

**SELF STUDY REPORT OF
ALDER COLLEGE
KOHIMA: NAGALAND**

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FOREWORD


The Alder College was established in the year 1992, with the objective of providing quality Higher Education to the upcoming generations and equipping them with academic excellence, social responsibilities and human values which are the core of life.

Assessment and evaluation of performance for every activity undertaken is necessary, to know the strengths, weaknesses, the opportunities and the challenges that lie ahead. This is required in all Higher educational Institutions in the state without exception. In fact, continuous and periodical assessment and evaluation is most important in achieving the goals of an Institution as it should not remain static, but should always surge ahead in pursuit of excellence and in achieving quality improvement.

In this regard, the college is very happy that the National Assessment and Accreditation Council (An Autonomous Institution of the University Grants Commission) is willing to assess the college very soon. We hope that the NAAC will act as an instrument for raising the quality of the Institution in using their physical instructional infrastructures optimally and professionally. It is hoped that through this NAAC, the college will constantly and consistently move forward and upward in the direction of relevance, effectiveness and credibility in achieving its goals.

The **Self Study Report** (SSR) of Alder College is therefore, submitted herewith, for perusal and further necessary action.




(DR. RUKHONO K. IRALU)
Principal
Alder College
Kohima, Nagaland



Director
HIGHER EDUCATION
NAGALAND : KOHIMA

Ref. No.....

Date..13/05/15...

APPRECIATION

It is heartening to know that Alder College Kohima is in the process of submitting Self Study Report (SSR) to NAAC, Bangaluru for assessment and accreditation. There has to be first time for everything and without change, life can not evolve.

I am happy that Alder College has decided to plunge into the “domain of change” for the first time.

Hope through this “domain of change”, the fabrics of Higher Education in the College will be woven slowly but strongly. Let us make the quality of Higher Education be the prerequisite domain of our educational system.

Hope, the College will rise to a new dynamism endowed with excellence, power and purpose and radiant with the inspiration of new philosophy, concept and idealisms.

All the best !

(C.KHALONG AO)
DIRECTOR
HIGHER EDUCATION
NAGALAND : KOHIMA.



MESSAGE

Alder College is an institution that strives for comprehensive, value based and quality education. Admittedly, this is a combination which is not easy to achieve, and yet necessary for an educational institution that seeks to promote a well informed, concerned and able citizenry.

Over the years, the college has made commendable progress towards this goal. A case in point is the fact that many students have passed from the college with a considerably improved marks and divisions, while several have testified that they have learned to become better human beings.

However, a lot remains to be achieved. At this crucial stage, it is our firm believe that the National Assessment and Accreditation Council (NAAC) has come at an opportune time to propel and guide us to plan better and do much more in the interest of higher education. We are grateful to NAAC for clearing our case so far, and it is our sincere request that NAAC considers our performance and petition as favourably as possible. On our part, we are committed to do our best.



KEVI LIEGISE
Chairman

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the Peer Team visit.


Signature of the Head of the Institution

with seal:


Place: *Kohima*

Date: *1/6/2015*

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Alder College (Name of the institution) fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 1/6/15
Place: Kohima

DR. RUKHOND K. IRALU
Principal/Head of the Institution
(Name and Signature with Office seal)
PRINCIPAL
Alder College
Kohima

I. Executive Summary

The late nineteen eighties were still a time in Nagaland when colleges were few, while the number of young people seeking higher education was increasing rapidly. The situation quite clearly indicated that the state required some good colleges providing sound education to meet the growing demand for it. Accordingly, the decision to establish a college of good repute in Kohima was made.

A meaningful name was important for an educational institution. Since the Alder tree provides multiple helpful functions to human life, it was resolved that the college will be named after this tree as an ever present reminder that the college must strive to provide relevant, comprehensive and value education that promotes responsible citizenship.

Alder College was established in the year 1992. By then, it was under the North Eastern Hill University (NEHU). The college was first located at Kenuozou Hill, Kohima. During the first year of its opening, 120 students enrolled. After about four years, the college was shifted to Sepfüzou Colony, Kohima. Since then, the college has grown steadily. Today, it caters to more than eight hundred students(both boys and girls) from all over Nagaland and a few other states, providing Honours courses in six subjects (Arts Stream). The college was first affiliated on 18th January, 1994 with Pre-University(Arts). Thereafter, it was upgraded to Degree Arts on 22nd September, 1995, and further upgraded to Degree Arts Honours level on 15th July, 1997. The college got its permanent affiliation to Nagaland University on 13th December, 2007 and is recognised under Section 2 (f) and 12(b) of the U.G.C. Act, 1956. Alder College is managed by a Board of Management and sponsored by the Alder Society, Kohima, Nagaland, which is duly registered. Admission is not done along tribal lines and the college has an almost equal number of students from all the tribes of the State. There is no discrimination of women in the admission process and the male-female student ratio is more or less equal. Students coming from the poor section of society are not denied

admission and in fact the college provides freeships for the students from the poorest section of society.

The location of Alder College is at a strategic point. Tucked away from the hustle and bustle of town, it offers the advantage of a quiet environment conducive for academic pursuits. At the same time being close to the main road, bus/taxi services and communication are easily available.

The college has seen many promising personalities both in its student body as well the faculty who have come and gone, leaving behind exemplary ethics and dedication. The college today still boasts of its faculty and staff, both in terms of ability and commitment. It is not hard to find students who stand out not only in academics but in sports, creativity, music and other skills. Thus, Alder College has taken pride and still continues to do so in the lives and achievements of all who have taken it to greater heights since its inception.

At Alder College, the whole community- students, teaching and non-teaching staff, follow a well-defined routine. We also operate under certain rules and regulations for we believe that “mass discipline is an essential condition for a people who aspire to be a great nation”.

Keeping in mind the fact that the students are the major stakeholders of an institution, the college takes utmost care to orient the students of the courses offered before the commencement of the programme. Evaluation methods are also communicated to the students during such orientation programmes. At all times proper nurturing is given to students through continuous evaluation and the college can boast of a modest result. The teaching learning process is guided by the Annual Academic Calendar with teachers preparing comprehensive teaching plans, including logbook and action plans which are monitored by the HoDs. Students’ academic performance is assessed through a structured mechanism that involves various internal assessments and examinations. To motivate students to aspire higher, toppers are awarded.

Attendance is another area which particularly concerns us. Attendance record of each student is maintained for ready reference and necessary action.

Various academic exercises like debates, seminars, workshops and other literary activities are encouraged to develop skills that aid the learning process. Apart from knowledge in secular subjects, the college believes in providing moral education to students as well. Thus, weekly fellowships are conducted under the leadership of qualified and sincere individuals. Reflecting the motto of the college, 'We Learn to Serve', students are encouraged to contribute something positive about the good things they learn. Some of the ways in which this is done is by involving them in extension activities organized by the various Cells /Units such as Eco- Club, NSS & Red Ribbon Club, Youth Red Cross and Peace Channel. These extension activities also aim to facilitate personality development and human values. To serve the moral, spiritual and socio-psychological well-being of students, counseling is offered to anyone who might need support and guidance. The Counselor has pastoral responsibility for all members of the college and is available to help with personal problems in complete confidence. The college has taken up the Mentor-Mentee Programme as the best practice with the intention to capitalize on the students' potential and guide them in their learning process.

The institution believes in a transparent set-up. Therefore recruitment of staff and faculty are openly advertised in the local newspapers. All recruitment to the teaching posts are carried out as per the instructions of the University, the Board of Management and the guidelines provided by the UGC. Teachers are encouraged to attend development programmes such as workshops and seminars to enrich their knowledge. Ever eager to promote research activity, the college has set up the Research and Development Cell which is in the process of bringing out its first academic journal. Feedbacks are received from the major stakeholders for self- appraisal and used for the upliftment of the college.

The college has adequate number of spacious and well-lighted classrooms to accommodate 1000 plus students. It has a well-equipped library with wide reading space. This is being constantly upgraded to meet the literary needs of teachers and students. The students have access to e-resources (e-journal, e-books) and the library is connected with INFLIBNET. The library also offers internet browsing facilities for students.

Balanced growth requires the right dose of co-curricular activities. Literary and painting competitions, games and sports, drama, etc, are regularly organized. The spacious hall provides adequate space and facility for artistic exercises. The indoor stadium is equipped to conduct games like badminton, table tennis, etc. This facility goes a long way in promoting games and sports which is a vital part of college life. A canteen offering healthy and wholesome food is run to cater to the needs of the students ensuring that the students do not go too far for food.

Students can readily avail accommodation facilities in the hostels conveniently located within the vicinity of the college. We have a hostel for boys(Heritage Hostel) and another one for girls (Anchor Hostel). They are both run under the care of competent wardens. In order to network and collaborate with the alumni, the college set up the Alder College Alumni Association. The college keeps in touch with the Alumni on regular basis to share ideas and views. Programmes have also been organized with the initiative of the Alumni. The college looks forward to more participation from the Alumni.

The college has a uniform for students and are worn on uniform days.

The college looks forward to celebrate its 25th Anniversary Celebration in 2017.

SWOC

Strength:

- The institution is nurtured by a qualified and committed faculty and is supported by a competent staff.
- Good infrastructure with:
 - a. Classrooms with ICT facility
 - b. Separate hostels for boys and girls.
 - c. Canteen for refreshment/lunch
 - d. Proper toilets for students.
 - e. Indoor Stadium
 - f. Basketball court
- Annual academic calendar reflecting all the activities is maintained.
- Continuous assessment of students through internal activities like class test, paper presentations, assignments and seminars.
- Encourages 'Oneness' of all the tribes by maintaining the common students' body(Alder College Students Union) to look after the interest and welfare of students.
- Various extension activities are promoted by the varied Clubs/Units to foster core values of life.
- A mentoring cell guides students at a personal level; a counseling cell provides full-fledged counseling services.
- A feedback mechanism is maintained for the growth of the faculty and the institution at large.

Weakness:

- More research works required for faculty.
- More volumes of books in the library needed.
- Lack of secure lockers for students.
- Constraint of space for outdoor games.

Opportunities:

- Expansion into residential institute with staff quarters.
- To set up a Placement Cell.
- To introduce add-on courses and innovative programmes for curricular activities.
- Coaching classes for competitive exams.

Challenges:

- The Procurement of more land for outdoor games.
- Lack of facilities for differently-abled students.
- Increase of funds for study tours
- The need for more teachers with Ph.D degree

II. Profile of the Affiliated/ Constituent College

1. Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name: Alder College		
Address: Post Box- 164		
City: Kohima	Pin: 797001	State: Nagaland
Website: www.aldercollege.org		

2. For communication :

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr Rukhono Iralu	O:0370-2260837	+919436018426	0370-2260341	rukhoneiralu@yahoo.com
Vice Principal	Mr. Vilasielie Mephu-o	O:	+919402433683		one4jane@yahoo.co.in
Steering Committee Co-ordinator	Ms. Mhonvani Ezung	O:	+919436208115		avaniezung@gmail.com

3. Status of the Institution:

Affiliated College
Constituent College
Any other (specify)

✓

4. Type of Institution:

a. By Gender

i. For Men
ii. For Women
iii. Co-education

✓

b. By Shift

i. Regular

ii. Day

iii. Evening

✓

5. It is a recognized minority institution?

Yes

No

✓

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding:

Government

Grant-in-aid

Self-financing

✓

Any other

7. a. Date of establishment of the college: 1st July 1992 (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

Nagaland University

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	04/02/2010	
ii. 12 (B)	19/05/2010	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act) *kindly refer the annexure.

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/ clause	Recognition/Approval details Institution/ Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	Certificate Course in Computer Education	31-07-2014		
ii.				
iii.				

(Enclose the recognition/approval letter) *kindly refer the annexure

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes ☒ No ☐

If yes, has the College applied for availing the autonomous status?

Yes ☐ No ☒

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes ☐ No ☒

If yes, date of recognition: NA (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes

No ☒

If yes, Name of the agency and
Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	Semi-Area
Campus area in sq. mts.	24281.14
Built up area in sq. mts.	8093.71

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities ✓
- Sports facilities ✓
- * play ground ✓
- * swimming pool
- * gymnasium ✓

• Hostel

* Boys' hostel

i. Number of hostels 01

ii. Number of inmates 60

iii. Facilities (mention available facilities) Sports, playground, TV, safe drinking water

* Girls' hostel

i. Number of hostels 01

ii. Number of inmates 34

iii. Facilities (mention available facilities) Sports, playground, TV, safe drinking water

* Working women's hostel

i. Number of inmates N.A

ii. Facilities (mention available facilities)

•* Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise)

•* Cafeteria —

✓

•* Health centre —

✓

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....

Health centre staff —

Qualified doctor Full time

Part-time

☒

Qualified Nurse Full time

Part-time

☒

•* Facilities like banking, post office, book shops

•* Transport facilities to cater to the needs of students and staff

✓

•* Animal house

✓

•* Biological waste disposal

✓

•* Generator, other facility for management/regulation of electricity and voltage ✓

• Solid waste management facility

✓

• Waste water management

✓

• Water harvesting

✓

12. Details of programmes offered by the college (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
1	Under-Graduate	BA	3 years	10+2 pass	English	750	520
2	Post-Graduate						
3	Integrated Programmes PG						
4	Ph.D.						
5	M.Phil.						
6	Ph.D						
7	Certificate Courses						
8	UG Diploma						
9	PG Diploma						
10	Any Other (specify and provide details)	Computer Baking Music (Add on Courses)	3 months 1 month 1 year/6 months	Any student of the institute	English	40 16 10	15 ongoing ongoing

13. Does the college offer self-financed Programmes?

Yes

☒

No

☐

If yes, how many?

3

14. New programmes introduced in the college during the last five years if any?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	3
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15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science				
Arts	Political Science,History, Economics, Education, Sociology, English, Tenyidie	✓	NA	NA
Commerce				
Any other (Specify)				

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

- a. annual system
- b. semester system
- c. trimester system

01

17. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

01
Computer, baking, music as Add-on Courses

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes No ☒

If yes,

a. Year of Introduction of the programmes NA (dd/mm/yyyy)
and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.NA.....

Date:(dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes No ☒

19. Does the college offer UG or PG programme in Physical Education?

Yes No ☒

If yes,

a. Year of Introduction of the programme(s) NA (dd/mm/yyyy)
and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.:

Date:(dd/mm/yyyy)

Validity:

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes ☐ No ☒

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching Faculty						Non Teaching Staff		Technical Staff	
	Professor		Associate Professor		Assistant Professor					
	M	F	M	F	M	F	M	F	M	F
Sanctioned by the UGC / University / State Government Recruited										
Yet to recruit										
Sanctioned by the Management/ society or other authorized bodies Recruited			01		10	12	04	05	01	
Yet to recruit										

21. Qualifications of the teaching staff:

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							1 1 21
D.SC/D.Litt.							
Ph.D				1			
M.phil					1		
PG					9	12	
Temporary teachers							
Ph.D							
M.Phil							
PG							
Part-time teachers							
Ph.D							
M.Phil							
PG							

22. Number of Visiting Faculty /Guest Faculty engaged with the College. None

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC								
ST	349	285	301	237	286	223	270	210
OBC								
General	1	2	1	1	1	1	1	0
Others								

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M.Phil	Ph.D	Total
Students from the same state where the college is located	517				517
Students from other states of India	3				3

NRI students	0				0
Foreign students	0				0
Total					520

25. Dropout rate in UG and PG (average of the last two batches)

UG PG

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component Rs.

(b) excluding the salary component Rs.

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes No ☒

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes No ☒

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes No ☒

28. Provide Teacher-student ratio for each of the programme/course offered NA

29. Is the college applying for

Accreditation: Cycle 1 ☒ Cycle 2 ☐ Cycle 3 ☐
Cycle 4 ☐

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to reaccreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: ...N.A..... (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 2: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: (dd/mm/yyyy) Accreditation Outcome/Result.....

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year.

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC 09/08/2010 (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (i) (dd/mm/yyyy)

AQAR (ii) (dd/mm/yyyy)

AQAR (iii) (dd/mm/yyyy)

AQAR (iv) (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include.
(Do not include explanatory/descriptive information)

III.CRITERIA-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Vision Statement:

The college is committed to provide the kind of education that promotes not only academic excellence, but also social responsibility and human values. Hence, the vision: *“To impart a comprehensive and relevant education keeping in view the needs and aspirations of a responsible citizenry.”*

Mission and Objectives:

- To facilitate education for all irrespective of caste, creed and culture.
- To make education accessible to the poorest section of society and the remotest corner of Nagaland and beyond.
- To provide education with a view to developing skills to cope with life as a whole including inculcation of values for responsible citizenship.
- To bring out the best in the individual to attain excellence not only in the academic field but also in the other spheres of life.
- To foster mutual understanding between individuals and groups, to encourage creativity, value education and integrity.
- To regularly upgrade the library with sufficient numbers of relevant books, periodicals, journals and internet facility in order to keep the knowledge updated for the students and the teachers alike.
- To develop and provide all modern facilities for co-curricular activities together with curricular provisions where the youth would be groomed

mentally, physically and psychologically to their requirement of the contemporary society.

- To develop into residential institute with adequate infrastructure shall be one of the priorities in order to have optimum academic atmosphere.

The Mission and objectives of the institution is communicated to the students, teachers, staff and other stakeholders through the following mediums:-

- The college prospectus, college magazine, college newsletters and the college website.
- Highlighted at strategic points like the entrance of the college, the library and the Auditorium.
- Orientation lectures at the beginning of every academic session where the fresh students are made aware of the aims and objectives of the college, and the cooperation and responsibility expected from the students.
- The Mentor- Mentee programme, the counseling services and the various welfare cells through which students are informed and advised.
- A succession of evaluative measures such as tests, assignments, projects, seminars and paper presentations.
- Extension programmes like sanitation drive, ecological awareness, humanitarian services and value education.
- Literary and art competitions, drama, sports and games.
- Remedial classes for weak students.
- A coordination among the staff and faculty, different clubs and cells, and administration to ensure optimum potential of the institution, keeping in focus the objectives of the institution.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

The college takes initiatives to ensure effective implementation of the curriculum through action plans within the curriculum framed by the parent University in the following ways:-

- Annual Academic Calendar is planned and published to enable teachers to prepare lesson plans for the year.
- Maintenance of Log Book by teachers recording the details of the course such as course content, units covered and units revised.
- Action plans are prepared for a semester which is monitored by the Head of Departments.
- Meetings are conducted regularly by the Principal with the teachers to review on course coverage and curriculum implementation. Department meetings are also held at least once a semester to ensure quality enhancement of the curriculum.
- Department-wise orientation programmes are organised by the college to orient the students on the curriculum.
- Opportunity is provided to the teachers to attend workshops, refresher courses, orientation programmes to keep them updated on latest developments in their respective subject/field.
- Special attention is given to feedback on curriculum through activities such as class tests, discussions and interactions.
- Feedback on teachers is maintained to ensure effective curriculum implementation.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

Ample support is provided to teachers for delivering quality assured education to students in the following ways:-

- The University organizes development programmes such as orientation and refresher courses, seminars and workshops, for which teachers are encouraged to attend through facilities like leave and financial aid.
- In the event of change in the curriculum, due orientation is given by the University.
- The institution has a well furnished library which is updated from time to time. As and when there is change in the curriculum, recommended books are procured.
- ICT tool like power point presentations are available in three classrooms for effective teaching practices and are also used during seminars and workshops conducted in the college.
- The staff room has a computer with internet facility and is used by the teachers to access online resources for references and updating on study materials.
- The Institution facilitates timely meetings where teachers share experiences which has gone a long way in enhancing teaching practices.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

The Institution is at all times dedicated in delivering the curriculum effectively and this is done through the following:-

- Diligently carrying out assessment of the students through various class room activities to keep track of how far the students have absorbed the curriculum delivered. The teachers at all times is mindful and adheres to the lesson plan chalked out for the following academic session.
- For effective delivery of curriculum, teachers are oriented with skills and methodology of teaching. As and when opportunity comes, teachers are eager to supplement their knowledge by attending seminars and workshops.
- To ensure quality sustenance and quality enhancement, meetings are conducted by the principal with the faculty members at regular intervals where appraisal of curricular activities are carried out.
- The college under the curriculum framed by the university offers honours in six subjects to meet the varied needs and preferences of the students.
- Experienced teachers actively participate in the process of curriculum design by offering suggestions and inputs through the abled participation of teachers as members of the Board of Under Graduate Studies (BUGS), thereby ensuring that the changes made by the university is to the advantage of the students community.
- Teachers also contribute to the effective delivery and transaction of the curriculum in the capacity of question paper setters, moderators and paper examiners/paper scrutinizers.
- The college within the curriculum framed by the University, endeavour to ensure that the curricular programmes are implemented keeping the mission of the college top most priority.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

- The college keeps itself in constant touch with the University, keeping itself updated on the latest development in the curriculum, thereby ensuring effective operationalisation of the curriculum.
- The Research and Development Cell co-ordinate with research bodies and provide necessary inputs.
- More effort is needed for networking with Industries.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

- The college, being an affiliated college has no autonomous powers except to follow the University curriculum. However, two(2) teachers as members of BUGS (Board of Undergraduate Studies) got the opportunity to provide suggestions and inputs as and when the need arose, and had contributed in the development of the curriculum. Besides, some senior teachers had contributed by giving suggestions in the framing of the curriculum.
- The college had the privilege of the Principal assuming the chair of the President of the Nagaland College Principals' Forum, who nominates as well as is a members of the Review Committee. The Review Committee decides on the final curriculum. At the same time, the Principals' Forum gives suggestions to the University in the framing of the Academic Calendar.

- Interactions with the students and their feedbacks received are used as inputs for development of the curriculum. Insights, ideas and experiences are gathered from experienced teachers and communicated to the University through proper channel.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

Yes. The institution has introduced add-on courses in Baking and Music for which the curriculum was developed independently by the institution.

For details, kindly refer Criterion 1.2.4

1.1.8 How does the institution analyse/ensure that the stated objectives of curriculum are achieved in the course of implementation?

- The college has taken up positive steps such as lesson plans, action plans and maintenance of Log Books to ensure effective implementation of the stated objectives of the curriculum.
- Appraisal meetings by the Principal with the faculty members, and departmental meetings facilitate the effective implementation of curriculum.
- Feedback on teachers is maintained which has proved to be crucial in course implementation.
- Seminars, workshops, discussions are also conducted on certain curricular topics.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/skill development courses etc., offered by the institution.

With the purpose of making students ICT savvy, the college has taken up certificate course in computer.

- Certificate Course:

The college has a well equipped computer lab and conducts basic computer course in collaboration with NIIT for students to broaden the horizon of learning regarding basic computer knowledge and use of its applications and tools, both software and hardware.

Course Name : SWIFT WOW 13

Certificate title : Certificate of proficiency in IT Fundamentals and Microsoft Office 2007.

- The college have also launched diploma and advanced diploma in computer application with All India Computer Saksharta Mission (AICSM) to promote and extend the computer programme for students.
- In keeping with its mission to provide education with a view to develop skills to cope with life as a whole, the college is in the process of introducing courses in Baking and Music as add on courses. The syllabi for the same has been formulated and sent to the Nagaland University for approval.

For details, kindly refer Criterion 1.2.4

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

The institution does not offer programmes that facilitate twinning /dual degree.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- **Range of Core / Elective options offered by the University and those opted by the college**
 - **Choice Based Credit System and range of subject options**
 - **Courses offered in modular form**
 - **Credit transfer and accumulation facility**
 - **Lateral and vertical mobility within and across programmes and courses**
 - **Enrichment courses.**
-
- The institution follows a semester system and offers both Pass (General) and Honours Course for its undergraduate degree programme. The University offers Elective options in English, Economics, Education, History, Political Science and Sociology. Moreover, Alternative English/MIL (Tenyidie) is offered as compulsory subject. Environmental Studies –I is a compulsory paper. The college offers all the Elective options and honours is offered in English, Economics, Education, History, Political Science and Sociology. The Pass Course consists of six (6) papers in each Elective subject and for Honours Course, the total Elective papers is six (6) and total Honours papers is eight (8) or 7+1 (Project Paper). Elective Papers 1 to 6 are compulsory and common for both Pass Course and Honours Course.

- In the sixth semester, a Choice Based Credit System (CBCS) is offered by the University in lieu of EVS-II. The list of proposed Course for CBCS is as follows:-

1. International Relations
2. Indian Constitution
3. Students Psychology
4. Social Psychology
5. Medicinal Chemistry
6. Music
7. Cooking
8. Painting
9. Fashion Technology
10. Insurance
11. English Speaking and Phonetics
12. Theology
13. Religious Studies
14. Peace Studies
15. Ghandian Studies
16. Foreign Languages
17. Entrepreneurship
18. Nursing

- 19. Personality Development
- 20. Cultural Studies
- 21. Endocrinology
- 22. Ecology
- 23. Human Rights
- 24. Vernacular Languages
- 25. Sociology of Medicine
- 26. Culture and Mass Media
- 27. Cutting and Tailoring
- 28. Consumer Protection Rights
- 29. Naga Customary Law
- 30. Natural Resource Management

The college decides and develops the provisions for the CBCS allowing students to choose different subjects/courses of study. This programme is arranged in addition to normal routine works for which extra fees are charged from the learners for enabling them to earn additional Credits. Additional Certificate/Diploma is offered by the University to those students alongwith the normal degree certificate for such innovative works, thus enabling students to earn additional Credits.

The college plans to offer courses in Cooking and Music, and later on upgrade them into CBCS. The College is also considering Personality Development and Theology as courses for CBCS.

BA Course Structure

1 st Semester		
SL.No	Subject	Credit point
1	Gen. English-I	3
2	Elective Paper	4
3	Elective Paper	4
4	Elective Paper	4
General		15
5	Honours	4
Total		19

2 nd Semester		
SL.No	Subject	Credit point
1	Gen. English- II	3
2	Elective Paper	4
3	Elective Paper	4
4	Elective Paper	4
General		15
5	Honours	4
Total		19

3 rd Semester		
SL.No	Subject	Credit point
1	Alt. English – I/ MIL-I	3
2	Elective Paper	4
3	Elective Paper	4
4	Elective Paper	4
General		15
5	Honours	4
Total		19

4 th Semester		
SL.No	Subject	Credit point
1	Alt. English – II/ MIL-II	3
2	Elective Paper	4
3	Elective Paper	4
4	Elective Paper	4
General		15
5	Honours	4
Total		19

5 th Semester		
SL.No	Subject	Credit point
1	EVS-I	3
2	Elective Paper	4
3	Elective Paper	4
4	Elective Paper	4
General		15
5	Honours	4
6	Honours	4
Total		23

6 th Semester		
SL.No	Subject	Credit point
1	EVS -II/CBCP	3
2	Elective Paper	4
3	Elective Paper	4
4	Elective Paper	4
General		15
5	Honours	3
6	Honours or Project	3
Total		21

Total No. of Papers:

General	Compulsory	06
	Elective	18
	Total	24
Honours	Compulsory	06
	Elective	18
	Honours	8 or 7+1
Total		32

Total Credit Value:

General	90
Honours	120

- Some flexibility is provided in the choice of optional papers whereby the students can change the combination of optional papers. However, any such change has to be done before the students sit for the first semester end term examination. A student can also drop Honours paper and take up a General Course, after the first semester end term examination. This flexibility in the choice of optional papers has enabled the students to identify and drop the subject in which they are weak and thus help them avail better opportunity and help focus on the area where they have potential. A student is deemed qualified to appear in the end semester examination only when he/she secures a minimum of 45% marks out of 30 marks in the internal assessment. However, they are allowed to be admitted into the next semester carrying a maximum of two End Term Semester examination backlog papers only. They will be allowed to repeat the backlog papers in the next relevant semester end term examination. No more chance will be given thereafter. As per University rules, it is mandatory to clear all the papers within a time frame of minimum three years (6 semesters) and a maximum of five years (10 semesters).
- Though formal enrichment course is not provided by the college, it offers varied enrichment programmes whereby students are encouraged to develop life skills through voluntary participation in various programmes offered by units like NSS, Eco Club, Peace Channel, Youth Red Cross. Balanced growth requires the right dose of co-curricular activities. Thus, ample opportunity to participate in co-curricular activities such as literary and painting & music competitions, games and sports and drama are regularly provided by the college to develop and enhance skills in the students.
- Moral and ethical education, and spiritual wisdom are instilled in the students through the college fellowship, keeping in view the wholesome development of an individual.

- A career guidance cell has been set up to counsel students in career choices. The cell organizes programmes regularly where motivational talks are delivered by experts from different fields, thereby orienting students on the opportunities available to them. This is supplemented by a career guidance bulletin which aims to educate students on context-based career opportunities.
- Remedial classes are conducted to give special attention to the academically weak students. At the same time, Mentor-Mentee Programme provides additional support in guiding students in the right direction towards higher studies.
- Exposure trips and Educational Tours are organized from time to time to broaden the knowledge and experiences of the students.

1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

- Yes, the institution offers self – financed programmes

i) Certificate and Diploma Course in Computer.

Course Structure

Computer education for students offering certificate and diploma course in computer applications in collaboration with NIIT and AISCM.

Admission Policy: The course is highly recommended to the students but not yet made compulsory. Certificate course is for 3 months and the diploma course is for 6 months. Minimum intake of 40-50 students per year which is divided into different batches.

Curriculum:

Course name- Swift WOW 13

i) Certificate title- Certificate of proficiency in IT Fundamentals & Microsoft Office 2007(NIIT)

ii) Diploma in Computer Applications(DCA) for 6 months in collaboration with All India Computer Saksharta Mission(AICSM).

Course Contents:

Operating System : Windows 2000/xp/7/8

Microsoft Office: MS Word/Ms Excel/MS Access/MS Outlook/MS Powerpoint/
Internet technology

DTP: Adobe Pagemaker/Adobe Photoshop 12/Corel Draw 11,12/ ileap
/Printing/Scanning

HTML, DHTML,XML (Web Designing)

Basics of Hardware/ Troubleshooting/Installing, Un-installing Hardware &
Software.

Information Search & Analysis Skills(ISAS) / Project

Fee structure:

6 months Diploma in Computer Applications certified by All India Computer Saksharta Mission (AICSM) – Rs. 4600/- per student

3 months Certificate Course Certified by NIIT – Rs. 3500/- per student

Teacher Qualification: Bachelor of Science and Information Technology(BSIT).

Salary: Rs. 8000/- to 9000/-(initial) plus incentives.

ii) Baking

Introduction

Food technology is a fast- growing economy, courses offered in the State, in the other hand, is limited. Baking items, especially cakes are consumed regularly and extensively by Nagas, and the demand increases during festivals and special occasion. Many home bakers earn their livelihood by baking cakes to meet the demand. Therefore, being trained in baking would equip a person to be economically independent.

Scope

The training in basic bakery may be an incentive for further extensive training in food technology

It is a well-known fact that Nagaland is a bio-diversity hotspot. it includes a wide range of food grains which can be incorporated in bakery items.

Duration

1 month (3 days a week; 3 hours per day)

Intake

Minimum 8

Maximum 16

Course Fee

Registration Fee: Rs. 200/-

Course Fee: Rs. 2000/-

Course Content

1. Baking of the following cakes: Plain Butter Cake, Marble Cake, Chocolate Cake, Banana Cake, Black Forest Cake
2. Theory

Different methods of baking a cake

Function and role of each ingredient

Nutritional value of each ingredient

3. Practicals

Helpful tips

To test if cake is done

Baking in oven

Baking in common household pots

Identifying/ Handling various baking equipments and implements

4. Packaging

5. Food Costing

6. Hygienic Disposal of Food

7. Dignity of Labour

Evaluation

1. Finished Products

2. Viva Voce

3. Observation of the Instructor

Staff

1 Instructor (Bachelor in Hotel Management and Hospitality)

1 Assistant

1 Helper

Instruction Materials

1. Working Tools and Equipments

2. Raw Materials

Instructor's Salary

40% of the total amount incurred as Course Fee (will depend of the total no. of intake)

iii) Music (Guitar)

Introduction

Nagas are gifted with a natural affinity towards music. Yet, talent and interest need to be formally trained to maximise level of skill development and potential. The guitar is an instrument that can enhance musical skills and taste owing to the wide range of genres it can be used in. Nagaland has seen marked development in the music industry over the last few years. Many individuals are able to earn their livelihood by utilizing their musical skills. Therefore, being trained by professionals in guitar can serve as a boon to students even at the level of developing entrepreneurial skills.

Goal

To help students learn to play guitar and play songs in the shortest possible time without compromising the basic foundations

Course Duration

1 year

No. of Classes per Month - 4 (one class per week)

Total No of Classes- 32 Classes (approx.)

Contents

1. Introduction to the Guitar
2. Tuning
3. Playing Position
4. Musical Symbols
5. Warm up Exercises
6. Scales and Arpeggios
7. Basic Chords

8. Strumming
9. Chord Progression
10. Pieces

Intake

Minimum – 6

Maximum – 10

Evaluation

1. Technical Facility
2. Notational Accuracy & Fluency
3. Communication & Interpretation

Instruction Materials

1. Hand-outs from the Instructor (musical pieces, scales, arpeggios, exercises etc)s
2. Individual Guitars

Teacher's Qualification

Bachelor of Theology (SABC)

Winner of various State Level and National Level Competitions in Guitar and Violin Playing

Faculty Member of Symphony School of Music, Kohima and Music Academy, Kohima.

Teacher's Salary

40% of the total amount incurred as Course Fee (will depend of the total no. of intake)

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

Yes, the college is engaged in providing an additional skill oriented programme. The skill oriented programme made available by the college is:

Computer Course:

- The college conducts basic computer course in collaboration with NIIT for students to enhance computer knowledge and use of its applications and tools both software and hardware.
- Course Name : SWIFT WOW 13
- Certificate title: Certificate of proficiency in IT Fundamentals and Microsoft Office 2007.
- The college have also launched diploma and advanced diploma in computer application with All India Computer Saksharta Mission (AICSM) to promote and extend the computer programme for students.

iv) Baking

Food technology is a fast- growing economy, courses offered in the State, in the other hand, is limited. Baking items, especially cakes are consumed regularly and extensively by Nagas, and the demand increases during festivals and special occasion. Many home bakers earn their livelihood by baking cakes to meet the demand. Therefore, being trained in baking would equip a person to be economically independent.

Scope

The training in basic bakery may be an incentive for further extensive training in food technology

It is a well-known fact that Nagaland is a bio-diversity hotspot. it includes a wide range of food grains which can be incorporated in bakery items.

Duration

1 month (3 days a week; 3 hours per day)

Course Content

1. Baking of the following cakes: Plain Butter Cake, Marble Cake, Chocolate Cake, Banana Cake, Black Forest Cake
2. Theory
 - Different methods of baking a cake
 - Function and role of each ingredient
 - Nutritional value of each ingredient
3. Practicals
 - Helpful tips
 - To test if cake is done
 - Baking in oven
 - Baking in common household pots
 - Identifying/ Handling various baking equipments and implements
4. Packaging
5. Food Costing
6. Hygienic Disposal of Food
7. Dignity of Labour

Evaluation

1. Finished Products
2. Viva Voce
3. Observation of the Instructor

v) Music (Guitar)

Nagas are gifted with a natural affinity towards music. Yet, talent and interest need to be formally trained to maximise level of skill development and potential. The guitar is an instrument that can enhance musical skills and taste owing to the wide range of genres it can be used in. Nagaland has seen marked development in the music industry over the last few years. Many individuals are able to earn their livelihood by utilizing their musical skills. Therefore, being trained by professionals in guitar can serve as a boon to students even at the level of developing entrepreneurial skills.

Goal

To help students learn to play guitar and play songs in the shortest possible time without compromising the basic foundations

Course Duration

1 year

No. of Classes per Month - 4 (one class per week)

Total No of Classes- 32 Classes (approx.)

Contents

1. Introduction to the Guitar
2. Tuning
3. Playing Position
4. Musical Symbols
5. Warm up Exercises
6. Scales and Arpeggios
7. Basic Chords
8. Strumming
9. Chord Progression
10. Pieces

Evaluation

1. Technical Facility
2. Notational Accuracy & Fluency
3. Communication & Interpretation

- With the introduction of Choice Based Credit System the college will be in position to offer more skill oriented programmes.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

The University as of now does not provide flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

- The academic programmes are in line with the institution’s goals and objectives since the curriculum is implemented keeping topmost the mission of the college which is to provide the kind of education that promotes not only academic proficiency, but also social responsibility and human values.

- To promote academic excellence, a succession of class tests, seminars, paper presentations, assignments, and projects are carried out to qualitatively evaluate students' progress. Besides this, remedial classes are offered to academically weak students.
- To instill an intelligent co-existence with the environment, environment related projects such as cleanliness drive and tree plantation are taken up.
- Human value is also promoted through programme like awareness classes on PwD (People with Disability) and visits to orphanage.
- Students are provided a platform to explore and express their creativity through various competitions like literary and painting competition organized by the college, and ample opportunity is offered to develop leadership qualities through the various programmes like Annual day, parting socials and sports week.
- To instill moral and spiritual education the college fellowship conducts a weekly fellowship and talks on value education.
- The Alidade (college annual magazine) provides another platform for students to unravel their creativity by contributing articles.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

- To help cope with the dynamic employment market, computer centre offering certificate and diploma courses has been set up in the college with the intention/aim to produce techno savvy young individuals.
- The college also has internet facility which is made available to the students to improve their computer knowledge and skills and to have an access to updated knowledge and information.

- The institution has a Career Guidance and Counseling Cell to guide and direct students on matters concerning work and employment. Talks and seminars are conducted periodically by bringing experts on the subject.
- Courses on Cooking and Music are in the offing and the institution also plans to open a coaching centre for competitive examinations for which infrastructural works are completed.
- Language Skills for better fluency is also developed in the students by engaging them in language based activities by the English Department.
- The students are also given the opportunity to enhance their PR skills by involving them in group discussion, group project works, organizing college programmes and activities.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

- Sincere efforts have been made by the institution to integrate cross-cutting issues such as gender and human rights through a one day seminar on the theme “Life Choices”, which covered topics like abortion and homosexuality.
- Environmental Education has been made a compulsory subject with the aim to produce environmentally responsible citizens. This aims not only to inform but also to facilitate practical application through various environment related projects like study on river eco-system, forest eco-system and medicinal plants.
- Peace Channel works to educate the youth in peace and human rights. It aims to promote non-violence, religious and cultural tolerance.
- Environmental education is also imparted through such activities as cleanliness/sanitation drive, tree plantation, waste management organized by the Eco-Club, NSS and Youth Red Cross.

- With the aim to equip the students to compete in the global employment market, the college has introduced a computer course (see Criterion 1.2.4).

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

- **moral and ethical values**
- **employable and life skills**
- **better career options**
- **community orientation**

Moral and ethical values:

- Moral and ethical values are instilled in the students by imbibing good habits in their day-to-day behaviour in the classrooms and the campus and by inculcating social conscientiousness through community participation. Apart from knowledge in secular subjects, the college believes in providing moral and ethical education to students as well. Thus, weekly fellowships under the leadership of qualified and sincere individuals are conducted which is supplemented by camps and retreats. Under the guidance of competent leaders and counselors, counseling is administered for socio-psychological well being of the students.

The Alder College Fellowship (ACF) organizes an annual camp every year where resource people from various fields (educationists, theologians, social activists, bureaucrats etc) come and deliver talks in ethical and moral concerns.

Seminars with emphasis on gender issues like Abortion and Homosexuality are conducted.

Employable and life skills

- To keep pace with the fast developing IT savvy world, computer courses has been introduced to cope up with the global employment opportunities and market. The introduction of value-added courses like Baking and Music will also

facilitate employable and life skills. Besides this, the college offers opportunities for students to explore and develop their talents by taking part in the various creative activities organized by the college.

- Awareness class on soft skills are also conducted. Communication skills programmes like classes on grammar and phonetics, letter writing, report writing, listening and speaking skills, creative writing, teaching of CV writing/resume etc. are also included in the curricular programme. Literary activities and competitions are conducted in line with communication skills programmes by the college.

Better Career Options:

- Career Guidance and Counseling Cell of the institution organises seminars for up to date information on various career choices and courses available. It conducts programmes which include motivational talks and skill development workshops by entrepreneurs and professionals. The college Career Guidance Bulletin also helps the students in identifying better career options. The Cell opens up avenues for employment by enlightening the students on the availability of jobs in the employment market.

Community orientation:

- Besides catering to the academic needs of the students, steps are also taken for developing skills for community participation amongst the students. The students are encouraged to participate in extension services by taking part in activities such as blood donation drive, visiting orphanage, cleanliness drive, tree plantation, social works etc.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

- Feedbacks received from stakeholders like students, alumni, parents, faculty are collected and deliberated upon during Staff and Departmental meetings as well as IQAC meetings for improvement and corrective measure at the earliest.
- Matters concerning the college as a whole are addressed by the Principal in co-ordination with the concerned HoDs, the units and cells. However, matters which can be handled independently are forwarded to the concerned departments or individuals. No suggestions/feedbacks are made to sit idle for long.
- Suggestions for improvement and development of the curriculum are made known to the university officially through the Principal.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

- Different units and cells come under the purview of teachers in charge who are entrusted to come up with varied activities/programmes keeping in mind the holistic development of the students. The teachers in charge regularly monitor the programmes of the units and cells by maintaining records and files to keep track of the programmes.
- Grievance Redressal Cell helps in monitoring and evaluating the enrichment programmes by providing inputs.
- The Academic Committee plays an important role by conducting regular meetings where reappraisal of the academic programmes are carried out.
- Feedbacks and opinions are collected to evaluate the quality of the enrichment programmes from the participants. Teachers' involvement in the programmes also helps in determining the quality of the programmes.
- Above all, timely meetings by the Principal with the faculty members ensure proper evaluation of the enrichment programmes.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

- The college contributes to the curriculum design and development through the participation of teachers as members of BUGS (Board of Undergraduate Studies). The Principal of the college as the president of Nagaland College Principals Forum gets the opportunity of involving in the design and development of the curriculum (See Criterion 1.1.6).
- Interaction with students and their feedbacks are used as inputs and teachers contribute their insights in the design and development of the curriculum.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

- Yes, the college has a students body called Alder College Students Union (ACSU) which acts as a formal mechanism to obtain feedback on various areas such as students needs and requirements and teachers professionalism.
- Feedbacks are gathered from the College Alumni Association mostly through personal interactions.
- Student's feedback and assessment on teachers are obtained through a questionnaire.
- Feedback from parents/guardians of the students are also received through interactions and looked into.
- Questionnaires, class room activities like interactions and discussions are carried out to obtain feedback on curriculum.

- Helpful feedbacks and suggestions are provided from academic guests and resource persons who visits the college for official meetings, programmes and functions.
- Suggestions for improvement and development of the curriculum to the University is made through proper channel by the concerned departments or through representatives whenever official meetings are called by the University.
- Matters which concern the attention of the University are conveyed through the Principal through official records and documentation.
Complaints received are looked into by the Grivance Redressal Cell.
- Feedbacks and suggestions collected from the various stakeholders are collected, deliberated upon and discussed in the departmental and staff meetings. Corrective measures are adopted at the earliest.
- The Academic Committee in coordination with the Principal deals with certain college matters concerning changes and new programmes.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?

Any other relevant information regarding curricular aspects which the college would like to include.

- The college has taken strategic measures in its endeavour to pursue quality education. Keeping in view the all round development of the student, the institution has introduced additional programmes with the aim to facilitate skill development among the students.
- The college has introduced a Certificate Course in computer (Certificate of Proficiency in IT Fundamental and Microsoft Office 2007) in collaboration with NIIT with the aim to produce ICT savvy students. To further promote and extend

the computer programme for the students, the college has also launched a Diploma in Computer Applications (DCA) with All India Computer Saksharta Mission(AICSM).

- With the plan to provide more skill-oriented programmes and thus enhancing employability for the students, the college is in the finalization of introducing Choice Base Credit System starting with Cooking and Music.

Over and above all these, a formal orientation programme is arranged by the institution to familiarise the students on the curricula content. Research and Development Cell plans to take up action research which will enhance knowledge and aid in teaching practices. Mentor-Mentee Programme further guide the students in their academic pursuits at a personal level. This programme not only aims to motivate students in the right direction to help them achieve their optimum potential but also aims to minimize drop-outs.

CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

- Students desirous of seeking admission in the college can get a detailed information from the college website www.aldercollege.org, where detailed information on the programmes and courses implemented, the institution's aims and objectives, rules and regulations, management and staff, and fee structure are given.
- For wider publicity, advertisement for admission is published in the local newspapers.
- Admission forms and college prospectus are issued from the college office after the declaration of HSSLC (Higher Secondary School Leaving Certificate) results of NBSE (Nagaland Board of School Education).
- Transparency is maintained throughout the admission process and admission is granted through an entrance test as well as marks secured.
- Scrutiny of the submitted forms is done by the principal, vice principal and the college administration. Incomplete forms are summarily rejected.
- The list of the selected candidates is put up on the notice boards for public information.
- Any grievances regarding admission are also entertained by the principal and the college administration.
- Students are free to opt for any course of their choice offered by the college provided they have the qualifying marks.

2.1.2 Explain in detail the criteria adopted and process of admission(Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

- The college has adopted certain criteria in the process of admission. Admission is done on the basis of merit as well as a common entrance test. Students with first and second division results are given open admission. Whereas, an entrance test is conducted for students with third division result. There is no criteria for admission to the computer courses. The course is highly recommended to the students but not yet made compulsory.
- Students are free to take up any course of their choice offered by the college. There is no strict cut-off marks for the students opting the General Course. However, eligibility to the Honours course is made based on the required marks obtained, which is 45% as per Nagaland University Rules.
- The college also makes provisions to accommodate academically weaker section of the students, especially those coming from backward areas and weaker section of society.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

General Course - 35%

Honours Course - 45%

This percentage of marks is uniformly followed by almost all the colleges in the city.

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

- Yes, at the start of admission there is always a review on the admission process, the criteria and the selection by the college administration. The institution conducts periodic reviews of its enrolment profile and the outcomes of such reviews are used for improvement of the process.
- The involvement of the college administration in the admission process has resulted in smooth functioning of the process as well as more transparency.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

*** SC/ST**

*** OBC**

*** Women**

*** Differently abled**

*** Economically weaker sections**

*** Minority community**

*** Any other**

- Nagas belong to the Scheduled Tribe (ST) and some tribes belong to the backward category. As such, no special reservation is required for this category and admission is open for all. Admission is not done along tribal line and infact, the institution can boast to have a student population from various tribes of the State. At the same time, admission is also given to those not belonging to SC and OBC categories.

- Nagaland is a state where women are considered at par with men, and enjoy the same rights and privileges as men in the field of education. No discrimination whatsoever, is practiced against women in the admission process. Equal treatment is meted out to female students in the class rooms as well as in co-curricular activities. In fact, the college in its history, with an established Students' Union (Alder College Students' Union) has run a term under the able leadership of a woman General Secretary.
- Though the college do not have any special provisions or policy in the admission procedure for differently abled students, admissions to such students are not denied. The college has in the past admitted such students who completed their studies successfully.
- In keeping with the national policy of inclusion, admission is made accessible to poor section of society and students from remote corners of the State as well. One of the objectives of the college is to make education accessible to students from low-income background. The college has taken a positive step in this regard by exempting students from such category from paying monthly tuition fees. It also provides materials like blazers and note books free of cost and if any further need on this account arise, it is willing to do the needful.
- Students from other religion and minority community are not denied admission to the college. In fact the enrollment of such students has added to the varied interaction and experience of the students in the college.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Programmes	Number of Applications	Number of Students Admitted	Demand Ratio
UG			
1	2012: 650	540	0.83:1.00
2	2013: 657	511	0.77:1.00
3	2014: 610	481	0.78:1.00
	2015: Ongoing	-----	
PG			
1	N/A		
2			
3			
M.Phil.	N/A		
Ph.D.			
Integrated PG Ph.D.	N/A		
Value added			
1. Baking	15	10	0.66:1.00
2. Music	10	ongoing	
3			
Certificate			
1. Swift WOW 13	40	16	0.40:1.00

2			
3			
Diploma 1. All India Computer Saksharta Mission (AICSM) 2.	Yet to start		
PG Diploma 1 2 3	N/A		
Any other 1. 2. 3.	N/A		

The college has been able to nurture the potential of students and has produced good results including toppers in the University examinations. As such there has been a constant rate of modest enrolment in the college. And to maintain a consistent enrolment, the college endeavours to continue producing good results.

The decision to introduce Baking and Music as value added course was taken with various context –based needs and reasons in mind. They are enumerated in detail in criterion 1.2.1

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The college has appointed one boy and one girl from each class to take care of the needs of such differently-abled students. Wheelchairs and crutches are available and ready for use. At all times, any class having a differently-abled student will be placed at the ground floor. It is also worth mentioning that a few of such students who were enrolled in the college were exempted from extra-curricular activities.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

- Keeping in mind the fact that students are the major stakeholders of an institution, the college takes utmost care to orient the students of the programmes offered. Thus, before the commencement of the programme, orientations are given by the respective departments where the students are given detailed information concerning the semester pattern, course content, credit system, etc. on the chosen programme. Thus, though the institution does not have a formal mechanism to assess the students' needs before the commencement of the programme, this orientation helps them in assessing their needs.
- A pre-test is also conducted which helps in assessing the students' needs in terms of knowledge and skills before the commencement of the programme.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

- To cater to the academic needs of the students, steps are also taken to bridge the knowledge gap of the students. Teachers monitor students through classroom activities like paper presentations, assignments and projects. Subject teachers conduct group discussions and interactions, and special emphasis is given in difficult topics in the form of revision classes.
- Slow learners are identified on the basis of their class room performance and remedial classes are arranged for such students. The respective mentors also help to motivate such students to improve their academic profile. Since many students enrolled are weak in communication skills, guidance is provided by the English teachers who incorporate the basics of English language in their day-to-day teaching practices.
- The college has also introduced a computer course in the hope of bridging any gap in ICT knowledge amongst the students. An internet facility has been provided for the students to have an access to additional knowledge through the usage of such services like INFLIBNET. Besides this, downloading facility as well as printing of study materials are available to students on nominal fee.
- The college is in the process of starting Add-on Courses in areas such as Baking and Music. Because of the large entrepreneurial avenues available in the state in these two areas, the institute has taken up these courses,

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

- The college has taken up some measures to sensitize its staffs and students on the above mentioned issues. Gender issues have been integrated through a one day seminar organized by the college with the

theme “LIFE CHOICES” with topics like “Abortion” and “Homosexuality”. Students are made aware of the existence of a Women Development Cell to tackle gender related issues such as eve-teasing and gender discrimination etc.

- No discrimination against women are practiced and women are free to join in any course or enrichment programmes of their choice.
- The admission process itself demonstrate that the college practice inclusion policy. It is an open practice to give admission to all irrespective of caste, creed and culture. As is clearly stated in the objectives of the college, the college aims to make education accessible to the poorest section of society and the remotest corner of Nagaland and beyond.
- Another mechanism which support the inclusion policy is the fact that all irrespective of religion are also open to join the weekly fellowship conducted by the college.
- To produce an environmentally responsible citizen, environment related projects like cleanliness drive, waste management and tree plantation are taken up. Besides this, regular exercises like class room clean-ups and proper disposal of waste are carried out by the students. The staff also involve in such programmes by supervising as well as taking part in the said activities.
- To sensitise students on survival skills, programmes like seminar on Disaster Management and Mock Drills are conducted.
- Seminars on the importance of media, workshop on Legal Awareness and Para-Legal Training, sensitization programmes such as HIV/AIDS Awareness and importance of blood donation are also organized by the college.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

- Advanced learners are identified specifically through observation, class participation, achievement test and creativity. Advanced learners are also identified on the basis of their performance in internal tests and end term examinations. The response of the students in practical activities such as paper presentation, debates and seminars are also taken into consideration.
- Proper and intensive monitoring of such students is maintained to guide them in achieving their optimum potential. They are further encouraged to participate in State level, inter-college competitions as well as regional level competitions to enhance their innate talents. According to their potential, they participate in symposiums, seminars and literary competitions such as quiz and debate, essay writing, poetry/creative writing etc.
- Advanced learners are encouraged to lead and guide in group activities like group project works, group discussions and interactive sessions.
- The mentor provides additional assistance by nurturing the student in every possible sense like providing motivation, helping the student to work on specific objectives towards realizing his/her potential.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

- The college has had an experience with slow learners and students from economically weaker sections of society. The information concerning this category of students are obtained from their internal performance, personal

interactions with their mentors, Head of Departments and teachers with whom the students feel free to share his/her personal problems. To assess and analyse such issues, a consultative meeting is held as and when required by the IQAC and senior teachers with the Principal.

- Some remedial measures have been taken up by the college with the intention to retain such students. The concerned teacher of the subject where the student is lagging behind extends an additional help by providing well-prepared notes and having an intensive discussion on the subject matter.
- To address the issue of economic/financial problem, proposal for financial aid is placed before the administration and with due approval exemption from fees is carried out. It is also noteworthy to mention that some teachers have voluntarily extended financial aid in a student's admission to semester term as an attempt to retain the student.
- To further aid the effort of retaining students who are at risk of dropout, personal mentoring is kept up to encourage and motivate them.

All the above mentioned strategies are undertaken to foster an inclusive academic ambience.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

- Every year, an academic calendar for the new academic session is prepared wherein necessary information concerning office re-opening date, admission date, commencement of various classes, University examination dates, declaration of end term examination results, holidays, and important enrichment

programmes like sports week, annual day, co-curricular activities, etc are brought out. The Academic calendar enables the teachers to prepare lesson plans for the year. This academic calendar is also made available to the students on the notice board.

- The institution meticulously plans and organizes its teaching schedule. In order to cover the course systematically and on time, log book is maintained by each teacher on the subject and paper he/she teaches. This records the total number of units, units covered, target coverage and units revised. Action Plans are prepared for a semester and each teacher develop various activities that are student-friendly and suitable to the local needs. The head of various departments are entrusted with the responsibility to keep a check on the adherence to the plan.
- The institution also conducts continuous evaluation programmes to orient every student to learn through the participatory approach of teaching-learning. Internal assessment of thirty (30) marks is conducted for which activities such as class tests, assignments, projects, debates, paper presentations and seminars are organized. A single question paper is set for internal test which carries twenty (20) marks.
- End Semester examinations are conducted as per Nagaland University directives. Evaluation is done internally for the First, Second, Third and Fifth Semesters. However, evaluation for the Fourth and Sixth Semesters is done externally. All evaluation of examinations are done as per the Nagaland University pattern. Papers corrected and marks recorded for the First, Second, Third and Fifth Semesters are kept secured in the Strong Room. Whereas, papers corrected and marks recorded for the Fourth and Sixth Semesters are collected by the University.
- The Academic Committee offers necessary inputs as and when required.

2.3.2 How does IQAC contribute to improve the teaching –learning process?

- The institution in pursuance of quality assured education established an IQAC in the year 2010. With a purpose to function as an advisory, recommendatory and executing body, the IQAC has played a pivotal role in enhancing the quality of teaching-learning process.
- The IQAC conducts meetings periodically to deliberate on issues concerning teaching-learning activities. The IQAC proposes new and innovative teaching practices such as interactive method, project-based learning and seminars. The Co-ordinator of the IQAC works in coordination with all the staffs.
- Under the abled guidance of the IQAC, many new quality enhancement mechanism has been initiated. The mentor-mentee programme was taken to capitalize on the students potential and guide them in their learning process. The Grievance Redressal Cell was set up to provide a platform for students to give suggestions and feedbacks. Inorder to facilitate and support activities of the teaching community, the Research and Development Cell was introduced. The Cell is in its initial stage of taking up many research activities to aid in the teaching-learning process.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

- A committed endeavour of the college is to make the learning experience student-centric. While the lecture method is still the most used technique, measures are also adopted to involve the students in interactive, collaborative

and independent learning. Some of the ways in which this is done is by conducting debates, quizzes, assignment works and seminars.

- Students are assigned group project work whereby they are divided into groups and made to work as a team. This exercise has brought about an exchange and sharing in knowledge amongst the students. Group discussions and interactive sessions are conducted which results in sharing of views and ideas.
- Scene dramatizations are carried out and this not only enhances the student's knowledge of the topic but also involves the students in group participation. Group activity like composing and narration of stories brings the students together and involves them in the exchange of ideas. Students are also involved in seminars which enable them to learn from one another.
- Study tours and exposure trips update the students' theoretical knowledge of the subject and the students learn to interact, analyze data and present reports.
- Independent learning is fostered through activities like paper presentations, assignment works and creative works like poster making. To facilitate independent learning, the college provides computers with internet connections for students to access e-resources. The students are also assigned library activities based on independent learning.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

- Besides the traditional mode of delivering lecture in the classroom, the institution seeks to involve the students at a personal level in their teaching-learning experience. The college aims to create a learning environment that is conducive for critical thinking, creativity and scientific temper. One way of nurturing the students' critical faculty is by involving them in case studies which has proved to enhance the problem solving capacity of the students as well as the analytical/reasoning power.

- The college organizes field trips, after which reports are presented by the students. This exercise supplements the students' theoretical knowledge of the subject with factual evidence. Through this activity the students learn to analyze data which enhances their critical faculty.
- Scene enactments are performed and dramatization is done according to the student's choice in the classroom. Besides, dramas are performed during the annual day celebration. These exercises nurture the creativity of the students.
- The art of public speech is also exercised in the classroom through various activities like story narration and speech on any topic of the student's choice.
- Students are encouraged to contribute '*quote of the day*' on the classroom board. They are also made to participate in the preparation of programmes in the college. Creative project works like poster making on subject related topics are also undertaken. These activities are organized to channelize the creative as well as critical skills of the students.
- Students learn to speak out and express themselves creatively and critically by voicing their impressions and opinions in the college bulletin and the college annual magazine.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

- Recognizing ICT as an important facet of the teaching-learning process, some facilities has been deployed to provide maximum access to online resources in the library as well as in the staff room. These are projectors, computers with internet facility, white boards etc.

- Slides and power point presentations are used in the classrooms for effective teaching as well as during seminars and workshops conducted in the college.
- At present, our library has access to e-resources through N-LIST. These resources are available to the staff during all library hours.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

- The faculty is exposed to advanced level of knowledge and skills through orientation programmes by expert lecturers organized by the University, especially on the semester system relating to the course content. A motivational talk on “Implicit Curriculum” and “Impact of Teachers’ Character on Students” (Resource person- Dr. Buno Iralu, Asst Prof in Shalom Bible Seminary), and a one day workshop on ‘Research and the Teacher’ (Resource person- Dr. Bendangla, Asst. Prof. as SCTE, Kohima) were also conducted.
- To keep the teachers abreast of the latest development taking place, teachers are encouraged to attend seminars, workshops and refresher courses held by the parent university as well as other universities. The knowledge gained through such workshops are communicated to the students through the teachers.
- Students are exposed to talks delivered by people expert in their fields, such as RTI, Disaster Management, HIV/AIDS, Legal Literacy awareness and Para-legal training, Peace building, phonetics, crime in society etc.
- Over and above, the students and faculty have participated in various workshops, seminars and extension activities conducted both by the college and other agencies.

2.3.7 Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise)provided to students?

- The Career Guidance and Counseling Cell offers a wealth of accurate and resourceful information to help the students make informed career choices. The Cell also brings out an annual Career Guidance bulletin providing information on various courses and institutions. The Cell helps the students set career-related goals through the many talks and programmes and help to maintain specific objectives towards realising them through regular counseling.
- The Mentor-mentee mechanism in the institution provides counseling and guidance at a personal level. Here, active and meaningful students-teacher interaction take place. This exercises is delegated to experienced teachers who are each assigned 15 to 20 students per semester batch. Timely meetings and interactions with parents/guardians as well as the students are conducted where report cards of the students are handed out to the guardians and students to help them keep track of their performance. As and when the necessity arise for a student to share his/her personal problems, the teacher is ever ready to give his/her time even outside class hours. Correctives are also provided to erring students and encouragement is given to others.
- The Grievance Redressal Cell plays a big role in addressing any academic or personal issues that the students may have. The Cell headed by the Principal and assisted by the senior most teacher and Counselor conducts a sitting with the students and resolves issues promptly in an unbiased manner.
- The college aims to enable the students to face day-to-day issues in the campus through cells like Anti-Ragging Cell and Women Development Cell, whose function is to address any issues arising from peer pressure, eve-

teasing, gender discrimination and so on. Experienced teachers and members from administrative staff have been appointed to tackle such issues.

- Counseling is provided on a daily basis to serve the moral, spiritual and socio-psychological well-being of students. Counseling is offered to anyone who might need support and guidance, and help is available to members of the college with personal problems in complete confidence.
- Academic counseling is provided to students by teachers in their daily classroom interactions. Students weak in academics are given professional advice and mentoring by the teachers.
- By default, once a student get admitted to the college, he/she comes under the care of the institution and thus all students benefit through the various support and guidance services available in the college.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

- Being keenly aware that teaching-learning is a dynamic process, the institution has taken up innovative methods in teaching to enhance learning experience of the students.
- The teachers have incorporated some new methods in their daily teaching practices which involves the students at a personal level. Such activities like classroom paper presentations and story narration not only widen the students knowledge but has also taught them the art of public speaking. Assignment works given to students have involved them in minor research works and have taught them the benefit of referring to various books. Through group discussions and debates, the students learn to participate and interact. Exposure trips and site visitations have exposed the students

to new and useful knowledge and at the same time enabled the student to analyse facts/data and present reports. Besides all these approaches, creative project works like dramatization and poster making have been introduced which enhance not only the students academic knowledge but also their personalities.

- Students are also encouraged to make use of the computers and internet facilities to give them access to wider information on course materials. Power point presentations are used in the classrooms as well as during seminars and workshops.
- Remedial classes are arranged for slow learners to help them improve their grades.
- Over and above this, log book with lesson plan are maintained by the teachers which ensure that the course is covered systematically and on time.
- One point which also deserves mention is the replacement of the blackboards with whiteboards which has facilitated a better medium for the teachers' presentations and contributed to a healthier environment.
- Efforts are made by the institution to enable the faculty to adopt new and innovative approaches by encouraging them to attend faculty development programmes such as workshops, seminars and training programmes as and when the opportunity arises.

The introduction of the above mentioned innovative practices has catered to the academic needs of the students and made the learning experience student-centric.

2.3.9 How are library resources used to augment the teaching-learning process?

- The college has a library with a healthy collection of latest book, journals, newsletter, educational magazines and various daily newspapers for ready reference for the students as well as for the teaching faculty.

- The library has OPAC for the users to view the documents. The library has a rich collection in terms of e-resources under N-List. It has 2100 e-journals including current issues and back files. It also has 51000 e-books. Apart from these, the library also subscribes print journals as well. Besides all these facilities which enhance the teaching-learning process, the library also has internet facility for the students. Downloading and printing facilities are also available in the library.
- Students are encouraged to make the optimum use of the library resources in the preparation of assignments and projects.
- The library also offer services to the faculty by printing relevant study materials on request.
- User orientation is provided to all the first semester students of the college. This includes orienting them on how to search database.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

One of the objectives of the college is to do justice to course coverage for which log book recording the total number of units, total number of units covered, target coverage and units revised are maintained and adhered to by each teacher. This exercise has brought about a timely coverage of the course content, and as such the institution does not face any challenges in completing the curriculum within the planned time frame and calendar.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

- Some measures are undertaken to monitor and evaluate the quality of teaching learning in the college. The head of various departments are entrusted with the responsibility of monitoring the performance of their

respective departments keeping in mind the proper delivery of the lesson plans. The HODs also regularly interacts with the students and ask feedbacks on the progress of the lesson coverage.

- The IQAC conducts timely meetings where issues pertinent to quality education are deliberated upon and reappraisal interactions take place.
- The Academic Committee also assist in evaluating the quality of teaching learning in the college by calling meetings to discuss issues on syllabus coverage, academic performance of the students and so on.
- Evaluation of teachers by students is carried out. The Co-ordinator of the IQAC hands out the questionnaire, collects the data and hands it over to the Principal. The feedback is confidentially conveyed as and when required by the Principal with suggestions for improvement.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Highest qualification	Professor		Associate		Assistant Professor		Total
	Male	Femal	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.				1			
M.Phil.					1		
PG					9	12	23
Temporary teachers							

Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

- Qualified and competent teachers are recruited and retained in the college as per University norms. If and when faculty vacancies arise in any department, the college gives out advertisements in the local dailies inviting applications for the positions. After receiving applications of intending candidates, an interview date is fixed and the shortlisted candidates are notified through their contact addresses. The interview board consists of the college Chairman, Principal, Head of concerned Department and subject Expert from Nagaland University. Recruitment is done in accordance to the requirements of the degree courses offered by the college. At present, the required strength of qualified and committed teachers to handle the courses offered is sufficient.
- Some important management and retention strategies of the college in regard to its human resource are:
 - Clear and fair service rules to effectively regulate all policy matters.
 - A clear distribution of responsibilities in writing (Functions of all Staff) for smooth and effective functioning.
 - A weekly routine ensuring equal workload for all the teachers.
 - To motivate and thus to retain their service some measures have been taken up by the institution. Revision of staff pay is carried out every few years with the changing market economy. An incentive of one extra increment after the completion on 15 years is in practice. Teachers are eligible for 6 months leave with part salary to facilitate them in their research works.

- The institution also encourages and gives opportunity to the teachers to participate in knowledge enrichment programme organized by the parent university as well as other universities.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced(Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

When any new programme is introduced by the University, the college promptly takes necessary steps in the appointment of qualified faculty to teach the new areas of study. During the span of the last three years, no new programmes or modern areas of study was introduced by the University and as such the college did not feel the necessity of appointing faculty for teaching new areas of study. As the University has replaced the traditional Annual system with the semester system, the college takes all possible steps to cater to the requirements of the changes in the curriculum bearing in mind the advancement and impact of globalization on higher education in the present century.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	3
HRD programmes	3
Orientation programmes	35
Staff training conducted by the university	
Staff training conducted by other institutions	27
Summer / winter schools, workshops, etc.	10

- Faculty Development Programmes are utilized by the institution as the College Management and Administrative Head make every effort to promote and enhance the teaching quality of the faculty members. Teachers are deputed to orientations, workshops, seminars, conferences, symposiums and training programmes conducted by the University and other agencies. The teachers have so far attended- National and State level seminars, orientations, workshops, staff trainings programmes and conferences. Various Human Resource Development programmes such as the National Service Scheme, Red Ribbon Club, Eco-Club, Youth Red Cross, and Peace Channel function actively in the college in which teachers take active participation. As such, teachers in charge of these Human Resource Development Programmes are sent for development trainings on a regular basis. Plans to organize seminars, conferences and staff development programmes are on the anvil so as to further acquaint the teachers with resource persons and experts from different academic institutions.

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- * Teaching learning methods/approaches**
- * Handling new curriculum**
- * Content/knowledge management**
- * Selection, development and use of enrichment materials**
- * Assessment**
- * Cross cutting issues**
- * Audio Visual Aids/multimedia**
- * OER's**
- * Teaching learning material development, selection and use**

- The faculty is familiarized with teaching learning methods and handling of new curriculum through programmes and orientations conducted jointly by the respective departments. To keep the teachers abreast of the new development in their particular field, teachers are encouraged to subscribe sufficient reading materials. Thus, necessary teaching materials such as, text books, reference books and journals are ordered for the college library on receipt of the requisition of teachers. The institution also provides the teachers with internet facility to keep pace with the latest study materials to enhance their teaching practice.
- While many of the faculty members are adept users of the medium, the college also plans to organize training programmes on the use of computer and internet so as to facilitate the faculty to prepare computer aided teaching for improved teaching-learning.
- Faculty Training programmes such as a talk on implicit curriculum and impact of teachers' character on students, and a one day workshop on

‘Research and the Teacher’ have been organized by the institution in its attempt to empower teachers to deliver quality enhanced teaching.

- Faculty Training programs stress on the need to harness the power of the internet in the form of inline resources and OER’s. To meet this need, teachers are encouraged to access online resources the aid in classroom teaching.

Powerpoint presentations are used in the classroom teachings as well as during seminars and workshops conducted in the college. At present, the college does not use devices such as OERs and audio-visual/multimedia.

c) Percentage of faculty

- * **invited as resource persons in Workshops / Seminars /Conferences organized by external professional agencies.**

20%

- * **participated in external Workshops / Seminars /Conferences recognized by national/international professional bodies.**

28%

- * **presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies.**

27%

Name of Presenter	Title of Paper	Workshop/seminar/conference	Conducted by
Akala Longkumer	1. “Women in Higher Education”	Challenges of Higher Education in the North East” from 8-9 October, 2009	North-East Education Society, 18 th Conference.
	2. “Higher Education through Distance Mode”		
	3. “Playway Method	“National Seminar on National	State College of

	and Children's Development"	Education Policy Perspectives" from 12-13 September, 2013	Teacher Education & Department of Education, Nagaland University.
Keneiseno Chase & Medotsino Thorie	"Universalisation of Elementary Education- Its Achievement and Progress"	"National Seminar on National Education Policy Perspectives" from 12-13 September, 2013	State College of Teacher Education & Department of Education, Nagaland University.
Vizolenuo Sophie	"Need for Empowering Women: Insights from Micro Level Studies"	"Identity Assertion and Development: Situating Nagaland" from 24-25 August 2012	Jointly organized by Zunheboto and Immanuel College, Dimapur. Sponsored by ICSSR-NERC, Shillong.

2.4.4 What policies/systems are in place to recharge teachers? (eg:providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes industrial engagement etc.)

Teachers are granted leave with full pay for short duration contact programmes in relation to research works. Six months leave with part salary is also provided to teachers to encourage them to take up research works. The college is in the process of bringing out its first academic journal to provide a platform for the teachers to publish their findings.

Though the institution does not provide research grants as such, it has always encouraged its faculty to apply for grants from UGC and other agencies. It also as a measure to encourage teachers to participate in seminars and workshops provide TA/DA to the teachers for such programmes. More generous provisions are being considered.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

Though the institution is no less than others in the field of teaching, it unfortunately is yet to have a faculty who has received awards or recognition.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

The college has a mechanism for evaluation of teachers by students in the form of a structured format comprising of a standard questionnaire. This annual exercise is made mandatory for all students who are required to evaluate the teachers on performance, punctuality, completion of syllabus, knowledge input, motivation, use of alternative teaching methods and other aspects of teaching-learning process. The data recorded is analyzed by the Principal, while the feedback is confidentially conveyed by the Principal to the teacher(s) concerned personally. Adverse reports are intimated with necessary suggestions for improvement. The institution also provides a suggestion box in the campus, a mode by which evaluative remarks as well as suggestions may be obtained from students pertaining to improvement in the various areas. Appropriate steps are taken to improve the quality of the academic programmes based on these suggestions. Academic peers as well as resource persons invited to various programmes of the college also provide a feedback by providing helpful suggestions.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

The institution ensures that the stakeholders of the institution especially students and faculty are made aware of the evaluation processes through the college prospectus and notices issued and pasted both on notice boards and in the class rooms. Each department conducts orientation programmes for its respective department at the beginning of the academic session, where students are informed about the evaluative processes of the institution. Attendance record is brought out every month and erring students are warned of their irregularity. The Mentor's meetings with the parents/guardians of the students also helps them in keeping updated on the evaluation processes. The college keeps in touch with the alumni and keeps them informed about the institution and its activities.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

With the introduction of the semester system by the University, the students now have to sit for two End term examinations in a year. As per the directives of Nagaland University, students need to be assessed both internally (30 marks) and externally (70 marks) for promotion to the next semester. For the external assessment, semester exam is conducted at the end of each term and the internal assessment is done over a course of time leading up to the end term examination based on the performance of the students in different activities conducted by the teachers for their concerned papers. Previously, much emphasis was given on mid-term examinations and class tests. But now the college has introduced many participatory activities like paper presentations, assignments, debates and project works, to widen the process of evaluation. This new system is student friendly and call for an all-round evaluation of students.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

To ensure effective implementation of the evaluation reforms of the university, innovative assessment techniques and activities are adopted/conducted such as:

1. Poster making
2. Individual paper presentations
3. Case study
4. Project works
5. Creative writing
6. Viva voce
7. Scene enactment

All these activities are a continuous process of evaluation thereby ensuring that the students get the most of the course delivered to them.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

- In order to measure a student's achievement, the institution follows the system of internal and external assessment whereby different activities are conducted throughout the session culminating in the final exam at the end of the session. Activities like paper presentations, public speaking, poster making on given themes, creative writing etc. are conducted and a scoring sheet of the students maintained. The overall progress of a student is arrived at by making an assessment of the students' participation and performance in all the activities conducted.
- The institution monitors the growth of every student by placing them under the supervision/guidance of a teacher as his/her mentor. The mentors keep a track of every student's progress by maintaining records of the students' overall performance, attendance, behavioural growth and all the other aspects that determines growth. The mentors also have one on one talk with their mentees at regular intervals. This system of keeping a check on the students has greatly helped in bringing about significant changes in the students' behaviour and help to improve the students' academic profile.

- **2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.**

As per the directives of Nagaland University, the institution adopted the semester system beginning from the academic session of 2012. Since then the system of assessing the students based on their participation in the class performance in different class activities, attendance, behaviour and such other aspects has been followed strictly. A bonus of 2-5 marks are allotted to students with good attendance records as an incentive. If and when the students refer to materials outside the class room teachings, analyse the topic from various sources, some bonus is allotted. All these exercises are informed to the students in advance. Language is given topmost priority for English paper. However, being keenly aware of the fact that many come from rural areas with poor foundation in education, some leniency is practiced in actuality. Internal assessment carries a total of 30 marks out of which a student has to score a minimum of 14 marks. To enhance skills in students, activities like public speaking, paper presentation, independent learning, seminars, group discussions, project, etc. are conducted.

2.5.6 What are the graduate attributes specified by the college/ affiliating university? How does the college ensure the attainment of these by the students?

- As per the directives of the University, the performance of a student is being evaluated on a 30:70 basis i.e. 30 marks for internal assessment and 70 marks for end term examination. A student should secure a minimum of 45% in both exams. 80% attendance in the class in every subject is mandatory, relaxable by 5%.

- The college evaluates the students internally by conducting activities such as class tests, assignments, seminars, case studies, quizzes, projects, debates, group discussions, art of public speech, paper presentation etc. The college adheres to the University guidelines in terms of attendance, however, the college authority relaxes the percentage for genuine cases.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

To address the grievances of students, the institution has constituted a redressal cell. This redressal cell calls for a meeting at regular intervals with students to discuss everyday challenges faced by the students. The cell works as a mediator and communicates the grievances of students community through the teacher members and the head of the institution. The concerned teachers are available for reference concerning any grievance that may arise regarding evaluation. The Principal and Vice Principal are also open to approach from concerned parents/ guardians concerning their wards' performance. With the introduction of the semester system, external evaluation is done only for the 4th and 6th Semester exam papers. If and when any student is not satisfied with his/her marks, he/she can go for revaluation by applying for it to the University for which, the application is routed through the institution.

2.6. Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

The college has clearly stated learning outcomes which are communicated to the students and staff through the college Prospectus, class-wise orientation lectures and in general as well as departmental meetings. These objectives are also presented in written form at strategic locations in the college campus, like the entrance of the college, library and the auditorium. Bearing in mind the motto of the college, "We Learn To

Serve”, the college pledges for excellence in the academic as well as all other spheres cutting across the social life, to provide comprehensive education to meet the requirements of responsible citizenship. These are carried out through the various enrichment programmes and extension services. The college seeks to facilitate quality education to students from varied sections of the society and to inculcate in the students the value of academic proficiency. One of the intended outcomes is development of life skills as a whole including inculcation of spiritual and other human values. At the beginning of each session, orientations are given to enlighten the students on the goals and outcomes expected of them.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The institution monitors the progress and performance of students by maintaining record on each student. The records include statement of marks for internal assessment, attendance data, etc. Comparative studies are made on the performance of the students at different levels (semester-wise) where by a student’s progress is determined. Mentors-parents/guardians meetings are convened at regular intervals. Written invitations are sent to this effect and parents/guardians are updated regarding the progress of their children/wards. As such, the institution recognizes the mentioned system of monitoring as invaluable in enhancing the students’ progress. Through guidance and counselling given by the mentoring cell, the institution ensures students’ improvement, while demotivated students and those with difficulty in understanding of the subject matter are particularly identified so that remedial classes may be engaged for them.

The progress and performance of the students are communicated to the students and parents in written form i.e. a Report Card so far as internal activities are concerned.

The results of the End Term Semester Examinations which are conducted by the University are formally conveyed through the college to the students and the parents. They are also published in local newspapers and made available online.

Year	Pass percentage of Alder College
2011	82.96%
2012	84.39%
2013	70.00%
2014	88.58%

As shown above, the performance of the college has been consistent for the last four years.

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The institution's methods of assessment and evaluation are structured so that appropriate steps may be taken to gauge the progress of the students.

The conduct of class tests, terminal examinations, semester-end examinations, assignments, paper presentations, project works, viva, role play and other class room activities constitute the internal evaluation scheme. They are conducted according to the schedule displayed in advance. However, various classroom activities such as debates and quizzes are conducted on a regular basis.

Producing the attendance data of each student is a monthly exercise. The Academic Committee chaired by the Principal oversees the assessment of the overall performance of the students and identification of students with weak attendance for necessary mentoring and guidance. Monitoring of students' performance is done on the basis of the marks scored in examinations and class tests. The Academic Committee and individual teachers maintain records of performance of students in internal activities

conducted with respective classes. Based on these, students who fare poorly in examinations or who have poor attendance percentage are guided and made aware of their weaknesses.

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

Keeping in mind that one of the main objectives of the college is to motivate the students for the new essential, professional courses, the college endeavours to enhance social and economic relevance of the courses it offers. Career Guidance and Counselling Cell in co-ordination with students' welfare department encourage students to nurture career related goals by organising seminars, work-shops and personality tests. Motivational talks by inspirational professionals and entrepreneurs in diverse fields are organised from time to time to prepare aspirants for competitive examinations as well as to develop entrepreneurship skills for students who opt for such lines. The nature and awareness of various professions related to the Art Streams and the aptitudes required for such courses are highlighted. Through Personality Tests such as Myers-Briggs Personality Inventory (MBPI) students further acquaint themselves with career options best suited to their temperament and interests. In the directions of enhancement of quality jobs and facilitation of students desirous of entering civil services, future plans include setting up of a coaching centre in the college.

2.6.5 How does the institution collect and analyse data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

- Academic progress of the students is assessed through their performance in class tests, internal examinations, assignments, projects and various classroom activities. Evaluation of examinations follows the university scheme and patterns.

The Academic Committee keeps track of the student's academic performance and discusses relevant matters, specially regarding the strategies that have to be immediately taken up to overcome hurdles in acquisition of knowledge. Students performing poorly in internal examinations and activities are made to meet the Principal and Vice Principal with their parents/guardians wherein their academic performance is duly brought to their notice.

- The evaluated papers are thoroughly discussed in class and due attention is given to demotivated students. Such students are indentified for necessary mentoring and guidance given by the Mentoring Cell operational in the college year round. The college also engages remedial classes for students who fare poorly in academic with the aim to give them personal attention and intensive coaching.
- Monitoring of students' attendance is a part of continuous evaluation. Therefore, by the first week of every month, attendance data of each student is provided by the teachers. Based on the data, follow up action is undertaken wherein parents/guardians of students with poor attendance percentage are informed or in case of necessity, even called to meet the Principal personally. Further, through guidance and counselling given by the Principal and Faculty, the institution endeavours to realize the intended learning outcomes by catering to the requirements of the students and thereby helping them to overcome hurdles of learning.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

- The institution takes initiatives to see that the academic programme within the curriculum framed by the university are fully implemented keeping uppermost the attainment of the desired outcomes. For smooth execution of the academic

programmes, at the commencement of each session, an academic calendar is circulated to the teachers and students in which important dates are disclosed.

- Maintenance of log books and submission of this to the head of the respective departments every first week of the month has proved to be an expedient practice. Under this exercise, considerations are made on input time, coverage of the syllabi and time for revision of syllabi.
- The institution also assigns teachers to prepare the teaching plans of the subjects taught under which scheme of work and academic activities such as assignments, discussions, viva, role-play, extempore etc. are included. The institution also encourages creative project works, exposure trips and study tours for students to ensure that they get ample opportunities to broaden their outlook and inculcate in them the intended learning outcomes.
- The college practices a qualitative assessment of students' progress through regular class tests, examinations, assignments beside other academic activities. For students in need of intensive coaching, remedial classes are arranged. However, for each student of the college, the mentor-mentee mechanism remains active so as to ascertain that each student's requirements are met and his/her grievance addressed to. At the same time, each member of the faculty also takes the role of a counsellor and confidante of the students for their academic as well as socio-psychological well being. These mechanisms are aimed at enabling students to realize the learning outcomes on completion of the courses.
- Though learning outcomes in acquisition of skills and knowledge are embedded in the curriculum, the college believes that their achievement will come about through experiences and opportunities that go much beyond the syllabi. One of the college's unwavering aim is to provide life oriented education, and as such holistic development is stressed upon and extension programmes are taken up by units and cells such as Eco Club, Youth Red Cross, NSS, Students' Welfare, Career Guidance Cell and other Human Resource Development Programmes are given outmost importance.

- With a view to enhance life skills and personality, various value added programmes such as Environmental Studies, English Communication Skills, Phonetics, Comprehension, Writing Skills etc. included in the curricular programmes are accorded due importance.
- The college library is regarded as a key learning resource in facilitating the overall achievement of learning outcomes. The college has a well-equipped library with wide reading space. At the commencement of each session, class wise orientations are given on books, journals, reference books, newsletters made accessible to them. Emphasis is given on reference to the latest data and information through the web and internet for course related materials.

2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

A student's overall performance and progress is measured taking into account the assessment done both internally and externally. Different activities are conducted by teachers for their respective classes. Innovative and creative activities such as dramatization and poster making are encouraged to enhance different skills in the students. A student scores based on his participation and performance in these academic activities and accordingly a statement of marks for internal assessment is maintained. An external examination is held at the end of each semester by the affiliating university, and a final assessment is arrived at by taking into consideration the students' performance at both the internal and external examinations.

- Each academic session, an Annual Academic Calendar reflecting all academic activities is maintained and in accordance to that, the faculty prepares lesson plans for smooth execution of the academic programmes.
- The college has a transparent admission policy and does not strictly adhere to insist on cut-off percentage mainly due to social concerns and the college's aim to facilitate education for all and varied sections of the society.
- To provide comprehensive education to meet the aspirations of responsible citizenry, the various cell, clubs and holistic and human resource development programmes are focused on making the learning experiences student centric.
- The college provides ample opportunities and live learning experiences by organising exposure trips, excursions, study tours, field visits, etc. Besides these, brainstorming classroom activities including quizzes, debates, viva extempore and subject related movie viewing are also organized.
- An expedient practice of the college relating to the academics is the conduct of log book meetings, the records of which are maintained by the HoDs.
- To cater to the academic needs of the students, continuous assessment is done through class tests, assignment and various classroom activities, so that mid-course correction in the form of remedial classes may be offered.
- Preparation and maintenance of attendance data enables the institution to effectively deal with attendance defaulters, either through one to one counseling given by the counseling cell and mentors or through the involvement of parents/guardians.
- A mentoring cell guides students at a personal level serving not only the academic needs but also socio psychological well being of the students.
- Apart from knowledge in secular subjects, the college believes in providing moral education to students as well. Thus, weekly fellowships are conducted under the leadership of qualified and sincere individuals.
- The career guidance and counseling cell organizes motivational talks and skill development programmes by inviting in service professional and entrepreneurs

with the objective of unveiling the nature and awareness of varied professions in the contemporary world.

- A feedback mechanism is maintained in the college with the objective of attaining proficiency of lecturers and growth of the institution at large.
- Teachers represent the backbone of an educational institution and the college boasts of a qualified and committed faculty. The faculty is keen on updating their knowledge by attending faculty development programmes such as seminars, symposiums and conferences. Members of the faculty maintain congeniality and also enjoy total absence of segregation. Hence, teachers assist each other by engaging in discussions on course related topics and sharing learning resources for greater work efficiency.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

The institution being an undergraduate college as of now does not have a recognized research center of the affiliating University or any other agency.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, the institution has a research committee. The research committee comprises of three faculty members from different departments who are appointed by the Principal.

The members are:

1. Ms. Akala Longkumer
2. Ms Vizolenuo Sophie
3. Mr. Nometo Kin

Besides the appointed members, the Co-ordinator of the IQAC has been delegated to coordinate the activities of the cell.

- The Research Committee encourages the faculty members to take up research work in their respective fields. The Committee has recommended that the faculty should take up action research activities. This recommendation was approved and in this regard the institution has also

agreed to give financial aid. Such action research activities for students may be considered later on.

- The committee proposed special leave for attending short term courses such as Refresher Course and Orientation Course. Suggestion was also made to sponsor such courses which was approved and is in practice.
- To encourage the faculty in research participation a special leave for continuous six months was recommended which was accepted with the condition that the faculty could avail this leave with part salary, and the other part of the salary would be utilized to meet the salary expense of the substitute teacher.
- To further motivate the faculty to pursue research work, the Research Committee organized an orientation programme on the topic, '*Research and the Teacher*'. The resource person, Dr. Bendangla (Asst. Professor, SCTE, Kohima) shared her invaluable knowledge on research activities.
- The Committee promotes the publishing of research findings in an academic journal which is in the process of being published.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

- * **autonomy to the principal investigator**
 - * **timely availability or release of resources**
 - * **adequate infrastructure and human resources**
 - * **time-off, reduced teaching load, special leave etc. to teachers**
 - * **support in terms of technology and information needs**
 - * **facilitate timely auditing and submission of utilization certificate to the funding authorities**
 - * **any other**
-
- The college is ever eager to extend its facilities for the promotion of research work to teachers. However, being a private institution, some financial constraint

is faced by the college as it does not have a separate budget/fund for research activities. In spite of this, the college has taken up some strategic measures to facilitate research work for the faculty.

- The college provides adequate infrastructural facilities including IQAC room which is made use of for study work. The location of the college offers ideal environment for academic pursuit as it has the advantage of being aloof from the hustle and bustle of the main town. The library is well equipped with a good number of books and a wide reading space which is being constantly upgraded. An able office assistants are also available to help the researchers in works like typing, printing and photostating.
- The faculty is encouraged to take up research works by providing study leave. Leave for attending short term courses is granted with the facility of full salary and is sponsored by the college. Special leave for continuous 6 months can be availed by the faculty with part salary. Such consideration as reduced teaching load is formally not provided but internal adjustment can be done by giving some relief to the concerned teacher in the course distribution as and when the need arise.
- Internet facility is available for accessing e-journals and online study materials (See Criterion IV. 2.4)

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

So far research activity has not been pursued in a structured manner but in an attempt to develop research culture among students, project works have been taken up as part of every course. Students are delegated to prepare assignments and paper presentations, and encouraged to analyse their findings. With Environmental Studies made a compulsory paper, research projects has become a mandatory part of the course and also form part of evaluation process at the Under

Graduate level. The college meets the necessary expenditure incurred during such research related field trips.

3.1. 5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

The college being an Under Graduate college does not have students formally engaged in research works. However, the teachers guide the students in their project works and assignments by recommending books and so on. Students are encouraged to visit libraries and research on the assigned topics.

Some members of the faculty are pursuing individual research study. They are:-

1. Ms. Vizolenuo Sophie on *'Empowerment and the changing gender equation, a case study of Angami women officers.'*
2. Mr. Nometo Kin on *'Communitisation of Education in Nagaland.'*
3. Ms. Akala Longkumer has finished her research study on *'Status and effects of pre-school on children's development'*, and is awaiting her result.

More teachers are eager to expand their knowledge by taking up research studies and thus are planning to get registered for research studies.

3.1.6 Give details of workshops/ training programmes/sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

The Research Committee organized an orientation for the faculty on the topic, *'Research and the Teacher'* with the aim to promote research culture amongst the faculty. Resource person was Dr. Bendangla, Asst. Prof. at the State College of Teacher Education, Kohima.

The college is yet to organize such a programme for the students but is ready to do the needful.

3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

The institution does not have any prioritised research areas yet because of the nature of the course, which is under graduate course.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

An important activity of the college is organizing talks and seminars and inviting scholars and eminent persons in various fields to share knowledge and experiences. In fact, during annual functions, chief guest and guests of honor are chosen with this priority in mind.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

A small percentage of faculty has availed short leave for attending short term course and 6 months leave for research activities is yet to be utilized. The provision has motivated more faculty members to pursue research activity.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

Limited number of faculty are at present engaged in research work. However, whatever minor research activities have been taken up in the institution have

contributed to subject knowledge and also had relevance to community development.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

The institution does not have a fixed budget kept aside for research activities. The amount depends on the total budget of the current year. However, adequate amount is set aside to meet the necessary expenses incurred during field work undertaken by the students, teachers attending refresher courses and other short term courses, for resource persons attending academic programmes like seminars and workshops. However, henceforth, about 2% will be kept aside for research activities.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

This was not considered earlier. Yet, henceforth, Rupees 1 lakh will be kept as seed money to the faculty for research.

3.2.3 What are the financial provisions made available to support student research projects by students?

Simple surveys and action research on social, educational and environmental issues are being considered. The expenses during field trips by the environmental education students are met by the college.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Apart from discussions and opinion sharing between the departments and units, there is as yet no structured or systemized approach on this.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

Facilities like internet, computers, printers, photostat machine, etc, are accessible to all. The college encourages the staff and students to make optimum use of available research facilities. The library is kept updated, machines such as computers, printers and photostat machine are kept under timely maintenance.

An attendance register is maintained in the library, whereby, students who have been regular in the library and noted and granted bonus marks during internal assessment by the teachers.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

The institution has not received any special grants or finances from the industry or other beneficiary agency for developing research facility.

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

Nature of the project	Duration Year From To	Title of the Project	Name of the funding agency	Total Grant		Total grand received till date
				Sanctioned	Received	
Minor projects						
Major projects						
Interdisciplinary projects						
Industry sponsored						
Students' research project						
Any other (specify)						

Specific funds for research have not been received so far. However, currently one teacher has completed her research work and is awaiting results while two more teachers are working on their research. One teacher, Dr. Temjen Longkumer (Sociology) had earlier completed his research but had to leave the college due to health reasons.

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The library has a good collection of documents, reference books, magazines and journals. It also has an internet connection to give students and research scholars access to online study materials such as N-List. The facility to download and print study materials are also available. The staff room is equipped with internet connection for the teachers to access e-resources.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The college is aware of the urgent need to make progress in the area of research. Institutional strategies include a separate room equipped with internet connectivity and other requisite facilities. A reasonable financial assistance shall be given based on the nature and extent of the work. A comprehensive list of relevant and useful research topics covering academic, socio-economic and environmental issues, shall be developed to guide researchers in identifying areas of research. Seminars shall be conducted on the research findings for wider and deeper understanding. Adequate number of copies will be made and kept in the library for reference.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments / facilities created during the last four years.

No special grants from industry or other sources have been received.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research

The college as of now does not provide research facilities outside the campus but is prepared to assist students and research scholars in all possible ways.

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

ICT tools are deployed to provide maximum access to the library collection for the researchers. (See Criterion 4.2.4 and 4.2.6)

3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

Library, computers with internet connectivity, LCD projectors, digital camera, heavy duty generator etc.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

- * Patents obtained and filed (process and product)**
- * Original research contributing to product improvement**
- * Research studies or surveys benefiting the community or improving the services**
- * Research inputs contributing to new initiatives and social development**

There has been no research activities relating to industry needs or patents. But the research work done so far have contributed to knowledge and have relevance to community development.

“Sociological Investigation of Crimes in Nagaland”- Ph D. work done by a faculty.

“A Case Study of Ritual Process of Traditional Religious Culture of Sumi Naga”- MA Dissertation at Nagaland University.

Ms. Akala Longkumer has completed her research studies and is awaiting result.

Ms. Vizolenuo Sophie and Mr. Nometo Kin are also engaged in ongoing research studies.

Mhieneirielie Vakha authored a book entitled “Diezho mu Kezo Mhathu” (Grammar and Composition) in the year 2015 published by Ura Academy Publication.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

The institution is in the process of bringing out its first academic journal. The formalities of composing the Editorial Board, Publication Policies etc are yet to be finalized.

3.4.3 Give details of publications by the faculty and students:

- * Publication per faculty
- * Number of papers published by faculty and students in peer reviewed journals (national / international)
- * Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International, Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- * Monographs
- * Chapter in Books
- * Books Edited
- * Books with ISBN/ISSN numbers with details of publishers
- * Citation Index
- * SNIP
- * SJR
- * Impact factor
- * h-index

A. Dr. M. Temjen Longkumer

- i) "Women and Crime: A Sociological Examination of Women Criminals in Nagaland", published in Changing Gender Equation with special reference to Nagaland by Kedilezo & Narola Dangti (ed.), Akansha Publishing House, New Delhi. 2009.
- ii) "Modernization and Crime: A Case Study of Naga Society", presented during a National Seminar on "Tribal Societies and The Challenges of Modernization in North-East India" organized by Department of Sociology, St. Joseph's College, Jakhama, Nagaland on 9-10 October, 2009.
- iii) "A Sociological Investigation of Rape Cases in Nagaland" published in Emerging Gender Voices from North-East India, published by Heritage Publishing House, Dimapur, jointly edited by A. Lanunungsang, Temjensosang and Athungo Ovung.
- iv) "Legends of Mopungchuket: A Sociological Study", presented during a National Seminar on "Taboos, Myths and Legends" sponsored by ICSSR-North East Regional Centre, Shillong, held at Japfü Christian College, Kohima on 30-31 August, 2011.

B. Akala Longkumer

- i) "Exceptional Children – An analytical study." Journal of Humanities and Social Sciences, Unity College, Dimapur, Nagaland. 2013
- ii) "Women education in North East India "
"Higher education in North East India "
North East India Education Society, Kohima, Nagaland. 2009.
- iii) "Impact of preschool education on children's development "State level workshop, Nagaland University Research Scholar's Forum, Kohima, Nagaland . 2012

C. Vizolenuo Sophie

- i) State Level workshop on "Present Trends and Future Scope of Research in Nagaland" on 5th-6th July 2012, organized by the NURSF-K, in collaboration with SCERT, Kohima, at NIELIT conference hall, Merema.

Presented a paper on the Topic “Empowerment and the changing Gender Equation: A case study of Angami Women Officers”.

- ii) Two-day national seminar on the theme “Identity assertion and development: situating Nagaland”, sponsored by ICSSR-NERC, Shillong and jointly organized by Zunheboto and Immanuel College, Dimapur on 24th-25th August 2012.

Presented a paper on “Need for Empowering Women; insights from micro-level studies”.

- iii) Attended the 6th Annual National Seminar on Indigenous Resource Management in Tribal Cultures of North- East India, organized by Sanskriti- North Eastern Institute of Culture and Religion, Guwahati on Nov 16-18, 2012. Presented a paper on the titled “Women’s Participation in Bio-diversity Management with special reference to Nagaland”.

- iv) The title “Emerging voices of Women in North- East India” , published in the journal of Unity College, Journal of Humanities and Social Sciences. ISSN: 2319-9970, vol-1, No-1 Jan- Dec. 2012.

D. Dr. Rukhono K. Iralu.

1. A study of the “Impact of Education on Socio-cultural life of Naga Women.” (1983).
2. Investigation into the “Problem of Educational wastage and internal efficiency of the primary school system in Nagaland.” (1996).
3. A study into the “Academic and Professional Qualification of Teachers and enrolment of pupil in Meluri Sub-division.” (1999)
4. A study of the “Status of Primary School Teachers in Kohima district of Nagaland.” (2000).
5. Quality Achievement in Elementary Education in Nagaland. (under Sarva Shiksha Abhiyan) Nagaland State Mission Authority, SSA. (2011).
6. Mapping and size estimation of injection Drug users in five North Eastern States of India. Indian Council of Medical Research (ICMR) National Aids Control Organisation (NACO) and Family Health Internal (FHI) (2008).

7. Communitization of Elementary Education in Kohima district. Impact, Issues Implications. (2012).
8. Professional Education in Nagaland. (A paper presented in 17th NEIES Annual Conference).
9. Reviewing communitization of Elementary Education in Nagaland (paper presented at the International Conference on re-thinking educational policy held on 16th – 18th Nov. 2011 at Department of Sociology, University of Hyderabad).
10. Right to Education in Nagaland challenges and opportunities (a research paper presented at the International seminar and 27th Annual Conference of Council for Teacher Education (CTE), India held from 7th – 9th Feb. 2013 by Department of Education, Dibrugarh University).
11. Paper presented on “Teacher Education in Nagaland in the Context of the Right to Education” at a National Seminar on Education Policy Perspectives organized by SCTE in collaboration with Nagaland University, Education Department, Meriema.
12. “Teaching skills for use in Teacher Training Institutions.”

E. Mr. Mhieneirielie Vakha

1. Written a book entitled “Diezho mu Kezo Mhathu” (Grammar & Composition) published in 2015 by the Ura Academy Publication.

F. Ms. Levino Yhoshu

1. Edited a book entitled “A Handbook for Teachers” published by the State Council of Educational Research and Training, 2014.

3.4.4 Provide details (if any) of

- * research awards received by the faculty**
- * recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**
- * incentives given to faculty for receiving state, national and international recognitions for research contributions.**

None so far

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

The college as of now does not have systems and strategies for establishing institute-industry interface.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

- Since the institution does not have a formal consultancy service, there is no stated policy for this.
- The institution does not publicize the expertise of its faculty for consultancy services. It is made known through contact persons and friends, and the faculty members' sincere services has added to their credentials.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The institution encourages activities for consultancy services by providing special leave and facility like transportation whenever possible.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

- The college does not have formal consultancy services but a faculty member is associated with a Board (Board of Studies) at ICFAI (Institute for Chartered and Financial Accountancy of India) University, Dimapur, Nagaland and other faculty members are associated with various consultative committees.
- The institution cannot keep track of the revenue generated as many consultancy services are delivered without any monetary benefit but purely as a public service. Remuneration for consultancy services are given but these are kept as rewards by the consultant/resource persons.
- The institution plans to provide consultancy services to an institute run for the differently-abled children in the neighborhood.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

The question of income generated through consultancy and its use for institutional development does not arise because as mentioned above, many of these services are done free of cost and whatever income is generated is nominal and kept by the consultant as rewards.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

- As learning and serving are like two sides of a scale, the institution aims to maintain a balanced outlook amongst the students by encouraging them to contribute something positive about the good things they learn. Some of the ways in which this is done is by involving them in extension activities organized by the various cells and units such as Eco-Club, Youth Red Cross, Peace Channel, N.S.S and Red Ribbon Club. This develops the personal, social and ethical values needed for social integration. The institution organizes cleanliness drive where the students are engaged in cleaning up the campus as well as the areas in and around the college and the road leading to the college. A clean-up exercise of the local ground is carried out at the end of everyday during the sport week. Proper disposal of waste is also taught to the students. Eco-Club initiates tree planting on World Environment Day.
- To equip the students with social conscientiousness, students are encouraged to involve in community extension activities through the programmes of units like NSS, Eco Club, Youth Red Cross and Peace Channel.
- Visits to the orphanage, and other charity related programs also help students become aware of the less privileged and develops a sense of responsibility for the lesser privileged sections of the society.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

The Mentor-Mentee Programme is one way of keeping in touch with the students and their activities. The teachers in charge of students affair and the alumni also help to track students' involvement in various social movements / activities. Students are encouraged to participate in social activities like rally and provide necessary support for such activities.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

A feedback is always welcome as this can only contribute to the welfare and development of the institution. One medium which facilitates a genuine feedback is the mentor- parents/guardians meet where free and frank discussion takes place. The regular interactions with the alumni helps the institution to keep track of its performance. The Grievance Redressal Cell also provides an indication of the institution's functioning. Over and above these, the students are made to feel free to discuss any issues pertaining to the overall quality of the institution.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

- The institution plan and organize its extension and outreach programmes through the various units and cells such as Eco-Club, NSS & Red Ribbon Club, Youth Red Cross, Peace Channel, and Student Welfare, in coordination with the Principal of the institution. The appointed dates for such activities are reflected in the annual calendar and care is taken to integrate the activities with the academic curricula.

- There is no specific budget for such activities but sufficient amount of money is reserved to meet the expenses incurred in the execution of these activities.
- A varied major extension and outreach programmes have been carried out over the years by the institution. These activities are listed and described at length in Criterion 5.3.1.

All these activities and programmes have contributed to the overall development of the students. It has inculcated a sense of good/responsible citizenry amongst the students in various ways:

- Instilled the values of environmental preservation, cleanliness and sanitation.
- Instilled a sense of social commitment by realizing the importance of donating blood and world peace.
- Sensitised the students on the skills required in crisis management.
- Developed a sense of national integrity.
- Developed leadership skills and work culture.
- Over and above all, resulted in personality development.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

To encourage the students and the faculty to contribute positively to society is an endeavour of the college. Thus with the aim to develop human values the institution has set up various cells, units and committees. These cells and units promotes the participation in extension activities through the varied extension programmes it plans. (See Criterion 5.3.1). Financial aid is also provided for promoting this extension activities. The college prospectus highlights on these

cells and units. The participation and achievement of the cells and units are also highlighted in the college bulletin and yearly magazine.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

Some attempt has been made by the college to create social awareness and empower students. Seminars on crime in society, legal awareness, life choices and talks on gender related issues have been conducted by the college.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

The college is ever mindful of the all round development of the students and extension services help particularly by involving students in practical and real life situations. It ensures a balanced growth of the students by inculcating values of social commitment, nature conservation, cooperation, dignity of labour, skills of plantation, team work, crisis management and leadership.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

The institution has had collaboration with bodies such as Indian Red Cross Society, NSACS (Nagaland State AIDS Control Society), NSS and Peace Channel. The institution encourages community participation through the various extension programmes it plans and carries out. The local community has been made aware of the benefits of maintaining ecological balance and a clean

environment through its cleanliness drive. The NHAK (Naga Hospital Authority Kohima) is richer in terms of reserves in the Blood Bank due to the contributions of the students/faculty of the college.

3.6.9 Give details on the constructive relationships forged (if any)with other institutions of the locality for working on various outreach and extension activities.

A relationship with Shalom Seminary in which students and staff of the seminary come about once in two months and hold discussions on the importance of moral integrity, spiritual well being and good human relationships and existence.

A strong relationship is also fostered with Power Comm. owing to their regular monthly visits to the college.

The Certificate in Computer Education is offered in collaboration with the NIIT, Kohima. This has helped the college update its IT facilities and services.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

The faculty and students have earnestly participated in several extension activities, but no awards have been received so far.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

N/A

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

- The Institution collaborated with the Department of Industries, Government of Nagaland, the Nagaland Bamboo Mission (NBM) for Judges during the 1st. inter college district level Eco friendly club making competition.
- Nagaland State Aids Control Society & Naga Hospital Authority, Kohima assisted in the form of sending resource persons and personnel in the blood donation cum musical extravaganza organised by the NSS Unit of the college.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

Partnership with NIIT in providing three months certificate course to students.

Partnership with All India Computer Saksharta Mission (AICSM) in providing a six months Diploma In Computer Application.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

Several learned and imminent persons have visited the college and delivered speeches and held discussions on various fields of knowledge. Some of them are;

- i) Prof. Lanunungsang Pro Vice Chancellor, Nagaland University

- ii) Mr. Talitsuba Ao, Rtd Director of School Education, Nagaland.
- iii) Mr Niketu Iralu, Social Activist
- iv) Dr. Alongla Aier, Associate Prof at Oriental Theological Seminary, Dimapur
- v) Mr. Deo Nukhu, Parliamentary Secretary, Higher Education, Nagaland.
- vi) Dr. Bendangla Longkumer, Asst. Prof at SCTE, Nagaland
- vii) Dr. Rukhono Iralu, Principal, SCTE, Nagaland.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated

-

- a) Curriculum development/enrichment
- b) Internship/ On-the-job training
- c) Summer placement
- d) Faculty exchange and professional development
- e) Research
- f) Consultancy
- g) Extension
- h) Publication
- i) Student Placement
- j) Twinning programmes
- k) Introduction of new courses
- l) Student exchange
- m) Any other

N/A

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations. Any other

relevant information regarding Research, Consultancy and Extension which the college would like to include.

- The college in its endeavour to promote research culture among the faculty has introduced special leave and keeps updating its library. It also plans to provide more facilities for research activities.
- The college inspite of being an under graduate college has made research activities an integral part of the curriculum by including such exercises like project works, seminars and assignments in the day-to-day class lectures. Emphasis is also made on field work to enhance the theoretical knowledge of the students.
- The informal consultancy services has enriched the knowledge of the faculty and added to the credentials of the college.
- To set up a Placement Cell is one challenge that needs to be addressed.
- Faculty exchange to help in resource sharing is also in the process of consideration.
- The various extension activities have gone a long way in attaining the social objectives of the college.
- Top management, Principal and faculty have joint meetings twice a year to discuss on achievements and failures and to determine strategies for improvement on the policies and plans.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The policy is to provide top priority to infrastructural facilities for effective teaching and learning. With this in focus, the institution keeps updating on the facilities available, and some instances of this are the construction of IQAC room, canteen, indoor stadium, drinking water facility and replacement of blackboards with whiteboards.

4.1.2 Detail the facilities available for

- a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.**
- b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.**

a) Curricular and Co-curricular activities:

- The College has high standard infrastructural facilities for both curricular and co-curricular activities. Infrastructural developments are taken up considering the requirements and the need to make it conducive for imparting quality education. Under the circumstances, the College has been making rapid and continuous progress upgrading infrastructural facilities and transforming the College into a vibrant College.

- The College building is an RCC type with multi-storied building. It has adequate number of classrooms which are spacious and fitted with electricity for lighting and even for Projector to be used in every class. Blackboard and chalks are now replaced by Whiteboard and Markers thereby making the classrooms more clean and hygienic.
 - College Auditorium which is known as Dr. Setu Memorial Hall is a multi-purpose hall and thus serves the purposes of most of the co-curricular activities. This Hall has a thousand plus seating capacity; provision to use Projector, a good P.A. Set up, Musical instruments, etc.. College Programmes like Fellowship, Annual Day, Seminar, Workshop, literary programmes, activities of NSS, Eco-Club, Peace Channel etc, are all held in this Auditorium. Thus the spacious hall provides adequate space and facility for artistic exercises.
- b) Extra-curricular activities : Alder College gives due importance to extra-curricular activities as well and, therefore, it emphasizes on the holistic approach for the all-round development of the students. Within the Campus, the College has a, Basketball court, Volleyball court and enough space to conduct athletic items as well. The indoor stadium is equipped to conduct games like badminton, table tennis etc. All these facilities go a long way in promoting games and sports which is a vital part of college life. As of now, the college has no playground of its own. However, the Kohima Local Ground which is in the heart of the town is made use of to conduct outdoor activities whenever needed.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

The institution's plan is to ensure that the available infrastructure is optimally utilized for academic growth. There are adequate number of classrooms that are spacious, well lighted and ventilated. Each classroom is equipped with whiteboard. The library is updated with internet connection with e-resources. Photostat machines and printers, LCD projector has been purchased for academic activities. A heavy duty silent generator is installed to backup any power failure. A proper canteen has been reconstructed to take care of the students' needs. Girls hostel (Anchor Hostel) with a seat capacity of 32 had been constructed. A new block of building housing many classrooms including computer lab and indoor stadium has been built after demolition of the old building. New administrative block housing the Principal's, Vice Principal's, IQAC room has also been built. More than Rupees two crores have been spent on the above facilities during the last four years.

The location of the college is at a strategic point, away from the noise of the main town. At the same time being close to the main road, transportation and communication are easily available.

The college has two blocks and an administrative section. The Master Plan of the college is as follows.

MAIN BLOCK			
Floor	Classrooms	Other rooms	Toilets
Ground floor	2	1 First Aid room	Nil
First floor	2	Peon's room	Nil
Second floor	3	Staff room Office – 2 rooms Strong room Computer room Counselor's Room	1 attached to the Staff room & 2 attached to the Office
Third floor	-----	Auditorium	Nil
Fourth floor	-----	Library	Nil

NEW BLOCK			
Floor	Classrooms	Other rooms	Toilets
Ground floor	4	-----	Nil
First floor	3	4	3
Second floor	-----	Indoor Stadium	Nil

ADMINISTRATIVE SECTION		
Floor	Rooms	Toilets
Ground floor	2	2 toilets attached
First floor	1	Nil

Others:

- 1 Kitchen & 1 Classroom
- 1 Canteen, 1 Spare room & 1 Girls lounge
- 1 Classroom with Students' Union Office
- 10 toilets (6- girls & 4-boys)

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The infrastructure of the institution is not specifically designed for students with physical disabilities as this necessity has not come up. However, any class which has even a single physically handicapped student shall be located at ground level. Wheel chair and crutches are available. At any time there shall be a boy and a girl from each class - ready to assist any physically handicapped student who might need help in any way.

4.1.5 Give details on the residential facility and various provisions available within them:

- **Hostel Facility – Accommodation available**
 - **Recreational facilities, gymnasium, yoga center, etc.**
 - **Computer facility including access to internet in hostel**
 - **Facilities for medical emergencies**
 - **Library facility in the hostels**
 - **Internet and Wi-Fi facility**
 - **Recreational facility-common room with audio-visual equipments**
 - **Available residential facility for the staff and occupancy**
 - **Constant supply of safe drinking water**
 - **Security**
-
- The College has two Hostels - Anchor Girls Hostel with a capacity of 32 seats and Heritage Boys Hostel with a capacity of 64 seats. These hostels are managed by the College Management Board and are located within the College Campus.
 - The hostels provide all the basic amenities for comfortable living, study environment, recreational facilities and above all homely stay. These Hostels also provide safe environment for young budding minds to develop and inculcate the value of discipline, a sense of responsibility and friendly relations with one another.
 - The hostels has various facilities like Indoor games and outdoor games to keep the students healthy and fit. Facility like Television, Newspaper and News Magazine are also provided whereby the students are updated on the latest information. Moreover, activities like career guidance and counselling, devotional services, 'Motivational Talks', etc, are also conducted for knowledge enhancement, spiritual development and personality development of the students.

- The hostels provide First-Aid facility to the students. A medical Doctor is also engaged for emergency case in the Hostels. In a situation where a patient is serious and need immediate medical attention, the college has a vehicle stationed at the campus to transport such patient to the nearest hospital.
- The security and privacy of the hostellers are never compromised in any way. Both the Hostels are fenced well and guarded well by very competent wardens. Strict timing is maintained for in and out of the students and even for the visitors. There is a constant supply of safe drinking water.
- Since the hostels are situated nearby the college, to have an access to computer and internet and library facilities is within reach.
- To develop into residential institute is one of the priorities of the college.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The provisions made available to students and staff in terms of health care include the First-Aid facility arranged in the campus on the ground floor of the college. The college also engages a Medical Doctor to attend to anyone who needs medical attention in the campus. In case of an emergency where a patient is serious and need immediate medical attention, the college has a vehicle ready and stationed at the campus to transport such patient to the nearest hospital. Moreover, the college has also made provision to cover certain amount of the medical expenses of the students and staff.

4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

- The college offers a number of facilities in the campus. We have a special cell like the IQAC which consists of the Chairman of the college, Principal, Vice Principal, Co-ordinator, head of all the departments, Counselor, local board members. The IQAC has a separate room which has privacy and is away from the hubbub of the college to hold meetings and deliberate on important issues.
- The Career and Guidance Cell can make use of the Counselor’s room for interactions as the Counselor is also a member of this cell.
- The Grievance Redressal Cell usually holds its meeting in the IQAC room.
- The Health Center which is also known as First Aid room is furnished with a bed and is located at the ground floor of the Main Block.
- The Canteen was newly reconstructed keeping in mind the need of the students.
- Recreational spaces for staff and students are available such as the Indoor Stadium and basket ball/volley ball court.
- Safe drinking water facility is provided using harvested rain water as well as water from the well which is filtered hygienically.
- The college can boast of having a good auditorium which is big enough to hold any kind of public examinations, college examinations, annual programmes, literary activities etc.

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, the library has an advisory committee consisting of:

- 1) President (Chairman)
- 2) Secretary (Librarian)
- 3) Members:-
 - a) Principal
 - b) Heads of each department
 - c) Two student representatives

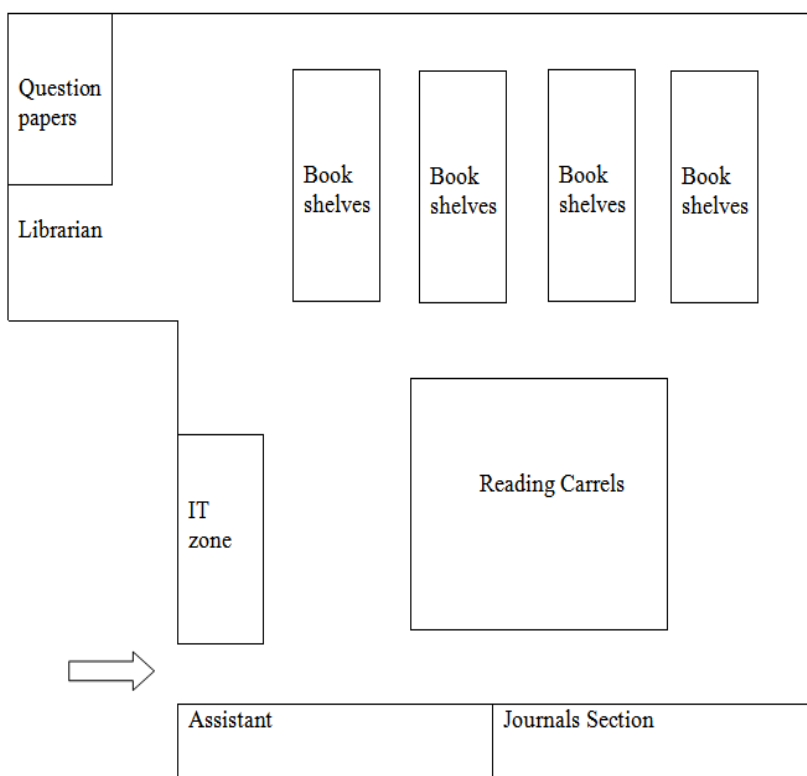
The initiatives that have been implemented by the advisory committee are:

- 1) Made provision for adequate library services
- 2) Purchase of documents and updating of the library collection.
- 3) Modernisation of the library
- 4) Subscription of online and printed journals
- 5) Procurement of suitable library furniture and equipment
- 6) Maintenance of library building
- 7) Lay down general library rules and policy

4.2.2 Provide details of the following:

- * Total area of the library (in Sq. Mts.)**
- * Total seating capacity**
- * Working hours (on working days, on holidays, before examination days, during examination days, during vacation)**
- * Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

- Total area of the library= **124 Sq. Mts.**
- Total seating capacity = **60 students.**
- Working hours (on working days, on holidays, before examination days, during examination days, during vacation) = **9:00 AM to 2:30 PM.**
- Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)= Layout shown below.



4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The faculty submits different catalogues and list of books and journals to buy at regular intervals. Subscribed books are bought after approval and sanction of money by the Principal.

Library holdings	Year -1		Year - 2		Year - 3		Year - 4	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	50	20,563	92	25,799	900	600000	500	300000
Reference Books	4	1,500	-	-	41	13,100	20	80000
Journals/ Periodicals	4	1,500	-	-	114	9498	177	32895
e-resources	-	-	-	-	N-LIST	N-LIST	N-LIST	N-LIST
Any other(specify)								

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

*** OPAC**

Yes, the library has OPAC for the user to view the collections of the library.

*** Electronic Resource Management package for e-journals**

Yes, the library has a management package SOUL2.0 under INFLIBNET and N-LIST with which the students and the faculty members can view the documents.

*** Federated searching tools to search articles in multiple databases**

The library is in the processes of utilising the searching tools as the library is still in the process of automation.

* **Library Website**

Yes, the library has its website and it is attached to the college website.

* **In-house/remote access to e-publications**

The in-house and remote access to e-publications are in the process.

* **Library automation**

Our Library is in the process of automation.

* **Total number of computers for public access. : 3**

* **Total numbers of printers for public access : 1**

* **Internet band width/ speed ☐ 2mbps ☐ 10 mbps ☐ 1 gb (GB): 4 mbps.**

* **Institutional Repository**

The library is in the process of having its own institutional repository.

* **Content management system for e-learning**

The library is in the process to provide this service to the students and faculty for the e-learning

* **Participation in Resource sharing networks/consortia (like Inflibnet)**

Yes, we are connected to INFLIBNET that is N-LIST (National library and information services infrastructure for scholarly content).

4.2.5 Provide details on the following items:

* Average number of walk-ins	:75 days
* Average number of books issued/returned	:40 days
* Ratio of library books to students enrolled	:1:5
* Average number of books added during last three years	: 400 books
* Average number of login to opac (OPAC)	:10 per day
* Average number of login to e-resources	:5 per day
* Average number of e-resources downloaded/printed	:100 books
* Number of information literacy trainings organized	:2 times

- * **Details of “weeding out” of books and other materials** : Weeding out is done once in a year

4.2.6 Give details of the specialized services provided by the library

- * **Manuscripts** : The library doesn't have any manuscript.
- * **Reference** : This service is provided to the students and staffs of the college.
- * **Reprography** : Reprography service is available in the library.
- * **ILL (Inter Library Loan Service)** : ILL is in the process.
- * **Information deployment and notification (Information Deployment and Notification)** : This service is provided to the students and faculty.
- * **Download** : Downloading facility is available in the library.
- * **Printing** : Printing can be done in the library.
- * **Reading list/ Bibliography compilation** : Compilation service available in the library.
- * **In-house/remote access to e-resources**: The in-house and remote accesses to e-publications are in the process.
- * **User Orientation and awareness** : User Orientation and awareness service is provided to all the first year students of the college.
- * **Assistance in searching Databases** : Yes, assistance is given to the users on request.
- * **INFLIBNET/IUC facilities** : Yes, we have N-List facility.

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

- a) Circulation service.
- b) Reference service.
- c) Current awareness service.
- d) Selective dissemination information service.

- e) Document delivery service.
- f) The library staff provides user orientation to the new students.
- g) Assistance to find particular information from the library and around.
- h) Assistance to the user to formally and informally on how to use the documents.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

Till date the college has not met any student who is visually/physically challenged but as and when such case arise, the college will definitely see to it that they are provided with all facilities.

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)

Yes, the library takes feedback from the users. These feedbacks are entered in the entry register where a remark column is provided. As of now the library has not received any negative feedback. And also questionnaires are distributed to users to get the feedback of the library services and a suggestion box is placed inside the library.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system)

	Nos.	Hardware	Software
Principal	1	LED Monitor; Next generation Intel Core 2 duo Processor and 2 GB ram; 500GB memory	Operating System- Windows 7 ; Kaspersky 2015(original) installed and updated regularly.
Vice-Principala	1	LED Monitor; Next generation Intel Core 2 duo Processor and 2 GB ram; 500GB memory	Operating System- Windows 7 ; Kaspersky 2014(original) installed and updated regularly.
Accountant	1	LED Monitor; Next generation Intel Core 2 duo Processor and 2 GB ram; 500GB memory	Operating System- Windows 7 ; Kaspersky 2014(original) installed and updated regularly.

Office	3	LED Monitor; Next generation Intel Core 2 duo Processor and Core i3 , 2-4 GB ram; 500GB memory	Operating System- Windows 7 ; Soul 2.0 Kaspersky 2015(original) installed and updated regularly.
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Computer Lab	Nos.	Hardware			
Admin	1	LED Monitor; Next generation Intel Core 2 duo Processor ; 2 GB ram; 500GB memory	Operating System- Windows 7 and windows server 2008 Kaspersky 2014(original) installed and updated regularly.		
For Students Userss	10	LED Monitor; Next generation Intel Core 2 duo Processor ; 2 GB ram; 500GB memory	Operating System- Windows 7 ; Kaspersky 2014(original) installed and updated regularly.		

The college upgrades and increase the number of computers depending on the needs and requirement.

Library	Nos.	Hardware	Software	
Librarian	1	LED Monitor; Intel Core i3 2 GB ram; 500GB memory	Operating System- Windows 7 ultimate ; Kaspersky 2014(original) installed and updated regularly.	
Asst. Librarian	1	LED Monitor; Next generation Intel Core 2 duo Processor ; 2 GB ram; 500GB memory	Operating System- Windows 7 ; Kaspersky 2014(original) installed and updated regularly.	
Library Computers for students	4	LED Monitor; Next generation Intel Core 2 duo Processor ; 2 GB ram; 500GB memory	Operating System- Windows 7 ; Kaspersky 2014(original) installed and updated regularly.	

- **Computer-student ratio- 1:30**

- **Stand alone facility**

KIRLOSKAR Generator – 20 KVA

Fax machine- Sharp

Digital Multifunctional System - Black & White Printer, copier and scanner (2 nos.)

- **LAN facility:** There is a Main Server in which all the computers are connected through LAN and are accessible to BSNL Broadband internet, running at 4 mbps with state of the art facility.
- **Wifi facility:** The college has wifi facility which can be connected with the required password . Wifi Data rate is upto 300 Mbps.
- **Licensed software:** MS-Office 2007 & 2011, Kaspersky Internet Security, 2014-15.

The college has a software, “Online College Management Software”.

Library Software: Software of University Libraries 2.0 (SOUL) under Information and Library Network Centre (INFLIBNET)

- **Number of nodes/ computers with Internet facility:** All the computers in the campus (administration, library, laboratory etc.) has internet facility through both Wifi and LAN
- **Any other**

Summary: The institution’s up-to-date computer facility and the availability of hardware and software are: printer, fax machine, photostat machine, LCD projector, digital camera, generator, inverter, internet connection (Wi-Fi and broadband), MS-Office, Corel Draw, Pagemaker, Photoshop, Kaspersky Anti-virus etc. The college has a software, “Online College Management Software”.

The computers and its accessories are maintained by scanning weekly. We keep a back up copy of all the files. Neat and clean computer rooms are maintained.

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

The institution frequently upgrades its IT facility and students and faculty are provided with computer facility with access to internet for preparation of learning and teaching materials. The institution has internet facility (Wi-Fi, broadband & photon) connected to all the computers with a central computer (server). The institution also has a software, "Online College Management Software". The bio-data of all the students, staff & Lectures are fed into the central computer. Thus, it is easy to find out the details of any student concerning matters like irregularity in class, weak in studies, irresponsibility and so on. The Principal informs (sends message) to the parents through the net to their mobile phones. All the accounts are done with this software.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The institution plans to increase the number of computers with internet connections. This would mean almost doubling the existing strength which could be done within a year's time.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

- 2011- Rs. Two lakhs for computers, internet connection, accessories and maintenance.
- 2012 – Rs. Seven lakhs for computers, accessories, maintenance and a heavy duty diesel generator.
- 2013 - Rs. Two lakhs for computers, accessories and maintenance.
- 2014 - Rs. four lakhs for computers, accessories and maintenance (including 10 computers for computer lab)

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

- To facilitate the faculty to prepare ICT aided teaching, materials can be prepared with the aid of projector, photostat machine, printers, internet connection.
- LCD projectors are placed in three classrooms to encourage teachers to use innovative teaching methods.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

The ICT facility enable the students and faculty to have limitless resources of varied learning materials. Independent learning is also fostered by delegating such exercises like project works, assignments and paper presentations for which the students have to do a research work on the topic and make his/her own findings. Teachers play the role of a facilitator by rousing an interest on the topic and recommending study materials. Power point presentations by the students are also encouraged.

4.3.7. Does the institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The National Knowledge Network connectivity is in the process of being taken up.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities substantiate your statements by providing details of budget allocated during last four years)?

By maintaining a proper distribution of financial resources to the mentioned items in such a way that support the functioning of the institute.

		2011	2012	2013	2014
a	Building	Rs. 25 lakhs	Rs.18 lakhs	Rs.30 lakhs	Rs.20 lakhs
b	Furniture	Rs.5 lakhs	Rs.4 lakhs	Rs.2 lakhs	Rs.2 lakhs
c	Equipment	Rs.5 lakhs	Rs.4 lakhs	Rs.2 lakhs	Rs.2 lakhs
d	Computers	Rs.2 lakhs	Rs.3 lakhs	Rs.2 lakhs	Rs.4 lakhs
e	Vehicles	Rs.8 lakhs	Rs.1 lakh	Rs.1 lakh	Rs.1 lakh
f	Any other				

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

- The maintenance of the infrastructure and facilities are delegated to the administration. Whereas equipment of the college is maintained by the technical assistant in collaboration with experts from outside.
- Appropriate persons are entrusted to be in charge of different responsibilities.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

As per technical requirement specified by concerned firms.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)? Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

- All technical requisites as specified by experts are followed.
- The college can boast of having a big and well equipped auditorium which not only provides adequate space for artistic and academic exercises, but also facilitates such extension activities like conducting State and National level examinations.
- The completion of the Indoor Stadium has promoted games and sports which is a vital part of college life.
- The construction of the New Block has provided the opportunity to introduce new add-on course like computer courses, cooking and music.
- The addition of a girls hostel located within the vicinity of the college is another milestone in the institution's achievement.
- With the modernization and automation of the library, more learning resources would be available to the students.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, the institution publishes its updated prospectus and other information materials annually. The prospectus is distributed to the students during admission in order to enable the students get familiar with the rules and regulations, subject combination, evaluation system, curricular and co-curricular activities, facilities provided etc. Information of the college is also available on the college website.

The institution ensures its commitment by adhering to the stated objectives, rules and regulations. It also sees that the curriculum is delivered within the time frame and fosters the holistic development of the students through its varied activities.

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

2012-2014

1. Ms. Ruzeno
2. Mr. Nipusito Liegise

Currently three students are availing freeship.

i. Name : Ms. Temsurenla

Class : BA 4th semester

ii. Name : Mr. Nipusito Liegise

Class : BA 1st semester

iii. Name : Ms. Yievizono

Class : Class 11

So far the financial aid has been disbursed on time.

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

All the students receive financial support in the form of post matric scholarship every year. This support is provided to all the students from Human Resource Ministry, Govt. of India to cater to the needs of the students in terms of purchasing books, managing tuition fees, etc.

5.1.4 What are the specific support services/facilities available for

- * **Students from SC/ST, OBC and economically weaker sections**
 - * **Students with physical disabilities**
 - * **Overseas students**
 - * **Students to participate in various competitions/National and International**
 - * **Medical assistance to students: health centre, health insurance etc.**
 - * **Organizing coaching classes for competitive exams**
 - * **Skill development (spoken English, computer literacy, etc.,)**
 - * **Support for “slow learners”**
 - * **Exposures of students to other institution of higher learning/ corporate/business house etc.**
 - * **Publication of student magazines**
-
- Students from SC/ST/OBC receive financial support in the form of post matric scholarship from the central government every year. Freeship is given to students coming from economically weaker sections of society.

- The students from time to time are encouraged to participate in various competitive activities at the college level as well as state level. At the college level the students are made to participate in activities like sports and literary competitions. The sports week is conducted every year for the students and the motive is to bring the students together and also to enable them to get exposure to some activities other than the classroom activities. Various sporting activities such as football, basket ball, volley ball, table tennis, arm-wrestling, badminton, field events are conducted during the sports week. The students are also made to compete in literary activities such as essay writing, quiz, extempore speech, painting competition, craft making, etc. At the state level, the college is engaged in sending the students to various competitions like sports, quiz competition, essay writing, debate, extempore speech, sports at the college level as well as university level.
- The college has a medical centre meant for the students and faculties. The centre has basic facilities like first aid, a rest room with a bed. A vehicle is stationed at the campus to take care of emergency situations.
- For computer literacy, the students are made to avail computer classes. At present the college in collaboration with NIIT is offering various courses (Certificate & Diploma) in computer.
- Skill development or spoken English is incorporated in the class lectures delivered by English teachers.
- The college is actively involved in helping slow learners by providing special/remedial classes.
- The college have started publishing annual magazine since 2011. The motive was to create awareness of the activities, developments, sharing of information among the students and providing a platform for students to unravel their creativity. The students are encouraged to share their views, ideas, knowledge etc through the annual magazine.
- The infrastructure of the institution is not specifically designed for students with physical disabilities as this necessity has not come up. However, any class which

has even a single physically handicapped student shall be located at ground level. Wheel chair and crutches are available. At any time there shall be a boy and a girl from each class - ready to assist any physically handicapped student who might need help in any way.

- No overseas students have enrolled in the institution so far.
- To organize coaching classes for competitive exams is in the offing for which infrastructure facility is complete.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

The institution is actively involved in fostering entrepreneurial skill development among the students for which Programmes are organised from time to time.

Following are the programmes organised so far:

The department of Education organised a programme under the theme “Unraveling Creativity” on the 4th August 2012 at Dr. Setu Memorial Hall. The Guest speakers were Ms. Khotole Kheyie (Asst. Professor of the Education Department, Nagaland University) and Mr. Vikhor Tepa (Artist). Both the guest speakers inspired the students to be creative, to think creative and to believe in themselves.

Main attractions of this programme was the competition for the students under the categories of:

- Floral arrangement
- Salad dressing
- Painting/Sketching
- Craft making

A programme on skill development was held on 3rd August 2012. In this programme activities like cooking and tailoring were demonstrated to the students.

The institution invites practicing entrepreneurs in different fields who give motivational talks highlighting on the different job avenues and the aptitude required.

The Institute also offers Add-on Courses in Baking and Guitar Playing. While food technology is a fast- growing economy, courses offered in the State is limited. Baking items, especially cakes are consumed regularly and extensively by Nagas, and the demand increases during festivals and special occasions. Many home bakers earn their livelihood by baking cakes to meet the demand. Therefore, being trained in baking would equip a person to be economically independent.

Music industry in Nagaland has seen rapid progress and development. Numerous local artists have been able to use their talents to earn their livelihood. Nagas are gifted with a natural affinity towards music but need professional training. Seeing this need, the college offers a course in Guitar playing in the form of an Add-on Course.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and cocurricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

*** additional academic support, flexibility in examinations**

*** special dietary requirements, sports uniform and materials**

*** any other**

- In keeping with the objectives of the college to provide not only academic proficiency but also proficiency in other spheres of life, the institution promotes participation of students in extracurricular and co-curricular activities. The teachers in charge of students' welfare put in their invaluable time and effort to ensure maximum participation of the students in these activities. They take initiatives in planning and executing all the chalked out activities of the year. The

teachers in charge work in coordination with the other faculty members and the Students' Union.

- The students are also encouraged to participate in such activities held by other institutions. Some flexibility for students missing classes while attending these activities are entertained like granting of leave. In the case of student's difficulty in catching up with the lectures missed, the concerned teacher can have a one on one and intensive discussion on the topic and this can be supplemented by prepared notes. In the event of the student missing an internal test/activity, some adjustment is done by rescheduling the test/activity for the concerned student.
- If and when the student require the assistance of the teacher in preparing for quiz, debates, essay competitions, etc, the teachers have always extended a helping hand.
- Special dietary requirements are not strictly followed but financial aid is given for the expense of food, etc incurred during such programme. One pertinent point to mention is that the students are provided with daily lunch during the sports week. The institution provides materials required for sports week such as sports uniform, jersey, football, basketball, racket, shuttle cock, etc.
- Another strategy to promote such activities is cash prize with certificate awarded to winners in co-curricular activities, and medals and trophies awarded to winners in extracurricular activities.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

The college is yet to support and guide students formally in preparing for competitive exams as a coaching center is yet to materialize. Whatever help that has been sought by the students on a personal level has not been denied.

The data on students appearing and qualifying in various competitive examinations are not yet available with the institution. However, from personal interactions and the feedback of the alumni of the college, it can be claimed that many students have progressed to higher studies or have found employment in varied fields like Defense, Administration, Education, Media, Law, Business, Enterprise, Politics and Religion, both at the central and state level.

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

- The college has different counseling services to address the different needs and problems of students and to thus ensure the all round academic and personal well being of the students.
- The mentor-mentee mechanism provides a one on one interaction between the teacher and student. This programme takes personal care of the students and helps to keep track of the student's academic performance. The students as well as the parents/guardians are kept updated on the student's/ward's performance through the Report Card which includes the details of the student's internal performance and percentage of attendance. Erring students are corrected and students lagging behind are motivated to do better. This programme also provides a mentoring at a personal level as the mentor plays the role of not only a mentor but also the role of a confidant by lending ears to the student's personal problems. Over and above this, all the faculty members take the role of a counselor by guiding the students in their day to day activities. Slow learners are identified and given proper guidance. The Grievance Redressal Cell also helps out in this area by helping resolve student related issues in the college.
- To cater to the socio-psychological well being of the students formal counseling is offered to anyone who might need support and guidance, and the counselor is available to help with personal problems in complete confidence. The college

fellowship provides spiritual upliftment to the students and inculcate principles that will help students face life with clear beliefs and values.

- The Career Guidance and Counseling Cell was set up to facilitate students towards progression to higher level of education and employment. Besides organizing motivational talks and workshops regularly, the Cell also brings out an annual bulletin with the purpose of counseling students on context-based career opportunities and to provide up-to-date information on various courses and institutions. The Cell aims to provide each student with the freedom to choose a career as well as the opportunity to get proper training and experience to become professionals in their right.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

The institution has a Career Guidance and Counseling Cell which invites resource persons expert in their fields to deliver motivational talks to the students. The career guidance cell recognizes the importance of knowing one self as a vital part in choosing career. The students are also given lectures in the same subject in their respective classes and are educated on the steps involved in planning their career. Many skill development workshops and orientations has been organized by the Cell so far.

The institution as of now does not have a formal placement cell.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Yes, the college has a student grievance cell headed by the Principal and assisted by the Vice-Principal, the senior-most teacher and the counselor. During the last four years issues pertaining to college library, structure of the students fees, class infrastructure, college campus maintenance and water facility were some of the few grievances aired. The college authority offered substantial help in redressing the above mentioned grievances by taking necessary steps such as replacing the black boards with white boards, providing purified drinking water, updating the library and placing extra dustbins in the campus.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

The institution has a Women Development Cell which is responsible for prevention and action against sexual harassment of female students. Currently, the cell has three members.

The college maintains a safe and congenial atmosphere for women students and there has been no report of sexual harassment so far.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes, the college has an anti-ragging cell made up of six members.

A cordial and amiable relationship is maintained amongst the students and as such no instances of ragging has been reported in the last four years.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

There are no formal welfare schemes available to students. However, the college caters to the overall needs of the students by providing counseling services.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

Yes. The college conducted its first alumni meeting on 15 May 2012 at Dr. Setu Memorial Hall.

Current office bearers:

1. Mr. James Yalie : President
 2. Mr. Kheto Yeptho : Vice President
 3. Ms. Loreni Tsanglao : General Secretary
 4. Ms. Abeni : Asstt. General Secretary
- A one day workshop on “Legal Literacy Awareness and Para Legal Training” was conducted by the Alder College Alumni Association in collaboration with the District Legal Services Authority, Kohima on 3rd August , 2013.
 - A one day seminar was held on The Importance of Media and Disaster Management on 12th September 2013 at Dr. Setu Memorial Hall. Resource persons were Jonas Yanthan and Aja Zinyu.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student progression	%
UG to PG	
PG to M. Phil.	
PG to Ph.D.	
Employed <ul style="list-style-type: none">• Campus selection• Other than campus recruitment	

The college is yet to acquire an exact data on the above mentioned placements. However, from personal interactions and associations with the alumni, it can be said that a good number of pass out students are well placed in varied fields of employment and many are pursuing higher studies in many major universities in the country- Hyderabad University, Delhi University, JNU, North East Hill University, Nagaland University etc.

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

The college offers only BA course and the pass percentage for the last four years is shown below:-

Year	Pass percentage of Alder College	Pass percentage of Baptist College
2011	82.96%	94.24%
2012	84.39%	89.86%
2013	70.00%	78.47%
2014	88.58%	98.49%

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

- The Career Guidance and Counselling Cell of the college was constituted with the objective of promoting relevant academic and career information to enable students to make informed decisions in shaping their future careers. The cell, as such, serves as a vital link between the students of the college and the competitive world beyond. CGCC has been able to undertake various career guidance activities in the college with active participation of students and initiatives of the faculty members who are given the responsibility of co-ordinating the activities of the cell.
- CGCC disseminates information about career opportunities, scholarships, courses of higher studies and entrance examinations on a regular basis. Necessary information on examinations and job-oriented courses are also put up on the Notice board. It also organises seminars and talks on Career Planning, the details of which are given below:
 - CGCC organised a career guidance programme with the leading IT training organisation, NIIT, Kohima centre on the 9th of Sept. 2009 to

enable students know more about career opportunities in IT. Mr. R. N. Bhagat, Kohima Centre Head gave valuable insights on the importance of IT and also announced the launching of the Bhavishya Joyti Scholarships 2009 for meritorious students. In this regard, NIIT opened BJSO9 stall in the college campus to give more details of the examination.

- A talk on “Career Opportunities” was organised on 3rd Oct. 2009 with Mr. K. Kevichüsa, Director of Postal Service, Nagaland as the guest speaker. The talk covered a variety of job areas including management, IT, Teaching, Airlines and Banking. Students with entrepreneurial skills and goals in civil services were given helpful tips regarding planning, motivation, material and preparation. The guest speaker also had an interactive session with students.
- CGCC of Alder College conducted a career programme with university of Technology and Management, Shillong on the 8th of Sept. 2011 with Mr. Virender Gupta, Asst. Director, UTM as the resource person. He stressed on the emerging sectors such as media and communication, retail, fashion, design, hospitality, travel and tourism which are experiencing a demand for specialised skills. Students were encouraged to pursue these specific courses to develop skilled technical manpower required in these sectors. Information on programmes, admission criteria and other details were discussed.
- In collaboration with Gateway Career Consultancy and Vocational Guidance and Counselling Cell, SCERT Nagaland, a seminar on career choices was organised on the 9th Nov. 2011. The resource persons were Mr. Zavisé Rume, SCERT Nagaland, and Mr. Debashish Dutta, Gateway career consultancy, Dimapur. Career options for degree students was specially addressed by means of powerpoint presentations and motivational video clips. The seminar advanced into a lively interactive session with positive participation of students.

- The students welfare department in collaboration with YoutNet Organised a seminar for BA 3rd year students on “Career Coaching and Personality Development” on 19th October, 2013.
- The Career Guidance Cell of Alder College, hosted a talk on “The Introduction to Aviation Industry” with Mr. Seto Khate, from the people channel Nagaland, as resource person on 18th February, 2015. The programme was attended by students of BA II, IV & VI semester. The interactive session following the talk saw active participation from the students

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

For students lagging behind in academics, remedial classes are offered. At the same time the mentor lends his/her helping hand by having a heart to heart talk with the student to address any personal issue that may be hampering his/her performance. The teachers also provide a helping hand by providing study materials to students who are weak in studies. If there is a financial implication in such matters, the institution offers assistance in the form of freeship.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

The institution considers extra-curricular activities including sports and games as an important part of the all round development of the students. The college appoints two faculty members for the Students’ Affairs Committee on rotation basis for a period of two years along with principal as the advisor. The responsibility of this committee is to co-ordinate the various extra curricular activities of the students. The teachers along with the principal work in co-ordination with the executive members of Alder College Students Union and the class representatives.

The teachers in charge of student affairs oversee all such extracurricular activities. The faculty in charge of the various units and cells take initiatives in organizing co-curricular activities. The college conduct its sports week every year in the month of September and during this time the students are encouraged to participate in various sporting activities such as, football, basket ball, volley ball, cricket, arm wrestling, Table tennis, badminton, tug of war, field events. The sports week covers a period of four days and during this time the students are given the opportunity to test their physical abilities, discipline, team workmanship etc. The students are grouped into four houses and two captains (male and female) are elected to lead the house members. The teachers also are grouped into four houses and are made to coordinate with the captains and the students in general. The staffs (teaching and non-teaching) take active part in the sports week by working together as supervisors. The two teachers in charge of students affairs are responsible for the over all conduct of the sports week. They are supported by the college authority, staffs and students including the office bearers and the executive members (Class representatives from all the classes).

The college also encourages the staff and the students to be involved in activities like literary activities, social work, cultural programs etc. The annual day of the college is also an important event where the students and the staff work together and get involved in the various responsibilities (cooking, physical arrangements, serving, presentation of items etc). A special highlight of the program is the performance of a play which is usually based on classics, but re-scripted and contextualized. On this occasion, a group of students are encouraged to dress up in traditional attire to represent the different tribes of the State and also to serve as a reminder of our Naga cultural heritage.

The college authority also encourages the students to take part in various institution level/inter-college/inter-university/inter-state and national level activities by sending the students to take part in inter-college/inter-university/inter-state activities such as sports and games, literary activities etc. The students of this college has brought good name to the college by successfully taking part in the sports, literary, environmental activities, community activities etc. The college has also witnessed students getting good position in sports and literary activities. In order to broaden the knowledge of the students, the college also encourages the students to take up excursion and study tour (local as well as outside the state).

Some of the activities of the various clubs and cells in the college are briefly described and listed in the following.

The NSS Club is actively involved in ensuring the students participation in activities like social work, community activities, issues pertaining to the environment. The Eco Club set up by the college has been responsible for creating awareness pertaining to environmental issues among the students. The Red Cross Club of the College also plays an important role in creating awareness among the students in terms of blood donation drive, reaching out to the people in times of disasters etc. The Red Ribbon Club actively involves in creating awareness among the students and staff about serious issues like HIV & AIDS. The College Fellowship has been playing a major role for the emotional and spiritual upliftment of the students and the staff for many years. This fellowship plays the role of creating a balance between physical, mental and spiritual development. The Career Guidance and Counseling Cell caters to the need of the students in terms of job avenues and for that matter even their subject combination, helping the students address such issues, making them aware of their responsibilities etc.

The activities conducted by the various cells and units during the years 2011-14 are listed below:

NSS and Red Ribbon Club

This club is an active unit of the College. In 2011 the members with the teachers-in-charge Thungchobeni and Imlilwabang, organised, participated and attended various functions, seminars and events, some of which are highlighted below:

- In Commemoration of the World Blood Donors Day, Nagaland State Aids Control Society organised a programme with the theme 'more blood . more life' on the 14th June 2011. Twenty one student along with NSS and RRC programme officers attended.
- In commemoration of the World Population Day, National Rural Health Mission organised a programme with the theme 'Small Family - Overall Development' on 11th July 2011 at State Academy Hall, Kohima. The programme officers along with seven volunteers attended the function.
- On the 12th of August 2011, the nodal officers attended the launching of the multi-media campaign by the NSACS at the Heritage, old DC Bungalow.
- An orientation programme was held on the 19th of August at the college auditorium. The volunteers were briefed about NSS and RRC activities and there was also a selection of class representatives for the year 2011- 12.
- On the 1st of October, 2012 the NSS and RRC in collaboration with Kohima District Voluntary Blood Donors Association organised a one day event on HIV/AIDS awareness and blood donation with the theme 'Share Life'. The event

witnessed many prominent guest artists performing songs from various genres of music and dynamic resource persons sharing on the given theme. A blood donation camp followed where 32 students with the principal and teachers volunteered to donate blood.

➤ the Club members attended the Adventure Camp held at Arunachal from 10-15 March, 2013.

Eco Club

➤ Eco Club, Alder College, was formed with the objectives of motivating students to imbibe habits and life style for minimum waste generation, re-use of waste materials and preparation of products out of wastes to sensitize and educate students about the environment and environmental issues through various programs and activities and promote eco-friendly activities in and around the campus.

➤ The Eco Club conducted the Eco Friendly Crafts Making Competition on the 4th of June 2011 wherein a total of seventeen participants from eight colleges in an around Kohima took part. The judges for this competition were Mr. Sevotso Vero; Additional Director, Industries and Commerce, Mr. Alem Longkumer; Team Member, Nagaland Bamboo Mission and Mr. Lanu Pongen; Freelance Sculptor.

➤ On 5th June, 2012, on account of the World Environment Day, pine trees were planted around the college campus. Posters with peace messages were also posted in all the classrooms.

➤ On the world environment day, 5th June 2013, Eco Club, Alder College, commemorated the occasion with a short programme in the college premises wherein the Principal Alder College spoke on the theme - 'think, eat, save' before departing for the Nagaland Baptist Churches Association Convention Centre to participate in the world environment day celebration organized by the Forest Department, Government of Nagaland. The Eco Club members numbering 20 students with S. Amos, Asst. Professor (Sociology) attended the programme at the above mentioned venue.

➤ Commemorating the World Environment Day, the club organised a Floral Exhibition Day on 5th June, 2014.

Red Cross

- The World Red Cross Day held on 8th May 2011 at the conference hall, Red Cross Office, Kohima, with the theme “find the volunteer inside you”, was attended by the teachers incharge and four students.
- The lecturers incharge attended the two day Dissemination on Red Cross Movement and First Aid Training held on 23rd and 24th August 2011, at the conference hall, Red Cross Office, Kohima.
- The members of Red Cross alongwith the members of the Eco Club organized a clean-up program on 2nd August, 2012 around the college campus under the theme “Serving for a Change”.
- The Indian Red Cross Society, State Branch Nagaland celebrated its 150th anniversary on International Red Cross Day’ ie. 8th May 2013. The programme was held at Durbar hall, Raj Bhavan, Kohima Nagaland. 14 students from Alder College attended with teacher in charge Mr. Pirong.
- The Indian Red Cross Society, State Branch, Nagaland attended the world blood donors day on 14th June 2013, a painting competition was held in celebration of the said day. Two students participated from the college.

Alder College Fellowship (ACF)

The ACF organizes weekly chapel program for all students, faculty and staff. ACF aims to inculcate value-based lessons and principles that will help students face life with clear beliefs and values.

It has been fortunate to have resource persons ranging from backgrounds of church, full time ministry, seminary students, research scholars, entrepreneurs and doctors, sharing their faith from different perspectives.

- The Fellowship organized a Friendship Celebration Programme on 4th Sept. 2011 and an outdoor retreat at Mima village on 2nd Oct. 2011.

- ACF conducted its annual camp from September 28-30, 2012 at Dimori Cove, Kigwema.
- To commemorate Friendship Day, a special service was held on 7th July, 2014. ACF held its annual camp for 2014 from 26-27 October under the theme “Think Deep, Live Wide”.
- The Fellowship executive members visited the Bright Morning Star Children Home on 31st August, 2014. It also conducted a one-day retreat on the theme “Life Choices” with the topics “Homosexuality”, “Abortion” and “The Reality of God”.
- An awareness program on substance abuse was held on 23 July. It focussed on Tobacco and Alcohol Abuse.
- Alder College conducted 21 services in the academic year 2014 with its first service highlighting a Spoken Word Artist Micah Bournes (USA) as the speaker.

Career Guidance and Counselling Cell

Career Guidance and Counselling Cell, Alder College, Kohima was constituted with the objective of promoting relevant academic and career information to enable students to make informed decisions in shaping their future careers. The cell, as such, serves as a vital link between the students of the college and the competitive world beyond. CGCC has been able to undertake various career guidance activities in the college with active participation of students and initiatives of the faculty members who were given the responsibility of co-ordinating the activities of the cell.

CGCC disseminates information about career opportunities, scholarships, courses of higher studies and entrance examinations on a regular basis. Necessary information on examinations and job-oriented courses are also put up on the Notice board. It also organises seminars and talks on Career Planning, the details of which are given below:

- CGCC organised a career guidance programme with the leading IT training organisation, NIIT, Kohima centre on the 9th of Sept. 2009 to enable students know more about career opportunities in IT. Mr. R. N. Bhagat, Kohima Centre Head gave valuable insights on the importance of IT and also announced the launching of the Bhavishya Joyti Scholarships 2009 for meritorious students. In this regard, NIIT opened BJSO9 stall in the college campus to give more details of the examination.

- A talk on “Career Opportunities” was organised on 3rd Oct. 2009 with Mr. K. Kevichüsa, Director of Postal Service, Nagaland as the guest speaker. The talk covered a variety of job areas including management, IT, Teaching, Airlines and Banking. Students with entrepreneurial skills and goals in civil services were given helpful tips regarding planning, motivation, material and preparation. The guest speaker also had an interactive session with students.
- CGCC of Alder College conducted a career programme with university of Technology and Management, Shillong on the 8th of Sept. 2011 with Mr. Virender Gupta, Asst. Director, UTM as the resource person. He stressed on the emerging sectors such as media and communication, retail, fashion, design, hospitality, travel and tourism which are experiencing a demand for specialised skills. Students were encouraged to pursue these specific courses to develop skilled technical manpower required in these sectors. Information on programmes, admission criteria and other details were discussed.
- In collaboration with Gateway Career Consultancy and Vocational Guidance and Counselling Cell, SCERT Nagaland, a seminar on career choices was organised on the 9th Nov. 2011. The resource persons were Mr. Zavise Rume, SCERT Nagaland, and Mr. Debashish Dutta, Gateway career consultancy, Dimapur. Career options for degree students was specially addressed by means of powerpoint presentations and motivational video clips. The seminar advanced into a lively interactive session with positive participation of students.
- the Myers- Briggs Personality Inventory (MBPI) was conducted in all the classes during the academic year 2012. This test was administered with the aim to help students identify their personality types so that they understand themselves better and choose a career that best suits their personality.
- Lectures based on Career Planning for Secondary & Higher Secondary Students by the SCERT, Nagaland was conducted in each class.
- A talk on “Towards a Self-Reliant Economy” was delivered by Mr. Kaka D. Iralu at the Dr. Setu Memorial Hall on 8th September 2012.
- Ms. Sesino Dimasha delivered a motivational talk on “The Importance of Dreams” on 17th November, 2012.

- The Cell also publishes an annual career guidance bulletin for the students on various context based career opportunities and openings. It also highlights articles and tips from established local entrepreneurs.
- In 2013, Alder College had a one-day seminar on Career Coaching and Personality Development in collaboration with YouthNet on 19th October. the sessions incorporated topics such as Self-Assessment, Mock Interviews, Confidence Building, Resume Writing, Grooming, Social Etiquette and SWOT Analysis.
- The Career Guidance Cell of Alder College, hosted a talk on “The Introduction to Aviation Industry” with Mr. Seto Khate, from the people channel Nagaland, as resource person on 18th February, 2015. The programme was attended by students of BA II, IV & VI semester. The interactive session following the talk saw active participation from the students.

Peace Channel Club

The Peace Channel Club plays an important role in educating the youth in peace and human rights, promotion of peace and cultural activities.

- The Peace Channel Club of Alder College conducted an orientation programme for the Peace Members at Dr. Setu Memorial Hall, Alder College on the 28th July 2011. Fr. Mathew, Advisor of the People’s Forum for Peace and Victor Yhome, Kohima District Co-ordinator attended the programme. The Peace Members of Alder College under Peace Channel Kohima District organized an exposure trip to Khonoma village from the 9th - 11th Sept. 2011 under the theme “peace lovers, peace makers and peace promoters”. Fourteen students attended the programme. North East Youth Peace and Cultural Festival was held at Little Flower Higher Secondary School, Kohima, from the 3rd to 6th Oct. 2011
- From 21st- 23rd September, fourteen (14) Alder College students attended the North East Peace and Cultural Festival, 2012 at the Holy Cross Higher Secondary School, Dimapur, organised by the Peace Channel, Nagaland
- One Day Seminar on the topic “Importance of Value Based Education & Peace Building” was held on 12th July 2013 at the college auditorium. Mr. Lacus Meyase, Ex. Director, School Education, Government of Nagaland spoke on importance of

peace. Around 200 students attended the seminar. Peace pledge was pronounced by every student present on the same day.

- In commemoration of the “The Peace Channel Foundation Day” the PCC of the College organized a “Peace Signature Campaign” with the theme “Blessed are the Peace Makers’. Along with the pledge, 250 signatures were given by the teachers and students of the college.
- On 1st August, 2014 the Peace Channel Club had their 1st Orientation Programme for the session 2014 on the theme “Inner Peace of Mechanism for Healing & Transformation”. The club hosted the district wise one day event of Kohima Youth Peace and Cultural Festival 2014 on the theme ‘Heralding Peace through Empathy on 8th November 2014 at Dr. Setu Memorial Hall.

Student Welfare Activities

- The Kohima Village Students Union organised a Literary Day on the 7th and 8th September, 2014. Out of the various categories for competition, students of the College participated in two (2) events: Painting and Debate. Hinoto came in third place (3rd) in the Debate individual category. The participants received certificates and Hinoto received cash money in addition to the certificate.
- The student welfare department of Alder College, Kohima organised a Literary Day on 21st July, 2012 for the students. Inter-class competitions on Extempore Speech and Quiz were held. In Quiz Competition, BA I team, comprising of Thungchio, Kope and Kapu, bagged the first prize, while in the Extempore Speech category, a BA III student, Shahilo stood first. The literary program had a good turn out both from the faculty and the student body.
- The department of Sociology, organised a state level Seminar on the theme, Crime in Society with special reference to Nagaland on the 18th of August 2012. The main objective of the seminar was to study crime from various perspectives. In the first session, Mr B.Tongpok(Advocate) from Kohima Law College, Spoke on the topic, Crime in Society: Legal Perspective”. His presentation touched upon the classification of offences under Indian Penal Code, punishment, causes of crime and measures. Secondly, Miss K.Ela (Social Activist) from Prodigals Home, Dimapur spoke about Human trafficking. She give an extensive talk on the various forms and purposes of human trafficking that includes sexual exploitation, organ trade, drug peddling, bonded labour, entertainment etc.

In the second session Dr Kejavisa Savino (Physician) from Bethel Medical Centre, Kohima, spoke about abortion. He presented various facts on the issue of abortion, Medical termination of pregnancy Act, 1971. Secondly Mr. Menuhokho (Pastor) from N.I.D.S, Dimapur spoke on the topic, "Crime in Society: Role of religion". He highlighted that religion is an effective agency of socialization. Students and teachers from eight different colleges including the host college participated in the seminar.

- The Department of education also organised a program under the theme "Unravelling Creativity" on the 4th of August, 2012 at Dr. Setu Memorial Hall. The Guest speakers were Ms. Khotole Kheyie (Asst. Professor of the Education Department, Nagaland University) and Mr. Vikhor Tapa (Artist). Main attractions of this program was the competition for the students under the categories of:

Floral arrangement-

1st Kikruhenuo, BA 3

2nd Lochumlo and Sentuile, BA 2

Salad dressing -

1st Temsurenla, Chisavi & Ngahneithem, CI- 12

2nd Linoli, BA 3

Painting/Sketching

1st Huto, BA 2

- The Department of EVS conducted field trips for the final year degree students. The details are mentioned below:-

2012	
Date	15-10-12 and 19-10-12
Location	Japan Bridge and Dzuza River
Total No. of Stdnts	157
Purpose	To study river & forest eco-system and medicinal plants.

2013: The previous annual university course was in the process of being phased out and as such there was no EVS field trips for this particular year.

2014	
Date	9-9-2014
Location	Zievürü
Total No. of Stdnts	91
Purpose	To study water pollution, river & forest eco-system and biodiversity.

2015	
Date	30-3-2015
Location	Dzulekie valley near Khonoma Village
Total No. of Students	91
Purpose	To educate on the environmental richness of the area.

- The English department conducted different activities for degree classes to break the monotony of classroom student relationship. With a view to allow students appreciate and take pleasure in nature, the BA 1st semester English honours students along with two teachers scaled up the Puliebadze peak. The students were given the opportunity to submit a write-up on the experience of their trek. The response saw promising writers in the making.
- The BA III had a more relaxed time watching a movie on the legendary character, Sherlock Holmes, created and made alive by Sir Arthur Conan Doyle, included in the course text of the 3rd year students is- “A Case of Identity”. A movie review was followed with an aim to enable the students to appreciate the characters and the writer.
- To help the students (BA II elective Students) understand drama better and also to develop in them an appreciation for drama as students of literature, a scene from Shakespeare’s “Macbeth’ was assigned to them to work upon and to enact the same in the class.
- The college organised a study tour to north India for the BA II A students along with the BA III Educational Dept. from 8th - 18th Jan. 2013. A total of twenty eight people (including two lecturers), went on this trip. The places visited were Delhi,

Agra and Jaipur. Some of the highlights of the tour were visits to the Taj Mahal Fort and the parliament.

- The students welfare department in collaboration with YoutNet Organised a seminar for BA 3rd year students on “Career Coaching and Personality Development” on 19th October, 2013.
- A one day seminar was held on The Importance of Media and Disaster Management on 12th September 2013 at Dr. Setu Memorial Hall, Alder College, organised by Alder College Alumni Association. Resource persons were Jonas Yanthan and Aja Zinyu.
- A one day workshop on “Legal Literacy Awareness and Para Legal Training” was conducted by the Alder College Alumni Association in collaboration with the District Legal Services Authority, Kohima on 3rd August , 2013.
- On 31st August 2013 Quiz and Essay Writing Competition was held in the college on the topic ‘National Integration’ organised by Kohima Legal Service Authority.
- Commemorating the Celebration of Right to Information Week, the Nagaland Information Commission organised an awareness program on 9th October 2013 at Dr. Setu Memorial Hall, Alder College under the theme “RTI as a tool for effecting good governance”. A short film on the same theme was screened.
- Some more enriching activities of the college are:
The history department of Alder College organised a field trip to the historic village of Khonoma on the 26th July 2013.
- From 10th to 15th March 2013, six students from NSS club attended the Adventure Camp held at Arunachal Pradesh.
- The college football team participated in the NSF Martyrs’ Trophy on 25th September 2013.
- 2nd Semester students along with the subject teachers (Education Dept.), visited the State Museum Art and Culture, Kohima on th 18th March, 2014 as a part of their

project work on Naga Culture. An awareness class on the concept of disability was conducted on the 12th of November 2014 for the 5th semester students.

- Two teachers Miss Akala Longkumer and Miss Vizolenuo Sophie along with 20 students from BA 5th semester went for an exposure trip to Sikkim, Darjeeling and Siliguri from 8th to 16th December 2014.

5.3.2 Furnish the details of major student achievements in cocurricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

A student bagged the third prize in the individual category of debate competition held by Kohima Village Students Union from 7th-8th September 2012.

The college football team won runners up in the Annual Martyrs Cup held at Kohima in 2014.

Out of the five delegates that the institute sent to the North East India Model United Nations (NEIMUN), one participant, Ms. Temsurenla Longkumer (BA 2 Sem) received the Diplomacy Award. NEIMUN is a national conference held annually for youth between 18-25 years of age. It was held from 16-18 December 2013.

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

The college as of now does not have a data bank but feedback is received from its graduates and employers through personal interactions. Timely meetings with the employer are good opportunities to deliberate on issues pertaining to college infrastructure, library, academics and so on.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

- The college have editorial board members who takes initiatives in the publication of the college annual magazine, bulletins and other publications. The college brings out its annual magazines known as “The Alderian,” now called, “The Alidade” and college bulletin- “Alderambling”.
- The students are encouraged by the editorial board members to contribute articles, write ups etc. and for this the board members bring out notices well ahead of the publication in order to give sufficient time to the students for such publications. Announcements are also made in the class rooms for more awareness.

Lists of publications:

2011	:	The Alderian
2012	:	The Alidade
2013	:	The Alidade
2014	:	The Alidade

Alderambling, the college bulletin published bi-annually.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

- Yes. The college has a students’ body known as Alder College Students Union. The Students Council is headed by the Principal as ex-officio President and Advisor. The Office of the General Secretary, Asst. General Secretary, Games

and Sports Secretary, Press & Information Secretary, two representatives to All Nagaland College Students Union, Women Co-ordinator are elected every year through secret ballot voting system by the students community.

- The Students Council also works under the teachers in charge of students affairs appointed by the authority of the college.
- The Students Council take an active part during the sports week and Annual Day by helping out in organising the programmes. The Students Council is entrusted with the responsibility of looking into the welfare of the students. It also helps in checking mis-conduct, uniforms and cleanliness of the college campus.
- The Students Council executive members look after the office of the students council and represent the students community to redress their needs and grievances.
- The Students Council is guided and functions under a constitution.
- The funds for various students' activities are managed by the college authority.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

Class representatives are elected to represent their respective classes. The Students' Council also have a provision to represent the college to the office of All Nagaland College Students Union. A girl and a boy representative from each class and the members of the students union are members of the Grievance Redressal Cell.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

Any other relevant information regarding Student Support and Progression which the college would like to include.

- In order to network and collaborate with the alumni, the college have set up an association known as Alder College Alumni Association. This association was established on 15th May 2012. The institution keeps in touch with the

alumni on regular basis to share ideas and views about the college. Programmes have also been organized with the initiative of the alumni. A pertinent point to mention here is that some members of the alumni had also worked as faculty in the college and some still are, which facilitate better communication with the alumni. Exchange of ideas with former faculty is done on personal interaction.

- The institution also stress on enrichment programmes for the overall development of the students. Membership drive is carried out to encourage students to enroll in units like NSS, Eco-Club, Peace Channel, etc. whereby they are given the chance to participate in varied extension services, thereby living the motto of the college: We learn to serve.
- Students are given the responsibility of house captains during the sports week, elected as class representatives and elected democratically to Alder College Students' Union to represent the students' body. All these exercises help to develop leadership skill among the students and they at the same time learn the art of shouldering responsibility and team work.
- The college annual magazine (Alidade) is a noteworthy platform through which the students can unravel and nurture their creative skills. The presentation of drama on the annual day celebrations has given an additional opportunity for students to tap into their creative sight.
- The Career Guidance and Counseling Cell contribute to the overall learning process of the students by enlightening the students in job opportunities.
- Students are encouraged to take active participation on the stage in the weekly fellowships which helps boost confidence and also prepares them for public performance.

The year round extension programmes and activities has added to the store house of knowledge.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

Vision Statement:

The college is committed to provide the kind of education that promotes not only academic excellence, but also social responsibility and human values. Hence, the vision: *"To impart a comprehensive and relevant education keeping in view the needs and aspirations of a responsible citizenry."*

Mission and Objectives:

- To facilitate education for all irrespective of caste, creed and culture.
- To make education accessible to the poorest section of society and the remotest corner of Nagaland and beyond.
- To provide education with a view to developing skills to cope with life as a whole including inculcation of values for responsible citizenship.
- To bring out the best in the individual to attain excellence not only in the academic field but also in the other spheres of life.
- To foster mutual understanding between individuals and groups, to encourage creativity, value education and integrity.
- To regularly upgrade the library with sufficient numbers of relevant books, periodicals, journals and internet facility in order to keep the knowledge updated for the students and the teachers alike.

- To develop and provide all modern facilities for co-curricular activities together with curricular provisions where the youth would be groomed mentally, physically and psychologically to their requirement of the contemporary society.
- To develop into residential institute with adequate infrastructure shall be one of the priorities in order to have optimum academic atmosphere.
- The college is an institution whose members zealously strive to be freed of corruption in every sphere, an institution where excellence overrules nepotism and favouritism and whose members value humanity. It is also an institution where the student society is empowered to be responsible stewards of the environment.
- The institution is non-bias, non-discriminatory. It stands for equal treatment of both boys and girls students. In keeping with its mission statement, the institution follows an open policy in its admission of students. No preferences are given on the basis of tribe, caste, religion or culture. It is the institution's tradition to admit students from the poor section of society and the remotest corner of the State.
- To enable students achieve the outmost of their capabilities in academic qualification, qualified and experienced teachers, passionate about teaching, nurturing and motivating young minds are recruited.
- To develop and hone various interests and talents, platforms in the form of art programmes, literary programmes, games and sports programmes are designed and organised throughout the academic sessions. Students also participate and interact outside the institution in such activities.
- To enable students to live constructively and tolerantly in a culturally diverse and rapidly changing society, it is necessary for them to inculcate skills of communication, empathy, adaptability and social skills. For this, the institution's various cells organizes various extension activities and undertake exposure trips to places and shelter/homes housing the less fortunate.
- The institution promotes eco-friendliness not only confined to its campus but in the locality as well. To impart education on our responsibilities to our

environment, global environment related days are observed and environment protection activities are undertaken.

- Over and above all these, the institution ensure the all-round development of the students by providing all infrastructural as well as counseling services.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

- 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.
- All policy matters are openly discussed and with due approval from top management are implemented by the Principal.

6.1.3 What is the involvement of the leadership in ensuring :

- **the policy statements and action plans for fulfillment of the stated mission.**
 - **formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
 - **Interaction with stakeholders**
 - **Proper support for policy and planning through need analysis, research inputs and consultations with stakeholders**
 - **Reinforcing the culture of excellence.**
 - **Champion organizational change.**
-
- the policy statements and action plans for fulfillment of the stated mission.

Keeping in mind the mission of the college, the policy statements and action plans ensures all-round development of the students, inculcating human values in them.

This is done by striving not only for academic proficiency through various exercise like tests, assignments, paper presentations, project works, seminars, but also by involving all the students in extension activities organized by the various cells/units like NSS, Eco-Club, Peace Channel etc.

- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan

The institution takes necessary steps and strictly follow the layout of the academic calendar prepared by the Principal. Programmes are chalked out in accordance to the availability of time and resources. Teachers are strictly mindful of the time limit for course coverage before the end term examination and prepare action plans that is student friendly and suitable to the local needs. The duties and responsibilities are allocated among different departments and cells.

- Interaction with stakeholders
- Interaction with stakeholders is done on a regular basis. The teacher outside the classroom is a mentor to the student and interact with him/her on a daily basis. Besides, the Mentor-Mentee Programme ensures a meaningful interaction with the students. The many activities organized by the institution also facilitates interactions between the students and teachers. Timely meetings are held with the parents/guardians of the students. The interaction with the Alumni is kept renewed with periodic meetings.
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders

The policy and planning are framed out in coordination with the Chairman. Policies are taken up in accordance to priority and planned for further implementation. All

feedbacks received from the major stakeholders are deliberated upon in staff meetings and appropriate suggestions are entertained and implemented.

- Reinforcing the culture of excellence

To bring out the best in the individual to attain excellence in the academic field, students are engaged in various academic exercises through a structured mechanism that involves various internal assessments and examinations. The college has the mentor-mentee programme that functions to provide individual care to students. Attendance is another area which is given particular care. Attendance record of each student is maintained for ready reference and necessary action. Besides, various academic exercises like debates, seminars, workshops and other literary activities are encouraged to develop skills that aid the learning process. Balanced growth requires the right dose of co-curricular activities. Literary and painting competition, games and sports, drama etc. are regularly organised.

- Champion organizational change

A sound organization is a must for success in an institution. The college being a private institution, rarely sees change in hands. However, the post of the Vice - Principal is occupied on rotation basis which is assumed by the head of departments. Minor changes in guards take place concerning the units/cells as and when teachers in charge leave the college.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The institution has taken some strategic measures to ensure the effective implementation of its policies and plans. The IQAC meets regularly to deliberate on policies and plans and the Academic Committee also holds meetings at regular intervals. The HoDs call a meeting with the teachers of the department and the

Chairman conducts meetings with the staff at least twice a year. All these meetings are a monitor and evaluation of the various policies and plans of the college.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The Chairman, who is an academician, hold meetings with the entire staff at least twice a year, few meetings with Academic Committee and several discussions with the Principal and Vice Principal. Through these meetings, opinions and suggestions from all quarters are freely shared and discussed based on which decisions are taken. This has proved to be extremely beneficial for the college.

6.1.6 How does the college groom leadership at various levels?

- The base level is the class room. At this level, all the classes elect class representatives. The class representatives are entrusted with the responsibility of bringing grievances and other issues of his/her class to the notice of authority. The class representatives also monitor the class in the absence of the teachers.
- The fourth level is the student's body or the Students' Union. This union has number of elected members. The union is the medium between the authority and the students. They represent the college in state and national collegiate activities. The union under the supervision of teachers organise the co-curricular and extra-curricular activities. The members are also taught leadership by involving in sports week and different activities of the college.
- The third level is the Staff Welfare Union. This union has three elected members. These members cater to the needs of the staff and faculty. They represent the staff and faculty and takes grievances and proposals to the top management.

- The second level is the Principal who heads over the institution and executes the various plans and programmes of the institution.
- The top level is the Chairman who takes all necessary steps to put into effect all the objectives and policies of the institution.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

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.

All these departments and units function independently but in coordination and with the guidance of the Principal.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

The college inspite of being a private college, fosters participatory management. (See Criterion 6.1.2 and 6.1.7)

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

- The quality policy is incorporated in the vision of the college: “To impart a comprehensive and relevant education keeping in view the needs and aspirations of a responsible citizenry”.
- This quality policy is projected in the college prospectus, annual magazine and college website. Orientations given at the start of a new session also highlight on this policy. Some actions towards realizing this vision are offering Honours course in six subjects to cater to the varied interest of students, keeping several cells/units such as Eco Club, N S S and Red Ribbon Club, Peace Channel, Youth Red Cross and providing mentoring and counseling services.
- These quality enhancing activities are reviewed by taking a feedback from the stakeholders –students, alumni, parents/guardians and in the meetings. The college magazine and bulletin also highlights on these achievements.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Perspective Plan for development of the institution includes:

- a. Inclusion of Commerce Course.
- b. Upgrading Tenyidie subject by introducing Honours in this paper.
- c. Inclusion of add-on courses like cooking and music.
- d. To start a coaching center for competitive exams.

6.2.3 Describe the internal organizational structure and decision making processes.

Within the college, the organisational structure is headed by the Principal, followed by the Vice Principal, the Department Heads and the faculty. Where policy is concerned, the head becomes the Chairman. This means that the structure headed by the Principal takes charge of the normal functions of the institute. Where policy decisions need to be made the issues are referred to the Chairman.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- **Teaching & Learning**
- **Research & Development**
- **Community engagement**
- **Human resource management**
- **Industry interaction**

Teaching & Learning

The success of academics depends on effective planning and a dedicated teaching staff. The institution has well qualified teachers with good academic standing in their respective field of study, appointed on the basis of the UGC guidelines. Since students are the major stakeholders, the college is ever mindful to apply some of the best practices:

- A continuous comprehensive evaluation through such activities as tests, assignments, paper presentations form an integral part of teaching.
- No questions left without testing.
- Giving brief and relevant, clear introduction of the subject matter.
- Use of positive verbal re-enforcers, such as compliments, writing pupil's responses on the white board.
- Display of materials, pictorial forms (charts).
- Using previous knowledge - open ended questions for class discussions.
- Open- minded, good rapport between the students and teachers.
- Apply students or learners centered approach method of teaching.

- Lecture-cum-discussion with pre-model lesson plan.

Research & Development

- Encourages the students and faculty members to participate in research activities. ICT facilities has been provided with access to e-resources.
- Provides short term leave and special leave for research work.
- Students are provided with funding on their field trips to undertake project works in ecology, etc.
- Organizes seminars on topic such as “Crime in Society with Special Reference to Nagaland State”, “Research and the Teacher”, and facilitates teacher’s participation in workshops and seminars outside the college.
- The college is in the process of bringing out its first academic journal.

Community engagement

The institutions facilitates various community engagements such as utilization of college auditorium and class rooms for conducting UPSC exam, NPSC exam, Bank recruitments, departmental exam and youth programmes etc. The students along with the teachers in charge attends state level functions, seminars, world blood donor day, etc (See Criterion 5.3.1). The institution involves itself in community based activities such as cleanliness drive , tree plantation and works in collaboration with many organizations. Over and above this, the institution is engaged in promoting social responsibility and citizenship roles in many ways (See Criterion 5.3.1).

Human resource management

The institution has set up various cells, units and committee to facilitate personality development and human value. They are as follows:

- IQAC : This cell function as an advisory, recommendatory, monitoring and executing body. Its members consist of the Chairman, Principal, Vice Principal, Co-ordinator, HoDs, Counselor and Board members.

- Grievance Redressal Cell : This cell is entrusted with the responsibility of addressing the grievance of the students.
- Career Guidance and Counseling Cell : The Cell is committed to provide all possible guidance in the student's quest for career.
- Anti-ragging Cell: This cell was set up with the purpose to prevent and eliminate ragging in all its form from the institution.
- College Fellowship: It offers personal care through counseling and conducts weekly fellowship to meet students' spiritual needs.
- Research and Development Cell: This cell takes care of research activities of both the teachers and the students.
- Eco Club: The unit endeavours to promote ecological awareness through participation. Volunteers are involved in educative programmes like plantation drives, cleanliness drives and promotion of eco friendly products.
- NSS & Red Ribbon Club : This unit stresses on development of student's personality through community service, create awareness on HIV/AIDS and blood donation.
- Peace Channel: The channel works to educate the youth in peace and human rights education.
- Examination: Both the teaching and non teaching faculty participate in conducting internal and external examination in all the respective semesters as per the university directives.
- Students' Union: Students' union is an important component in the organisational structure of the college. It is a body of elected representative of the students. Various students' activities of the college are organised and coordinated by the students' welfare incharge. It ensures the involvement of every section of the students' body of the college. The office bearers are fully involved in the planning and proper execution of various students' activities. The committed and dedicated service rendered by the office bearers is praise worthy.

Industry interaction :

N/ A

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

Whatever feedback is received, is shared by the Head of the institution to the top management through personal contacts and the meetings held with the faculty and staff. These feedbacks are also shared among the stakeholders during mentor-parents/guardians meet, parent-Principal meet and on annual functions.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

By having thorough and comprehensive discussions with both academic and clerical staff at least twice a year. In these meetings, reports and opinions are invited from all departments and good works and ideas are acknowledged and supported. The atmosphere of these meetings are always congenial and open discussions take place. Cash rewards are also given as acknowledgement of a person's contribution to the efficiency of the institutional processes.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The management resolved that the parents/guardians of students weak in performance or attendance or in both, should be called and informed of the situation. It resolved to raise the bar for the cut-off percentage of student's attendance. It also decided to open up another emergency exit for the Auditorium. All these resolutions are being effectively carried out.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

Yes, there is provision for according the autonomous status to an affiliated institution. However, as of now, the effort is mainly to obtain a favourable grading by NAAC. Thereafter, further efforts will be made towards attaining autonomy.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

In order to promote a better stakeholder relationship the institution set up a Grievance Redressal Cell where the students can air their grievances. The Cell is headed by the Principal and assisted by the Vice-Principal, the senior-most teacher and the counselor. The members of the Cell interacts with a boy and a girl representative from each class and members of the Students' Union on regular basis.

The grievances are not made to sit for long, but deliberated upon in the IQAC as well as general meetings for immediate redressal.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

No

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Students' feedback on teacher's performance is entertained in the form of questionnaire. This has been generally helpful in enabling the teachers improve their teaching practices. Other than this, no formal mechanism is available for procuring a feedback on institutional performance except through personal interactions. Every feedback is taken heed of for the overall development of the institution.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

- The college management provides a congenial working environment to create a stress-free atmosphere for the teachers. The college motivates the faculty members to get trained through training programmes and workshops in their respective areas. It provides timely information to its teachers through circular on the upcoming seminars and refresher courses. The college also encourages the faculty members to pursue research studies by granting leave and some financial aid.
- The college has not conducted a formal development training for the non teaching staff. However, a personality development workshop of the informal type has been organized, and to send them for formal skill up-gradation is in the offing.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Faculty empowerment is sought through exposing the faculty to various seminars, workshops, orientation programmes and by inviting experts from different fields to the college.

The employees are motivated by being provided with infrastructural facilities such as the library, well-aired staffroom, a recreational stadium, a quiet room (IQAC room) for study. Appreciation is always generous and financial perks are also given.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Performance appraisal of staff includes regularity in attendance, punctuality, particularly going inside class room on time and coming out only when time is over, use of teaching and learning methods, content mastery, clarity in teaching, maintaining discipline in the class room etc.

The data is collected by the Co-ordinator of the IQAC and handed over to the Principal who convey the feedback in confidentiality. Ideas for effective teaching methods are shared amongst the teachers in the meetings.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

They are communicated both verbally as well as in written form. The review of the performance appraisal has made the management aware of the staff's performance and necessary corrective measures has been taken where needed.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Staff welfare fund with loan facility is made available for both teaching and non-teaching staff. Cent percent of teaching and non-teaching staff have availed the benefit of such schemes in the last four years.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

The college sees to it that a friendly and congenial environment is maintained among the faculty. To cater to the varied academic choices, the college offers Honours in six disciplines: English, Economics, Education, Political Science, Sociology and History. This is also one measure taken by the institution for attracting and retaining eminent faculty. A bonus of one extra increment is provided after the completion of 15 years in service. Salary is also revised at regular intervals.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

So far, the simple mechanism is that the financial resources are utilized on priority need basis. This basically means that after the essentials are accounted for, such as salary, examinations, office requirements, library, co-curricular activities etc, the rest are utilized for maintenance and development works.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

For audit, the required papers/information are prepared by the Accountant and Treasurer. These are examined by the principal and approved by the chairman. This whole process often involves clarification and discussions. For UGC grants,

officers authorized by the university come for spot verifications and submit reports to appropriate authority while concerned financial papers are certified by chartered accountants. Mainly because of the fact that rapid progress and development are very visible to any observer, there has not been any audit objections.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The major source of institutional funding is the fees. Any deficit is met by the sponsoring body.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Alder College was established in 1992. However, it is only very recently that UGC grants were received. With these funds, extensive development works are going on in full swing. They include girls hostel and stadium.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

- a. **Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

The college in pursuance of quality assured education had set up an IQAC on 9th August 2010 with the aim to work on strategies to ensure quality education. The

policy of this cell is to function as an advisory, recommendatory, monitoring and executing body with its members consisting of the Chairman, Principal, Vice Principal, Coordinator, HoDs, Counselor and Board Members.

An integral part of the policy of the IQAC is to develop action plan for the academic year including new academic programmes, and recommending infrastructural developments. It also suggests organizing more co-curricular and extra curricular activities thus motivating students to learn beyond the curricular aspect. The teachers are also encouraged to organize seminars, workshops etc and to pursue research studies. The Cell has identified the best practices of the college which are in operation.

The Cell plays an important role in the decision making process in some of the activities. The cell receives feedback and suggestions from the various departments through the respective heads and staffs.

The whole exercise of the IQAC is participatory and conducted in a democratic manner.

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

Since its inception the IQAC has proposed many positive suggestions which have been implemented. They are as follows:

- Many new Cells-Grievance Redressal Cell, Women Development Cell, Anti-Ragging Cell and Research & Development Cell have been created.
- Remedial classes for slow learners have started.
- Mentor-Mentee Programme suggested by the IQAC is in operation as the best practice.

- Better infrastructural facility for drinking water for the students has been installed.
- An IQAC room with ambience for study and discussions has been constructed.
- The library has been updated with modern facilities like computers, internet connection, Photostat machine and printers.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Yes, they are local members. So far, contributions has been made by them in the form of advice and opinion sharing on personal interactions.

d. How do students and alumni contribute to the effective functioning of the IQAC?

The students and alumni contribute to the effective functioning of the IQAC through interactions, experience sharing, putting in positive and useful inputs.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC works as facilitator with other staff members from different constituents by providing and disseminating information on quality assurance mechanism. The Co-ordinator helps by co-ordinating among the staff and administration.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

Yes, and their functions are regulated by the Principal.

- Power is delegated to the Vice Principal and HoDs for more practical and effective functioning of academic activities concerning classes, routine, course coverage, teaching methods, students problems etc.
- An Academic Committee is set up to take care of issues pertaining to exams, selections, teaching methods and academic calendar.
- Career Guidance and Counseling Cell is an integral part of the quality assurance mechanism.
- Research and Development Cell is also committed to the pursuance of quality assurance in the college.
- Committees/cells composed of the faculty members set up the Principal for various activities of the college, assists him in ensuring smooth and efficient transaction of the institution's programmes.
- Responsibilities are well defined and clearly communicated to all concerned through office communication and through meetings.
- Failures on the part of faculty or staff or students in carrying out their assigned duties are carefully and diplomatically handled by the Principal.
- The non-teaching section is headed by the Head Assistant with the Principal taking a supervisory role.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Though the institution does not provide any formal training for effective implementation of the quality assurance procedures, the staff co-ordinate with one another, help one another and learn from one other by sharing ideas and views. Exposure to various faculty development programmes has added to the storehouse of knowledge and experience. The attendance to various NAAC workshops have also gone a long way in acquiring knowledge for effective implementation of the quality assurance procedures, the knowledge of which is shared with the other staff members.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

The Academic Committee conducts timely meetings where the academic provisions are reviewed. An important quality initiative of the institution is the academic audit carried out by the various departments where the HoDs review the teaching learning process and the achieved targets. Academic Audit is also carried out at the end of the year in general meetings. Basing on the review done during such meetings, some positive suggestions are offered and implemented on.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The relevant quality assurance regulatory authorities are the Nagaland University (NU), the UGC and the Department of Higher Education.

The functions and responsibilities of the College are decentralized. Policy making and quality assurance programs are done by meetings that provide opportunity for all to contribute opinions and ideas.

The admission policy is a transparent one, favoring no particular group or section of people (eg. caste, creed or culture). The institute aims to make education accessible to the poorest section of the society. Education at Alder College also seeks to inculcate skills to cope with life as a whole, with value-based teaching for responsible citizenship.

We also strive to develop and provide all modern facilities for co-curricular activities together with curricular provisions so that students are groomed mentally, emotionally and physically to be able to thrive in contemporary society.

The Institute meets all the conditions required from a permanently affiliated college. We are also recognized under the Section 2 (f) and Section 12 B under the UGC Act.

The internal quality assurance mechanisms of the institute also take into consideration all the rules and regulations that come from the Nagaland University,

Department of Higher Education and UGC from time to time and take the necessary course of actions to meet them.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Some mechanism is undertaken to continuously review the teaching learning process of the institution. The Academic Committee headed by the Principal and having for its members the HoDs, conducts regular meetings and deliberates on important issues like course coverage, exam and student's performance. The IQAC composed of the Chairman, Principal, Vice-Principal, Co-ordinator, HoDs and Board members, continuously review the teaching learning process by calling meetings at regular intervals. The HoD of various departments also help to review the teaching learning process by keeping a track of the performance of the department.

All positive suggestions put forward in all these meetings are implemented.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

The institution communicates its quality assurance policies, mechanism and outcomes to the various internal and external stakeholders through the college prospectus, annual magazine, annual functions, orientations, meetings and personal interactions.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Yes, the college has an environmental cell in the form of Eco Club which conducts a Green Audit of its campus by carrying out various environmental related activities organised in collaboration with the NSS. It also conducts several programmes and activities every year such as cleanliness drives, plantation works, field visits, talks and discussion. Waste basket and disposals are carefully maintained.

Regular cleanliness drive activities such as campus and class room clean up, clean up of the road leading to the college and proper disposal of waste are also organised by the college under the directives of the Principal. Besides this, Eco friendly activities like tree plantation and recycling of waste product are also organized.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- * Energy conservation**
- * Use of renewable energy**
- * Water harvesting**
- * Check dam construction**
- * Efforts for Carbon neutrality**
- * Plantation**
- * Hazardous waste management**
- * e-waste management**

The college has taken some measures to promote eco-friendly campus:

Energy conservation

The institution has taken up a small step in an attempt to teach energy conservation to the students by proper use of electricity like switching off the lights when it is not required. The institution ensures that the computers, printers, projectors, Photostat machines, fax machine etc. are shut down at the end of the day.

As part of energy conservation, the college has replaced incandescent bulbs with CFL and LED bulbs. Besides, the college also observe 'Earth Hour'.

Use of renewable energy

The institution has solar panels and solar water heaters installed in the campus.

Water harvesting

Water harvesting is done in the college wherein rainwater as well as ground-well water are stored and used for drinking and other purposes.

20,000 litres and 8000 litres capacity in the college campus. Two ground wells in the college campus.

10,000 litres capacity in the boys' hostel

10,000 litres capacity in the girls' hostel. One ground well in the girls hostel.

Check dam construction

A traditional check dam have been implemented to control soil erosion, water flow velocity and trapping floating garbages.

Efforts for Carbon neutrality

The college has taken some humble measures in an effort to maintain carbon neutrality in the campus by planting trees, maintaining garden, clean campus with proper disposal of waste.

Plantation

Different clubs initiates plantation of trees and organises activities such as setting up bill boards on plantation and spreading awareness through project works to the students.

Hazardous waste management

Regular maintenance of the septic tanks in the college and hostels are done by engaging the services of Cess Pool.

Compost pit is maintained wherein kitchen wastes are collected.

Waste papers are safely disposed off by incinerating in the allotted area.

e-waste management

Repairs of defective equipments are mostly done and reused and hence there has not been much accumulation of e-waste. .

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

The following innovations were introduced and are practiced:

- Remedial Classes: In order to motivate and encourage the slow learners, remedial classes are conducted to enhance and improve their learning. The students are identified after a certain period of time by the concerned teachers. These students can attend the remedial classes once in a week for 35 minutes. A thorough discussion of previous years question papers as well as expected questions are carried out in these remedial classes. This has made a real impact on the academic performance of the students.
- Peace Channel has been successful in educating the youth in peace, promoting peace amongst the students and fostering a sense of oneness.

- A mentoring cell was introduced to keep a close watch of every student with regard to their development in every field. 15 - 20 students are assigned to a mentor who mentors their ward till graduation. This has brought about an improved human interaction on the campus and the all round development of the students.
- Maintenance of Log Book by all the teachers on course content, syllabus coverage, revision classes and classroom activities. Lesson plans are also prepared for a fortnight which is monitored by the HoD of the various departments. This mechanism has enabled the teachers to cover the course efficiently and on time.
- Orientation Programme: Formal orientation programme for all the students is arranged by the institution to familiarize the students on the course content. This has helped the students identify and assess their needs before the commencement of the course.
- Sponsoring Students: The college sponsors students who come from low income background. This serves to demonstrate one of the objectives of the college.
- A feedback mechanism was introduced with the motive of evaluating and monitoring the teachers' performance. This mechanism has gone a long way in improving the quality of teaching and thus enhancing the teaching learning experience of the students.
- A library orientation is in practice. This exercise has led to a familiarization of how to make the optimum use of resources available in the library.
- A Grievance Redressal Cell was introduced to enable the students to air their grievances which also act as a feedback on the functioning of the college.
- A Research and Development Cell is in operation and this Cell has initiated new developments in the area of research activities.

7.3 Best Practices

7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

1. Title of the practice

Mentor-Mentee Programme

2. Goal

Being a college which teaches undergraduate students, majority of the students enrolled are at a vulnerable age where issues like dressing, relationships, use of cell phones and behaviour are sensitive topics. Realizing that for the overall development of the student, improvement in the above mentioned areas are also required, the college introduced the Mentor-Mentee Programme. Therefore this 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 guide him/her. 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 to erring students and motivation to others.

3. The Context

This programme was taken up keeping the welfare of the student in mind. However, as is with any new programme, it had its initial challenges. 'How to go about it' was one overwhelming question that stared us in the face. Another

contentious issue was the insufficient number of senior teachers at that time to take up this programme. The introduction of the new programme also meant additional work load for the teachers. As such when the programme first began, time management for the teachers became a pressing issue. Another matter of importance is that, the teacher who was delegated the responsibility of dividing the students/mentees among the teachers had a difficult task with having to take into consideration equal /fair division, teachers and students from the same department and so on. The format for the maintenance of the mentee's profile was also another one such task. Meeting the parents/guardians every semester became another issue as it incurred the resentment of some guardians. Another challenging issue was to involve the supporting staff in the preparation of the Report Card as they already had their designated work and this meant additional task. One more pressing issue which had to be tackled was appointing the dates for calling the parents/guardians as this meant taking some time off from the class hours. Over and above all these, there was the deadlock of making the students comprehend the importance of such a programme, let alone meeting them on time.

However, inspite of all the above mentioned challenges, the institution after some initial hiccups have acquired the expertise of handling the programme and has now mentored one cycle of students (1st-6th Semester) successfully who are now about to graduate.

4. The Practice

The mentoring programme was taken up to keep a close watch of every student with regard to their development in areas such as 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 brought out containing personal details of the student and the academic profile.

The mentor call a meeting with the mentees and fill in the necessary information on their mentees. Interaction on a personal level take place at such times. Such interactions are not made to feel very formal 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.

After much deliberation, it was decided that the mentors would formally meet their mentees in the 1st, 3rd and 5th semesters, but outside the formal structure, would always be available to the mentees. Whereas meetings with the parents/guardians would be 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. So far the mentors have maintained a good rapport with the parents/guardians of the mentees. 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 himself takes a keen interest in this best practice of the college by offering his invaluable advices and overseeing all the mentor's activities.

5. Evidence of Success

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. The mentors has been able to motivate the potential performers to consistently do well in studies , if not to do better. This programme has resulted in improved discipline and helped in improving behavioural attitude. As such it has helped to

resolve conflict between students-teachers, and decreased the use of cell phones in the campus. Students have opened up and feel that they have somebody to turn to in times of trouble. 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 the success this programme is having.

6. Problems Encountered and Resources Required

As with any new programme, this programme had its share of problems encountered. The very first problem at the initial stage was the initiation of the students into the programme. It took some time to make the students realize the seriousness and depth of this programme. There was the problem of appointing the right time for the mentor-parents meet. Another problem encountered was the resentment of some guardians having to come every semester to meet the mentors of their wards. Some ill-informed parents/guardians could not make it to such meetings and caused a delay in the smooth functioning of the programme. Drop outs who joined the college again got misplaced under another mentor which took some time to resolve. There was also the tendency of the mentees to produce a fake guardian in the initial stage of the programme.

The financial resources requirement is for materials like papers, file covers and light refreshment for the meetings, and these are easily managed by the institution. A supporting hand is required from the Head of the institution to formally invite the parents/guardians and address the defaulters, which he sees to. Student volunteers are also mobilized to help out during such meetings with the parents/guardians.

The mentoring programme has proved to be fruitful and the institution plans to continue the programme for the benefit of the students/mentees.

1. Title of the practice

Remedial Classes.

2. Goal

This programme was introduced to target 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.

3. The Context

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. In spite 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.

4. The Practice

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. 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. In order 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.

5. Evidence of Success

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.

6. Problems Encountered and Resources Required

As stated earlier, this programme could not take off very promisingly as the students had the fear of being labeled weak in studies and thus were not forthcoming in attending such remedial classes. There was also the problem of fixing the classes during the prime time since the course coverage for normal classes was also a matter of concern.

The remedial classes taken up by the teachers had to be paid a certain amount of fees for each class as this was an additional work load. Other than this, there is no financial implication for this programme.

The teachers divided the classes among themselves and tried to do justice to the topics revised during the remedial classes.

Over and above the head of the institution, the Principal, supervises to ensure the smooth functioning of the programme.

IV. Evaluative Report of the Departments

1. Evaluative Report of the Department

1. Name of the department **Education**

2. Year of Establishment **1994**

3. Names of Programmes / Courses offered (UG, PC, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

- **UG**

4. Names of Interdisciplinary courses and the departments/units involved

The college does not have interdisciplinary courses.

5. Annual/ semester/choice based credit system (programme wise)

Semester

6. Participation of the department in the courses offered by other departments.

There is no participation of the department in the courses offered by other departments.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

The college does not have courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

So far the college have not discontinued any course.

9. Number of Teaching posts

	Sanctioned	Filled
Professors	-----	-----
Associate Professors	-----	-----
Asst. Professors	03	03

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. Etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Ms. Akala Longkumer	MA, NET	Asst. Professor	-----	08	-----
Ms. Keneiseno	MA, NET	Asst. Professor	-----	06	-----
Ms. Medotsino Thorie	MA	Asst. Professor	-----	05	-----

11. List of senior visiting faculty

The college does not have a list of visiting faculty in a regular way. However, University Professors and Academicians have come and given talks during special functions organised by the college.

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty.

The college has full time teachers and has not felt the necessity of employing temporary faculty.

13. Student -Teacher Ratio (programme wise)

8:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

1 technical and 4 administrative staffs.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

PG

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

None so far.

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

None so far.

18. Research Centre /facility recognized by the University

The college being an undergraduate college as of now does not have a recognized research centre.

19. Publications:

* a) Publication per faculty **- 2**

* Number of papers published in peer reviewed journals (national / international) by faculty and students **- 2**

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social

Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ ISSN numbers with details of publishers:

ISSN: 2319-9970, Vol – I, No. 1, Jan-Dec 2012 and

ISSN: 2278-4624, Vol-II, 2014.

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

None

20. Areas of consultancy and income generated

In subject area as well as societal issues.

No income generated.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

National: 1

Editorial Board: 1

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental /programme

Project works are made compulsory for all the students in the department and form a part of the evaluation process.

b) Percentage of students placed for projects in organizations outside the institution
i.e.in Research laboratories/Industry/ other agencies

None

23. Awards / Recognitions received by faculty and students

Though the department is no less in its performance, faculty and students are yet to receive Awards/recognitions.

24. List of eminent academicians and scientists / visitors to the department

Eminent academicians visit the college from time to time which has benefitted the college as a whole. Some of them are

- i) Prof. Lanunungsang Pro Vice Chancellor, Nagaland University
- ii) Mr. Talitsuba Ao, Rtd Director of School Education, Nagaland.
- iii) Mr Niketu Iralu, Social Activist
- iv) Dr. Alongla Aier, Associate Prof at Oriental Theological Seminary, Dimapur
- v) Mr. Deo Nukhu, Parliamentary Secretary, Higher Education, Nagaland.
- vi) Dr. Bendangla, Asst. Prof at SCTE, Nagaland
- vii) Dr. Rukhono Iralu, Principal, SCTE, Nagaland

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National

b) International

None so far

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F		Pass percentage
UG	56	56	26	30	100%

*= Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%	None	None

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.

No databank to keep trace of students' higher studies. However, many are placed in various services like Civil services, Defense services, Entrepreneurship etc.

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/ Self-employment	

As above at 28.

30. Details of Infrastructural facilities

a) Library

Wide spaced library with sitting carrels and IT Zone.

b) Internet facilities for Staff & Students

Computers with internet connections that have access to e-resources like N-LIST are available for staff and students.

c) Class rooms with ICT facility

3 classrooms with LCD Projectors.

d) Laboratories

The college does not have laboratory facility.

31. Number of students receiving financial assistance from college, university, government or other agencies

All students receive post-matric scholarship from the government.

3 students are receiving freeship from the college.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Many enrichment programmes are organized and conducted by the college which are reflected in Criterion 5.3.1 of the Self Study Report.

33. Teaching methods adopted to improve student learning

Use of audio-visual like powerpoint presentations. Revision, outdoor activities.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Refer to Criterion 5.3.1 in SSR.

35. SWOC analysis of the department and Future plans

S- Dedicated teachers. Completion of course on time.

W - Difficulty to pay individual attention to students.

O - To emphasise on practical aspect of teaching.

C – To take up research work.

2. Evaluative Report of the Department

1. Name of the department **Economics**

2. Year of Establishment **1994**

3. Names of Programmes / Courses offered (UG, PC, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

- UG

4. Names of Interdisciplinary courses and the departments/units involved

The college does not have interdisciplinary course.

5. Annual/ semester/choice based credit system (programme wise)

Semester

6. Participation of the department in the courses offered by other departments.

There is no participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

The college does not have courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

So far the college has not discontinued any course.

9. Number of Teaching posts

	Sanctioned	Filled
Professors	-----	-----
Associate Professors	-----	-----
Asst. Professors	03	03

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. Etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Lohrū	M.A	Asst. Professor	-----	18	-----
Ms. Jennifer	M.A	Asst. Professor	-----	11	-----
Ms. Manshom	M.A	Asst. Professor	-----	08	-----

11. List of senior visiting faculty

The college does not have a list of visiting faculty in a regular way. However, University Professors and Academicians have come and given talks during special functions organised by the college.

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty.

The college has full time teachers and has not felt the necessity of employing temporary faculty.

13. Student -Teacher Ratio (programme wise)

9:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

1 technical and 4 administrative staffs.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

PG

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

None

18. Research Centre /facility recognized by the University

The college being an undergraduate college as of now does not have a recognized research centre.

19. Publications:

* a) Publication per faculty

* Number of papers published in peer reviewed journals (national / international) by faculty and students

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

- * Chapter in Books
- * Books Edited
- * Books with ISBN! ISSN numbers with details of publishers
- * Citation Index
- * SNIP
- * SJR
- * Impact factor
- * h-index

None

20. Areas of consultancy and income generated

In subject area as well as societal issues.

No income generated.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

None

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/ programme

Project works are made compulsory for all the students in the department and form a part of the evaluation process.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

None

23. Awards / Recognitions received by faculty and students

Though the department is no less in its performance, faculty and students are yet to receive Awards/recognitions.

24. List of eminent academicians and scientists / visitors to the department

Eminent academicians visit the college from time to time which has benefitted the college as a whole. Some of them are

- i) Prof. Lanunungsang Pro Vice Chancellor, Nagaland University
- ii) Mr. Talitsuba Ao, Rtd Director of School Education, Nagaland.
- iii) Mr Niketu Iralu, Social Activist
- iv) Dr. Alongla Aier, Associate Prof at Oriental Theological Seminary, Dimapur
- v) Mr. Deo Nukhu, Parliamentary Secretary, Higher Education, Nagaland.
- vi) Dr. Bendangla, Asst. Prof at SCTE, Nagaland
- vii) Dr. Rukhono Iralu, Principal, SCTE, Nagaland

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National
- b) International

None so far

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG	38	38	30	8	65.8%

*= Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the	% of students from other States	% of students from
--------------------	------------------------	---------------------------------	--------------------

	same state		abroad
UG	100%	None	None

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

No databank to keep trace of students' higher studies. However, many are placed in various services like Civil services, Defense services, Entrepreneurship etc.

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/ Self-employment	

As above at 28.

30. Details of Infrastructural facilities

a) Library

Wide spaced library with sitting carrels and IT Zone.

b) Internet facilities for Staff & Students

Computers with internet connections that have access to e-resources like N-LIST are available for staff and students

c) Class rooms with ICT facility

3 classrooms with LCD Projectors.

d) Laboratories

The college does not have laboratory facility.

31. Number of students receiving financial assistance from college, university, government or other agencies

All students receive post-matric scholarship from the government

3 students receiving freeship from the college.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Many enrichment programmes are organized and conducted by the college which are reflected in Criterion 5.3.1 of the Self Study Report.

33. Teaching methods adopted to improve student learning

Intensive method

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Refer to Criterion 5.3.1 in SSR.

35. SWOC analysis of the department and Future plans

S – organised orientation and conducted No. of internal activities.

W – Less students opting for Economics subject.

O - To attract more student enrolment.

C - Research oriented and utilization of reading materials.

3. Evaluative Report of the Department

1. Name of the department **English**
2. Year of Establishment **1994**
3. Names of Programmes / Courses offered (UG, PC, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

- UG

4. Names of Interdisciplinary courses and the departments/units involved

The college does not have interdisciplinary course.

5. Annual/ semester/choice based credit system (programme wise)

Semester

6. Participation of the department in the courses offered by other departments.

There is no participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

The college does not have courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

So far the college has not discontinued any course.

9. Number of Teaching posts

	Sanctioned	Filled
Professors	-----	-----
Associate Professors	-----	-----
Asst. Professors	05	05

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. Etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr.Vilasielie Mepfhu-o	MA	Asst. Professor	Literature	18	N/A
Ms. Mhonvani Ezung	MA	Asst. Professor	---- do----	18	N/A
Ms. Ketuolenuo Belho	MA	Asst. Professor	---- do----	8	N/A
Ms. Thungchobeni	MA	Asst. Professor	---- do----	7	N/A
Mr. Lohru Maheo	MA	Asst. Professor	---- do----	6	N/A

11. List of senior visiting faculty

The college does not have a list of visiting faculty in a regular way. However, University Professors and Academicians have come and given talks during special functions organised by the college.

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty.

The college has full time teachers and has not felt the necessity of employing temporary faculty.

13. Student -Teacher Ratio (programme wise)

40:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

1 technical and 4 administrative staffs.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

PG

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

None

18. Research Centre /facility recognized by the University

The college being an undergraduate college as of now does not have a recognized research centre.

19. Publications:

* a) Publication per faculty

* Number of papers published in peer reviewed journals (national / international) by faculty and students

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN! ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

None

20. Areas of consultancy and income generated

In subject area as well as societal issues.

No income generated.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

None

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/ programme

Project works are made compulsory for all the students in the department and form a part of the evaluation process.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

None

23. Awards / Recognitions received by faculty and students

Though the department is no less in its performance, faculty and students are yet to receive Awards/recognitions.

24. List of eminent academicians and scientists / visitors to the department

Eminent academicians visit the college from time to time which has benefitted the college as a whole. Some of them are

- i) Prof. Lanunungsang Pro Vice Chancellor, Nagaland University
- ii) Mr. Talitsuba Ao, Rtd Director of School Education, Nagaland.
- iii) Mr Niketu Iralu, Social Activist
- iv) Dr. Alongla Aier, Associate Prof at Oriental Theological Seminary, Dimapur
- v) Mr. Deo Nukhu, Parliamentary Secretary, Higher Education, Nagaland.
- vi) Dr. Bendangla, Asst. Prof at SCTE, Nagaland
- vii) Dr. Rukhono Iralu, Principal, SCTE, Nagaland

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National
- b) International

None so far

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F		Pass percentage
UG	250	212	120	92	85%

*= Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%	None	None

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

No databank to keep trace of students' higher studies. However, many are placed in various services like Civil services, Defense services, Entrepreneurship etc.

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/ Self-employment	

As above at 28.

30. Details of Infrastructural facilities

a) Library

Wide spaced library with sitting carrels and IT Zone.

b) Internet facilities for Staff & Students

Computers with internet connections that have access to e-resources like N-LIST are available for staff and students

c) Class rooms with ICT facility

3 classrooms with LCD Projectors.

d) Laboratories

The college does not have laboratory facility.

31. Number of students receiving financial assistance from college, university, government or other agencies

All students receive post-matric scholarship from the government.

3 students receiving freeship from the college.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Many enrichment programmes are organized and conducted by the college which are reflected in Criterion 5.3.1 of the Self Study Report.

33. Teaching methods adopted to improve student learning

Scene dramatization, lectures on basic grammar and phonetics, group discussions, interactive sessions and paper presentations.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Refer to Criterion 5.3.1 in SSR.

35. SWOC analysis of the department and Future plans

S – Versatile teaching faculty. Fairly good collection of books in the library.

Teachers adhere to lesson plan/ action plan.

W – Students coming from remote areas with poor English foundation.

O – Research activities.

C – To improve language skills of the students. To inculcate reading habits among the students.

4. Evaluative Report of the Department

1. Name of the department **EVS**

2. Year of Establishment **1996**

3. Names of Programmes / Courses offered (UG, PC, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

- **UG**

4. Names of Interdisciplinary courses and the departments/units involved

The college does not have interdisciplinary course.

5. Annual/ semester/choice based credit system (programme wise)

Semester

6. Participation of the department in the courses offered by other departments.

There is no participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

The college does not have courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

So far the college has not discontinued any course.

9. Number of Teaching posts

	Sanctioned	Filled
Professors	-----	-----
Associate Professors	-----	-----
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. Etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Ms. Kevingunuo	M. Sc(Zoology)	Asst. Professor		7	

11. List of senior visiting faculty

The college does not have a list of visiting faculty in a regular way. However, University Professors and Academicians have come and given talks during special functions organised by the college.

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty.

The college has full time teachers and has not felt the necessity of employing temporary faculty.

13. Student -Teacher Ratio (programme wise)

95:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

1 technical and 4 administrative staffs.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

PG

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

None

18. Research Centre /facility recognized by the University

The college being an undergraduate college as of now does not have a recognized research centre.

19. Publications:

* a) Publication per faculty

* Number of papers published in peer reviewed journals (national / international) by faculty and students

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN! ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

None

20. Areas of consultancy and income generated

In subject area as well as societal issues.

No income generated.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

None

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/ programme

Project works are made compulsory for all the students in the department and form a part of the evaluation process.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

None

23. Awards / Recognitions received by faculty and students

Though the department is no less in its performance, faculty and students are yet to receive Awards/recognitions.

24. List of eminent academicians and scientists / visitors to the department

Eminent academicians visit the college from time to time which has benefitted the college as a whole. Some of them are

- i) Prof. Lanunungsang Pro Vice Chancellor, Nagaland University
- ii) Mr. Talitsuba Ao, Rtd Director of School Education, Nagaland.
- iii) Mr Niketu Iralu, Social Activist
- iv) Dr. Alongla Aier, Associate Prof at Oriental Theological Seminary, Dimapur
- v) Mr. Deo Nukhu, Parliamentary Secretary, Higher Education, Nagaland.
- vi) Dr. Bendangla, Asst. Prof at SCTE, Nagaland
- vii) Dr. Rukhono Iralu, Principal, SCTE, Nagaland.

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National
- b) International

None so far

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG	95	95	45	50	100%

*= Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%	None	None

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

No databank to keep trace of students' higher studies. However, many are placed in various services like Civil services, Defense services, Entrepreneurship etc.

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/ Self-employment	

As above at 28.

30. Details of Infrastructural facilities

a) Library

Wide spaced library with sitting carrels and IT Zone.

b) Internet facilities for Staff & Students

Computers with internet connections that have access to e-resources like N-LIST are available for staff and students.

c) Class rooms with ICT facility

3 classrooms with LCD Projectors.

d) Laboratories

The college does not have laboratory facility.

31. Number of students receiving financial assistance from college, university, government or other agencies

All students receive post-matric scholarship from the government.

3 students receiving freeship from the college.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Many enrichment programmes are organized and conducted by the college which are reflected in Criterion 5.3.1 of the Self Study Report.

33. Teaching methods adopted to improve student learning

Teaching with examples, demonstrations and projects.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Refer to Criterion 5.3.1 in SSR.

35. SWOC analysis of the department and Future plans

S – Large number of students' interest in the subject.

W- No lab, less practical courses.

O- To introduce as a major subject.

C- Practical application of the knowledge gained.

5. Evaluative Report of the Department

1. Name of the department **History**

2. Year of Establishment **1994**

3. Names of Programmes / Courses offered (UG, PC, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

- **UG**

4. Names of Interdisciplinary courses and the departments/units involved

The college does not have interdisciplinary course.

5. Annual/ semester/choice based credit system (programme wise)

Semester

6. Participation of the department in the courses offered by other departments.

There is no participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

The college does not have courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

So far the college has not discontinued any course.

9. Number of Teaching posts

	Sanctioned	Filled
Professors	-----	-----
Associate Professors	-----	-----

Asst. Professors	03	03
------------------	----	----

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. Etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Ms. Sunita Sahi	MA	Asst. Professor	Modern Indian History	20	
Mr. Z. T. Krose	MA	Asst. Professor	Indian Ancient and Medieval History	12	
Mr. Imsenpirong	MA	Asst. Professor	World History	5	

11. List of senior visiting faculty

The college does not have a list of visiting faculty in a regular way. However, University Professors and Academicians have come and given talks during special functions organised by the college.

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty.

The college has full time teachers and has not felt the necessity of employing temporary faculty.

13. Student -Teacher Ratio (programme wise)

12:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

1 technical and 4 administrative staffs.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

PG

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

None

The college being an undergraduate college as of now does not have a recognized research centre.

19. Publications:

* a) Publication per faculty

* Number of papers published in peer reviewed journals (national / international) by faculty and students

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN! ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

None

20. Areas of consultancy and income generated

In subject area as well as societal issues.

No income generated.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

None

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/ programme

Project works are made compulsory for all the students in the department and form a part of the evaluation process.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

None

23. Awards / Recognitions received by faculty and students

Though the department is no less in its performance, faculty and students are yet to receive Awards/recognitions.

24. List of eminent academicians and scientists / visitors to the department

Eminent academicians visit the college from time to time which has benefitted the college as a whole. Some of them are

- i) Prof. Lanunungsang Pro Vice Chancellor, Nagaland University
- ii) Mr. Talitsuba Ao, Rtd Director of School Education, Nagaland.
- iii) Mr Niketu Iralu, Social Activist

- iv) Dr. Alongla Aier, Associate Prof at Oriental Theological Seminary, Dimapur
- v) Mr. Deo Nukhu, Parliamentary Secretary, Higher Education, Nagaland.
- vi) Dr. Bendangla, Asst. Prof at SCTE, Nagaland
- vii) Dr. Rukhono Iralu, Principal, SCTE, Nagaland

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National
- b) International

None so far

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG	150	147	96	51	95.24%

*= Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%	None	None

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

No databank to keep trace of students' higher studies. However, many are placed in various services like Civil services, Defense services, Entrepreneurship etc.

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/ Self-employment	

As above at 28.

30. Details of Infrastructural facilities

a) Library

Wide spaced library with sitting carrels and IT Zone.

b) Internet facilities for Staff & Students

Computers with internet connections that have access to e-resources like N-LIST are available for staff and students.

c) Class rooms with ICT facility

3 classrooms with LCD Projectors.

d) Laboratories

The college does not have laboratory facility.

31. Number of students receiving financial assistance from college, university, government or other agencies

All students receive post-matric scholarship from the government.

3 students receiving freeship from the college.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Many enrichment programmes are organized and conducted by the college which are reflected in Criterion 5.3.1 of the Self Study Report.

33. Teaching methods adopted to improve student learning

Paper presentations, project works, quiz and library activities.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Refer to Criterion 5.3.1 in SSR.

35. SWOC analysis of the department and Future plans

S- Dedicated and experienced teachers who can teach any paper.

W- Lacking in research area.

O – To organize more Field trips and tours to supplement theoretical learning. To organize seminars and workshops with experts from outside.

C- To motivate students to go for higher studies.

6. Evaluative Report of the Department

1. Name of the department **Political Science**
2. Year of Establishment **1994**
3. Names of Programmes / Courses offered (UG, PC, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

- UG

4. Names of Interdisciplinary courses and the departments/units involved

The college does not have interdisciplinary course.

5. Annual/ semester/choice based credit system (programme wise)

Semester

6. Participation of the department in the courses offered by other departments.

There is no participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

The college does not have courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

So far the college has not discontinued any course.

9. Number of Teaching posts

	Sanctioned	Filled
Professors	-----	-----
Associate Professors	-----	-----
Asst. Professors	03	03

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. Etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Dikho	MA	Asst. Professor		18	None
Ms. Adono	MA, NET	Asst. Professor		11	None
Mr. Vizadel	MA, NET	Asst. Professor		08	None

11. List of senior visiting faculty

The college does not have a list of visiting faculty in a regular way. However, University Professors and Academicians have come and given talks during special functions organised by the college.

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty.

The college has full time teachers and has not felt the necessity of employing temporary faculty.

13. Student -Teacher Ratio (programme wise)

8:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

1 technical and 4 administrative staffs.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

PG

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

None

18. Research Centre /facility recognized by the University

The college being an undergraduate college as of now does not have a recognized research centre.

19. Publications:

* a) Publication per faculty

* Number of papers published in peer reviewed journals (national / international) by faculty and students

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN! ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

None

20. Areas of consultancy and income generated

In subject area as well as societal issues.

No income generated.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

None

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/ programme

Project works are made compulsory for all the students in the department and form a part of the evaluation process.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

None

23. Awards / Recognitions received by faculty and students

One student, Ms. Temsurenla Longkumer received the Diplomacy Award at the NEIMUN conference held from 16-18 December, 2012.s

24. List of eminent academicians and scientists / visitors to the department

Eminent academicians visit the college from time to time which has benefitted the college as a whole. Some of them are

- i) Prof. Lanunungsang Pro Vice Chancellor, Nagaland University
- ii) Mr. Talitsuba Ao, Rtd Director of School Education, Nagaland.
- iii) Mr Niketu Iralu, Social Activist
- iv) Dr. Alongla Aier, Associate Prof at Oriental Theological Seminary, Dimapur
- v) Mr. Deo Nukhu, Parliamentary Secretary, Higher Education, Nagaland.
- vi) Dr. Bendangla, Asst. Prof at SCTE, Nagaland.

vii) Dr. Rukhono Iralu, Principal, SCTE, Nagaland.

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National

b) International

None so far

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG	200	140	75	65	96%

*= Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%	None	None

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

No databank to keep trace of students' higher studies. However, many are placed in various services like Civil services, Defense services, Entrepreneurship etc.

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M. Phil.	

PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/ Self-employment	

As above at 28.

30. Details of Infrastructural facilities

a) Library

Wide spaced library with sitting carrels and IT Zone.

b) Internet facilities for Staff & Students

Computers with internet connections that have access to e-resources like N-LIST are available for staff and students.

c) Class rooms with ICT facility

3 classrooms with LCD Projectors.

d) Laboratories

The college does not have laboratory facility.

31. Number of students receiving financial assistance from college, university, government or other agencies

All students receive post-matric scholarship from the government.

3 students receiving freeship from the college.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Many enrichment programmes are organized and conducted by the college which are reflected in Criterion 5.3.1 of the Self Study Report.

33. Teaching methods adopted to improve student learning
Paper presentations, quiz and library activities.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
Refer to Criterion 5.3.1 in SSR.

35. SWOC analysis of the department and Future plans
S- Experienced faulty members. Good enrolment of students.

W- Recommended books difficult to get.

O – To contribute articles to journal, periodicals etc.

C- Continue producing good results, especially toppers in the university examinations.

7. Evaluative Report of the Department

1. Name of the department **Sociology**
2. Year of Establishment **1994**
3. Names of Programmes / Courses offered (UG, PC, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

- UG

4. Names of Interdisciplinary courses and the departments/units involved

The college does not have interdisciplinary course.

5. Annual/ semester/choice based credit system (programme wise)

Semester

6. Participation of the department in the courses offered by other departments.

There is no participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

The college does not have courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

So far the college has not discontinued any course.

9. Number of Teaching posts

	Sanctioned	Filled
Professors	-----	-----
Associate Professors	-----	-----
Asst. Professors	03	03

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. Etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Amos	MA, NET	Asst. Professor		10	
Ms. Vizolenuo	MA, NET	Asst. Professor		8	
Mr. Nometo	M.Phil.	Asst. Professor		3	

11. List of senior visiting faculty

The college does not have a list of visiting faculty in a regular way. However, University Professors and Academicians have come and given talks during special functions organised by the college.

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty.

The college has full time teachers and has not felt the necessity of employing temporary faculty.

13. Student -Teacher Ratio (programme wise)

11:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

1 technical and 4 administrative staffs.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

PG and M.Phil

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

None

18. Research Centre /facility recognized by the University

The college being an undergraduate college as of now does not have a recognized research centre.

19. Publications:

* a) Publication per faculty -- 3

* Number of papers published in peer reviewed journals (national / international) by faculty and students -- 3

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ ISSN numbers with details of publishers

ISSN: 2319-9970, Vol-I, No. 1, Jan-Dec 2012.

ISBN: 978-93-80500-52-2. PP-44-52, 2014.

ISBN: 978-93-81981-06-1. PP-174-180.

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

None

20. Areas of consultancy and income generated

In subject area as well as societal issues.

No income generated.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

Editorial Board: 1

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/ programme

Project works are made compulsory for all the students in the department and form a part of the evaluation process.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

None

23. Awards / Recognitions received by faculty and students

Though the department is no less in its performance, faculty and students are yet to receive Awards/recognitions.

24. List of eminent academicians and scientists / visitors to the department

Eminent academicians visit the college from time to time which has benefitted the college as a whole. Some of them are

- i) Prof. Lanunungsang Pro Vice Chancellor, Nagaland University
- ii) Mr. Talitsuba Ao, Rtd Director of School Education, Nagaland.
- iii) Mr Niketu Iralu, Social Activist
- iv) Dr. Alongla Aier, Associate Prof at Oriental Theological Seminary, Dimapur
- v) Mr. Deo Nukhu, Parliamentary Secretary, Higher Education, Nagaland.
- vi) Dr. Bendangla, Asst. Prof at SCTE, Nagaland
- vii) Dr. Rukhono Iralu, Principal, SCTE, Nagaland

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National

b) International

A state level seminar on “Crime in Society with Special Reference to Nagaland” on August 18, 2012. This program was funded by the college.s

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F		Pass percentage
UG	74	74	40	34	68.91%

*= Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%	None	None

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

No databank to keep trace of students’ higher studies. However, many are placed in various services like Civil services, Defense services, Entrepreneurship etc.

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/ Self-employment	

As above at 28.

30. Details of Infrastructural facilities

a) Library

Wide spaced library with sitting carrels and IT Zone.

b) Internet facilities for Staff & Students

Computers with internet connections that have access to e-resources like N-LIST are available for staff and students

c) Class rooms with ICT facility

3 classrooms with LCD Projectors.

d) Laboratories

The college does not have laboratory facility.

31. Number of students receiving financial assistance from college, university, government or other agencies

All students receive post-matric scholarship from the government.

3 students receiving freeship from the college.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Many enrichment programmes are organized and conducted by the college which are reflected in Criterion 5.3.1 of the Self Study Report.

33. Teaching methods adopted to improve student learning

Intensive teaching with syllabus related notes. Presentation of papers on one's own society.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Refer to Criterion 5.3.1 in SSR.

35. SWOC analysis of the department and Future plans

S- Dedicated teachers.

W- Difficulty in procuring recommended study materials.

O- Can harness the help of students in research works.

C- To procure more reading materials.

8. Evaluative Report of the Department

1. Name of the department **Tenyidie**
2. Year of Establishment **1996**
3. Names of Programmes / Courses offered (UG, PC, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

- UG

4. Names of Interdisciplinary courses and the departments/units involved

The college does not have interdisciplinary course.

5. Annual/ semester/choice based credit system (programme wise)

Semester

6. Participation of the department in the courses offered by other departments.

There is no participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

The college does not have courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

So far the college has not discontinued any course.

9. Number of Teaching posts

	Sanctioned	Filled
Professors	-----	-----
Associate Professors	-----	-----
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. Etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Mhienirielie	MA	Asst. Professor		4	

11. List of senior visiting faculty

The college does not have a list of visiting faculty in a regular way. However, University Professors and Academicians have come and given talks during special functions organised by the college.

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty.

The college has full time teachers and has not felt the necessity of employing temporary faculty.

13. Student -Teacher Ratio (programme wise)

8:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

1 technical and 4 administrative staffs.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

PG

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

None

18. Research Centre /facility recognized by the University

The college being an undergraduate college as of now does not have a recognized research centre.

19. Publications:

* a) Publication per faculty : 1

* Number of papers published in peer reviewed journals (national / international) by faculty and students : 1

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN! ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

Authored a book “Diezho mu Kezo Mhathu” (Grammar & Composition)

Year of Publishing- 2015

Publisher- Ura Academy Publication

20. Areas of consultancy and income generated

In subject area as well as societal issues.

No income generated.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

None

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/ programme

Project works are made compulsory for all the students in the department and form a part of the evaluation process.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

None

23. Awards / Recognitions received by faculty and students

The Dept was awarded a certificate of participation by the Tenyidie Kephrunoko Krotho (TKK) on the occasion of the 45th Ura Academy Seminar cum 75 years postlude celebration on 28-29 May, 2015.

24. List of eminent academicians and scientists / visitors to the department

Eminent academicians visit the college from time to time which has benefitted the college as a whole. Some of them are

- i) Prof. Lanunungsang Pro Vice Chancellor, Nagaland University
- ii) Mr. Talitsuba Ao, Rtd Director of School Education, Nagaland.
- iii) Mr Niketu Iralu, Social Activist
- iv) Dr. Alongla Aier, Associate Prof at Oriental Theological Seminary, Dimapur
- v) Mr. Deo Nukhu, Parliamentary Secretary, Higher Education, Nagaland.
- vi) Dr. Bendangla, Asst. Prof at SCTE, Nagaland
- vii) Dr. Rukhono Iralu, Principal, SCTE, Nagaland

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National
- b) International

None so far

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG	8	8	0	8	100%

*= Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%	None	None

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

No databank to keep trace of students' higher studies. However, many are placed in various services like Civil services, Defense services, Entrepreneurship etc.

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/ Self-employment	

As above at 28.

30. Details of Infrastructural facilities

a) Library

Wide spaced library with sitting carrels and IT Zone.

b) Internet facilities for Staff & Students

Computers with internet connections that have access to e-resources like N-LIST are available for staff and students

c) Class rooms with ICT facility

3 classrooms with LCD Projectors.

d) Laboratories

The college does not have laboratory facility.

31. Number of students receiving financial assistance from college, university, government or other agencies

All students receive post-matric scholarship from the government.

3 students receiving freeship from the college.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Many enrichment programmes are organized and conducted by the college which are reflected in Criterion 5.3.1 of the Self Study Report.

33. Teaching methods adopted to improve student learning

Practical class room reading and paper presentations

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Refer to Criterion 5.3.1 in SSR.

35. SWOC analysis of the department and Future plans

S- Independently handles the department.

W- Few student enrolment.

O- To attend seminars and workshops, to introduce as major paper.

C – To interest more students to take up the paper.

V. ANNEXURE

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

SPEED POST

F. No. 8-165/2009 (CPP-I)

January, 2010

The Registrar,
Nagaland University,
Kohima – 797 001,
Nagaland.

04 FEB 2010

Sub: - Recognition of College under Section 2 (f) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter No. AC/EST/1/09-10 dated 08-12-2009 received from the Principal, Alder College, P.O. - 164, Kohima – 797 001, Nagaland on the subject cited above and to say that the name of the following College has been included in the list of Colleges prepared under Section 2 (f) of the UGC Act, 1956 under the head Non Government Colleges teaching upto Bachelor's Degree:-

Name of the College	Year of Establishment	Remarks
Alder College, P.O. - 164, Kohima – 797 001, Nagaland. (On Permanent affiliation)	1994	The College is not eligible to receive Central assistance under Section 12 (B) of the UGC Act, 1956 as the UGC has not yet finalised the details to provide financial assistance to "Self financed Colleges".

The documents submitted in respect of the above College have been accepted by the Commission.

Yours faithfully

(S.C. Chadha)
Deputy Secretary

Copy Forwarded to:-

1. The Principal, Alder College, P.O. - 164, Kohima – 797 001, Nagaland.
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary & Higher Education, Shastri Bhawan, New Delhi-110 001.
3. The Commissioner Secretary, Higher Education, Kohima, Nagaland.
4. The Deputy Secretary, UGC, North-Eastern Regional Office, 3rd Floor, House FED, Rental Block - 5, Beltola - Basistha Road, Dispur, Guwahati - 781 006, Assam.
5. Publication Officer, UGC-Website, New Delhi.
6. Section Officer, FD-III Section, UGC, New Delhi.
7. All Sections, UGC, New Delhi.
8. Guard file.

(Sunita Gulati)
Section officer

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

SPEED POST

F. No. 8-165/2009 (CPP-I/C)

May, 2010

The Registrar,
Nagaland University,
Kohima – 797 001,
Nagaland.

19 MAY 2010

Sub: - Declaring a College fit to receive Central Assistance under Section 12 (B) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter No. AC/AUE/6/95-96-38 dated 23.03.2010 received from the Principal, Alder College, P.O. - 164, Kohima – 797 001, (Nagaland) on the above subject and to say that it has been noted that the College is permanently affiliated to Nagaland University. I am further to say that the name of the following College has been included in the list of Colleges prepared under Section 12 (B) of the UGC Act, 1956 under the head Non Government Colleges teaching upto Bachelor's Degree:-

Name of the College	Year of Establishment	Remarks
Alder College, Post Box - 164, Kohima – 797 001, (Nagaland).	1994	The College is already included under Section 2 (f) of the UGC Act, 1956 vide this office letter No. F. 8-165/2009 (CPP-I) dated 04.02.2010. The College is now declared fit to receive Central assistance in terms of Rules framed under Section 12 (B) of the UGC Act, 1956.

The documents submitted in respect of the above College have been accepted by the Commission.

Yours faithfully

(Signature of V.K. Jaiswal)

(V.K. Jaiswal)
Deputy Secretary

Copy to:-

1. The Principal, Alder College, P.O. - 164, Kohima – 797 001, (Nagaland).
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Higher Education, Shastri Bhawan, New Delhi - 110 001.
3. The Commissioner Secretary, Higher Education, Kohima, (Nagaland).
4. The Deputy Secretary, UGC, North-Eastern Regional Office (NERO), 3rd Floor, House FED, Rental Block - 5, Beltola – Basistha Road, Dispur, Guwahati - 781 006, (Assam).
5. Publication Officer (UGC-Website), New Delhi.
6. Section Officer (FD-III Section), UGC, New Delhi.
7. All Sections, UGC, New Delhi.
8. Guard file.

(Signature of Sunita Gulati)
(Sunita Gulati)
Section Officer



NIIT KOHIMA CENTRE
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Kohima-797001, Nagaland,
Email - niit.kohima@gmail.com
Tel- (0370) 2290009

Hi-Tech (V) Private Limited
(A Licensee of NIIT Ltd)

CERTIFICATE

This is to certify that to enhance the employability Quotient among college students

"NIIT Kohima Centre", Opp. New NST, Kohima

and

"Alder College", Sepfuzou Colony, Kohima

has signed MOU on 31.07.2014 at Kohima-797001, Nagaland for imparting computer

training entitled "Certificate Of Proficiency In It Fundamentals & Microsoft Office

2007"(Swift India V2-SWIW) duration 60hours approx 2-Months.



(R.N Bhagat)

Centre Head
NIIT Kohima Centre
Vizol's Building, 2nd. Floor,
Opp. New N.S.T., Kohima.