STRENGTHENING THE PRE-SERVICE NURSING EDUCATION IN INDIA

Performance Standards for the Nursing Educational Institutions in India

2026

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FOREWORD

Dr. T. Dileep Kumar,
President,
Indian Nursing Council

The Indian Nursing Council (INC), established under the Indian Nursing Council Act, 1947, is entrusted with the responsibility of regulating nursing education and maintaining uniform standards of training across the country. Over the decades, the Council has consistently emphasized the centrality of clearly defined performance standards as a means to ensure quality, accountability, and excellence in pre-service nursing education, in keeping with national health priorities and global best practices.

Recognizing the critical role of nurses in strengthening the health system, the Ministry of Health and Family Welfare (MoHFW), Government of India, in collaboration with the Indian Nursing Council, initiated a national programme in 2013 to improve the quality of pre-service nursing education, with a focused emphasis on high-priority states. This initiative underscored the need for structured, measurable, and transparent mechanisms to assess institutional performance and to support continuous quality improvement in nursing and midwifery education.

In this context, the Indian Nursing Council, with technical assistance from Jhpiego, an affiliate of Johns Hopkins University, developed the *Performance Standards for Nursing Educational Institutions* as a systematic framework to guide institutions in assessing and strengthening key domains, including academic instruction, clinical practice, infrastructure, institutional management, and best practices.These standards are intended to function as a facilitative and developmental framework, enabling institutions to undertake periodic self-assessment, benchmark performance, and implement evidence-based improvements.

The revision of the B.Sc. Nursing curriculum in 2021, which adopted a competency-based approach and integrated simulation-based training, represents a significant milestone in nursing education reform in India. Aligned with the National Health Policy (2017) and the National Education Policy (2020), the revised curriculum places emphasis on outcome-based

education, mastery learning, and self-directed learning. Accordingly, the Performance Standards have been updated to reflect these curricular reforms and to remain relevant to contemporary educational and regulatory expectations.

The revised Performance Standards, organized across five core sections, provide a comprehensive and structured framework for institutional self-assessment, quality assurance, and regulatory compliance. Their implementation is expected to improve the quality of nursing education, strengthen governance, enhance transparency, promote accountability, and support the preparation of competent nursing graduates who are responsive to the evolving needs of the healthcare system.

The Indian Nursing Council affirms that the purpose of these Performance Standards is not to find fault with institutions or faculty, but to support and guide nursing educational institutions in achieving and sustaining high standards of quality in pre-service education. The Council encourages all Nursing Institutions to adopt and implement these Performance Standards in letter and spirit, thereby contributing to the national goal of building a competent, confident, and future-ready nursing workforce.

Dr. T. Dileep Kumar
President
Indian Nursing Council

Acknowledgements

The Indian Nursing Council gratefully acknowledges the guidance and leadership of the Ministry of Health and Family Welfare, Government of India, in advancing national efforts to strengthen the quality of pre-service nursing education. The development and revision of the Performance Standards for B.Sc. Nursing Institutions have been undertaken in alignment with national policies and regulatory frameworks, including the National Health Policy, 2017, and the National Education Policy, 2020.

The Indian Nursing Council also acknowledges the valuable contributions of State Nursing Councils, nursing educational institutions, Principals, faculty members, and subject experts whose expertise, insights, and field-level experience have contributed to the development, review, and refinement of these Performance Standards.

The Council places on record its appreciation for the valuable contributions of its technical experts, whose careful review and technical guidance have strengthened the quality, relevance, and applicability of the Performance Standards. The Council further acknowledges the support and contributions of development partners and other stakeholders who participated in consultations, technical reviews, and pilot implementation processes.

In particular, the Indian Nursing Council expresses its appreciation for the technical assistance provided by Jhpiego, an affiliate of Johns Hopkins University, in supporting the design, revision, and operationalization of the Performance Standards. The Council also acknowledges the contribution of Mr. Linto Andrews, Advisor, Jhpiego, for his leadership and coordination in advancing this initiative.

The Indian Nursing Council acknowledges the collective efforts and contributions of all individuals, institutions, and partners involved in this process. Their continued engagement has contributed to strengthening these Performance Standards as a practical, evidence-based framework to promote continuous quality improvement, accountability, and excellence in pre-service nursing education across the country.

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List of Abbreviations

ACRONYM	FULL FORM
AAM	Ayushman Arogya Mandir
ANM	Auxiliary Nurse Midwife
AQAR	Annual Quality Assurance Report
ASHA	Accredited Social Health Activist
CCTV	Closed-Circuit Television
CHC	Community Health Centre
CHN	Community Health Nursing
CNE	Continuing Nursing Education
CQI	Continuous Quality Improvement
CRP	Clinical Rotation Plan
DOP	Direct Observation of Procedure
EC	Ethics Committee
FDP	Faculty Development Program
FRU	First Referral Unit
GNM	General Nursing and Midwifery
HOD	Head of Department
HR	Human Resources
HWC	Health and Wellness Centre
IA	Internal Assessment
ICU/ICCU	Intensive Care Unit / Intensive Cardiac Care Unit
IEC	Information, Education and Communication
IIRF	Indian Institutional Ranking Framework
IMNCI	Integrated Management of Neonatal and Childhood Illness
INC	Indian Nursing Council
IQA	Internal Quality Assurance
IQAC	Internal Quality Assurance Cell
ISO	International Organization for Standardization
JCI	Joint Commission International
LCD	Liquid Crystal Display
LED	Light Emitting Diode
LMS	Learning Management System
MCH	Maternal and Child Health
MCQ	Multiple Choice Question
MNCH	Maternal, Newborn and Child Health

ACRONYM	FULL FORM
MNH	Maternal and Newborn Health
MR	Medical Record
NAAC	National Assessment and Accreditation Council
NABH	National Accreditation Board for Hospitals
NBA	National Board of Accreditation
NIRF	National Institutional Ranking Framework
NOC	No Objection Certificate
NQAS	National Quality Assurance Standards
NRHM	National Rural Health Mission
NRTS	Nurses Registration and Tracking System
OBG	Obstetrics & Gynaecology
OPD	Outpatient Department
OSCE	Objective Structured Clinical Examination
OT	Operation Theatre
PHC	Primary Health Centre
PROQUALI	Original name of the Brazil project where SBM-R was first implemented
QA	Quality Assurance
QI	Quality Improvement
RCH	Reproductive and Child Health
SBA	Skilled Birth Attendant
SBM-R	Standards-Based Management and Recognition
SIU	Staff Inspection Unit
SNA	Student Nurses' Association
SNRC	State Nursing Registration Council
SOP	Standard Operating Procedure
TV	Television
VCR	Video Cassette Recorder
UGC	University Grants Commission
WHO	World Health Organization

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STRENGTHENING THE PRE-SERVICE NURSING EDUCATION IN INDIA

Performance Standards for the Nursing Educational Institutions

Background

The Ministry of Health and Family Welfare (MoHFW), Government of India, in collaboration with the Indian Nursing Council (INC) and with support from various development agencies, launched a national program in 2013 to strengthen the quality of pre-service Nursing education in India.

As part of this effort, the INC, with technical assistance from Jhpiego, an affiliate of Johns Hopkins University, has developed a set of Performance Standards to enhance and regularly monitor the quality of nursing education. These standards serve as a performance improvement tool, designed for periodic use by institutions to track progress and drive continuous quality improvement in nursing education.

Institutional heads may use these performance standards as a practical tool to identify quality concerns and areas requiring improvement within the institution. This tool can be used on a regular basis to monitor institutional performance, assess gaps in quality, and take appropriate corrective measures through simple and achievable actions. Regular initiatives, such as monthly review meetings with the faculty, can further support continuous quality improvement, strengthen accountability, and enhance overall institutional outcomes.

Revised Curriculum and Performance Standards

The Indian Nursing Council (INC) revised the Basic B.Sc. Nursing curriculum in 2021, adopting a competency-based approach and integrating simulation-based education as an important component of nursing education and training. This competency-based approach is intended to ensure that nursing graduates acquire the requisite knowledge, skills, and attitudes to effectively respond to the evolving needs of the healthcare system. The revised curricula are aligned with the objectives of the National Health Policy (2017) and the National Education Policy (2020), which emphasize outcome-based education, competency development, and standardized approaches to education and training.

Specialized nursing programs, including Nurse Practitioner programs, further support the development of advanced competencies aligned with emerging healthcare requirements.

The curricula for nursing programs, including General Nursing and Midwifery, Basic B.Sc. Nursing, and Post Basic B.Sc. Nursing programs, are periodically reviewed and updated to strengthen competency-based education, with emphasis on mastery learning and self-directed learning. In accordance with these curricular and policy developments, the INC has also revised the Performance Standards for nursing institutions to ensure alignment with the updated curricula, regulatory requirements, and quality standards.

The Revised Performance Standards for nursing institutions are applicable to nursing educational institutions offering General Nursing and Midwifery (GNM), Basic B.Sc. Nursing, and Post Basic B.Sc. Nursing programs

The revised performance standards have the following 5 sections:

1) Section 1: Theory and Practical Instruction
2) Section 2: Clinical Instruction and Practice
3) Section 3: Infrastructure and Training Materials
4) Section 4: Nursing Education Institution Management
5) Section 5: Best Practices

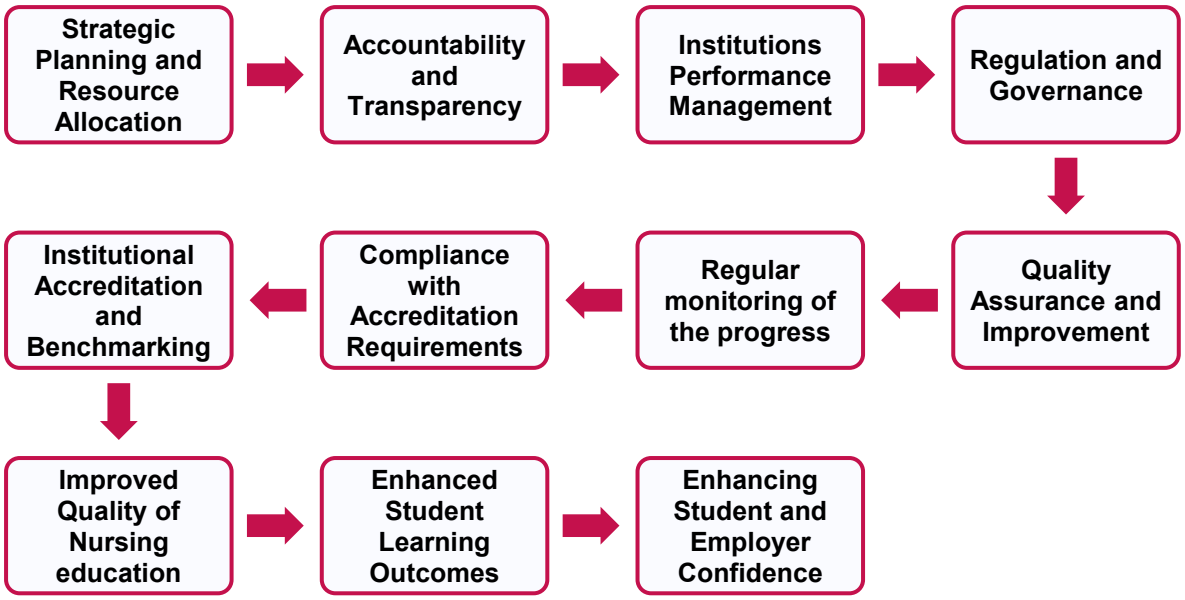
Summary Grid: Standards and Verification Criteria

Section	Area of Assessment	Number of Standards	Number of Verification Criteria
1	Theory and Practical Instruction	15	110
2	Clinical Instruction and Practice	18	91
3	Infrastructure and Training Materials	17	124
4	Nursing Educational Institution Management	21	88
5	Best Practices	14	63
Total		**85**	**476**

Benefits of Implementing the Performance Standards

Implementing performance standards in Nursing institutions leads to significant improvements in the quality of education and learning outcomes. These standards support quality assurance, institutional benchmarking, and compliance with accreditation requirements, thereby strengthening institutional credibility.

They also enhance governance, accountability, and transparency, while enabling strategic planning and effective resource allocation. Ultimately, consistent monitoring and performance management help build confidence among students, employers, and regulatory bodies:



Practical Application of Performance Standards

Performance standards can strengthen nursing educational institutions in several ways. They serve as valuable tools for self-assessment, internal quality assurance, and strategic planning. Institutions can also use these standards to prepare for accreditation, guide mentorship and supportive supervision, and benchmark institutional performance against national and global standards.

History of Standards-Based Management and Recognition

Standards-Based Management and Recognition (SBM-R) was developed by Jhpiego, a Johns Hopkins University affiliate, in the late 1990s as a practical quality improvement approach to address persistent gaps in health service delivery in low-resource settings. The approach emerged from the recognition that many health systems struggled to translate clinical guidelines into consistent practice due to weak pre-service education, inadequate supervision, resource constraints, and fragmented quality assurance systems.

The first implementation of SBM-R took place through the PROQUALI (name of the project) Project in Brazil in 1997, where it was designed to improve reproductive health services by establishing clear, measurable performance standards linked to evidence-based practices. Rather than relying solely on inspections or traditional supervision, SBM-R introduced a structured mechanism for defining quality, measuring performance, and driving continuous improvement at the facility level. Building on its early success, Jhpiego expanded SBM-R across a broad range of health programmes, including maternal and newborn health, infection prevention, HIV/AIDS, cervical cancer prevention, and health professional education. Over the following two decades, the approach was implemented in approximately 30 countries, with several countries, including India, Afghanistan, Malawi, and Mozambique, adopting it at national scale and sustaining implementation over multiple years.

Evolution of SBM-R in India

Jhpiego introduced the Standards-Based Management and Recognition (SBM-R) approach in India through its maternal and newborn health (MNH) programmes as a structured framework for improving the quality of healthcare services. The approach demonstrated the value of clearly defined performance standards, systematic assessment, and continuous quality improvement in enhancing institutional performance and service quality.

Recognizing the need to strengthen pre-service nursing education, the Indian Nursing Council (INC), with technical assistance from Jhpiego, an affiliate of Johns Hopkins University, adapted the SBM-R approach for application in nursing and midwifery institutions. Through this collaboration, a comprehensive set of educational performance standards was developed covering key domains, including institutional governance, teaching-learning processes, infrastructure, and clinical learning environments. The INC subsequently adopted SBM-R as a quality assurance framework to support systematic assessment and continuous improvement in pre-service nursing education.

Building on this experience, the Ministry of Health and Family Welfare (MoHFW), under the National Rural Health Mission (NRHM), adopted the INC's SBM-R-based model as part of its national roadmap for strengthening Auxiliary Nurse Midwifery (ANM) and General Nursing and

Midwifery (GNM) training institutions (refer to DO Letter No. 12015/84/2010-MCH, dated 24 December 2012). In 2012, the Ministry issued the first *Operational Guidelines for Strengthening Pre-Service Education for the Nursing and Midwifery Cadre in India*, which provided for the establishment of National and State Nodal Centres to institutionalize quality assurance, build state-level capacity, and support improvements in pre-service nursing and midwifery education. This represented an important transition of SBM-R from an institution-level quality improvement approach to a nationally supported framework for nursing education.

Over time, SBM-R has evolved from a facility-based quality improvement methodology into a comprehensive systems-strengthening framework that supports institutional performance, competency-based education, and continuous quality improvement across both health professional education and health service delivery.

Establishment of National and State Nodal Centres

To further improve the quality of pre-service nursing education, the Ministry of Health and Family Welfare (MoHFW), Government of India, in collaboration with the Indian Nursing Council (INC) and development partners, including Jhpiego, initiated a national programme to improve the quality of education and training in General Nursing and Midwifery (GNM) Schools and Auxiliary Nurse Midwifery Training Centres (ANMTCs). The programme was initially implemented in ten high-focus States—Madhya Pradesh, Jharkhand, Bihar, Rajasthan, Uttar Pradesh, Uttarakhand, Chhattisgarh, Odisha, Assam, and Jammu & Kashmir—with the approach subsequently recommended for wider adoption.

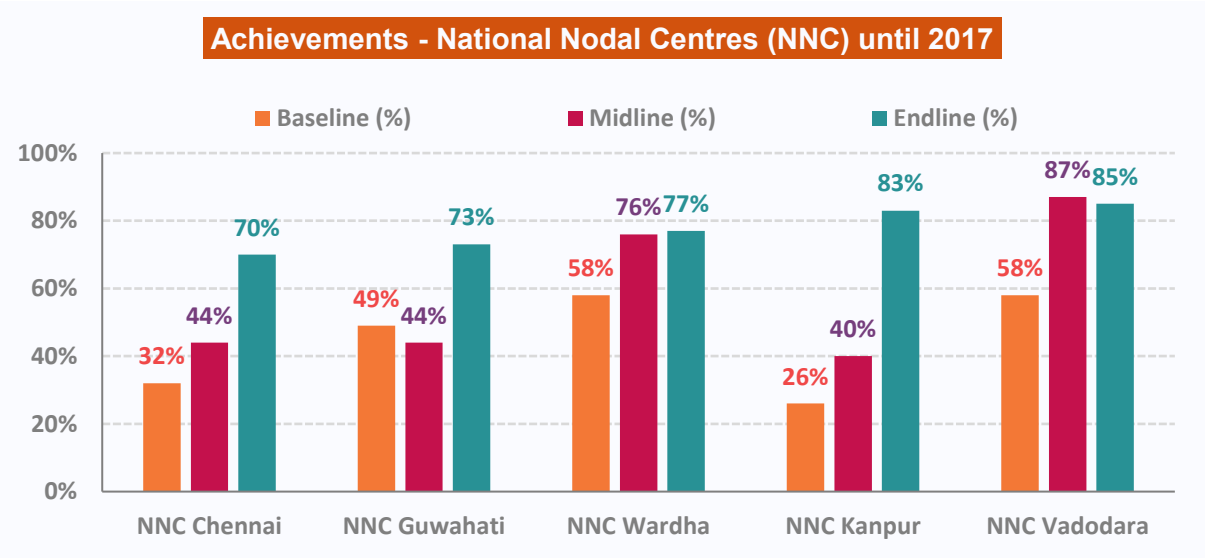
A key component of the programme was the establishment of a network of National Nodal Centres (NNCs) and State Nodal Centres (SNCs). Selected Colleges of Nursing were identified by the MoHFW and INC to serve as model institutions and pedagogic resource centres. These centres supported the dissemination and institutionalization of good practices in nursing education and provided technical and academic support to GNM Schools and ANMTCs.

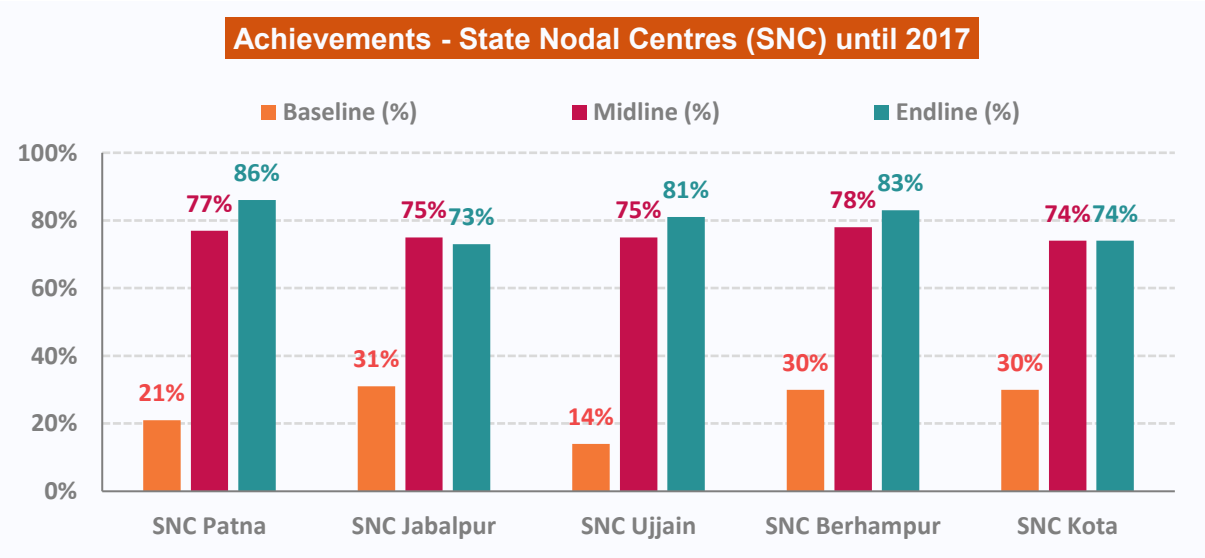
Implementation of SBM-R across the NNC and SNC network provided practical experience in applying a standards-based approach to quality improvement in nursing education. It established a structured process for assessing institutional performance, identifying gaps, developing and implementing improvement measures, and monitoring progress over time. The experience and principles generated through this work also informed the broader application of standards-based quality improvement approaches within national health programmes, including initiatives such as the Government of India's Dakshata programme for strengthening labour room and maternity care.

Available evidence from the implementation of SBM-R across nodal centres and participating institutions indicates improvements in several areas of nursing education and training. These included enhanced performance in student competency assessments, improved student

satisfaction and learning outcomes associated with strengthened educational infrastructure, improved graduation outcomes in participating institutions, and enhanced faculty competencies supporting classroom and clinical instruction. The programme also contributed to strengthening the preparedness and to the broader goal of developing a competent and skilled healthcare workforce.

Systematic data collection and analysis across the NNC and SNC network generated valuable evidence on institutional performance and quality improvement in participating institutions. The available data, including trends and comparative performance indicators, provide an opportunity to illustrate the scale, reach, and outcomes of the programme through appropriate graphical presentations.

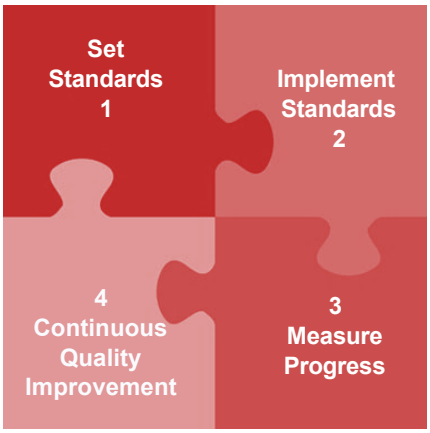




Approach of Standards-Based Management & Quality Assurance

Building on the experience and lessons from the Standards-Based Management and Recognition (SBM-R) approach developed by Jhpiego, the Indian Nursing Council (INC) has adapted the approach to the current context of nursing education in India. The adapted framework is termed Standards-Based Management & Quality Assurance (SBM-QA).

Standards-Based Management & Quality Assurance (SBM-QA) is an operational framework that defines, measures, and monitors adherence to established standards in nursing education through systematic assessment, mentoring, and continuous quality improvement (CQI). It involves setting clear standards, building capacity through mentoring, regularly measuring progress, and integrating CQI into routine institutional processes, thereby promoting accountability, teamwork, and consistent quality and competency in nursing education and training.



Adopting SBM-QA as a core quality improvement framework strengthens nursing education by enabling institutions to objectively identify performance gaps, implement corrective actions, and monitor progress over time. Through transparent assessments, mentoring, and continuous quality improvement processes, SBM-QA supports compliance with regulatory requirements, reinforces competency-based education, and enhances the overall quality of nursing education in alignment with national priorities and global best practices

Framework Overview

SBM-QA is a structured quality management approach that:

- Establishes clearly defined standards aligned with regulations, guidelines, and best practices
- Enables objective and transparent assessment of institutions and programs
- Promotes mentoring rather than punitive inspection
- Embeds continuous quality improvement (CQI) into routine institutional processes

Adoption of the Standards-Based Management & Quality Assurance (SBM–QA) framework will provide a unified, systematic, and sustainable approach to improving quality and competency across nursing education. The framework supports regulatory compliance while fostering a culture of excellence, accountability, and continuous improvement, contributing to strengthened health systems and improved health outcomes.

Implementation Process

Implementing performance standards involves a structured and collaborative process. It begins with forming a quality assurance committee to lead the initiative, followed by a thorough review and understanding of the standards.

Institutions should then integrate these standards into their systems, conduct baseline and periodic assessments, and use feedback for continuous improvement. Evidence-based recommendations can further refine and adapt the Performance Standards to ensure they remain relevant and effective.

Step 1	Constitute a quality assurance committee
Step 2	Review and understand the performance standards
Step 3	Institutionalize the performance standards
Step 4	Baseline and periodic assessment
Step 5	Feedback and corrective actions
Step 6	Improving the Performance Standards through evidence-based insights

Institutional Assessment Cycle

Principals and faculty members of nursing educational institutions are responsible for conducting baseline and periodic internal assessments to understand the baseline status and monitor the progress of their respective institutions. Periodic assessments are conducted at least once a quarter to understand the progress and the quality of the preservice nursing education. It is envisaged that institutional strengthening should be done within 9 to 12 months of the initiation of the process, and the findings of the assessments will be shared with the nursing regulatory body.

Once the institution achieves more than 80% (In sections 1 to 4 and section 5) of the performance standards, it will be reported to the nursing regulatory body. External validation of the self-declared status will be done once every three years. Based on the request,

representatives from the nursing regulatory body may visit the institutions for validation of the performance.

How to Record Findings

There are four columns to record the assessment findings with the date of assessment. This will allow baseline and periodic assessment on the same tool to identify the progress over time, discuss observations with the concerned team, and assess the reasons for the standards and criteria not being met to help resolve them for future improvement. During the assessment, the assessor needs to write 'Y' for 'YES' if the verification criteria are accomplished as per standards, 'N' for the verification criteria 'NOT accomplished as per standards', and 'NA' if the verification criteria are 'NOT APPLICABLE' for the situation being observed.

A standard will be achieved only if all its verification criteria are either accomplished (Y) or not applicable ('NA'). The criteria marked as "NA" will be counted as "YES" for the purpose of meeting the standard. If there is any specific qualitative finding for any verification criteria, the assessor may mention it in the column of comments with the date.

Scoring

The performance scoring system is established to ensure a structured, transparent, and comprehensive evaluation of institutional compliance with defined quality standards. Each section measures specific parameters that contribute to the overall academic, administrative, and operational excellence of the nursing educational institute. The assessment promotes accountability, fosters continuous improvement, and recognizes best practices adopted by institutions.

This document outlines the scoring framework for evaluating institutional performance standards across defined sections. The criteria ensure consistency, transparency, and fairness in assessing compliance with established benchmarks.

At the end of each section is a table with the total number of standards for that section. There is space to record the number of standards observed and the number of standards met for that section, with the date of observation. List the standards accordingly in this table.

Each achieved standard with all criteria 'Yes' and 'NA' scores one point, and if the criteria are not achieved (N), then the score will be zero. Write the sum of the points achieved for the section in the appropriate place.

At the end of the tool is a summary sheet; note the total number of standards observed and total standards met in the respective columns. Mark the score % by calculating the total

number of standards met divided by the total number of standards observed, multiplied by 100.

Scoring Framework

Achievement levels provide a structured way to recognize institutions that meet and exceed defined performance standards. By categorizing performance into progressive tiers, institutions can track their progress, demonstrate their commitment to quality, and be acknowledged for continuous improvement. These levels not only celebrate achievements but also encourage healthy competition, motivate institutions to strengthen their practices, and promote the adoption of high-quality standards. Recognizing institutional performance in this way supports accountability, fosters excellence, and highlights organizations that are leading the way in delivering impactful services

Achievement / Performance	Section	Percentage Achieved	Interpretation
Outstanding	Section 1–4	≥ 80%	An institution that consistently exceeds established performance standards and demonstrates exemplary quality, leadership, and best practices, serving as a model for others.
	Section 5	≥80%	
Above Expectation	Section 1–4	≥80%	Institution that exceeds most performance standards and demonstrates strong implementation, high-quality practices, and A consistent commitment to improvement.
	Section 5	50%–79%	
Meet Expectation	Section 1–4	≥80%	An institution that meets the established performance standards and demonstrates consistent and satisfactory implementation of required practices.
	Section 5	≤50%	
Average	Section 1–4	60–79%	An institution that meets some of the established performance standards but requires further strengthening and support to achieve full compliance. Significant improvement and focus on performance are needed.
	Section 5	≤50%	
Needs Improvement	Section 1–4	≤59%	An institution that has not yet met the established performance standards and

Achievement / Performance	Section	Percentage Achieved	Interpretation
	Section 5	≤50%	requires significant support and capacity strengthening to improve performance. Focus more on the achievement of the basic standards.

ANNEXURES

Annexure 1: Performance Standards for Nursing Educational Institutions in India, 2026

Performance Standards for Nursing Educational Institutions in India - 2026

Section One: Theory and Practical Instruction

Instructions

- During the assessment, the assessor needs to write 'Y' for 'YES' if the verification criteria is accomplished as per standards, 'N' for the verification criteria 'NOT' accomplished as per standards, and 'NA' if the verification criteria is 'NOT APPLICABLE' for the situation being observed.
- A standard will be achieved only if all its verification criteria are either accomplished (Y) or not applicable ('NA'). The criteria marked as "NA" will be counted as "YES" for the purpose of meeting the standard. If there is any specific qualitative finding for any verification criteria, the assessor may mention it in the column of comments with date.
- Each standard with all verification criteria 'YES' and 'NA' scores **one point if** any verification criteria are not achieved 'No' the score will be **zero**.
- If there is any specific qualitative finding for any criteria, the assessor may mention it in the column of remark with the date.

Calculate the score (Percentage%) by dividing the total number of standards met by the total number of standards observed and then multiplying by 100. For example, if the total standards observed are 50 and the total standards met are 30, then the Score % will be = 30/50 x 100 = 60%.

Performance Standards for Nursing Educational Institutions in India - 2026						
Section One: Theory And Practical Instruction						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
Standard 1						
1. The Nursing faculty have the required qualifications	*Verify through review of administrative records if:*					
	Principal cum professor has M.Sc. (Nursing) with total of 15 years' experience out of which 10 years is after M.Sc. (Nursing) in collegiate program. Ph.D. (Nursing) is desirable (B.Sc) Principal has 15 years' experience with M.Sc.(N) out of which 12 years should be teaching experience with minimum of 5 years in collegiate program (Post Basic B.Sc. Nursing) The principal has M.Sc. Nursing with 3 years of teaching experience or B.Sc. Nursing (Basic) / Post Basic with 5 years of teaching experience (** if the					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section One: Theory And Practical Instruction						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
	nursing institution has only GNM program)					
	The Vice Principal cum professor has M.Sc. (Nursing) with total 12 years' experience out of which 10 years is teaching experience after M.Sc. (Nursing). Ph.D. (Nursing) is desirable (B.Sc.and Post Basic B.Sc Nursing Program) The Vice Principal has M.Sc. Nursing or B.Sc. Nursing (Basic) / Post Basic with 3 years of teaching experience. (** if the nursing institution has only GNM program)					
	The Professor has M.Sc. (Nursing) with a total of 12 years' experience out of which 10 years teaching experience after M.Sc. (Nursing) (NA ** if the nursing institution has only GNM program)					
	The Associate Professor has an M.Sc. (Nursing) with a total of 8 years of experience, including 5 years of teaching experience. (NA ** if the nursing institution has only GNM program)					
	The Assistant Professor has M.Sc. (Nursing) with an experience of total 3 years in teaching. (*NA ** if the nursing institution has only GNM program)					
	The Tutor has M.Sc. (Nursing) preferable or B.Sc. (Nursing)/P.B.B.Sc. (Nursing) with 1 year experience. (B.Sc. Nursing) Tutor M.Sc. Nursing or B.Sc. Nursing (Basic/Post Basic) or Diploma in Nursing Education and Administration with 2 years					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section One: Theory And Practical Instruction						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
	of professional experience for 40-60 batch size (16 Tutors) (** if the nursing institution has only GNM program)					
	The College of Nursing faculty has the following MSc (N) Specialization (including principal and vice principal) for 40-60 student intake and course all the 4 batches of students as mentioned below (40 – 60 Batch size) (The number of MSc specialized faculty will be exactly double in case student intake is 100 per batch) (*NA ** if the nursing institution has only GNM program)					
	2 - Medical Surgical Nursing					
	1 - Paediatrics (Child Health) Nursing					
	1 - Community Health Nursing					
	1- Psychiatric (Mental health) Nursing					
	3 - OBG Nursing					
	Part time/External faculty (Doctor or postgraduate in their subject) facilitate sessions for non-nursing subjects as per the curriculum in addition to the Nursing faculty.					
	SCORE					
Standard 2	**Verification Criteria**					
2. Nursing faculty have a valid registration and license to practice	*Verify through review of administrative records if:*					
	Each faculty member holds a valid registration, issued by the state nursing council.					
	Each Nursing faculty member holds a valid details of NRTS Enrolment					
	The Nursing institution maintains updated records NRTS Enrolment of faculty and					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section One: Theory And Practical Instruction						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
	ensures all registrations are renewed.					
	SCORE					
Standard 3	**Verification Criteria**					
3. The Nursing faculty plan and prepares sessions as per the curriculum and performs accordingly.	*Verify through direct observation of teaching plans and materials review:*					
	The nursing educational institute have a curriculum planning committee approved by the principal					
	The faculty develops course plans, including mandatory and elective modules, and is approved by the HOD and Principal. * Mandatory and elective modules are applicable as per the curriculum requirement					
	The faculty develops unit plans, which are approved by the HOD and Principal					
	The faculty develops a lesson plan to guide teaching, including learning objectives and related competencies, if any or has an outline of the class and has prepared teaching notes.					
	The faculty prepares and uses audio-visual aids according to the lesson/teaching plan.					
	The faculty has downloaded and is using the Indian version of safe delivery app during teaching					
	The OBG, Paediatric and Community health faculty achieved safe delivery champion certificate					
	SCORE					
Standard 4	**Verification Criteria**					
4. A safe and effective teaching–	*Verify by observation that faculty ensure:*					
	Classroom Space is enough to accommodate the total number					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section One: Theory And Practical Instruction						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
learning environment is established and maintained.	of students (as per batch size) and for small group teaching activities.					
	The audiovisual equipment is available and functional					
	Well-maintained furniture and comfortable seating					
	Well-maintained and clean flooring					
	The classroom is properly ventilated					
	The classroom has adequate lighting.					
	No exposed wires or malfunctioning equipment in the classroom.					
	SCORE					
Standard 5	**Verification Criteria**					
5. Nursing faculty are teaching according to the curriculum	*Verify through direct observation that he/she:*					
	Specifies which unit/ topic is being taught.					
	Refers to the standard learning resource materials/reference/textbook for that unit.					
	SCORE					
Standard 6	**Verification Criteria**					
6. The nursing faculty uses effective session introduction and summary.	*Verify through direct observation that he/she:*					
	Introduce the topic					
	States objectives and specific competencies for the topic					
	Presents effective summary: including the main points of the topic					
	SCORE					
Standard 7	**Verification Criteria**					
7. The nursing faculty uses effective	*Verify through direct observation that he/she*					
	Uses student's names					
	Uses a teaching note or lesson plan					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section One: Theory And Practical Instruction						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
facilitation skills	Moves around the room and maintains eye contact with the students					
	Projects their voice clearly so that all students can hear					
	Uses audio-visual aids according to the topic					
	Provides opportunities for application or practice of the content presented (as applicable)					
	SCORE					
Standard 8	**Verification Criteria**					
8. The nursing faculty uses effective questioning skills	*Verify through direct observation that he/she:*					
	Ask questions to the entire group and then targets questions to individuals					
	Ask questions at a variety of levels as applicable (knowledge recall, comprehension, application, analysis, synthesis, evaluation)					
	Encourages students to ask questions and positively respond to students					
	SCORE					
Standard 9	**Verification Criteria**					
9. Nursing faculty plans and manages internal Assessment properly	*Verify through reviewing records*					
	University/ SNRC/Board examinations were administered as per INC norms					
	Internal assessment (Theory)					
	a) Internal examinations are conducted at least twice in each academic year					
	b) Question paper pattern of **the sessional exam** follows all 4 different types of questions (for B.Sc. nursing program) Question paper pattern of **the sessional exam** follows all 3					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section One: Theory And Practical Instruction						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
	different types of questions (for GNM program)					
	• MCQ-4 (B.Sc. nursing program.) Objective type questions (MCQ, fill in the blanks, true/false, match the following, Abbreviation)					
	• Essay-1					
	• Short answer- 2					
	• Very Short answer- 3 (*NA for GNM Program)					
	c) Weightage given for **Continuous Assessment** (as mentioned below) as per the INC guideline					
	• Attendance					
	• Written assignments					
	• Seminar/ microteaching/ individual presentation (*NA for GNM Program)					
	• Group project/work/report.					
	• Mandatory module if applicable in the semester. (*NA for GNM program)					
	Internal assessment (Practical)					
	a) Administer at least 1 sessional examination (OSCE-1, DOP-1) for each semester/course					
	b) Direct observation of practical (DOP) conducted at clinical setting 20 students or less per day.					
	c) Weightage given for continuous assessment (as mentioned below) as per the INC guideline					
	• Attendance					
	• Clinical assignments (Clinical presentation, drug presentation & report, Case study report) (B.Sc. nursing program.) • Clinical assignments as per INC (Nursing case study, care plan,					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section One: Theory And Practical Instruction						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
	observation report, health talk, drug study, daily diary and family study) (GNM)					
	• Continuous evaluation of clinical performance					
	• OSCE at the end of the clinical posting (If the posting is more than 2 weeks)					
	• Completion of procedures and clinical requirements					
	Students are informed at least 1 week in advance of assessment					
	Review all subject exam question paper to verify if:					
	Questions covered the learning objectives of the related unit					
	Question bank exists as a Nursing faculty resource					
	Verify through discussion or interview with at least two Nursing faculties, if:					
	Knowledge assessments are reviewed periodically to determine reliability, fairness, validity and adherence to the course objectives.					
	Average internal marks are less than or equal to 75% of the batch of students: $\frac{\text{Summation of internal marks obtained by all students}}{\text{Max internal mark } \mathbf{X} \text{ Total number of students}} \mathbf{X}\ 100$					
	SCORE					
Standard 10	**Verification Criteria**					
10. Knowledge assessment is done with valid	*Verify by reviewing written examination papers of two courses/subjects:*					
	The cover page of test paper contains all the following					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section One: Theory And Practical Instruction						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
measurement tool	(general instructions, number and type of questions, date, and time allotted)					
	The instructions for each section of questions are clear					
	The value or points for each question are stated					
	Questions assess at a variety of levels (not only recall, also application analysis as applicable)					
	The papers include the following types of questions: *(tick each type of question that is used and fill in: if not used, write N/A)*					
	Multiple choice questions					
	• An easy-to-understand stem					
	• Use the negative construction not at all or rarely (<10 % of the questions)					
	The number of choices never exceeds five					
	Short answer and very short answer questions					
	• Are clear and easy to understand					
	Essays questions					
	• Have objective scoring criteria					
	SCORE					
Standard 11	**Verification Criteria**					
11. Nursing faculty use a standard answer key for grading knowledge assessments	*Verify by reviewing the answer key for last year's examination of two subjects of each Semester/Year that:*					
	The answer key is coded or does not include the full question to preserve the integrity of the assessment.					
	The system for linking the answer key to the test paper is clear.					
	Different question types have correct answers noted					
	Multiple choice questions have a single correct answer noted					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section One: Theory And Practical Instruction						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
	Short answer questions have a clear answer or answers noted					
	Elements of correct answers for essay questions are noted.					
	SCORE					
Standard 12	**Verification Criteria**					
12. Results of knowledge assessments and exams are recorded and reported properly	*Verify through records and other documents review and by interviewing the Nursing faculty if:*					
	Exams are structured and scored blindly (The answer paper should not contain the student's name or any direct identity, which may bias the scoring).					
	Assessment results are accurately recorded.					
	Students are given opportunities to review their graded papers, discuss answers, clarify doubts, and go over their scores with the nursing faculty under supervision.					
	SCORE					
Standard 13	**Verification Criteria**					
13. Nursing faculty use the skills lab effectively for demonstration of clinical skills	*Verify through observation or by interviewing the nursing faculty that:*					
	Direct observation: Observe whether the Nursing faculty introduces new skills by:					
	Ensuring all students have the necessary learning materials (e.g., supplies, models, checklists, etc.)					
	Describing steps involved in the skill, using the relevant checklist					
	Demonstrating the skill as follows:					
	Simulates clinical setting as much as possible and ensures all necessary supplies and equipment for performing skill					
	Demonstrates each step accurately using a checklist and ensures that all students can see ensures and that there are 6-10					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section One: Theory And Practical Instruction						
Standard	Verification Criteria	Baseline Date	1st IA Date	2nd IA Date	3rd IA Date	Remarks
	student per mannequin model/manikin					
	Ensures that each student follows using a checklist					
	Summarizes and allows students to ask questions					
	SCORE					
Standard 14	**Verification Criteria**					
14. Nursing faculty effectively utilize skills labs for student practice of clinical skill.	*Verify through observation or by interviewing nursing faculty:*					
	Direct observation: Observe whether nursing faculty uses learning lab to foster practical learning by:					
	Allowing students to practice the skill in small groups using a checklist, taking turns with various roles (practicing, observing, giving feedback, simulating the role of the patient)					
	Ensuring that there are only 6-10 students per model/manikin					
	Observing students practice and providing feedback in a positive and constructive manner					
	Assess students to check their knowledge and clinical decision-making skills.					
	Summarizing the session					
	SCORE					
Standard 15	**Verification Criteria**					
15. Nursing faculty effectively use the skills laboratory to assess student's clinical competency	*Verify through observation or by interviewing nursing faculty:*					
	Direct observation: Observe whether the nursing faculty uses the learning lab to assess the achievement of clinical competency in desired skills in the following manner:					
	Ensure that the faculty has a copy of the skills checklist.					
	Prepare the assessment station with all necessary supplies and equipment.					
	Conducts assessments objectively using a checklist.					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section One: Theory And Practical Instruction						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
	Provides constructive feedback at the conclusion of the assessment session but not during the assessment					
	Conduct the briefing session					
	Records results of the assessment session in the student's logbook/record					
	Provides an opportunity for re-assessment if the student does not achieve competency during the session					
	SCORE					
TOTAL STANDARDS:						
TOTAL STANDARDS ACHIEVED:						
PERCENT ACHIEVEMENT (STANDARDS ACHIEVED / STANDARDS OBSERVED):						

Performance Standards for Nursing Educational Institutions in India - 2026

Section Two: Clinical Instruction and Practice

Instructions

- During the assessment, the assessor needs to write 'Y' for 'YES' if the verification criteria is accomplished as per standards, 'N' for the verification criteria 'NOT' accomplished as per standards', and 'NA' if the verification criteria is 'NOT APPLICABLE' for the situation being observed.
- A standard will be achieved only if all its verification criteria are either accomplished (Y) or not applicable ('NA'). The criteria marked as "NA" will be counted as "YES" for the purpose of meeting the standard. If there is any specific qualitative finding for any verification criteria, the assessor may mention it in the column of comments with date.
- Each standard with all verification criteria 'YES' and 'NA' scores **one point if** any verification criteria are not achieved 'No' the score will be **zero**.
- If there is any specific qualitative finding for any criteria, the assessor may mention it in the column of remark with the date.

Calculate the score (Percentage%) by dividing the total number of standards met by the total number of standards observed and then multiplying by 100. For example, if the total standards observed are 50 and the total standards met are 30, then the Score % will be = 30/50 x 100 = 60%.

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Two: Clinical Instruction and Practice						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
Standard 1	**Verification Criteria**					
1. The Nursing educational institute have a parent/own Hospital	The nursing educational institute has a minimum 100 bedded/ (300 bed for 60-100 seats) Parent/own Hospital					
	The clinical area has the required clinical volume to ensure a 1:3 student-patient ratio					
	The distance between affiliated hospital and institution is within 30 kms. (For hilly and tribal areas, the maximum distance can be 50kms)					
	The nursing staffing norm in the parent and affiliated hospital is as per the staff inspection unit (SIU) norms.					
	SCORE					
Standard 2	**Verification Criteria**					
2. The parent/affiliated hospital have	*Verify by observing the clinical facilities and interviewing administrators, and Nursing faculty/tutors and reviewing administrative records whether Clinical practice sites are available for:*					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Two: Clinical Instruction and Practice						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
adequate bed strength with appropriate distribution across all major specialties to meet curriculum requirements.	Medicine - 50 Beds (B.Sc. nursing and Post Basic B.Sc Nursing proram) Medicine - 45 Beds (** if the Nursing institution has only GNM program)					
	Surgery - 50 Beds (B.Sc. nursing and Post Basic B.Sc Nursing program.) Surgery - 45 Beds (** if the Nursing institution has only GNM program)					
	Obstetrics & Gynaecology- 50 Beds (B.Sc. and Post Basic B.Sc Nursing Program) Obstetrics & Gynaecology- 45 Beds (** if the Nursing institution has only GNM program)					
	Paediatrics - 30 Beds					
	Orthopaedics - 15 Beds					
	Emergency medicine - 10 Beds					
	Psychiatry- 20 Beds (B.Sc. nursing and Post Basic B.Sc Nursing program.) Psychiatry- 50 Beds (** if the Nursing institution has only GNM program)					
	SCORE					
Standard 3	**Verification Criteria**					
3. The Parent/Affiliated hospital have the various clinical departments to meet the requirements of the curriculum	*Verify by observing the clinical facilities and interviewing administrators, and Nursing faculty/tutors and reviewing administrative records whether Clinical practice sites are available for:*					
	Major OT					
	Minor OT					
	Dental, Otorhinolaryngology, Ophthalmology					
	Burns and Plastic					
	Neonatology care unit					
	Communicable disease/Respiratory medicine/TB & chest diseases					
	Dermatology					
	Cardiology					
	Oncology/Neurology/Neurosurgery					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Two: Clinical Instruction and Practice						
Standards	Verification Criteria	Baseline Date	1st IA Date	2nd IA Date	3rd IA Date	Remarks
	Nephrology					
	ICU/ICCU					
	Geriatric Medicine					
	SCORE					
Standard 4	**Verification Criteria**					
4. The Community Health Nursing field practice area should include a variety of field sites to meet curriculum requirements.	*Verify through a review of records that community field practice sites reflect the types of facilities where students may be expected to work, including*					
	Hospital/First Referral Unit (FRU)					
	24/7 Primary Health Center or CHC					
	Health and Wellness Center/Ayushman Arogya Mandir or MCH clinics					
	A well-set-up field teaching Centre should be provided with facilities for accommodation of at least 10-15 students and one staff member at a time.					
	Transportation facility available for community posting					
	SCORE					
Standard 5	**Verification Criteria**					
5. Educational visits are conducted to meet curriculum requirements. The educational visits also be conducted to meet the requirements of the curriculum	*Verify details of educational visits by interviewing administrators, faculty and students, and reviewing permission letters and visit records:*					
	Milk Treatment plant					
	Water and Sewage plant					
	Rehabilitation Centre Psychological and Physiotherapy					
	Geriatric Care					
	Home for Destitute					
	Professional Organization					
	Orphanage					
	SCORE					
Standard 6	**Verification Criteria**					
6. The infrastructure of the clinical practice area is	*Verify by observing the clinical practice site whether the site:*					
	Has sufficient space in each clinical area to accommodate up to six students working alongside staff					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Two: Clinical Instruction and Practice						
Standards	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
conducive for clinical practice	Has space where clinical instructors and students can meet to review objectives and discuss practice					
	SCORE					
Standard 7	**Verification Criteria**					
7. The clinical practice site provides adequate clinical volume and patient load to support students in achieving their clinical objectives. Clinical volume ensures students gain enough experience to meet their clinical objectives.	*Verify by reviewing statistical records (Annual) whether there is sufficient clinical volume:*					
	Bed occupancy of the parent/own hospital should be a minimum 75%					
	Minimum Client volume in the clinical practice site per month should be, 100 deliveries, Medical-38, Surgical-38, OBG- 38, Pediatric-23, Ortho-11, Emergency-8, Psychiatric-20 (B.Sc. nursing program and Post Basic B.Sc Nursing Program.) Minimum Client volume in the clinical practice site per month should be, 100 deliveries, Medical-34, Surgical-34, OBG- 34, Pediatric-23, Ortho-11, Psychiatric-38 (** if the Nursing institution has only GNM program)					
	Distribution of Beds: At least one-third of the total Number of beds should be for medical patients and one-third for surgical patients.					
	The Number of beds for male patients should not be less than 1/6th of the total Number of beds					
	SCORE					
Standard 8	**Verification Criteria**					
8. The nursing educational institute has an agreement with clinical and community	*Verify with the* nursing educational institute *administrator if:*					
	A valid MoU/permission letter exists between the nursing educational institution and the respective clinical practice sites/local health authorities					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Two: Clinical Instruction and Practice						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
practice sites to ensure students meet curriculum requirements.	Clinical practice sites permit students to participate in supervised patient care as per the agreed terms					
	MoU/permission letter with local health authorities specifies:					
	Maximum Number of students allowed at a time					
	Dates (Period/duration) and timing of permission					
	Total Number of beds in the facility					
	Bed distribution					
	There is an agreement with each of the following types of facilities:					
	• Affiliated Hospital					
	• First Referral Unit/Community Health Center					
	• Urban Health Care Center					
	• Primary Health Care Center					
	• Sub-Center/HWC/AAM					
	SCORE					
Standard 9	**Verification Criteria**					
9. A nursing faculty visits clinical and community practice sites and coordinates with clinical staff	*Verify by interviewing clinical practice site coordinator/supervisor and reviewing records (Meeting minutes) whether:*					
	All Nursing faculty spend at least 4 hours daily in the clinical area for teaching and supervising students providing patient care during their assigned clinical postings					
	Clinical practice facilities have been assessed prior to student's placement					
	Principal or faculty and hospital personnel meet (formally at least thrice in year and the first one must be prior to the clinical placement starts) regularly to discuss issues related to clinical practice of students					
	The ward in charge of clinical and community practice is aware of the learning objectives and procedures					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Two: Clinical Instruction and Practice						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
	required for each semester for clinical practice of students					
	SCORE					
Standard 10	**Verification Criteria**					
10. Clinical and community rotation plans are designed to evenly distribute students across required practice area.	*Verify with clinical preceptors if:*					
	Clinical Rotation Plan (CRP) for each batch of students exists and has been shared with all the clinical and community practice sites					
	CRP ensures that groups of students (e.g., from different batches) are not assigned to same unit at the same time					
	The CRP/annexed document specifies the nursing faculty responsible for each student group during their assigned time in a unit.					
	Students complete a study block covering relevant theory content and required skills practice in the lab before beginning clinical posting					
	SCORE					
Standard 11	**Verification Criteria**					
11. Safe transportation to and from clinical practice sites is assured	*Verify with the* nursing educational institute *administration, students and nursing faculty whether:*					
	Vehicle is available or transportation has been arranged by the nursing educational institute					
	Transportation is adequate for the number of students					
	SCORE					
Standard 12	**Verification Criteria**					
12. Students are provided with meals while on duty in clinical practice facilities	*Verify with students and nursing faculty:*					
	If students are at a clinical site for more than five hours, meals/snacks are provided					
	SCORE					
Standard 13	**Verification Criteria**					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Two: Clinical Instruction and Practice						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
13. Students are prepared for clinical and community practice prior to each clinical/community posting	*Verify with the* nursing educational institute *administration and by document review and interviews if:*					
	The nursing faculty meets with students prior to their clinical and community postings and briefs them					
	Students are oriented to the use of a personal clinical and community experience logbook					
	SCORE					
Standard 14	**Verification Criteria**					
14. Students are prepared for clinical and community practice upon their arrival at each clinical/ Community practice site	*Verify with at least two students and nursing faculty if:*					
	Students are oriented to each site on arrival including:					
	Introduced to staff at clinical area/unit and community sites during their rotation					
	An orientation to the facility including the general layout of the departments, the pharmacy, laboratory, and out-patient department					
	Students are oriented to SOP of ward and hospital					
	Students are oriented about reporting system for any incidence					
	SCORE					
Standard 15	**Verification Criteria**					
15. Nursing faculty and students have the necessary teaching learning materials for effective clinical and community practice	*Verify by observing in the clinical practice site if:*					
	The learning objectives for skills practice are available, provided to the students at the beginning of the course					
	The set of learning resource/teaching materials (learning guides/checklists/job aids/articles required, etc.) is available with faculty and students at the clinical/community site					
	Students of 6th and 7th semesters have been oriented, have downloaded, and are using the Indian version of Safe Delivery App as a reference tool and job aid					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Two: Clinical Instruction and Practice						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
	during clinical practice (2nd Year Post Basic B.Sc Nursing and 3rd year for GNM program)					
	Nursing faculty and students are using the clinical experience logbooks to record skill attainment as needed.					
	SCORE					
Standard 16	**Verification Criteria**					
16. Nursing faculty provide guidance for clinical and community practice sessions, monitors student performance and give constructive feedback	*Verify by observing whether the nursing faculty:*					
	Clarify progress on objectives and identify remaining learning needs					
	Describe the tasks to be performed by students					
	Demonstrate skills on actual patients whenever possible, or use simulation if necessary					
	Supervise students throughout the posting and ensure they are never left unsupervised during skills or activities involving patient safety risks.					
	Clinical Staff supervise students as they work and do not leave students unsupervised throughout the night posting					
	Provide feedback to students by:					
	Providing praise and positive reinforcement during and/or after practice					
	Correcting student errors while maintaining student self-esteem					
	SCORE					
Standard 17	**Verification Criteria**					
17. Nursing faculty meet with students at the end of a clinical and community practice session	*Verify by observing whether nursing faculty:*					
	Review learning progress					
	Discuss cases seen and activities performed, particularly those that were interesting, unusual, or difficult					
	Provide opportunities for students to clarify their doubts					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Two: Clinical Instruction and Practice						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
	Ask students to discuss their cases or care plans of patients					
	Document clinical/community evaluation periodically					
	SCORE					
Standard 18	**Verification Criteria**					
18. Nursing faculty or the nursing educational institute administration develops and implements structured sessional practical examinations (Objective Structured Clinical Examination & Direct Observation of Procedure)	*Verify with the administration, nursing faculty, and students, by interviews and records review, whether:*					
	Structured practical examinations (OSCE & DOP) are held at least once for each student of every semester/year					
	Appropriate patients are selected and randomly allocate to students in DOP					
	Checklists or other tools are used to document observations of students in structured practical examinations.					
	Results are provided to students once the exam is completed					
	Results are also shared with the administration for record-keeping.					
	SCORE					
TOTAL STANDARDS:						
TOTAL STANDARDS ACHIEVED:						
PERCENT ACHIEVEMENT:						

Performance Standards for Nursing Educational Institutions in India - 2026

Section Three: Nursing Institution Infrastructure and Training Materials

Instructions

- During the assessment, the assessor needs to write 'Y' for 'YES' if the verification criteria is accomplished as per standards, 'N' for the verification criteria 'NOT' accomplished as per standards', and 'NA' if the verification criteria is 'NOT APPLICABLE' for the situation being observed.
- A standard will be achieved only if all its verification criteria are either accomplished (Y) or not applicable ('NA'). The criteria marked as "NA" will be counted as "YES" for the purpose of meeting the standard. If there is any specific qualitative finding for any verification criteria, the assessor may mention it in the column of comments with date.
- Each standard with all verification criteria 'YES' and 'NA' scores **one point if** any verification criteria are not achieved 'No' the score will be **zero**.
- If there is any specific qualitative finding for any criteria, the assessor may mention it in the column of remark with the date.

Calculate the score (Percentage%) by dividing the total number of standards met by the total number of standards observed and then multiplying by 100. For example, if the total standards observed are 50 and the total standards met are 30, then the Score % will be = 30/50 x 100 = 60%.

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Three: Infrastructure and Training Materials						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
Standard 1	**Verification Criteria**					
1. The nursing educational institute has basic infrastructure to function effectively	*Verify and observe that the* nursing educational institute *has:*					
	Its own building within two years of its establishment/ 30 years of lease deed/Gift deed of building					
	4 classrooms– each at least 600- 900 sq ft for 40 -60 batch size (1500 sq ft for 100 batch size) B.Sc. nursing For GNM program 3 class rooms College of Nursing, which are already running B.Sc. (Nursing) or G.N.M. program will require additional 2 (Two) Lecture Halls : 2@1080 = 2160 Sq. feet for P.B.B.Sc. (N) program for 40-60 Students intake.					
	Library with 2300 sqft (B.Sc. nursing program) Library – 1800 sqft (GNM)					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Three: Infrastructure and Training Materials						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
	One room for each head of the department (6 nursing department) (NA if the institution only has GNM program)					
	Faculty room available					
	Separate common room for male and female students					
	Toilet facilities for faculty and non-teaching staff					
	Toilet facilities for students (1:10 ratio)					
	Administrative space					
	Multipurpose hall					
	SCORE					
Standard 2	**Verification Criteria**					
2. The nursing educational institute has established skill/simulation lab	*Verify and observe that the nursing institution has:*					
	i. Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab 1600 sqft (B.Sc. nursing program/Post Basic B.Sc Nursing Program) Nursing foundation lab 1500 sqft (GNM)					
	ii. Community Health Nursing & Nutrition Lab 1200 sqft (B.Sc. nursing program/Post Basic B.Sc Nursing Program) CHN & Nutrition Lab 900 sqft (GNM)					
	iii. Obstetrics and Gynaecology Nursing Lab 900 sqft (B.Sc. nursing program/Post Basic B.Sc Nursing Program) OBG and Paediatrics Lab 900 sqft (GNM)					
	iv. Child Health Nursing Lab-900 sqft (*NA for GNM program)					
	v. Pre-Clinical Science Lab -900 sqft					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Three: Infrastructure and Training Materials						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
	vi. Computer Lab - 1500 sqft					
	vii. A.V. Aids Room 600 sqft					
	SCORE					
Standard 3	**Verification Criteria**					
3. The Nursing Educational Institute facilities are clean	*Verify by Visiting the* nursing educational institute *facilities to observe the absence of dust, soil, trash, insects, and spider webs in the following areas:*					
	Classrooms are clean and documented.					
	Skills and simulation laboratory are clean and documented					
	Library is cleaned and documented.					
	Administrative spaces are cleaned and documented.					
	Common rooms for male and female students are cleaned and documented.					
	Toilet facilities are cleaned and documented.					
	SCORE					
Standard 4	**Verification Criteria**					
4. Classrooms are comfortable and properly equipped for teaching	*Verify by observing if the classrooms have:*					
	Adequate light, either natural or electrical					
	Adequate ventilation (open windows, exhaust fans and fan/air conditioner)					
	A sufficient number of tables and chairs are available to accommodate students as per batch size					
	Adequate and flexible space for group learning activities					
	Blackboard/greenboard/glass board/whiteboard/smartboard and means to erase it.					
	Chalk or whiteboard markers					
	Electricity and electricity backup					
	LCD projector/smartboard					
	Sound system (needed as per batch size)					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Three: Infrastructure and Training Materials						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
	Screen for projection/ smartboard					
	Clock					
	Notice board					
	Waste bin					
	SCORE					
Standard 5	**Verification Criteria**					
5. The skill/simulation lab is properly equipped and secure for practical learning sessions	*Verify by observing that skills/simulation labs have:*					
	Adequate light					
	Adequate ventilation (open windows/air conditioner/fans)					
	Tables to place models					
	Seating is available (as needed)					
	Blackboard/whiteboard/ smartboard					
	Chalk or whiteboard markers and eraser					
	Cabinets with locks					
	Models/equipment/articles available in Nursing Foundation Lab including adult health nursing & Advanced Nursing lab as per the list provided by INC					
	Models/equipment/articles available in Community health Nursing and Nutrition lab as per the list provided by INC					
	Models/equipment/articles available in Obstetrics and Gynecology Nursing lab as per the list provided by INC					
	Models/equipment/articles available in the Child health Nursing lab as per the list provided by INC					
	Models/equipment/articles available in the pre-clinical science lab as per the list provided by INC					
	All skills/ Simulation labs have updated inventory register					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Three: Infrastructure and Training Materials						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
	All skills/ Simulation labs have utilization register					
	SCORE					
Standard 6	**Verification Criteria**					
6. The skills/simulation lab is accessible for independent practice	*Verify if there is a system with:*					
	Students and staff member are allowed to access the skill/simulation lab after class hours					
	System of accountability exists for ensuring security of materials					
	SCORE					
Standard 7	**Verification Criteria**					
7. The skills/simulation lab's anatomic models are in a functional state	*Verify by observing whether models:*					
	Are draped appropriately and/or stored safely					
	Have intact or repaired skin					
	Manikins are functional, calibrated, and power source is available					
	SCORE					
Standard 8	**Verification Criteria**					
8. A library is available	*Verify by Observing if the library has:*					
	The nursing educational institute has its own library					
	Library has adequate light					
	Library has adequate ventilation (open windows/air conditioner/fans)					
	Comfortable seating arrangements for half of the total strength of the students					
	Comfortable and separate seating arrangements for Nursing faculty					
	Accession register is available, updated and maintained					
	Issue registers are available, updated and maintained					
	SCORE					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Three: Infrastructure and Training Materials						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
Standard 9	**Verification Criteria**					
9. The library space is appropriately equipped and organized	*Verify by Observing whether the library space has:*					
	Cupboards, bookshelves and racks with glass doors, catalogue cabinets					
	Tables to allow for reading or studying					
	A system for recording and cataloguing materials					
	Has audiovisual equipment for students (TV/Computer) *(This verification item can be met if the campus has a separate computer room or if TV/VCR is available elsewhere)*					
	System of accountability exists for ensuring security of materials					
	SCORE					
Standard 10	**Verification Criteria**					
10. The library has appropriate books and reference materials.	*Verify by observing whether the library has:*					
	Minimum of 500 different subjects titled nursing books in the multiple of editions					
	Reference materials for mandatory and elective modules as per INC					
	Recent GoI guidelines for:					
	• Family planning					
	• MNCH					
	• SBA					
	• Infection prevention					
	• Nutrition					
	• IMNCI, ENBC, Non-communicable disease, etc					
	• WHO Jhpiego Effective Teaching Skills					
	• Recent clinical and educational journals are subscribed and available (on-line/Hard Copies)					
	• Minimum 3 nursing journals					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Three: Infrastructure and Training Materials						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
	• Minimum 3 Magazines					
	• Minimum 2 newspapers					
	Each student has individual access to a Learning Management System (LMS) and/or e-learning resources					
	SCORE					
Standard 11	**Verification Criteria**					
11. A well-equipped and functional computer lab exists for the students and faculty	*Verify by observation that:*					
	There is a functional computer lab with 1:5 computer students' ratio as per the student intake					
	There is reliable internet access with good bandwidth					
	The timetable shows regular computer class is arranged for the students					
	SCORE					
Standard 12	**Verification Criteria**					
12. The library is available for students besides of regular class hours	*Verify with the records or person in charge of the library if:*					
	Students are aware of library schedule including extended hours					
	Schedule shows that library is accessible to students for at least two hours per day besides the regular class hours					
	SCORE					
Standard 13	**Verification Criteria**					
13. The nursing educational institute provides adequate student amenities on campus to promote physical fitness, recreation, and	*Verify and observe that the* nursing educational institute *has:*					
	Availability of a gymnasium within the campus for student use.					
	Provision of indoor sports facilities with necessary equipment.					
	Existence of a playground with outdoor sports facilities.					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Three: Infrastructure and Training Materials						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
nutritional well-being.	Functional cafeteria facilities accessible to students on campus.					
	SCORE					
Standard 14	**Verification Criteria**					
14. The hostel is adequately furnished and suitable for student	*Verify by observing whether hostel:*					
	Provision of hostel accommodation for 30% of the total student's intake					
	Separate hostel for the male and female students					
	Has written rules and regulations and displayed on notice boards					
	Has a responsible person, e.g., hostel manager/warden					
	Is secure, especially at night					
	Has cot, mattress, pillow, blankets, bed sheets					
	Has table and chair					
	Has cupboards where students can lock personal belongings					
	Has clean and functional bathing and toilet facilities at 1:5 toilet and bathroom ratio as per occupancy					
	Has access to kitchen facilities					
	Has someone present during the day when students are in class/clinical area					
	Has a space for students to meet visitors					
	Has adequate ventilation (open windows/fans/air conditioner)					
	Electricity is available with power backup					
	Living/dining room (TV optional)					
	Has space for washing and drying clothes					
	SCORE					
Standard 15	**Verification Criteria**					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Three: Infrastructure and Training Materials						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
15. The nursing educational institute have functional kitchen and provision of Nutritious meals for the students	*Verify by observing the kitchen unit and interviewing students to verify whether meals:*					
	Are prepared in a clean and hygienic manner					
	Includes sources of protein, vitamins and provides a balanced diet					
	Breakfast, lunch and dinner are available for hostel students every day					
	Meals are arranged with input from students					
	Food for sick student is served as per need					
	SCORE					
Standard 16	**Verification Criteria**					
16. The hostel has adequate human resource	*Verify and observe from documents if following HR available: (For 150 Students) Number may vary depending on student occupancy.*					
	Warden (Female) – 3 for girls' hostel					
	Warden – 3 for boys' hostel					
	Cook – 1					
	Kitchen & Dining Room helper – 1					
	Sweeper – 3					
	Gardener – 2					
	Security Guard/Chowkidar – 3					
	SCORE					
Standard 17	**Verification Criteria**					
17. The nursing educational institute has safety and security measures for teaching and hostel blocks	*Verify and observe from documents if the following measures are available:*					
	Valid Fire NOC for teaching block					
	Valid Fire NOC for Hostel block					
	There is anti-fire equipment and fire exit plan available					
	Fire Alarm system available					
	CCTV surveillance for teaching block					
	CCTV surveillance for Hostel block					
	SCORE					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Three: Infrastructure and Training Materials						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
TOTAL STANDARDS:						
TOTAL STANDARDS ACHIEVED:						
PERCENT ACHIEVEMENT (STANDARDS ACHIEVED / STANDARDS OBSERVED):						

Performance Standards for Nursing Educational Institutions in India - 2026

Section Four: Nursing Education Institution Management

Instructions

- During the assessment, the assessor needs to write 'Y' for 'YES' if the verification criteria is accomplished as per standards, 'N' for the verification criteria 'NOT' accomplished as per standards', and 'NA' if the verification criteria is 'NOT APPLICABLE' for the situation being observed.
- A standard will be achieved only if all its verification criteria are either accomplished (Y) or not applicable ('NA'). The criteria marked as "NA" will be counted as "YES" for the purpose of meeting the standard. If there is any specific qualitative finding for any verification criteria, the assessor may mention it in the column of comments with date.
- Each standard with all verification criteria 'YES' and 'NA' scores **one point if** any verification criteria are not achieved 'No' the score will be **zero**.
- If there is any specific qualitative finding for any criteria, the assessor may mention it in the column of remark with the date.

Calculate the score (Percentage%) by dividing the total number of standards met by the total number of standards observed and then multiplying by 100. For example, if the total standards observed are 50 and the total standards met are 30, then the Score % will be = 30/50 x 100 = 60%.

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Four: Nursing Education Institutions Management						
Standard	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
Standard 1	**Verification Criteria**					
1. The nursing educational institute is duly recognized and approved by the competent authority.	*Verify the administrative records*					
	No objection certificate (NOC) issued by the state government					
	Official approval from the state nursing regulatory council					
	Institutional Affiliation granted by the university					
	Suitability certificate from the Indian Nursing Council.					
	The nursing educational institute adheres to the number of seats approved by the National Nursing regulatory body/INC.					
	SCORE					
Standard 2	**Verification Criteria**					
2. Student composition reflects INC admission policies	*Verify in the admission record:*					
	Students' minimum age is 17 years on 31st December of the year of admission					
	Admission under the reserved quota shall be subject to reservation policy and eligibility					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Four: Nursing Education Institutions Management						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
	criteria for SC/ST/OBC/EWSs prescribed by the Central Govt./State Govt./Union Territory as applicable to the nursing educational institute concerned.					
	Each student has passed an entrance exam equivalent:					
	Students have obtained 45% marks in 10+2 with physics, chemistry, biology and passed in English individually. (40% mark for GNM Program)					
	Candidate has passed **10+2/**Higher Secondary/Senior Secondary/Intermediate or equivalent examination recognized by the University (or 10+1 completed in/before 1986), holds a GNM certificate, and is registered as R.N.R.M. with the State Nurses Registration Council; pre-integrated-course male nurses must provide evidence of INC-approved equivalent-duration training in lieu of midwifery in O.T. Techniques, Ophthalmic, Leprosy, TB, Psychiatric, Neurological & Neurosurgical, Community Health, Cancer, or Orthopedic Nursing. (For Post Basic. B.SC Nursing Program)					
	Admission is based on merit of the entrance test which shall be conducted by University/State Government/Autonomous Institutions					
	SCORE					
Standard 3	**Verification Criteria**					
3. Class size is consistent with INC	*Verify by reviewing of nursing institute records, verify that the class size follows INC norms/ recommendations and does not exceed:*					
	Teacher-to-student ratio should be:					
	Theory 1:60 (As per batch size)					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Four: Nursing Education Institutions Management						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
policy and local capacity	Clinical area: 1:10					
	SCORE					
Standard 4	**Verification Criteria**					
4. The nursing educational institute has developed and implemented effective student admission strategies according to INC norms	*Verify through interview administrative staff and document review, that:*					
	Nursing educational institute has a copy of the INC student admission policy					
	Nursing educational institute has a selection committee (only if the selection/admission process is decentralized)					
	SCORE					
Standard 5	**Verification Criteria**					
5. The nursing educational institute maintains a high student retention rate	*Verify by document review that:*					
	Evidence for year-wise retention data					
	Exit interview records or dropout analysis reports.					
	The nursing educational institute provides students support services such as mentoring and counselling.					
	Records of follow-up actions for at-risk or absent students.					
	SCORE					
Standard 6	**Verification Criteria**					
6. A record of students from entrance to exit is maintained	*Verify by document review that:*					
	Documentation (cumulative record) exists to track students from entrance to exit					
	Cumulative record is complete and well maintained					
	SCORE					
Standard 7	**Verification Criteria**					
7. The nursing educational institute has academic, and institution policies exist	*Verify through interview with the administration and review of records whether:*					
	Nursing educational institute academic policies are available and includes the following topics					
	Attendance of students in classroom and clinicals, community posting					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Four: Nursing Education Institutions Management						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
and are applied	Professional conduct in class, clinical areas, community area, during field visit and on campus					
	Dress code (specifically for clinical areas)					
	Disciplinary action procedures (probation, suspension, rustication)					
	Grievance redressal policy					
	The institution has CNE policy which supports and encourages Nursing faculty participation in continuing nursing education courses, conferences, and sessions during the last academic year.					
	Policy for induction and orientation of newly recruited faculty and faculty transitioning to new or promoted roles					
	SCORE					
Standard 8	**Verification Criteria**					
8. The nursing educational institute implements the anti-ragging measures	*Verify documents and randomly interview two faculty and students to verify whether:*					
	Constitution of anti-ragging committee					
	Constitution of anti-ragging Squad					
	Anti-ragging committee and squad have regular meeting					
	Display Poster/Chart on prohibition of ragging in the campus					
	Shows videos to the fresher students on anti-ragging available in UGC 2009 anti ragging website/centre for Youth Anti-Ragging Monitoring Agency website					
	The nursing educational institute conducts anti-ragging activities and has a separate budget					
	Orient fresher students about anti-ragging					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Four: Nursing Education Institutions Management						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
	Records and reports cases of ragging to the appropriate authorities					
	Faculty and students are aware of the policies, including anti-ragging and sexual harassment					
	Anti-ragging affidavit submitted by the parents and students					
	SCORE					
Standard 9	**Verification Criteria**					
9. Institute has a clear academic calendar and provides it to students	*Verify that the* nursing educational institute *has a written academic calendar that includes:*					
	Start and end dates of the academic year					
	Tentative dates of holidays, vacations, special events (Health Day, annual day, freshers day, parent teacher meeting etc) and preparatory leaves					
	Tentative dates of sessional and university examinations					
	Date after which students will not be admitted to the program					
	SCORE					
Standard 10	**Verification Criteria**					
10. Written job descriptions exist for staff at the nursing institution	*Verify that the job description is based on national/State government or Institutional policy*					
	Teaching staff					
	Administration staff and non-teaching staff					
	SCORE					
Standard 11	**Verification Criteria**					
11. A salary structure exists and the staff is paid on time in the nursing institution	*Verify through interviews with administration and two faculty, and a review of administrative documents, if:*					
	A salary structure exists as per UGC/state/Central Norms					
	Staff are paid in accordance with the salary structure					
	Staff are paid regularly					
	SCORE					
Standard 12	**Verification Criteria**					
	Verify through interview if:					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Four: Nursing Education Institutions Management						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
12. The curriculum is available to administrators and faculty	The Nursing program curriculum/s be made available for the administrator/Principal.					
	Nursing Faculty can locate and access the Nursing program curriculum/s					
	SCORE					
Standard 13	**Verification Criteria**					
13. Master copies of the learning resource materials exist for duplication	*Verify that:*					
	Principal/Nursing Faculty can locate the master copy of the learning resource materials and GoI guidelines (SBA, EmOC, FP, IMNCI, ENBC, etc)					
	The master copy is of good quality for duplication.					
	SCORE					
Standard 14	**Verification Criteria**					
14. A formal staff performance evaluation system exists	*Verify through interviews with the principal and staff, and review of administrative documents if:*					
	Staff performance (including Administrative, Teaching and Non-Teaching) is measured on a regular basis (At least once in a year)					
	Performance evaluation is done by using a standardized format, including peer and student review					
	The evaluations are documented in writing (Teaching skills, interpersonal and communication skills)					
	Staff participates in the process and sign written evaluations to show that they agree to their content					
	Performance appraisal outcomes are linked to faculty development activities and promotion plans					
	SCORE					
Standard 15	**Verification Criteria**					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Four: Nursing Education Institutions Management						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
15. Student academic performance standards exist and clear & transparent	*Verify through review of administrative documents that academic performance and advancement standards exist and include:*					
	Percentage achievement on all written examinations					
	Achievement on practical and clinical examinations					
	Value of attendance, written assignment, Seminar/Micro teaching/Individual presentation, group project/ work/report, Practical exams, Sessional and University exam toward final score					
	Minimum student performance for each semester					
	Criteria for academic dismissal					
	Verify through interviewing two faculty and two students that:					
	Faculties are aware of standards					
	Students are aware of standards					
	SCORE					
Standard 16	**Verification Criteria**					
16. Student performance results are documented centrally and in a confidential manner	*Verify through document reviews and interviews with administration, that:*					
	A record-keeping system to track student knowledge assessment results					
	A record-keeping system to track student clinical assessment results					
	Only faculty, coordinators, administrators, and respective students know the student results/marks.					
	An action plan is available for weak students (e.g., conducting extra class/practice sessions, student mentorship, etc.).					
	A policy for students to file grievances regarding results exists					
	SCORE					
Standard 17	**Verification Criteria**					
	Verify through document reviews and interviews with administration, that:					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Four: Nursing Education Institutions Management						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
17. The nursing institution provides academic and personal counselling to support students' educational progress and overall mental and physical well-being	Designated faculty or counsellors assigned for academic and personal support.					
	Records of counselling sessions and follow-up actions.					
	Consistency in the counselling sessions					
	Feedback from students on the effectiveness of counselling services.					
	Score					
Standard 18	**Verification Criteria**					
18. Course Completions are explicit and are met before any student can graduate	*Verify through document reviews, that:*					
	Graduating requirements (Theory, skill Lab and clinical Hours) are explicitly stated and students informed about the requirements					
	All students who graduated during the last teaching cycle have met the course requirements.					
	All students who have completed the 7th semester have achieved the Safe Delivery Champion Certificate including completion of all mandatory modules (*Safe Delivery Champion Certificate for final year students in Post Basic B.Sc and GNM program)					
	Records of makeup clinical hrs and records of eligibility clearance before appearing in end-term semester examination both in theory and clinical hrs					
	Students' performance is communicated with the parents/local guardian					
	A student who has not met the graduation requirements is					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Four: Nursing Education Institutions Management						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
	offered to reappear as per INC norms					
	SCORE					
Standard 19	**Verification Criteria**					
19. The nursing educational institute Principal and teaching staff meet regularly	Verify through document reviews and interviews with the administrator and two faculty members, if:					
	Meetings that include all faculty staff occur on a regular basis					
	Nursing faculty can provide input and influence decision-making about education					
	Student and teaching results are discussed and areas for improvement identified					
	SCORE					
Standard 20	**Verification Criteria**					
20. A nursing faculty visits clinical practice sites and coordinates with clinical staff	Verify through document review and interviews with the faculty and clinical site staff if:					
	There is a schedule of regular meetings/ visits between the nursing faculty and clinical site staff					
	Problems are discussed with clinical staff, solutions are identified, and action is taken to resolve problems					
	SCORE					
Standard 21	**Verification Criteria**					
21. Opportunities for students to participate in diverse extracurricular activities	Verify through document review and interviews with the students if:					
	Records maintained for extracurricular activities (Cultural and sports activities)					
	Extracurricular hours are mentioned in the routine or subject attendance register					
	the nursing educational institute has an active SNA unit					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section Four: Nursing Education Institutions Management						
Standard	Verification Criteria	Baseline	1st IA	2nd IA	3rd IA	Remarks
		Date	Date	Date	Date	
	Record of students participating in extracurricular activities in state and national level					
	SCORE					
TOTAL STANDARDS OBSERVED:						
TOTAL STANDARDS ACHIEVED:						
PERCENT ACHIEVEMENT (STANDARDS ACHIEVED / STANDARDS OBSERVED):						

Performance Standards for Nursing Educational Institutions in India - 2026

Section Five: Best Practices

Instructions

- During the assessment, the assessor needs to write 'Y' for 'YES' if the verification criteria is accomplished as per standards, 'N' for the verification criteria 'NOT' accomplished as per standards', and 'NA' if the verification criteria is 'NOT APPLICABLE' for the situation being observed.
- A standard will be achieved only if all its verification criteria are either accomplished (Y) or not applicable ('NA'). The criteria marked as "NA" will be counted as "YES" for the purpose of meeting the standard. If there is any specific qualitative finding for any verification criteria, the assessor may mention it in the column of comments with the date.
- Each standard with all verification criteria 'YES' and 'NA' scores **one point if** any verification criteria are not achieved 'No' the score will be **zero**.
- If there is any specific qualitative finding for any criteria, the assessor may mention it in the column of remarks with the date.

Calculate the score (Percentage%) by dividing the total number of standards met by the total number of standards observed and then multiplying by 100. For example, if the total standards observed are 50 and the total standards met are 30, then the Score % will be = 30/50 x 100 = 60%.

Performance Standards for Nursing Educational Institutions in India - 2026						
Section 5: Best Practices						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
Standard 1	**Verification Criteria**					
1. The Nursing educational institute and its attached/parent hospital demonstrate quality excellence through national and international recognitions	*Verify through direct observation and record review*					
	The Nursing educational institute has applied and obtained NAAC/NBA/ISO Accreditation/six sigma certifications					
	The nursing educational institute has applied and obtained for NIRF (National Institutional Ranking Framework)/IIRF (Indian Institutional Ranking Framework) ranking for the previous / current year.					
	The parent hospital (government) has achieved NQAS/ LaQshya/Kayakalp certification, or—if private—the maternity department is Manyata-certified.					
	The Parent/Attached (Pvt) Hospital holds JCI/NABH Accreditation					
	Score					
Standard 2	**Verification Criteria**					
	Verify through direct observation and record review					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section 5: Best Practices						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
2. The nursing educational institute establishes academic collaborations with national institutions to enhance the quality of nursing education.						
	Documented MoUs /Collaboration agreements with national institutions and Universities.					
	Evidence of student exchange programs, including records of students visiting other institutions.					
	Evidence of faculty exchange programs between the nursing institution and partner institutions.					
	Records of training and mentorship activities/sessions conducted by experts from collaborating institutions.					
	Score					
Standard 3	**Verification Criteria**					
3. The nursing educational institute establishes academic collaborations with international institutions to enhance the quality of nursing education.	*Verify through direct observation and materials review*					
	Documented MoUs/Collaboration agreements with international institutions and universities.					
	Evidence of student exchange programs, including records of students visiting other institutions.					
	Evidence of faculty exchange programs between the nursing educational institute and partner institutions.					
	Records of training and mentorship activities/sessions conducted by experts from collaborating institutions.					
	Score					
Standard 4	**Verification Criteria**					
4. The nursing educational institution promotes and supports quality research,	*Verify through direct observation and record review*					
	Nursing educational institution conducts capacity building for research methodology and publication workshops on an annual basis					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section 5: Best Practices						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
evidence generation, and scholarly publications among faculty and students	Minimum 80% of faculty publish at least one peer-reviewed paper within a 5-year cycle					
	At least 30–40% of total publications are in Scopus / Web of Science indexed journals					
	Institutional research funding (scholarship/research funds) support for student and faculty					
	Evidence of securing at least 2–3 externally funded research projects during the past 5 years. (e.g., from agencies such as the Indian Council of Medical Research/professional associations/universities, etc.)					
	Evidence that research and publications are considered in faculty appraisal, promotion, and salary increment policies					
	Score					
Standard 5	**Verification Criteria**					
5. The nursing educational institute has a functional Institutional Ethics Committee (IEC) to ensure ethical standards are upheld.	*Verify through direct observation and record review*					
	Notification about the constituted IEC with defined roles					
	IEC has a valid registration under the Department of Health Research					
	Records of committee meetings and decisions made on research proposals.					
	Records of approved protocols and ethical clearance certificates for student and faculty research.					
	Score					
Standard 6	**Verification Criteria**					
6. The nursing educational institution has a structured system for Continuing Nursing Education	*Verify through direct observation and record review*					
	Institutional policy/guidelines for Continuing Nursing Education (CNE) and/or Faculty Development Programs (FDPs) are available					
	At least 2 CNE/FDP programs organized annually (brochures,					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section 5: Best Practices						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
(CNE) and/or Faculty Development Programs (FDPs) for faculty.	attendance sheets, reports, photographs).					
	Approved policy for granting duty/academic leave for faculty to attending external CNE/FDP programs.					
	Documented proof of institutional funding/reimbursement for faculty attending conferences, workshops, seminars or CNE programs.					
	Records showing ≥80% faculty participation in at least one CNE/FDP per academic year.					
	Evidence that faculty have completed training in innovative teaching and assessment methodologies/e-learning platforms/ digital health technologies. (eg: simulation-based education)					
	SCORE					
Standard 7	**Verification Criteria**					
7. The nursing educational institute has an active Internal Quality Assurance Committee (IQAC)	*Verify through direct observation and record review*					
	Notification and policy regarding the constitution of the IQAC and details of IQAC members with their role (For nursing educational institute and Parent hospital)					
	IQAC meeting records are available and maintained					
	Records of Annual Quality Assurance Reports (AQAR) and action plans.					
	Evidence of training or capacity-building programs for nursing faculty on quality improvement and quality assurance					
	Nursing educational institution conducts its periodical quality audits and sets its targets					
	SCORE					
Standard 8	**Verification Criteria**					
8. Faculty effectively	Verify through interviews with administration and two faculty, and a review of administrative documents, if:					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section 5: Best Practices						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
balances academic and clinical roles (Dual role) to ensure quality education and patient care.	Policy defines faculty dual roles and time allocation between academic and clinical role.					
	Duty rosters show academic and clinical engagement					
	Records reflect faculty involvement in clinical management/supervision					
	Interviews with students to verify faculty dual-role practice					
	Interviews with the hospital staff to verify faculty dual-role practice					
	Score					
Standard 9	**Verification Criteria**					
9. The nursing educational institution adopts a nearby village/community for student learning and community health improvement	*Verify with administrative record and interview:*					
	Approved and authorized documentation confirming village adoption and clearly defined objectives					
	Student posting schedules and activity logs are maintained.					
	Health survey reports before and after interventions.					
	Records of health camps, awareness drives, and home visits.					
	Village map is developed, and family folders are maintained and updated					
	SCORE					
Standard 10	**Verification Criteria**					
10. The nursing educational institute collaborates with district health authorities/NGOs to support health programs and initiatives	Verify with administrative record and interview:					
	Documentation of student participation in public health and community activities.					
	Records of recognition or documented collaboration with the community or partners demonstrating the impact of collaborative activities.					
	Evidence of institutional support to the health department for the national health programmes					
	SCORE					
Standard 11	**Verification Criteria**					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section 5: Best Practices						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
11. The nursing educational institution conducts community outreach programs.	*Verify with the record and interview:*					
	Organization of various awareness and screening camps for adolescent girls/ pregnant women/ infants and children/male population in a recent year					
	Reports and supporting documents of community outreach program including school health/community/field-level activity programs conducted by the nursing institute.					
	SCORE					
Standard 12	**Verification Criteria**					
12.The nursing educational institute has an active campus placement cell	*Verify through direct observation and record review*					
	Approved placement cell with designated members, clearly defined roles and responsibilities, and objectives is established					
	Records demonstrate that the placement cell is functional and conducts regular placement-related activities for students					
	Organize skill development and placement readiness programs including resume writing, interview techniques, communication, and soft skills.					
	Established and maintain national or international recruiter linkages, ensuring regular interaction and placement drives.					
	Facilitate employment opportunities (both national and/or international) for students.					
	Record of students placed through on campus placement by the cell					
	Feedback from students about placement experience, including testimonials of successful candidates					
	Feedback from recruiters on placement support is available					
	SCORE					

Performance Standards for Nursing Educational Institutions in India - 2026						
Section 5: Best Practices						
Standards	**Verification Criteria**	**Baseline**	**1st IA**	**2nd IA**	**3rd IA**	**Remarks**
		Date	**Date**	**Date**	**Date**	
Standard 13	**Verification Criteria**					
13. The nursing educational institute has established Alumni Initiatives	*Verify through direct observation and record review*					
	Alumni records with updated contact details					
	Record of alumni joined for higher courses					
	Records of alumni employed in other states or countries, including institution/employer and location, are maintained					
	Documentation of alumni contributions in career guidance for current students					
	Records of alumni meetings and activities organized by the institution/ alumni association.					
	Score					
Standard 14	**Verification Criteria**					
14. The nursing institution has a Green Campus initiative	*Verify through direct observation and record review*					
	Functional rainwater harvesting system with updated records.					
	Waste segregation bins installed campus-wide with documented disposal/recycling records.					
	Energy-efficient systems (LED lighting and solar system) in use with supporting records					
	Evidence on monitoring and compliance of ban on single-use plastics, plastic bags and wrappers.					
	Lush Green spaces, gardens and plantations are maintained					
	Periodic environmental awareness activities conducted with documented reports and attendance.					
	SCORE					
TOTAL STANDARDS OBSERVED:						
TOTAL STANDARDS ACHIEVED:						
PERCENT ACHIEVEMENT (STANDARDS ACHIEVED / STANDARDS OBSERVED):						

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Notes