



# **INSTITUTIONAL ASSESSMENT AND ACCREDITATION** **(Effective from July 2017)**

**Accreditation - (Cycle - 2)**

## **PEER TEAM REPORT ON** **INSTITUTIONAL ACCREDITATION OF** **ALDER COLLEGE** **C-16687**

**Kohima**  
**Nagaland**  
**797001**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**An Autonomous Institution of the University Grants Commission**  
**P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I:GENERAL INFORMATION**

1.Name & Address of the institution:	ALDER COLLEGE Kohima Nagaland 797001	
2.Year of Establishment	1992	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	8	
Programmes/Course offered:	8	
Permanent Faculty Members:	22	
Permanent Support Staff:	7	
Students:	191	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Naga Wrestling 2. College is established in the heart of the city 3. Most of the students belong to the Scheduled Tribes	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 06-02-2025 To : 07-02-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. VIJAY DEV SINGH	FormerProfessor,University of Jammu
Member Co-ordinator:	DR. RUDRAGOUDA R BIRADAR	Professor,Karnatak University Dharwad
Member:	DR. SUNITA WADIKAR	FormerPrincipal,PILLAI COLLEGE OF EDUCATION AND RESEARCH CHEMBUR
NAAC Co - ordinator:	Dr. Neelesh Pandey	

## Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

### Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)

1.1	Curricular Planning and Implementation
1.1.1 QIM	<p><b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b></p> <p><b>Alder College, affiliated to Nagaland University, follows the curriculum and academic calendar prescribed by the university. The Principal along with the Academic committee plans the various academic activities aligning with university requirements. The college's academic calendar is circulated to all the stakeholders for its effective implementation. The departments work on the distribution of workload, courses allotted to teachers as per their expertise and specialisation. Teachers use PPT, Zoom meet, Google class room, WhatsApp e-resources in the classrooms for effective delivery of the lectures.</b></p> <p><b>Programme and departmental orientations are conducted to orient students and newly recruited teachers about the courses and various approaches for curriculum delivery. The college makes an attempt at the initial stage to identify the students of different learning levels and motivating slow learners to achieve their highest potential. The Mentoring Cell provides the resources and the personnel needed to enable academic mentorship.</b></p> <p><b>IQAC has a planned mechanism in the form of the Teacher's Log Book to review curriculum delivery. Report on overall conduct of academic activities is reviewed by the Heads of Departments and submitted to authority. Continuous internal evaluation is an ongoing mechanism. Assignments, group discussions, quiz, presentation, seminars, tests, role plays etc. are supplemented by co-curricular activities. The semester end exams are conducted maintaining the sanctity and standards of the university. Continuous comprehensive evaluation is conducted. Notices on academic updates and mechanism of CIE are promptly notified to students. Library resources are adequate. At semester end, IQAC collects feedback from stakeholders to evaluate curriculum delivery.</b></p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p><b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b></p> <p><b>Apart from providing higher order cognitive skills to the students, the curricula integrates crosscutting issues on professional ethics, gender related issues, human values, environment and sustainability, in pursuit of comprehensive education. The faculty use ICT for effective teaching-learning process. Through various Curricular and Co-Curricular activities the college tries to transact the Curriculum effectively. The college has actively participated in transformative educational initiative over the past years, strategically incorporating crosscutting issues into its curriculum.</b></p>

Aligned with syllabi, the college systematically addresses professional ethics across various courses, Alder College not only educates but also nurtures a socially conscious environment, empowering students for meaningful contributions to gender equity. The college has embraced an environmentally conscious curriculum, emphasizing the interconnected issues of environmental hazards, sustainability, and resource valuation. The Eco Club complements the curriculum by promoting eco-friendly practices on campus and engaging in community initiatives, ensuring students actively participate in sustainable practices, aligning with the college's commitment to environmental responsibility. Units such as Students' Affairs, Women Development Cell, and the College Fellowship actively contribute to value education programs. The institution instills social responsibility through community-oriented programs initiated by NSS, Red Ribbon, Youth Red Cross, Peace Channel, and the Eco-Club.

#### Qualitative analysis of Criterion 1

The institution adheres to the curriculum set by its affiliating university. Distribution of work is done in collaboration with the academic committee and the Principal. The academic calendar is designed and implemented as per its affiliated university calendar.

The Mentoring Cell facilitates academic mentorship and maintenance of each mentee's profile. Teachers actively engage in curriculum development, delivery and assessment processes serving as question paper setters, evaluators, and members of various academic bodies.

Through units like NSS, Red Ribbon club, women Eco club, etc students are sensitized on various social issues.

Crosscutting issues on professional ethics, gender and equity, environment, sustainability, etc., are integrated into the curriculum. IQAC has a planned mechanism in the form of the Teacher's Log Book to review curriculum design, plan and delivery using the ITC in the classrooms. Continuous Internal Evaluation is an ongoing mechanism. Feedback from stakeholders is collected on curricular aspects and duly analysed.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	<p><b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process</b></p> <p><b>Alder College adopts holistic approach to education, emphasising on student-centered learning to enrich educational experiences. The institution provides LCD projectors and ICT-enabled classrooms for Power Point presentation, documentary screenings, and educational videos. Students are encouraged to participate in the library-related activities and internet facilities are access to the students. Library plays a pivotal role in orienting students on using e-resources through the N-LIST programme. Students are given access to information within the library and from any external information sources such as e-books and e-journals. Library classes are conducted by teachers across the disciplines and the efforts are made to incorporate e-learning, utilizing ICT-enabled platforms to ensure access, equity, and quality in education. Teachers facilitate student-centered learning by encouraging the use of PowerPoint presentations and paper presentations for internal assessments.</b></p> <p><b>Students are also provided opportunities for experiential and participative learning through various activities. Exploration of the rich cultural heritage of different communities is done through interviewing elders, cultural presentations, folk dances, tales, and songs. The English department conducts literary programs, including debates, discussions, quizzes and essay writing competitions, etc. As part of their annual extension activity, students visit Tabitha Enabling Academy (Special School) to interact and gain insight from students with disabilities.</b></p> <p><b>The Alder Fest provides a platform for students to showcase their talents, fostering skills in marketing management, dignity of labour, and collaborative learning, which are essential for real-world challenges. Field trips are organised to explore diverse ecosystems like forests, rivers, and lakes</b></p>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<p><b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b></p> <p><b>The Examination Committee oversees the examination mechanism in the institution following the university guidelines. It adheres to university internal assessment norms. As per the academic calendar, the teachers conduct internal assessments at the stipulated time. Based upon teachers' plans of action designed to meet learning objectives and outcomes, students are oriented on the modes of examination, pattern, marks, schedule of internal activities and portion of syllabus covered..</b></p> <p><b>The college adopts internal evaluation such assignments, class tests, paper presentations, PPT presentation, project works, field trips, seminars, case-studies, role play, open book test and quizzes. The cumulative internal marks are prepared on the basis of marks secured by students in multiple activities. Results are declared on time, approved by Academic and the</b></p>

	<p>Examination Committees, and displayed on notice boards, online platforms and institutional website.</p> <p>Teachers give constructive feedback followed by necessary guidance through the mentor-mentee programme.</p> <p>There is an active Grievance Redressal Cell which resolves the issues pertaining to attendance, rescheduling of internal examinations, truancy, etc. However, depending on the seriousness of the issues, complaints are received and forwarded to Examination Committee and authority for resolution. External assessments are conducted by the affiliating university. For grievances related to the external examination, the college abide by the rules and regulations and forwarded to the affiliated university for solution. In order to ensure effective implementation of a transparent evaluation system, the college authority convenes staff meetings to discuss matters pertaining to examination and takes the suitable decisions as per the university guidelines.</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p><i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i></p> <p>Programme and Course Outcomes are well defined in each program and communicated to the students through the syllabus book, orientations and college website. The importance of learning outcomes is also communicated to the teachers in the staff meetings and IQAC meetings which are fairly communicated to the students by the respective departments and concerned teachers. Teachers and students are informed of the expected outcomes and objectives of the programmes even through the college website.</p> <p>At the beginning of each session, separate orientations are conducted for students and teachers to share the program outcomes and course outcomes. Further, Teachers' Log book and Action Plan are prepared for each semester which are executed well to achieve the learning outcomes. The syllabus book provided to each student during admission contains the course objectives and outcomes. Annual Alder Fest and other activities enhance student's talents and life skills. Evaluation procedures of the institution are done through formative and summative approach.</p> <p>Students are provided with constructive feedback after exploring their strengths and weaknesses. Students who are demotivated and are experiencing learning hurdles in their study are provided with guidance through their respective mentors. Slow learners are permitted to improve their marks or performances through reassignments and additional works. Upon declaration of results, the performance of students is duly analysed and discussions on further improvements are done.</p>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i>

Explain with evidence in a maximum of 500 words

The institute ensures that the level of attainment of outcomes is measured and evaluated across various dimensions throughout the semesters. Orientations of courses are organized by the departments providing insight into the course objectives and specifically focussing on the programme and course outcomes that students are meant to attain. A continuous process of evaluation is in place to assess students' performance and their achievement level of programme and course outcomes. Some internal activities conducted are assignments, critical analysis of texts, projects, case-studies, paper presentation, class-tests, viva, open-book tests, book reviews, video-making, quizzes, debates, role-play, field study and project report writing. Teachers' log books contain action plans and records on their execution which are maintained to ensure the efficiency of course implementation as well as to see to it that the pedagogy is aligned with specific POs and COs.

Discussions and reviews of performance in internal activities enable students to improve their performances in University semester examinations. The Mentoring Cell plays a significant role in supporting students to improve their skills. Internal assessment is carried out based on the percentage weightage offered by Nagaland University

At the end of each semester, the result analysis of each course is carried out, which serves as an effective indicator in evaluating the level of attainment of Program Outcomes, Program Specific Outcome and Course Outcomes as specified by the University. Through the result analysis of End Semester University Examination, the institution measures the attainment of program outcomes by the students.

#### Qualitative analysis of Criterion 2

The admission process is in accordance with the national reservation policy. Majority of students gaining admission are from the Scheduled Tribe category. At the entry level itself student's learning levels are identified and as per their needs, the advanced learners are given challenging assignments, whereas, the students needing additional support are offered remedial measures. The college has qualified faculty which participates in curriculum development and other university work. Every department organises programmes and course orientations whereby students get information regarding the POs, COs and the learning outcomes. Some teachers use the innovative methods in the teaching-learning process. ICT is not used extensively in the classrooms.

Grievance-redressal cell attends to student's grievances promptly. Mentoring is given due importance in addressing the student's personal as well as academic challenges. Internal assessment is conducted as an on-going process. Internal assessment marks and university exam results are made available on the college website.



Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	<p><b>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</b></p> <p><b>One remarkable achievement is the integration of Naga traditional wrestling into its Annual Sports Week, a feat not undertaken by other educational institution in the state, which can be considered as an innovative ecosystem. This initiative has now evolved into an annual intercollegiate event, showcasing the institution's commitment to preserving local culture and traditions and fostering a sense of community engagement through sports. The college has also devised a distinctive approach to celebrate its Annual Festival, the Alder Fest, by inviting both the local community and outsiders to set up stalls and actively participate in the festivities. Such initiatives not only showcase the college's commitment to embracing traditional practices and knowledge but also demonstrate its ability to engage and collaborate with diverse stakeholders to enrich its cultural practices and social fabrication.</b></p> <p><b>The college organised workshops for the students by providing guidance and insights into the opportunities and scopes. The product service training is offered to create awareness about marketing the crafted products. The objective of establishing the Incubation Center is to facilitate students in transforming their ideas into tangible craft, and thereby fostering entrepreneurial skills and promoting cultural preservation through hands-on experience.</b></p>
3.4	Extension Activities
3.4.1 QIM	<p><b>Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.</b></p> <p><b>As a part of outreach programmes the college has undertaken several extension activities by the students in line with its vision and mission by initiating events such as promoting awareness on gender sensitization, environmental consciousness, cultural harmony, health-hygiene, sports, etc., through the Eco-club, NSS, Red Ribbon Club, Youth Red Cross, Peace Channel and student welfare cell. Such initiatives reflect the student's commitment towards a healthy community. Through workshops, seminars and events the students are sensitised about the cross cutting issues and local cultural practices and knowledge.</b></p> <p><b>The Eco Club actively engages the students in social work for the community with a view to learn and spread environmental awareness. Among many events, NSS volunteers have participated at the 'Fit India 2 Km Run for promoting Plastic Free Nagaland commemorating 150th Birth Anniversary of Mahatma Gandhi'.</b></p> <p><b>The Red Ribbon Club plays a vital role in spreading awareness among the students on creating awareness for solidarity with people living with HIV/AIDS in collaboration with the Nagaland Aids Control Society, Kohima.</b></p> <p><b>Besides, the Women Development Cell addresses issues related to gender equality. The college has close association with Tabitha Enabling Academy, Kohima, and have been</b></p>



	<p>actively involved in their mission of catering to children with special needs. The college also celebrates various commemorative days like Republic Day, Yoga Day, World Aids Day, International Women's Day, World Environment Day and so on. Alder fest is one such creative event organized by the college in which the local culture and traditional knowledge is showcased.</p>
3.4.2 QIM	<p><b>Awards and recognitions received for extension activities from government / government recognised bodies</b></p> <p>The college has been recognised for its outstanding contribution to the society through its extension activities. “We Learn to Serve”, Alder college upholds this motto by continuously rendering its services to the Society. The college extended its service by providing space for storage of medical aids and equipments to the “Help Nagaland Breathe Campaign” initiated by Global Shapers in partnership with the Department of Health and Family Welfare, Nagaland and Youth Net during the time of the COVID pandemic.</p> <p>The College was awarded an ‘Honorary Appreciation’, by the Indian Society for Training and Development (ISTD) Guwahati Chapter &amp; “ARHAN” (Association of Reforms for Healthy Advancement of Nation), for its outstanding contribution and fortitude towards humanitarian cause at the frontline of COVID pandemic.</p> <p>Dr. Rüünguso Kuotsu, Assistant Professor, Department of Tenyidie, serving as Program Officer of National Service Scheme unit in the college rendered his service on behalf of the college during the COVID pandemic and was awarded ‘Honorary Appreciation’, by ISTD, Guwahati Chapter &amp; ARHAN. In addition, the active cells and clubs of the college such as NSS and Red Ribbon Club basically form the serviceable squad of the institution.</p>

#### Qualitative analysis of Criterion 3

**The college has allocated Rs. 1 lakh as seed money to encourage research endeavours among faculty and students. Furthermore, the college organized few seminars and workshops on research methodologies. Some faculty members have contributed chapters to edited books and presenting papers at the state and national level conference and seminars.**

**A number of initiatives are undertaken by the institute to promote holistic development among the students. The college actively engaged in extension activities through various clubs and organizations such as NSS, Red Ribbon Club, Eco Club, Red Cross, Women Development Cell, Alder College Students’ Union.**

**The college extended its service by providing space for storage of medical aids and equipments to the Help Nagaland Breathe Campaign during the COVID 19 pandemic. The college is committed to inculcate moral and humane values among the students by providing opportunities to participate in various activities, workshops/seminars and inviting experts as guest lectures.**

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</b></p> <p><b>The colleges has adequate infrastructure for teaching-learning and smooth conduct of classes for provision of quality education and overall development of students and thereby creating responsible empowered citizen.</b></p> <p><b>The college has 4 ICT enabled Classrooms, one IT Lab (with 20PCs with internet connectivity), ICT room, MI room, Girls lounge, IQAC room, Auditorium, Multi-purpose Indoor Stadium, a separate administrative office, and the other necessary administrative infrastructures. The library has more 6000 books including textbooks and reference books and some periodicals. The library has Wi-Fi connection and 5 PCs. The college has an auditorium with 1000 seating capacity for seminars, special talks, examinations, plays and academic as well as cultural events. The auditorium is equipped with musical instruments and various amps backed with a standard sound system.</b></p> <p><b>The college has courts for basketball and volleyball in the courtyard. The space is also used for outdoor activities both academic and recreational purpose. It has a well-equipped gymnasium with adequate space for students to make use of it. The IQAC/AV room has Wi-Fi connection and TV and sound system.</b></p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><b><i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i></b></p> <p><b>The library, which is one of the oldest libraries in Nagaland, has more than 6010 books. The library has a spacious reading hall and reference section, and it has a very few number of research journals. The reading area can accommodate 60 users at one time. The library is under CCTV surveillance. The book bank's function is used by student and teachers to borrow books. The library is automated with Software for University Libraries (SOUL). The software is Integrated Library Management Software designed and developed by the INFLIBNET Centre. The college purchased SOUL version 2.0 in the year 2014 to enhance the efficiency of its library services.</b></p> <p><b>The library has OPAC (Online public access catalogue) service system. Apart from the printed books, the library has subscribed to the N-List consortium of INFLIBNET. The library has access e-resources through the N-LIST program. It provides access to more than 3828 e-journals and 80409 e-books. Users can access the e-resources by logging in with their</b></p>

	User Id and Password at <a href="https://nlist.inflibnet.ac.in">https://nlist.inflibnet.ac.in</a> . The library provides reprographic service and internet service to the students and teaching faculties.
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p> <p><b>The college has 50 computers including both laptops and personal computers which cater to the digital needs of the teachers as well as the students. The computer lab is equipped with more than 20 computers for students and faculty members. The lab is connected with the internet as the students avail the services as per the time schedules.</b></p> <p><b>Besides, there are 10 printers and 2 photocopy machines catering to the needs of the institution for both academic as well co-curricular activities. The college has 5 LCD/LED projectors (Epson/Dell), 4 in the ICT rooms and 1 portable which is used in the hall and other places as and when needed. All the teachers and students have access to computer and internet facilities in the campus. The college website is linked to social media platforms like YouTube and face book etc.</b></p> <p><b>The online admission page has been specially developed in the website for easy access to students. The college internet is connected with upto 100mpbs speed for the Local Area Network (LAN) and upto 50 mbps for Wi-Fi. The College local area network has approximately 13 computers connected directly via LAN. The software like Windows and anti-virus are updated on regular basis. The college also has management software where details of students, faculty and general information of the college are stored and used.</b></p>

#### Qualitative analysis of Criterion 4

**The college has adequate physical infrastructure to accommodate its diverse range of activities. It has four ICT enabled classrooms connected with Wi-Fi and LAN and equipped with four projectors to enhance teaching learning experiences.**

**The college has auditorium with 1000 seating capacity. There is a multi-purpose indoor stadium for conduct of indoor sports and activities. The courtyard is utilised for outdoor sports and recreational activities. The college provides hostel facilities for both boys and girls.**

**The library has more than 6010 books and modern amenities. It is fully computerized with software i.e. SOUL 2.0 offering Wi-Fi, internet facility and OPAC (Online Public Access Catalogue) for students and staff. It has a subscription to N-LIST. The college website gives updates to all stakeholders and is integrated with social media platforms.**

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QIM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QIM	<p><b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b></p> <p><b>The college has formed the Alumni association in 2012 with the objectives of building traditions, fostering student and alumni interaction, serving the diverse needs and interests of the community, and establishing a lifelong connection between the members of alumni and the institution. However, the Alumni Association of the college has not been officially registered till date. The Alumni contributes by sharing their expertise in conducting seminars, awareness programmes and endeavours to prepare the current students for the future. The prominent alumni have been instrumental in giving the students a proper sense of direction in numerous fields thereby, helping in filling up the gap in the curriculum. The members of Alumni Association participate in the activities of the college and voluntarily render assistance in conducting college events and programmes, and contributed towards the publication of Alidade, the Annual College Magazine.</b></p> <p><b>The college has not maintained any records related to the number of students going for higher education and getting jobs either in the public or private sector</b></p>

#### Qualitative analysis of Criterion 5

**The college has adequate infrastructure to create conducive teaching-learning environment. The college provides hostel facilities for both boys and girls. There are 4 ICT enabled classrooms and projectors with Wi-Fi and LAN connection.**

**It has auditorium with 1000 seating capacity and the multi-purpose indoor stadium with adequate space for indoor sports and activities. The courtyard is utilised for outdoor recreational activities.**

**The library has more than 6000 books. It is fully computerized with software i.e. SOUL 2.0 offering Wi-Fi, internet facility and OPAC for students and staff. It has a subscription to N-LIST. The teachers and students have easy access to computers and internet facility for accessing the e-resources. It is integrated with social media platforms. The Alumni association contributes academically.**

**The college has not maintained any records related to the number of students going for higher education and getting jobs either in the public or private sector**

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p><i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i></p> <p>The college has decentralised governance and management system to impart quality education and discharge efficient managerial services upholding the local knowledge and culture. The collective effort of all stakeholders in the management of the college through different governing body, principal, vice-principal, HoDs, clubs and cells, and the student's association signifies the decentralization of autonomy. The participative nature in decision making, transparency, efficiency and accountability in administration becomes the key to good governance.</p> <p>The Principal is overall in-charge of the day-to-day activities and actively participates in policy making as the Chairman of IQAC. Implementation of plans is done in consultation with chairman and the administrator of the college. The Principal along with the academic Committee devises the academic calendar and makes decisions in academic matters. IQAC initiates plans, makes policies and supervises the implementation of them to enhance the quality of the education. Several cells and clubs such as Mentoring Cell, NSS, Eco Club, Women Development Cell etc. are headed by teachers in-charge who plan and execute their activities. The student's body known as Alder College Students Union (ACSU) which is a democratic body elected from among the students is tasked with planning, programmes and organising the activities of the students. The governance of the institution is reflective of an effective and participative leadership in tune with the vision and mission of the college. The major decision making related to the college administration is with the Principal who acts in consultation with the other stakeholders.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p><i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i></p> <p>The Board of Management functions as the policy making body. The members elect the Chairman who is the overall in charge of the college. The Principal is the administrative head of the college. The Administrator, Vice Principal, the teaching faculty and non-teaching staff function under the supervision of the Principal. All matters pertaining to academics are managed by the Vice Principal in consultation with the Principal and HoDs. The teaching staff carry out duties and responsibilities under the supervision of Vice Principal and Principal.</p> <p>The IQAC members include the Principal, Vice Principal, Administrator, IQAC/NAAC coordinator and HODs of all the departments. It is the thinking hub for policy formulation, quality in the teaching-learning and evaluation process. The accountant and all other office assistants work under the guidance of Administrator and Principal. The college falls under the purview of Nagaland University. Appointment of the faculty and staff is made following UGC norms. The institution has formulated service rules and code of conduct for the students, teachers and staff. The institution was able to deploy some short-term plans</p>

	<p>effectively over the last five years including upgradation of MIL Tenyidie subject and approval of permanent affiliation from University, progress in research with three Ph D holders from the faculty.</p> <p>In the long term plans the college plans to expand its skill based programmes, construct housing facilities for the staff, start a research center and Masters Program in Education.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</p> <p>The college conducts appraisal on an annual basis using the prescribed format of State Government and University. For the Appraisal purpose teachers furnish details of their professional and academic activities, their participation in design of curriculum, question setting, innovation in teaching methods, participation in co-curricular activities and professional competencies such as participation in seminars, workshops, research works etc. The appraisal format for the non-teaching Staff covers areas such as competency, teamwork, discipline, regularity, etc. The appraisal reports are reviewed by the Principal and after giving constructive feedback they are maintained as confidential report.</p> <p>Alder College has initiated various welfare measures to keep its employees content and committed to optimize their full potentials. The teaching and non-teaching members are granted with different leaves depending on their requirements. The college provides casual leave, medical leave, maternity leave, study leave and earned leave. Contributory Provident Fund is applicable to all the employees who complete probation period of one year. The employee contributes 50% and the same amount comes from the institution.</p> <p>Gratuity benefits are applicable for all faculty and non-teaching staff. Honorarium is given to all the teachers in-charge of various cells and clubs annually. Financial assistance is given in the form of TA/DA to those representing the college to attend any official duties and programmes. Staff quarter is available for peon and chowkidar.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</p> <p>The institution being a self-financed private institution, the main source of income is the fees collected from the students. The funds are internally mobilized and managed as per the requirement of the college. Besides the fees, the college also receives the state government grants-in-aid occasionally which are utilized for procuring books for library, renovation of basketball court, stadium and other necessary infrastructural development.</p> <p>All financial transactions are handled and recorded by the accountant. Necessary payment is made on daily basis out of an authorized amount of money kept for the purpose. The treasurer releases cheques for bigger transactions such as salary which is put up by the principal, forwarded by the Chairman and released by the treasurer.</p> <p>Internal audits are conducted by the treasurer and accountant. The college at the end of the</p>



	<b>financial year conducts the financial Audit. The total income and expenditure accounts are audited by Government Auditor/ Chartered Accountant which is prepared by the Accountant after approval of the Principal.</b>
<b>6.5</b>	<b>Internal Quality Assurance System</b>
<b>6.5.1 QIM</b>	<p><b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b></p> <p><b>The IQAC in accordance with the vision and mission of the college organises a number of curricular as well as co-curricular activities for enhancing the quality of teaching and research.</b></p> <p><b>The IQAC has introduced measures for institutionalizing quality assurance strategies through regular meetings, seminars and workshops. Choice Based Credit System, Curriculum Framework and revised formats of assessment and accreditation. Regular reviews are taken to assess the teaching learning process, the methodologies used by the teachers and the learning outcomes achieved.</b></p> <p><b>During the pandemic, IQAC oversaw the administration and management of hybrid learning. It ensured the continuity of teaching-learning activities while adhering to guidelines issued. It recommended the Alder COVID Concession in admission fees during the challenging lockdown period. The IQAC introduced two innovative tools aimed at enhancing monitoring and evaluation of teaching practices: a new teacher's logbook and a mentee profile. The IQAC ensures a systematic and comprehensive yearly appraisal process for the staff.</b></p> <p><b>It has established a feedback mechanism to gather input from stakeholders regarding various aspects of the institution's functioning. The IQAC provides support to various cells enabling them to achieve their objectives related to inclusivity, harmony, sustainability, and skill development.</b></p>

<b>Qualitative analysis of Criterion 6</b>	
<b>The college has decentralised governance structure which is aligned with its vision and mission.</b>	
<p><b>The IQAC, academic committee and staff under the guidance of the Principal convene meetings regularly to design effective planning and implementation of academic and policies and activities. 'Alder College Student Union' meetings discuss the matters of students' interests. The college uses Softalaya software to manage and sort data. The IQAC takes the responsibility of continuous improvement of quality education and research activities in the college.</b></p> <p><b>The institute has Performance appraisal system and continuous feedback mechanism in place.</b></p> <p><b>Feedback exercises are executed and carefully analysed, and appropriate actions are taken by concerned authority. As a self-financed institution, the college relies on its own resources to sustain its</b></p>	



operations and initiatives. However, occasional grants-in-aid from the state government are received, enabling the college to enhance its infrastructure, expand academic programmes and implement welfare measures.

Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics (QIM) in Criterion 7)

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<p><b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b></p> <p><i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p> <p>The college as an educational institution takes measures and initiatives for the safety of female students and employees. A number of expert talks and curricular as well as co-curricular activities are organised to sensitize the students and promote gender equity. Grievance Redressal Cell, Anti-Ragging Cell, Sexual Harassment cell, Student Welfare Cell are established for the well-being of all students and employees. Women Development Cell functions to sensitize the students on gender issues, educate women on their rights and responsibilities, present opportunities to empower the women on their rights and responsibilities.</p> <p>The college celebrates International Women's Day every year to recognize the contribution of women and girls around the world. The interested female students are allowed to contest in any post to the students' union office.</p> <p>The CCTV cameras are installed in all the floor lobby, auditorium and the library for safety of the women and a 'Girls only' lounge is provided for giving them ample privacy. Separate washroom areas are available for girls and boys in the campus. The college ensures equal access to opportunities for all the students enabling each student to develop his/her full potential.</p>
7.1.4 QIM	<p><b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</b></p> <p>The college is located in a semi-urban area close to the heart of Kohima, the capital town of Nagaland. The college administers a transparent open admission process as per the guidelines laid down by the concerned authority. Majority of the students seeking admission are from Scheduled Tribe communities. Faculty members and staff contribute towards creating a harmonious atmosphere of cultural diversity and an environment of inclusiveness.</p> <p>The college endeavours to promote tolerance and harmony for cultural, regional, linguistics, communal, socio-economic and other diversities through its various events and programmes such as the Observance of Mother Language Day, Annual Cultural Day, workshop on preservation of indigenous languages, etc. One of the missions of the college is inculcation of values and life skills.</p>

	<p>The college strives towards inclusive environment with its vigorous and continuous scholastic and non-scholastic activities to sensitise the students. Values and ethics are enshrined in the institution's Code of Conduct for employees and students. The college authority stresses on the significance of the Code and gives regular reminders on its adherence. The college ensures that students mandatorily participate in events that emphasize on values, rights, duties and responsibilities of a citizen. Special lectures and workshops are arranged for promotion of harmony in which eminent personalities are invited to deliver lectures. Ethical values, rights and responsibilities of citizens are some of the topics on which debates and class presentation are conducted.</p>
7.2	Best Practices
7.2.1 QIM	<p><b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b></p> <p>The college has adopted the Mentor-Mentee Programme and Grievance Redressal System as the best practices. As these are the mandatory programmes and activities of the college, it needs to identify and adopt the best practices to inculcate the duties and responsibilities human values, nationalism, ethics, morality among the students community. However, through the Mentor-Mentee Programme, the students are guided to minimize dropouts and monitor their academic progress and aimed at providing personal counselling and instil complete confidence.</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p><b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b></p> <p>A distinctive feature of the college is the Naga Wrestling. It is a popular traditional Naga sport played by the Tenyimia Nagas, a conglomerate tribe(s) consisting of the Angami, Chakhesang, Zeliang, Rengma, Pochury, Maram, Zeme, Liangmai, Rongmei, Poumai and Mao, etc. It is a belt type of wrestling as wrestlers tie a piece of cloth around their waist from which opponents lift one another before toppling the other on the grounds.</p> <p>In this game friendship, humility and comradeship are encouraged. As such the community participates in the spirit of friendship. The college has also entered into partnership with the Naga Wrestling Association, which is a state level Association that promotes the sport in the state and is duly recognised by the state government.</p>

#### Qualitative analysis of Criterion 7

The college is committed to creating an environment friendly campus. The college upholds awareness of gender equity as its responsibility. Sensitization activities are undertaken through Eco club, NSS and other agency, and strive to sensitize the students on gender issues. The women development cell and the anti-ragging cell function towards creating a cordial environment in the campus.

Cleanliness drives are organised at regular intervals. Energy efficient lightings and products are used thoughtfully. The college has adopted the “Mentor-Mentee Programme” and Grievance Redressal activities as its best practices, which are the mandatory programmes of any institutions. The college needs to identify suitable best practices and to be implemented. A distinctive feature of the college is the Inter-collegiate Naga Wrestling competition which is the biggest event to promote sports and camaraderie among inter colleges.

### Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

#### Overall Analysis

##### Strength:

1. Pro Active Management
2. Dedicated and efficient Faculty
3. Conducive Learning Environment
4. Internet and Wi-Fi connectivity
5. Qualified teaching faculty
6. Located in the entrepreneurial hub

##### Weaknesses:

1. Inadequate research and publication environment
2. Lack of capacity, value added and skill building course
3. Underutilisation of internet and research resources
4. No industry linkages and MOUs.
5. Inadequate Alumni contributions
6. Limited space for academic expansion and sport activities
7. Faster declining trends in the student enrolment

##### Opportunities:

1. Mobilisation of funds for research and organising conferences/seminars/workshops from the funding agencies.
2. Scope for carrying out research and outreach activities
3. Strengthening of IQAC by organising the training programmes on research methodologies, preparation of research proposals and academic publications
4. Leveraging the talents, skills, expertise and financial resources of the Alumni
5. Introducing the skill-oriented diploma programmes on the handicrafts
6. Establishing the industry/Start-ups linkages

##### Challenges:

1. Expansion of Indoor Stadium and outdoor sports activities
2. Motivating the students with limited resources and logistic facilities.
3. Adoption of e-governance system and digitization process.
4. Providing the good hygienic hostel facilities on the campus
5. Mobilizing the resources from the state governments for institutional developments
6. Provision of financial incentives to the teaching faculty to attend the conference/workshops and undertake micro projects

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Teaching faculty should apply for the research projects and conduct of seminar/conference/workshops and faculty development programme to the funding agencies like ICSSR, UGC, State Governments, etc.)
- Publication of research articles in the UGC care list and Scopus indexed journals by the teaching faculty.
- Establishing industrial linkages with local manufacturing units and start-ups is the need of the hour.
- Effective strategies may be designed and implemented to increase the student's enrolments by conducting the awareness programme in the higher secondary colleges in the city and nearby places.
- In view of the recommendations given by NEP-2020, the faculty needs to switch on to constructive learner-centric approach by bringing about a paradigm shift from 'teaching to learning.'
- With the exponential growth of ICT, Online/hybrid/blended mode of teaching, learning and assessment to be implemented extensively in the classrooms.
- Skill-based diploma, value added add-on courses may be started to increase employability of the student, and also the college may introduce the Master courses and distance courses.
- The Alumni of the college should be registered and it can be effectively be involved in overall planning and development of the college.
- Consultancy cell may be established to provide the expertise to the local tribals in the areas of handicraft, agriculture and start-ups
- Physical infrastructure such as sports, hostels, IT-based classroom, transport facilities, healthcare services, language laboratory etc., may be developed.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**



Sl.No	Name		Signature with date
1	DR. VIJAY DEV SINGH	Chairperson	
2	DR. RUDRAGOUDA R BIRADAR	Member Co-ordinator	
3	DR. SUNITA WADIKAR	Member	
4	Dr. Neelesh Pandey	NAAC Co - ordinator	

**Place**

**Date**