Yearly Status Report - 2019-2020

Part A	
Data of the Institution	
1. Name of the Institution	**ALDER COLLEGE**
Name of the head of the Institution	**Dr Rukhono K. Iralu**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**03702260341**
Mobile no.	**9856071763**
Registered Email	**aldercollege92@gmail.com**
Alternate Email	**rukhonoiralu@gmail.com**
Address	**Sepfuzou, Post Box -164**
City/Town	**Kohima**
State/UT	**Nagaland**
Pincode	**797001**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**Self financed and grant-in-aid**
Name of the IQAC co-ordinator/Director	**Jennifer Veyie**
Phone no/Alternate Phone no.	**03702260341**
Mobile no.	**9856142823**
Registered Email	**iqacaldercollege@gmail.com**
Alternate Email	**jenniferveyie@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://www.aldercollege.com/wp-content/uploads/2017/06/AQAR-2018-19.pdf
4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	https://www.aldercollege.com/wp-content/uploads/2022/07/Academic-Calendar-July-2019-June-2020.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**B**	**2.23**	**2016**	**19-Feb-2016**	**18-Feb-2021**

6. Date of Establishment of IQAC	**09-Aug-2010**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Orientation Programme for Freshers	**11-Jun-2019** **1**	**132**

Staff meeting	06-Jun-2019 1	23
General staff meeting	22-Oct-2019 1	32
Facilitated the mentor-parent/guardian meeting	13-Sep-2019 1	452
Facilitated the organization of Menstrual Health Hygiene on International Womens Day by Women Development Cell in collaboration with STINER Project	07-Mar-2019 1	115
Non-teaching staff meeting	20-Feb-2020 1	11
[View File](#)		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
nil	nil	nil	2020 0	0
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9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	[View File](#)
10. Number of IQAC meetings held during the year :	**1**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	[View File](#)
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

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

* Monitored ongoing academic/curricular/extracurricular activities of the college. • Efficient Grievance Redressal System • Monitored the up keep of clean campus. • Oversaw the smooth execution of MentorMentee and

MentorParents/Guardians Meet. • Ensured semestrial departmentwise seminars • Scrutinized and approved the Annual Report.

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Department wise orientation for fresher	All the departments organised orientation programs for the fresher. Courses, expected course outcome were highlighted. Teaching faculties were introduced.
Library Orientation	Fresher were oriented on how to access and avail the library online and offline resources
Semestrail departmental seminar on contemporary issues	Political Science department organised a quiz competition on "The Constitution and Fundamental Duties of India" on 20th February, 2020.
Celebration of international and national commemorative days, events and festivals	International Women's Day, World Environment Day, International Mother Language Day, Teachers Day, Republic Day, Independence Day, Gandhi Jayanti, National Girl Child Day, National Sports Day.
Promotion of participative and experiential learning	Students of Environmental Science undertook a field trip to Meriema to study "Biodiversity and Forest Ecosystem" on 3rd August, 2019. Students of Tenyidie undertook a field trip to Makhel, Manipur to understand the "Ancestral Migratory Route of the Nagas" on 24th August, 2019.
Promotion of gender equity	Women Develpoment Cell observed International Women's Day by organising a Talk on "Menstrual Health Education" and a Workshop on Stiching Cloth Pads in collaboration with STINER Project on 7th March, 2020
Cleanliness drive	NSS organised cleanliness drives in campus and off-campus. Members of Eco Club took part in SWACHHTA PAKHAWADA on 1ST February, 2020.
Promotion of environmental consciousness	Seminar on "Waste Management with reference to Nagaland" was organized by Deparament of Environmental Studies with Eco Club on 4th July, 2019 with members of Green Team, Nagaland as resource persons. "No-Single Use Plastic" campaign organised by Eco Club on 12th

	July,2019. NSS members participated in "Run for Plastic Free Nagaland" on 2nd October, 2019.
Mentor-mentee and mentor-parent/guardian meet	Mentor-Parent/Guardian Meet was conducted on 13th September, 2019 where parents/ guardians were apprised of the students's performance.
General awareness programmes	Awareness and sensitization on Children Rights and Protection was organized 2nd July, 2019 with the Coordinator of Child Help-Line, Nagaland. Awareness on the harmful effects of tobacco and COPTA of 2013 was organized on 3rd November, 2019. A talk on "Healthy Lifestyle and Emergency Response" was organized with Dr.Avitso Liegise, DM,Referral Hospital, Dimapur.

[View File](#)

14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
IQAC	30-Jul-2022

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**No**

16. Whether institutional data submitted to AISHE:	**Yes**

Year of Submission	**2019**

Date of Submission	**30-Sep-2019**

17. Does the Institution have Management Information System ?	**Yes**

If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	**1. The college has an offline/online College management software to carry out Management Information Systems (MIS) to meet the requirements of students and staff for better teaching and learning process. The management software database manages all student related academic works like enrollment, internal assessment, Facilitates data entry, access, and use, attendance, personal profile of student and accounts. 2.. The college management software is installed in a dedicated**

server computer which is shared to all the computers in the network for both offline and online management system. 3. The college official website host all necessary information regarding admission notifications, code of conduct, quality assurance, activities, facilities offered by the College, prospectus, etc are uploaded and maintained. 4. The College website provides online admissions and examination fee collections through trusted payment gateway. 5. The College management software provides access to fee collections and printing of receipts for computerised data accounting and management. 6. The college Library Management is done through the use of SOUL Software.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

1.1.1. The institution ensures effective curriculum delivery through a well-planned and document process. The academic calendar is prepared by the Principal and the Academic Committee with the objective to bring out a yearly planned schedule of lesson plans and other co-curricular activities. The HODs initiated and supervised the departmental work distribution. The pricipal convened meetings with the teachers to bring out action plan for effective implementation of curriculum in each semester. Mid-semester meetings were covened to review the course coverage and curriculum implementation. Attainment of course outcomes were evaluated through the deliberative and continuous assessment of the students internally in the form of class test, class presentation, project work, assignments, role play, poster making, documentary film reviews, dramatic presentation, book reviews etc. Course coverage reports were submitted to the IQAC at the end of each semester through the HODs. Semestrial Action Plans were prepared and Log books maintained by each teacher on the subject/ paper taught. Care is taken by teachers to design activities that are student friendly and suitable to the local needs. Lessons were delivered mostly through lecture method, ICT in the form of power point presentation is extensively used. Question papers of previous exams are catalogued in the library and readily accesible to the students for reference. Students feedback on departmental functioning is analysed through questionnaires on course coverage, academic activities and teacher quality in the department. The curriculum is supplemented by various extra and co-curricular activities organised by various cells and clubs. All appointments/recruitments are in accordance to the prescribed norms. Vacancies are advertised in local dailies and interviews are conducted by the interview board which include an external subject expert duputed by Nagaland University. Employees confidential reports (APAR) and self-appraisal were obtained by the administration for the academic year.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
0	Diploma in Computer Applications	05/02/2020	1	employabil ity	skill development

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	nil	Nill
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
Nill	nil	Nill

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	9

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
nil	Nill	0
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
Nill	na	0
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	Yes
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
1. Teachers and Staff: The institution follows self-appraisal method for teachers as per the UGC format of Performance Appraisal Report for Self-Appraisal of teachers. Teachers furnish their individual details, teaching-

learning and evaluation related activities, research and academic contributions, administrative support and contribution in extra- and co-curricular activities. Carried out at the end of each academic session, it is reviewed by the Principal and recorded as confidential report. Communicating feedback to the teachers is prioritised. Accordingly, the Principal initiates strategies and reforms for professional growth of the teachers. This system facilitates discussions on work output and at the same time gives provision to the teachers to voice out any constraints they might have. The performance appraisal forms of the non-teaching staff is evaluated by the Principal. The format covers key areas such as competence, character, contribution and skills. Evaluation is followed by discussion and one-on-one counselling based on their strengths and weak areas. Appropriate measures are taken for improved performance. The institution also performs appraisal on teacher performance in line with the state governments prescribed confidential report (Annual Performance Appraisal Report). The appraisal method adopted in the institution is based solely on performance and is free of any bias. 2. Students : The students are encouraged to give their feedback to faculty members, Mentors, Counsellor and Principal. There is also a suggestion box where students can put in the feedback/suggestion anonymously. Feedback covers issues relating to facilities available in the college and quality of lecturers etc 3. Parents: The Mentoring Programme of the college facilitates feedback from parents with regard to programmes offered, facilities, services etc. At the same time feedback is also given to the parents about their child's overall performance. Besides, the Principal and Vice-Principal have periodic interactions with the parents. In addition to the above, the college has a specially design Questionnaire to elicit feedback from parents of final year students. 4. Alumni : The college has Alder College Alumni Association. Though the college is yet to bring out a formal feedback, the Faculty and Staff informally interact with Alumni whenever they visit the college. The college has gained much by the relevant inputs from the Alumni.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BA	Nill	500	600	452
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	452	Nill	23	Nill	Nill

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used

Resources)					
23	13	29	4	0	8

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The Mentor-Mentee programme has gone a long way in achieving one of the objectives of the college, ie., the all round development of the student. The college conducts a meaningful Mentor-Mentee and Mentor-Parents interactions founded on mutual respect. The performance of the Mentee in academics, attendance, behaviour and interpersonal relationships is closely monitored through this practice. The Mentor facilitates communication between the students and the administration, and help solve issues that may arise between students and teachers. The Mentor meets the parents/guardians of the Mentee and hands out and discuses the Report Card of the Mentee thereby maintaining transparency between parents/guardians and students concerning the student's overall performance. Suggestions and inputs from parents/guardians have gone a long way in enhancing teaching-learning process of the students. Through the regular interactions the Mentor identifies potential performers and motivates them to consistently do well in curricular co-curricular activities. Whereas slow learners are encouraged to improve their performance. This practice has contributed much to improve human interaction on the campus and helped students to be open to their teachers.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
452	23	1:20

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
23	23	0	1	0

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nill	nil	Nill	nil

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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BA	BA GEN/HON	246	21/04/2020	09/06/2020

[View File](#)

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The institution adheres to a transparent examination and evaluation system overseen by Examination Committee. Internal examinations are conducted for 30 marks as per the university norms. They include multiple techniques such as seminars, tests, project works, paper presentations, viva etc. Information

concerning examination mode, schedule, activities and internal results are displayed on notice boards, announced in classrooms and on online platforms. Orientations given to First Semester students focus on marks weightage and the variety of methods used for assessment. Teachers specify the syllabus on time by maintaining log books and action plans and discuss questions with the students. Catering to student diversity, slow learners and students scoring poorly owing to genuine reasons are given time for improvement. Results and marks scored are declared at a stipulated time. Teachers offer feedback to the students and follow-up discussions on question papers and improvement strategies are conducted. To maintain transparency and uniformity in the assessment of the internal test, teachers are given a stipulated time for evaluation, usually one week. Results are declared at a stipulated time and the marks scored by the students are communicated to them promptly though the notice board or online platforms. The final internal assessment marks are prepared on the basis of attendance, marks secured in class tests, assignments, paper presentations,, seminars, case studies, quizzes, projects etc. Internal activities are conducted as per the requirement of the affiliating university. They include multiple techniques such as seminars, tests, project works, paper presentations, viva and so on. The institution understands student diversity, and hence, slow learners and those who score poorly in internal activities due to genuine reasons are given additional time for improvement. Results are declared at a stipulated time and the marks scored by the students are communicated to them promptly though the notice board or online platforms.. Feedback on student performance is offered by the concerned teachers and follow-up discussions on question papers and strategies to score better marks in external examinations are held. Marking discrepancies are resolved by the subject teacher immediately. Depending on the seriousness of the issue, queries or complaints are referred to the Examination Committee for resolution.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The academic calendar is prepared by the Principal and the Academic Committee with the objective to bring out a yearly planned schedule of examinations, lesson plans and other co-curricular activities. The pricipal convene meetings with the teachers to bring out action plan for effective implementation of curriculum in each semester. Mid-semester meetings are covened to review the course coverage and curriculum implementation. Attainment of course outcomes are evaluated through the deliberative and continuous assessment of the students internally in the form of class test, class presentation, project work, assignments, role play, poster making, documentary film reviews, dramatic presentation, book reviews etc. Course coverage reports was submitted to the IQAC at the end of each semester through the HODs. Semestrial Action Plans was prepared and Log books maintained by each teacher on the subject/ paper taught. Care is taken by teachers to design activities that are student friendly and suitable to the local needs. Students feedback on departmental functioning is analysed through questionnaires on course coverage, academic activities and teacher quality in the department. Cells and clubs are invited to submit their yearly plan of actions before drafting the Academic Calender. Such plans are accomodated in the yearly academic calendar. The curriculum is supplemented by various extra and co-curricular activities organised by various cells and clubs. The Students' Union is also invited to submit its yearly plan, which are apprised and included in the Academic Calendar.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://www.aldercollege.com/wp-content/uploads/2017/06/PROGRAMME-AND-COURSE-

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
BA GEN/HON	BA	Nill	143	143	100
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://www.aldercollege.com/wp-content/uploads/2017/06/Student-Feedback-Report-2019-2020.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nill	0	nil	0	0
No file uploaded.				

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
nil	nil	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
nil	nil	nil	Nill	0
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
0	nil	0	0	0	Nill
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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded

0		0	

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Education	1	Nill

View File

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Education	2

View File

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
0	0	o	Nill	0	0	0

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
0	0	0	Nill	0	0	0

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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Presented papers	Nill	3	2	Nill

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Cleanliness Drive	NSS Alder College	2	20
Cleanliness Drive	NSS Alder College	2	40
Cleanliness Drive commemorating 50th Anniversary of NSS Day	NSS Alder College	2	40
Run for Plastic	NSS and NYK,	1	6

Free Nagaland. Commemorating 150th Birth Anniversary of Mahatma Gandhi	Kohima		
Leadership Development in Dialogue Facilitation	Peace Channel, Nagaland in collaboration with Action for Northeast Trust	0	1
Orientation cum Training of Peace Channel Members	Peer Mediation Forum	2	40
[View File](#)			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
0	0	0	0
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
na	ANCSU	ANCSU Foundation Day	0	10
na	Naga Students Federation	Poster Campaign	0	17
Reliance Foundation Youth Sports	All India Football Federation	Football Tournament	0	20
Smart City Kohima	Green Team and Kohima Smart City Development Limited	Solid Waste Management Programme	2	130
Swachh Bharat Mission	Urban Development Dept., Government of Nagaland	Swachhata Hi Seva – Cleanliness Service 2019	0	5
Nagaland Career and Development Centre	YouthNet, Nagaland	Two Days Soft Skills Training Program	0	5
National Tobacco Control Programme	Department of Health and Family welfare, Govt. of Nagaland	Awareness Programme on Harmful Effect of Tobacco and COPTA Act of	0	400

	ANCSU	19th Biennial General Conference	0	23
		2003		
Fit India Movement	Govenrment of India	Live Telecast	0	50
National Education Day	Nagaland Education Association in collaboration with Dept. of school Education, Nagaland	Commemorative Programme	3	30

	ANCSU	19th Biennial General Conference	0	23
Fit India Movement	Govenrment of India	Live Telecast	0	50
National Education Day	Nagaland Education Association in collaboration with Dept. of school Education, Nagaland	Commemorative Programme	3	30

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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
0	0	0	0

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
0	0	0	Nill	Nill	0

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
AICSM	05/02/2020	To broaden the horizon of learning and enhance employability for students	2

View File

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
680000	670348

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
SOUL 2	Partially	2.0	2014

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	5838	158952	61	17030	5899	175982
Reference Books	633	Nill	25	658	658	658
e-Books	80409	5900	195809	5900	276218	11800
Journals	10	45735	6	28730	16	74465
e-Journals	3828	5900	6474	5900	10302	11800
Digital Database	4909	2250	885	Nill	5794	2250
CD & Video	31	Nill	Nill	Nill	31	Nill
Library Automation	1	2250	Nill	Nill	1	2250
Others(specify)	68	Nill	Nill	Nill	68	Nill
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module	Date of launching e-

			is developed	content
0	0	0	**Nill**	

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	**32**	**1**	**1**	**3**	**3**	**5**	**0**	**100**	**63**
Added	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total	**32**	**1**	**1**	**3**	**3**	**5**	**0**	**100**	**63**

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

0 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
nil	[nil]()

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
416800	**413232**	**680000**	**670348**

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The library is open on all working days of the week during office hours. Faculty and students are granted full access to its resources. A strict set of rules and regulations are maintained and followed to ensure that the resources in the library are used smoothly and efficiently. The Students have access to the indoor stadium during the break and after class hours. A roster is maintained to make sure that all classes and both men and women are allotted equal time and opportunity to avail the various facilities in the stadium. The gym also follows a well crafted time and slot to ensure that all classes and both men and women are allowed to avail its facilities equally. A professional trainer is also provided on a weekly basis to further enhance the experience and knowledge of the students related to safety and techniques for using the gym equipment. The computer room is accessible to the students for use of academic purposes and creative learning. It has access to the internet to make their learning informative and easy. Classrooms are maintained and clean after classes everyday to ensure that the facilities are well maintained and to ensure a clean learning environment for the students. The students are also given the liberty to decorate their classrooms and maintain them.

https://www.aldercollege.com/policies

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	na	0	0
Financial Support from Other Sources			
a) National	Post Matric Scholarship for ST Students and Nagaland State Merit Scholarship	339	1795275
b)International	na	0	0
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Mentor-mentee Programme	15/06/2011	452	Teachers/Students
Remedial Classes	10/06/2011	16	Teacher/Students
Community College	25/09/2018	73	1. Symphony School of Music 2. Livelihood Enhancement Centre, kohima, Nagaland
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2019	na	0	0	1	Nill
View File					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
16	16	7

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus	Off campus

Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
nil	0	0	Nill	0	0
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2019	2	BA	Education	Nagaland University	MA
2019	1	BA	Economics	Assam University	MA
2019	1	BA	General	State College of Teacher Education	B.Ed
View File					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Civil Services	1
View File	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
College Sports Week, 6th-9th August 2019	Local	452
College Cultural Day, 30th November 2019	Local	452
No file uploaded.		

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nill	nil	Nill	Nill	Nill	Nill	nil
No file uploaded.						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Institution facilitates students'representation and engagement in various administrative, co-curricular and extracurricular activities: The institution facilitates students' representation and engagement in various administrative policies through executing their role as executives in the Alder College Students'Union and as members and executives in the different cell and clubs.

The Students Union is invited to submit their list of annual activities prior to the preparation of Academic Calendar. As executives and members of various cells and clubs such as Grievance Redressal Cell, Anti Ragging Cell, Youth Red Cross,Red Ribbon Club, Peace Forum, Eco Club, College Fellowship, NSS etc. students actively participate in the administrative, co-curriculars and extracurricular activities. Alder College students also initiate in the Editorial board. Two Class Representatives from each class (one male and one female) serve to coordinate with the different agencies in the college. Students assume responsibility in organizing various programmes like Sports Week, Cultural Programmes, Freshers Social, Parting Social etc. under the supervision of Students' Union. Celebrating Teachers day was also under the initiative of the Students' Union. The students Union executives represent the college to the office of All Nagaland college Students Union. Student volunteers are always encouraged. Students are asked to execute their responsibilities and to coordinate the various extracurricular activities to the students in general.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

369

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

0

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

- The institution being a private college has sole proprietorship who assumes the position of Chairman. The Chairman meets the administrative body of the college and faculty at regular intervals to deliberate on important matter relating to quality, policy and plan. Some important issues such as infrastructure, library, time management, attendance percentage of the students, revision classes, results, various academic exercises like debates, seminars etc. are deliberated upon with the resolution to bring about the best possible results. The Chairman at all time is approachable and open to suggestions regarding the design and implementation of quality plans. Many major decisions are taken during such meetings. • The Principal heads the management at the institutional level and sees to the smooth functioning of the college. The Principal brings out the annual academic calendar keeping in mind the optimal use of time. He conducts regular meetings with the faculty – before the commencement of every new semester to motivate the faculty and staff for effective performance, before every examinations to remind the faculty and staff of their duties, at the end of the year to review on the years' achievements and setbacks. During such meetings, many pressing issues relating to quality education are discussed and many important decisions are taken. As the head of the institution, he is also responsible for all the institutions activities in the campus. Thus, varied committees/units set up by the Principal

assist him in smooth execution of the institution's programmes. Policy matters suggested by the faculty to the Chairman and vice versa are conveyed through the Principal. Thus the Principal also mediates between the Chairman and the faculty and staff. • Each member of the faculty bring out his/her lesson plan and action plan for the semester for ensuring quality education. Faculty members are encouraged to give their input concerning quality enhancement policy and plans. The HoDs are delegated the responsibility of course division, classes and monitoring the teachers' adherence to the lesson and action plans. • The Academic Committee headed by the Principal and comprising of the Heads of Department discusses all academic matters including design and implementation of policy and plans for quality education. The main issues concerning policy are communicated to the Chairman of the college for study and approval. The departments are given autonomy in the conduct of academic programmes. Every department has a Head who is empowered to decide distribution of papers and classes in his/her department. Accordingly class routine is prepared by the Vice-Principal. The HoD is given the authority to handle minor issues within his/her department. Every teacher is given the liberty to draw his/her own lesson and action plan and report it to his/her HoD and not the principal (or) Chairman. The activities of the college are decentralized and carried out in a participatory manner through various cells/units. Teachers are assigned to take charge of the various cells and units and are given the freedom to plan and carry out yearly activities for the students.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	The college takes initiative to ensure effective implementation of the curriculum through Log Book and Action Plan.
Teaching and Learning	Bar-coding system has been introduced in the library for easier access to resources for the users and easier management of the Staff. • Efforts are made by the institution to enable the faculty to attend faculty development programmes relating to quality TL methods. • Student-Teacher Evaluation through Questionnaire to point out short comings and improve TL. • Innovative Teaching Methods through interactive session, scene enactment, power point presentation etc
Examination and Evaluation	Notices concerning examination activities were displayed on notice boards and announcements of the same made in class rooms. • Orientation on the examination system was provided to First Semester Students. • Consistent and continuous comprehensive evaluation is carried out through assignments, paper presentations, group activities, power point presentations, class tests

	etc. • Discussion of previous year question papers to equip students for better performance in examination
Research and Development	To promote research culture the Research and Development Cell has been highlighting, updating and encouraging fellow teachers to participate in various research related activities.
Library, ICT and Physical Infrastructure / Instrumentation	The collection of books/study materials and journals are enhanced from time to time with new purchases. • Indoor Stadium to promote games and sports. • Hostel for both boys and girls. • Gymnasium
Human Resource Management	The various Cells, Units and Clubs set up by the college operate to maximise human resources. • The institution encourages and gives opportunity to teachers to participate in knowledge enrichment programmes. • Students' Union ensures the involvement of all students in various students activities. • In accordance with the Vision Mission of the Institution.
Admission of Students	• The admission policy is a transparent one, favouring no particular group or section of people (for eg. caste, religion, gender, tribe). • To create awareness admission notice highlighting on the programmes offered by the college were publicised in local news papers and College Website. • Dates and mode of admission, including total fees during admission was put up on the notice board. • It is the institution's tradition to admit students from the poor section of society and the remotest corner of the state. • Freeship is also available for needy students.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	The college exercises the process of planning college-events and activities through the integration of Information and Communication Technology. Notices and informations are circulated via e-mails, sms, whatsapp and other social media platforms. There is respective whatsapp group for each class. Virtual meetings and video conferencing are conducted through google meet, zoom cloud meeting. To mimimizing manual efforts, improve communication and to be cost and time effective the college

	is using a college management software powered by softalaya software from Guras Marketing for Student and faculty profiles, data records , maintenance of accounts etc
Administration	1.The college management software by Guras group namely softalaya maintains and records student and faculty details. 2.It manages datas pertaining to collection of fees and other payments. 3. Office and departmental documents are stored on Google drive. 4. College activities are updated on the college website, Facebook page and Instagram. 5. The college campus is equipped with CCTV cameras at all significant areas. 6.The college has a dedicated server computer to connect all computers in the college network for various administrative functions, management software functions, data records,documents sharing ,printing etc 7. Notices, circulars and informations are disseminated through WhatsApp as well as hard copies.
Finance and Accounts	The college management software is equipped for accounts and finance activities such as admission fees ,receipt printing, payment and non-payment records of students fees and others
Student Admission and Support	Online admission support is carried out by the college management software for office use Student profiles are maintained by the software for both online/offline support system. Students ID numbers are generated by the management software and encoded with barcode system for student ID card.
Examination	To generate seat Numbers and print the exam seat number List etc To generate class wise roll call list for all classes, maintain and render exam fees Records.

6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nill	nil	nil	nil	0
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
Nill	nil	nil	Nill	Nill	Nill	Nill

No file uploaded.

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
nil	0	Nill	Nill	0

No file uploaded.

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	1	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
1. Financial assistance in times of family bereavement. 2. Contributory Provident Fund (CPF) : Medical Allowance and Gratuity. 3. One extra increment is granted after the completion of 16 years in service.	1. Financial assistance in times of family bereavement. 2. Contributory Provident Fund (CPF) : Medical Allowance and Gratuity. 3. One extra increment is granted after the completion of 16 years in service.	1. Freeships for needy students and material assistance like free blazer, note books. 2. Purified drinking water, hygienic canteen, common room for girl students, counselling services, wi-fi, hostels, gymnasium etc.

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The financial transactions are handled and recorded by the Accountant. He makes payments on a daily basis out of an authorized amount of money kept with him for these purposes. The Treasurer is the custodian of the cheque books and releases cheques for big transactions such as salary which is put up by the Principal, forwarded by the Chairman and released by the Treasurer. In internal audit, the Treasurer and Accountant checks and audits every month. For external audit, at the close of the financial year, total income and expenditure accounts are audited by Government Auditor/ Chartered Accountant which is earlier prepared by the Accountant and approved by the Treasurer, Principal, and Chairman. In case of objections, the same are taken up immediately and necessary corrections/explanations are made. However, since the college is small in terms of enrolment and budget is less as compared to big institutions,

the has not been any noticeable objections apart from clarifications on minor issues.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
nil	0	na

No file uploaded.

6.4.3 – Total corpus fund generated

15720892

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nill	Yes	Committee of Principal and Head of Departments
Administrative	No	Nill	Yes	Committee of Chairman, Principal and Vice Principal

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

* Parents/guardians call for poor performance in attendance etc. • A regular interaction between Mentors and Parents/guardians to highlight on the overall performance of the student/Mentee.

6.5.3 – Development programmes for support staff (at least three)

1. Motivational Talks 2. Regular meetings with Chairman and Principal

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Institutionalization of Mentoring Programme 2. Institutionalization of Grievance Redressal System 3. Systematic Documentation

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Orientation Programme for Freshers	11/06/2019	Nill	Nill	132

2019	Library Orientation	Nill	Nill	Nill	132
2019	Staff meeting	06/06/2019	Nill	Nill	23
2019	General staff meeting	22/10/2019	Nill	Nill	32
2019	Facilitated the mentor-parent/guardian meeting	13/09/2019	Nill	Nill	452
2019	Facilitated the organization of Menstrual Health Hygiene on International Womens Day by Women Development Cell in collaboration with STINER Project.	07/03/2019	Nill	Nill	115
2020	Non-teaching staff meeting	20/02/2020	Nill	Nill	11
Nill	Facilitated conduct of various awareness and sensitization programmes by cells and clubs	Nill	Nill	Nill	Nill

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Workshop on Menstrual Health	07/03/2019	07/03/2019	115	Nill

Education and Stitching of Cloth Sanitary Pads						

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
0

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	Nill	Nill	03/08/2019	1	Cleanliness drive	Proper disposal of waste	452
2019	Nill	Nill	30/11/2019	1	Cultural Day	Cultural Diversity	452
2020	Nill	Nill	21/02/2020	1	Observation of International Mother Language Day	Appreciation and acceptance of different languages and dialects	42

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
nil	Nill	nil

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
nil	Nil	Nil	Nil

No file uploaded.

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

- Establishment of ECO Club - Rain water harvesting - Observation and celebration of World Environment Day - Initiation of "No Single-Use Plastic" Campaign in the Campus - Cleanliness drives - Maintainance of flower garden. - Printing of rough work done on used papers . - Kitchen waste is compost and used as plant feed in flower garden.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. Mentor-Mentee Programme: Being a college which teaches undergraduate students, majority of the students enrolled are at a vulnerable age in need of guidance and mentoring. A healthy self esteem and confidence are paramount for overall development of students. The mentoring programme was taken up to guide students at a personal level and to monitor not only the academic progress of the students but also to look into the strength and weakness in the personal life of the student and provide guidance accordingly. The programme also seeks to improve human interaction on the campus. Therefore active and meaningful Mentor-Mentee interaction founded on mutual respect is sought to help the students get closer to their teachers. Another important aim of this programme is to minimize dropouts by ensuring that the mentee achieves emotional stability and motivation, better discipline, better academic profile and increased participation in all the activities of the college. This programme also aims to provide a personal counseling by lending ears to the mentee's personal problems in complete confidence. Besides the above mentioned objectives, the Mentor Mentee Programme was taken up to keep the parents/guardians updated on their child's performance. Keeping the overall welfare of the student in mind, this programme offers a corrective measure to erring students and motivation to others. The mentoring programme has enabled the mentors to keep a close watch of every student with regard to their development in the areas of academics, attendance performance, behaviour and interpersonal relationships. As per the finalized plan, a total number of 15-20 students are assigned to a senior and experienced teacher as Mentor. A teacher has to complete eight years in teaching experience to be deemed a senior. This automatically meant 'experienced' and thus basing on this criteria, only a teacher who has completed eight years of teaching experience is given the responsibility of mentoring the students. This criteria was felt a necessity since mentoring was done for students of sensitive age group and experience was felt a necessity to handle students of such group. In order to get to know the students more intimately, a profile chart of the students was developed to keep track of the mentee's development and progress. The mentor invites the mentee to fill in the details. Interaction on a personal level take place at such meetings and a congenial and open environment is maintained to draw the students out of their shell. Students are also encouraged to come forth with even their personal problems. The mentor highlights on the objectives of the college and at the same time help the student to understand the organizational culture. Through this programme smart students are assigned more responsibility thereby capitalizing on the potential of the students. Whereas slow learners are motivated to enhance and improve their performance. It also helped in identifying potential performers in arts and extracurricular activities. Shy students are encouraged to come out their shell. This programme also facilitates communication between the students and the administration, as when the students hesitate to convey his/her personal problem, the mentor plays the role of a mediator. Over the years, it has proved to be more convenient for the mentors to formally meet their mentees in the 1st, 3rd and 5th semesters, while remaining approachable and accessible at all times outside the formal meetings. Meetings with the parents/guardians are conducted in the 2nd, 4th and 6th semesters, which would come to once a year. These meetings with the parents/guardians helps to keep them updated on their ward's performance. These meetings are interactive sessions where parents/guardians are given constructive suggestions for the overall development of the student. Parents/guardians of achievers are advised to encourage their child to pursue higher studies. For the others, the mentor points out areas for development in the student. During such meetings the Report Card containing information on the student's academic performance and attendance percentage is handed out to the

parents/guardians. Suggestions and inputs from the parents/guardians have acted as feedback and helped in enhancing the teaching learning process of the students. This programme has gone a long way in improving discipline among the students. Students causing problem in the class room is referred to his/her mentor who gives counseling and correctives in an unbiased manner. Reappraisal meetings are held after every meetings with the students and guardians where teachers share experiences and exchange information which has helped teachers gain more knowledge and expertise in handling this programme. The Principal takes a keen interest in this best practice of the college by offering her invaluable advices and overseeing all the mentor's activities. The Mentor-Mentee programme has gone a long way in achieving one of the objectives of the college, that is the all round development of the student. A tremendous improvement has been evidenced in the overall performance of the students. To start with, it has been observed that a desirable improvement in the student's attendance has taken place. Mutual respect among the students and between student-teacher has also been facilitated. This programme has also brought about a humanizing environment on campus and at the same time helped the students to be closer and open to the teachers. It has motivated students to be participatory in the activities conducted by the college. This programme has resulted in improved discipline and helped in improving behavioural attitude. As such it has helped to resolve conflict between students-teachers. This programme has also helped maintain transparency between parents/guardians and students concerning the student's overall performance. It has increased the confidence of the parents in the teachers and the turn out in the parents-teachers meet is almost cent percent. In fact the parent's appreciation of the programme is evidenced in their commitment to advertise this best practice to their neighbours and to send the siblings of their child to this college, which is promising and a valuable proof of thesuccess this programme is having. The mentoring programme has proved to be fruitful and the institution plans to continue the programme for the benefit of the students/mentees. 2. Remedial Classes: This programme was introduced to help the academically weak students. It aims to motivate and encourage the slow learners by offering remedial classes to enhance and improve their learning. This programme aims to include the slow learners in the institution's endeavour to pursue quality assured education. Though the programme is made student-centric, it was not received very well. Many students in fear of being labeled weak in studies did not attend the remedial classes regularly. For some students who had many periods off in between wandered off from the campus. It was also difficult to retain the students attention since the remedial classes were usually taken in the last periods. Inspite of the best of intentions, the teachers also found it challenging to put in energy teaching after the day's work. However, the college is in the process of streamlining this programme to get the best out of it so that the students may be benefitted. In keeping with the all inclusive policy of admission, the college gives equal opportunity to third divisioners by giving them admission in the college. As such, some come with poor academic background and find it difficult to catch up with the class lectures. While most students fall under the average category, others are segregated as slow and advanced learners based on their percentage of marks scored in their last examinations, i.e. HSSLC Examinations. This practice was introduced to give a fair chance and opportunity to the slow learners to enhance and improve their academic profiles. The slow learners are identified after a certain period of time by the concerned teachers and given suggestions to sit for remedial classes. The teachers in order to keep track of the students' regularity also maintain an attendance sheet. These classes are taken on rotation basis among the different departments, and the classes are further divided within the departments. During such classes, previous years question papers as well as expected questions are solved. Students are also encouraged to clarify their doubts. Open text books discussions highlighting on difficult words and

references are also carried out. Exercises and practice sessions are also incorporated in this remedial classes. Moreover, such students are also taken to the library and introduced to relevant and recommended books. Inorder to make the students at ease, these days this remedial classes are incorporated within the normal duty in the form of revision classes. However, the weak students are encouraged to attend regularly. In this way, the students are made to learn and re-learn bridging the knowledge-gap. Students willing to attend such remedial classes enhanced their knowledge and were better equipped to sit for final examinations. It also boosted the students level of confidence. This programme has met with success in the sense that for those who attended, could graduate without back papers. In this way, this programme has also helped achieve one of the objectives of the college, that is to bring out the best in the individual.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

https://www.aldercollege.com/wp-content/uploads/2022/08/Best-practises.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

DISTINCTIVE FEATURE The college strive to provide opportunities to students for a holistic development through co-curricular activities. In this endeavour, naga wrestling has become identical with it. Infact, over the years it has emerged as the distinctive feature of the college. No other sporting events attract such enthusiasm and participation from the students community. While we are cautions that it could be presumptuous to assume that it results to a large students' admission into our college, for lack of quantifiable data, we are also aware that its vindication is not untrue. Students who compete at the college level go on to compete at the village level, range or district and the state level championship.We are hopeful that wrestler from our college will one day will win titles at the state level and bring laurels to our college. As part of the promotion of the sport, one of our immediate goal is to attract participation from other tribes than those from the Tenyimia family. Side by side, our long term objective is to develop state of the art infrastructure capable of providing training, enhancing skills, organizing inter-collegiate wrestling championship in future.

Provide the weblink of the institution

https://www.aldercollege.com

8.Future Plans of Actions for Next Academic Year

- To continue promotion of gender sensitization, environmental consciousness and other cross cutting issues. - To add more books to the library. - Maintenance of Log Books and Action Plans - Career Guidance Cell to become more proactive. - To organize more Cleanliness drives in-campus and off-campus. - Alder College Fellowship to organize the Annual Camp and organize spiritual development and value education programmes. - To encourage students in planning and organizing events and programmes. - To promote social services and participation in social causes. - Ensure semestrial deparment-wise seminar. - To organise administrative skill enhancement programme . - To collect feedbacks from the stakeholders. - To encourage participative and experiential learning. - To continue with the practice of department-wise orientation of fresh students. - To continue with remedial classes for slow learners. - To encourage and guide faculty in attending faculty development programmes, seminars, workshops, and other short term course. - To encourage teachers participation in university curriculum development and examination process. - To make sure students receive updates and notifications

issued by the office promptly and through the right channel. - To create an environment which foster research culture among teachers and students. - To continue gender sensitization programmes. To collaborate and partner with organizations - To convene timely mentor-mentee and mentor- parent/guardian meet. - Interaction with alumni and parents. - Observation of celebration of international and national commemorative days, events and festivals