural sensitivity, and mentorship, it empowers professionals to positively impact individual health and communities.

##### 2. Clinical Training and Patient Care

- **Student and Societal Impact:** Holistic training prepares students to address healthcare gaps in rural and underserved regions.
- **Dynamic Hospital Partnerships:** Collaborations provide real-world exposure in oncology, pediatrics, and critical care.
- **Rural Health Immersion:** Internships in tribal areas enhance public health expertise and empathy.
- **Centers of Excellence:** Units like the Geriatric Care Center and Hridayalaya Palliative Unit deliver advanced elderly and palliative care.

##### 3. Community Health and Outreach

- **Health Promotion Campaigns:** Drives for vaccination, maternal health, and lifestyle disease prevention.
- **Preventive Programs:** Screenings and mental health workshops encourage early intervention.

##### 4. Inclusive and Patient-Centered Care

Ethics, empathy, and cultural competence guide education. Leadership and teamwork training enhance care for vulnerable groups.

#### 5. Public Health Contributions

Student Nurses advocate for reforms, lead vaccination drives, and strengthen disaster preparedness.

#### 6. Conclusion

St. James College, guided by Christian values, fosters dignity and equity, building a healthier society.

File Description	Documents
Appropriate web page in the institutional website	<a href="https://stjamescollegeofnursing.com/institutional-distinctiveness-holistic-professional-development/">https://stjamescollegeofnursing.com/institutional-distinctiveness-holistic-professional-development/</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.3.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion7/Link/7.3.1%20a.pdf</a>

### NURSING PART

#### 8.1 - Nursing Indicator

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

The students of St. James College of Nursing, Chalakudy, get sufficient nursing practical skills through the skill labs of all the departments as per the regulatory body's norms.

**Nursing Foundation Lab:** The Lab is well refurnished with equipment like a CPR dummy, O2 cylinder with flow meter, IV arm, etc

**OB & G Lab:** The lab is well furnished and reequipped with high fidelity labour simulator for normal delivery, full body mannequins for practicing physical assessments, models for vaginal examination, sterile trays for delivery set, perineal care etc

Child Health Nursing Lab: The Lab is redesigned with machinery and manikins like an Incubator, phototherapy machine CPR baby manikins & AMBU etc

Community Health Nursing Lab: The lab is upgraded with manikin for breast self-examination and rearranged in such a manner that the students can practice the procedure and make their effective A.V aids etc

Advanced Nursing Skill Lab: The lab refurnished to train new technological advancements like CPR Manikin, I.V. arm, Intubation manikin, IM injection mannequins etc

Mechanism of Monitoring Student Learning:

- Faculty explains, demonstrates and asks questions asked to understand the depth of knowledge acquired.
- Asked to demonstrate the procedure and mistakes corrected by redemonstrations.
- Feedback analysis methods are followed to monitor students' learning.



File Description	Documents
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	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.1%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.1%20b.pdf</a>
Geotagged photographs/videos of the facilities	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.1%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.1%20c.pdf</a>
Student feedback on the effectiveness of the facilities	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.1%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.1%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.1%20e.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.1%20e.pdf</a>

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

2

File Description	Documents
List of fulltime teachers with additional Degrees, Diplomas such as PG degree, Fellowships, Ph D, Master trainer etc. during the year	<a href="#">View File</a>
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates.	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>
Institutional Data in Prescribed Format (Data Template)	<a href="#">View File</a>

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.

St. James Hospital, Chalakudy, an NABH-certified 450-bed Multi-Super Speciality Hospital, serves as the parent hospital where our undergraduate nursing students are posted across various departments from their first year. They gain hands-on exposure to the Infection Control Department, familiarizing themselves with infection control policies, waste segregation, disposal, and management processes. Supervised rounds with infection control staff and dedicated theory sessions enhance their understanding of these practices.

As part of their Nursing Administration training, students assess and document quality standards, focusing on patient safety, quality indicators, accuracy of records, quality care delivery, and adherence to spillage policies. In the nursing foundation skill lab, first-year B.Sc. Nursing students practice infection control techniques and standard safety precautions.

To ensure safety, students receive prophylactic immunization against hepatitis B. The infection control team regularly conducts training sessions emphasizing infection prevention practices and the use of personal protective equipment (PPE). Additionally, based on anti-HBsAg titer values from pre-employment health checkups, staff members are provided with hepatitis B immunization as a preventive measure.

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/8.1.3/DOCUMENT%20PERTAINING%20TO%20QUALITY%20OF%20CARE%20AND%20PATIENT%20SAFETY_11zon.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/8.1.3/DOCUMENT%20PERTAINING%20TO%20QUALITY%20OF%20CARE%20AND%20PATIENT%20SAFETY_11zon.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.3.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.3.pdf</a>

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

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
95	95

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

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

**D. Any 1 of the above**

File Description	Documents
e-copies of Certificate/s of Accreditations	<a href="#">View File</a>
Any other relevant documents	<a href="#">View File</a>
Institutional Data in Prescribed Format (Data Template)	<a href="#">View File</a>

**8.1.6 - Describe how the College facilities were utilized by students from other institutions (PG/UG/GNM) for administrative/educational visits and critical evaluation during the year.**

The St. James College of Nursing develops their full potential to be mature, academically excellent professional nurses coordinating their services with other health care professionals to render preventive, curative, and restorative care to all. The faculty and students from other educational institutions visit our college for academic, administrative, and training programs.

The students and faculties from AVARD Bhavan Chalakudy, Thiruhrudaya College of Nursing, Kattambakkam Bhagam. St. James School of Nursing Chalakudy and St. James Institution of Allied Health Sciences

visited our institution not only for training programs but also to utilize the College facilities. A schedule will be made by the college authorities once the request letter is received and informed to the concerned. The College Principal and faculty members give a brief introduction about the college and its Vision, Mission, and orientation class. Later they will be permitted to utilize their required facilities like skill lab, IQAC, playground and library, etc. The college ensures the visiting faculty and students make use of the facilities available in the college to the fullest. The faculty and students are gratified with our training programs and they have conveyed their keen interest in collaborating with us in the future.

File Description	Documents
List of facilities used by other Institutions	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.6%20b.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.6%20b.pdf</a>
List of Institutions utilizing facilities in the College	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.6%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.6%20a.pdf</a>
Any other relevant information	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.6%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.6%20c.pdf</a>

#### 8.1.7 - College undertakes community oriented activities.

The students of St. James College of Nursing, including those in the 5th Semester BSc, fourth-year BSc, and second-year PBBSc Nursing, have excellent opportunities to actively participate in various community-oriented activities organized by the college. The college undertakes several community-oriented activities, such as:

**Community Surveys:** Nursing students performed door-to-door surveys in the 4th ward of Meloor Grama panchayath and the 15th and 16th wards of Chalakudy Municipality.

**Community Mapping:** As part of their practical training, students prepared community maps for specific wards within Meloor Gramapanchayath, 15th and 16th wards of Chalakudy Municipality.

**Health Education:** Students organized health education sessions addressing critical topics, including the hazards of open defecation, reducing plastic use, menstrual hygiene, menopause, mosquito-borne diseases, hypertension, tuberculosis, malaria, polio, geriatric care, nutrition, and cancer awareness.

**Camps and Clinics:** The students conducted renal and dental camps, providing valuable awareness classes on renal diseases and dental hygiene to attendees.

**Celebrating National Health and Welfare Programs:** Celebrated numerous national health days, including the Pulse Polio Program, Tuberculosis Day, World Hypertension Day, Nutrition Programs, Tribal Development Programs, Palliative Care Day, World Maria Day, Nurses Day, and Environmental Day.

**School Health Programs:** The department organized health programs in local schools, where students delivered health awareness initiatives, fostering healthy practices among schoolchildren and ensuring their well-being.

File Description	Documents
Geo-tagging / Photographs of events / activities	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.7%20a.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.7%20a.pdf</a>
Any other relevant document	<a href="https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.7%20c.pdf">https://stjamescollegeofnursing.com/wp-content/uploads/2024/Criterion8/Link/8.1.7%20c.pdf</a>

**8.1.8 - Number of full time faculty serving in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies during the year. (Memberships included in 1.1.2 should not be included)**

2

File Description	Documents
Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>