



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**ALDER COLLEGE**

SEPFUZOU, KOHIMA, NAGALAND- 797001

797001

[www.aldercollege.com](http://www.aldercollege.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Alder College is a premier co-educational institution of higher education in Nagaland. Founded in 1992, the college was initially affiliated to North Eastern Hill University till it transitioned to the jurisdiction of Nagaland University upon its establishment in 1994. The institution's founding principles are centered on providing relevant and comprehensive value-based education that promotes responsible citizenship.

It is a self-financed institution with occasional grants from the Directorate of Higher Education, Nagaland. It presently offers Undergraduate Programme (Major) in Arts in six disciplines and elective courses in two.

The college obtained permanently affiliation to Nagaland University in 2007 and was recognised under Section 2 (f) and 12(b) of the U.G.C. Act, 1956. Its commitment to quality education and excellence found acknowledgement from the National Accreditation and Assessment Council in 2016 when the institution was awarded 'B' Grade, its quality profile at 2.23 (CGPA) on a 4 point scale.

Having shifted from its first campus at Kenuozou Hill, Kohima, the college is presently located in the vibrant neighborhood of Sepfüzou colony, Kohima, once known for its scenic environment surrounded by lush alder trees. However, the landscape is rapidly changing due to pressures of urbanization.

It has a built-up area of 8093.71 square meters within its 4.5 acre campus, meticulously planned to address the challenges posed by the hilly terrain. The area comprises of two main blocks: Block A accommodates offices, the auditorium and classrooms, while Block B houses the indoor stadium, gymnasium, computer laboratory, offices and additional classrooms. The canteen and girls' lounge are situated in an adjacent building. The courtyard has a basketball court and also provides a versatile space for outdoor activities.

The institution has a well-defined organizational structure encouraging participation from all stakeholders. The academic endeavor is supported by dedicated and experienced staff. It boasts a well-equipped library. A robust mentoring system provides personalised guidance to mentees. The college emphasizes on extracurricular activities for holistic education and holds the distinction of being the first college to host Inter College Naga Wrestling Competition.

In 2017, Alder College celebrated the Silver Jubilee milestone with exuberance, reaffirming commitment to its foundational principles.

### **Vision**

#### **Motto**

“We Learn to Serve.”

#### **Vision**

“Imparting values and knowledge for responsible citizenship.”

Alder College was established reflecting the core human values and beliefs. As per the noble vision of the institution, to impart relevant education keeping in view the needs and aspirations of a responsible citizenry has been the cornerstone of the college's strategy.

The institution prioritises pursuit of academic excellence, value education and the importance of learning socially which is not confined to the text

## **Mission**

### **Mission**

The college aims to provide a comprehensive and value-based education keeping in view an all-round development of the students.

### **Objectives**

1. To facilitate education for all irrespective of caste, creed and culture.
2. To make education accessible to the poorest section of the society and the remotest corner of the state and beyond.
3. To provide education with a view to developing skills to cope with life as a whole including inculcation of values for responsible citizenship.
4. To bring out the best in an individual to attain excellence not only in the academic field but also in the other spheres of life.
5. To foster mutual understanding between individuals and groups to encourage creativity, value education and integrity.
6. 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 teachers alike.
7. To develop and provide all modern facilities for co-curricular activities to groom the youths physically, mentally, socially and psychologically.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- Exclusive campus environment providing a conducive atmosphere for learning and community engagement.
- Significant degree of autonomy in governance, owing to the institution's private ownership, facilitating efficient decision-making processes.
- The institution's open admission policy fosters diversity among its student body by welcoming individuals from diverse backgrounds and experiences.
- The institution has a team of qualified and experienced faculty with balanced gender representation, supported by a capable non-teaching staff.
- The college hosts a well-equipped automated library which is one of the first private college libraries in the

state.

- A commendable student-teacher ratio facilitates allows the efficacy of the Mentor-Mentee Program.
- Alumni serving as faculty members enriches the educational experience.
- Various cells and clubs offer a diverse range of co-curricular and extra-curricular activities, ensuring a comprehensive education.
- Availability of adequate infrastructure caters to conduct of academic and extracurricular activities besides providing hostels for both boys and girls.including hostel facilities for both genders.
- The college offers BA Honours Programs across six disciplines, elective courses in MIL Tenyidie, and a BA Pass Course, ensuring a comprehensive range of academic offerings for students.
- Continuous Internal Evaluation is conducted with utmost sincerity, ensuring fair and accurate assessment of students' progress throughout their academic journey.

### **Institutional Weakness**

- Limited space for outdoor sport activities restricts opportunities for physical recreation and sports engagement among students.
- Inadequacy of IT-enabled classrooms limits the integration of technology in teaching and learning processes, and potentially hinders students' exposure to modern educational tools and method.
- Absence of a college bus service poses as a notable impact on transportation convenience for students and faculty alike.
- Insufficient facilities for differently-abled individuals hinder accessibility and inclusion within the college environment.
- Limited opportunities for educational/exposure/study tours hinders students' opportunities for practical learning experiences and cultural exploration.
- Scarcity of Ph.D. qualified faculty members limits academic expertise and research opportunities to students within the institution.
- Absence of a full-time trained medical caregiver represents a notable gap in the provision of healthcare services within the college community.

### **Institutional Opportunity**

- Integrating professional and job-oriented courses will present an opportunity for the college to align with the

evolving industry demands, better preparing students for successful careers and enhancing their employability in today's competitive job market.

- Expanding opportunities for faculty members to attend trainings, Faculty Development Programmes (FDPs) and other capacity-building programs can significantly enhance their teaching skills, keep them abreast of the latest educational trends, and contribute to the overall improvement of academic quality in the institution.

- By creating a supportive research culture, providing access to research resources and facilities, and recognizing and rewarding faculty achievements in research, faculty members can be further motivated to engage in scholarly activities which will greatly contribute to the academic reputation and research output of the college. It will not only enhance the visibility of the institution but also provide valuable contribution to the academic community and foster intellectual growth among faculty members.

- Further Upgrading the Annual Inter College Naga Wrestling Competition presents an opportunity to promote traditional sports and cultural heritage, foster camaraderie among colleges, and provide a platform for talented athletes to showcase their skills. This can enhance the college's reputation as a supporter of local sports and contribute to community engagement and pride.

- By proactively engaging with the state government and exploring strategic partnerships, the college can discover a range of opportunities to enhance educational quality, infrastructure development, and research opportunities, ultimately benefiting its students, faculty, and the broader community.

- By strategically leveraging its existing student base, resources and expertise, the college can establish a successful B.Ed. college that not only meets the demand for qualified educators but also contributes to the overall educational landscape of the region

### **Institutional Challenge**

- Developing strategies to boost enrolment is crucial for the college's growth and sustainability. This could involve targeted marketing campaigns, outreach programs to local communities and high schools, offering scholarships or financial aid, enhancing the college's online presence, and improving facilities and services to attract prospective students. Additionally, partnerships with local businesses or organizations can create pathways for students into the workforce, increasing the college's appeal to potential enrollees

- Acquiring space for outdoor sports facilities is a crucial challenge that will require careful planning and resource allocation. The college has to explore opportunities to purchase or lease adjacent land to expand the college's footprint and create space for outdoor sports facilities; optimize the use of existing space, collaborate with local communities, municipalities or sporting clubs.

- Strengthening alumni engagement and support can be instrumental in various aspects of the college's development. To foster stronger connections with alumni, the college can tap into their expertise, resources, and networks to support current students through mentorship programs, career guidance, and internships.

- Mobilizing funds for faculty development is essential for enhancing teaching quality, research productivity, and overall academic excellence. The college will have to adopt strategies such as seeking grants from

government agencies, partnering with industry for sponsored research projects, establishing endowments or scholarships earmarked for faculty development, and exploring collaborations with other educational institutions or organizations.

- The college can allocate a portion of its budget towards faculty development initiatives and prioritize resource allocation based on identified needs and strategic goals.
- Constructing a conference room and language lab can significantly enhance the college's academic infrastructure and facilitate various educational activities.
- Resource mobilization for curriculum enrichment activities is crucial for providing students with a comprehensive and high-quality educational experience.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- The institution adheres to the curriculum set by its affiliating university, Nagaland University.
- The Academic Committee and principal devise the college's academic calendar based on University academic calendar.
- Distribution of workload is prepared meticulously for effective implementation of the curriculum. Action plans and methodologies are recorded in the teacher's log book and executed efficiently.
- IQAC earnestly motivates individual departments to maintain academic progress records, and tracks faculty development.
- Continuous Internal Evaluation is an ongoing mechanism rather than inserting schedules for activities.
- Monthly attendance records of students are maintained to ensure academic competence.
- The college maintains the sanctity of examination with utmost sincerity and commits to appropriate standards of assessment.
- The Mentoring Cell facilitates academic mentorship and maintenance of each mentee's profile.
- Staff meetings are convened at regular intervals.
- Teachers actively engage in curriculum development and assessment processes serving as question paper setters, evaluators, and members of various academic bodies.
- Choice Based Credit System (CBCS) was implemented in the college from 2022.
- Add-on courses in music, cooking, baking, and computer applications were offered until 2021.
- Crosscutting issues are integrated into the curriculum supplemented by interactive sessions, holistic

development and other extracurricular activities.

- Environmental Studies courses mandate field trips and project works in fulfillment of the courses.
- Various courses incorporate experiential learning through study tours, project works, role plays, seminars etc.
- Feedback from stakeholders is collected on curricular aspects and duly analysed. Based on the analyses, action is promptly taken either for remedy or improvement.

### **Teaching-learning and Evaluation**

- The college follows first-come, first-served basis in admission and allots seats in accordance with the national reservation policy. Notably, majority of students gaining admission are from the Scheduled Tribe category, reflecting Nagaland's demographic makeup.
- Upon entry, students' learning levels are analysed from their performance in qualifying exams and continuous assessment. Advanced learners are given challenging tasks, while students requiring additional support are offered remedial classes, tutorials and improvement examinations.
- Programmes and course orientations are conducted by each department whereby students are apprised of outcomes expected from them on completion of study.
- The faculty comprises experienced and qualified educators who actively contribute to curriculum development, evaluation, setting and moderation of University examination papers.
- Utilization of Information and Communication Technology (ICT) tools is extensive in the teaching-learning process, with teachers continuously devising innovative teaching methods. Additionally, teachers take on roles as mentors, club members, and coordinators of various events.
- Internal assessment is conducted by respective teachers using a variety of methods such as closed and open book tests, presentations, debates, case studies, book and film reviews, study tours, field trips, and role plays.
- Internal test scores are promptly communicated to students. Any discrepancy or grievance in marking is reported to the Principal and duly addressed.
- The college has consistently maintained a high pass percentage over the years. Internal assessment marks and university exam results are made available on the college website.

### **Research, Innovations and Extension**

- The college has implemented a research policy aimed at fostering a culture of research within its academic community. To support this initiative, the college has allocated Rs. 1 lakh as seed funding to encourage research endeavours among faculty and students alike. Furthermore, the college regularly organizes talks, seminars, and workshops on research methodologies to enhance research skills and

knowledge dissemination.

- In line with its commitment to scholarly advancement, the college is currently in the process of registering its journal with the Indian Council of Social Science Research (ICSSR), which will provide a platform for the publication of research findings and insights.
- Faculty members have actively contributed to the academic discourse by publishing chapters in edited books and presenting papers at both state and national levels, thereby enriching the scholarly landscape with their expertise and insights.
- Moreover, the college actively engages in extension activities through various clubs and organizations such as the National Service Scheme (NSS), Red Ribbon Club, Eco Club, Youth Red Cross, Women Development Cell, Alder College Students' Union, Alder College Fellowship, and Peace Channel. These initiatives serve to promote social responsibility, community engagement, and holistic development among students while addressing pertinent social issues
- The active Cells/Clubs of the college such as NSS and the RRC basically forms the serviceable squad of the institute, and they are there to fervently and selflessly offer service to the community.
- The institution extended its service by providing space for storage of medical aids and equipments for the **Help Nagaland Breathe Campaign** during COVID 19 pandemic.
- The college is actively involved in community 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 institution is committed to inculcate moral and humane values among the students by providing opportunities to participate in various workshops, guest lectures, FDPs, seminars and webinars within such area of interest.

### Infrastructure and Learning Resources

- The college has adequate physical infrastructure to accomodate its diverse range of activities.
- It has four ICT enabled classrooms connected with Wi-Fi and LAN and equipped with four projectors to enhance teaching learning experiences.
- The college auditorium has a seating capacity of 1000 and is a spacious venue for events and gatherings. Additionally, there is a multi-purpose indoor stadium that serves as a versatile space for indoor sports and activities.
- For outdoor sports enthusiasts, the college offers a basketball court which is occasionally modified to accommodate volleyball maximizing the usable space. The courtyard is utilised for outdoor recreational activities.
- In terms of accommodation, the college provides hostel facilities for both boys and girls ensuring a congenial environment for outstation students.
- The college's library houses approximately 6000 books and equipped with modern amenities. It is fully computerized with software i.e. SOUL 2.0 offering Wi-Fi, internet facility and OPAC (Online Public Access Catalogue) for students and staff. It has a subscription to N-LIST (National Library and



Information Services Infrastructure for Scholarly Content).

- The availability of computers for student use, administrative tasks, and library functions is ensured, underscoring the college's commitment to providing technological resources for academic and administrative endeavours.
- The institutional website is a comprehensive platform informing stakeholders of academic programmes, events and institutional updates. It is seamlessly integrated with social media platforms such as YouTube, Facebook, and Instagram to effectively connect with a broader audience, share multimedia content, and foster community interaction.
- By leveraging the power of social media, the college engages with prospective students, alumni, and the wider community through the interconnected digital ecosystem.

### **Student Support and Progression**

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## Governance, Leadership and Management

- The governance structure of the college is aligned with its vision and mission, embodying a commitment to decentralized decision-making. The approach empowers stakeholders to actively participate in shaping the direction and priorities of the institution.
- To facilitate effective governance, the college has established well-defined administrative setup and policies. These frameworks serve as guiding principles in achieving organizational objectives and ensuring operational efficiency.
- IQAC, academic committee and staff meetings are convened regularly to discuss effective planning and implementation of academic goals and policies. Alder College Student Union meetings discuss matters of students' interests.
- The college uses Softalaya software to manage and sort data.
- Welfare measures form an integral part of the college's ethos, reflecting its commitment to the holistic development of its members. Initiatives are taken for promotion of the physical, mental, and emotional health of students, faculty, and staff.
- The college exercises performance appraisals as per the norms of the government. Each employee fill the APAR and submit it to the concerned authority.
- As a self-financed institution, the college relies primarily on its own resources to sustain its operations and initiatives. However, occasional grants-in-aid from the state government are received, enabling the college to enhance its infrastructure, expand a academic programmes and implement welfare measures more effectively.
- The IQAC takes the responsibility of continuous improvement of quality and strives to achieve
- Feedback exercises are carried out, carefully analysed and appropriate actions are taken by concerned authority.

## Institutional Values and Best Practices

- The college gives utmost importance to safety of students, particularly female students and employees. It is committed to upholding gender equity and strives to educate and sensitize the students and staff on gender issues. The women development cell, the anti-ragging cell works towards creating a cordial environment in the campus.
- The college is committed to creating an environment friendly campus. Awareness and sensitization activities are undertaken through Eco club, NSS and other agency. Cleanliness drives are organised at regular intervals. Energy efficient lightings and products are mindfully opted.
- In keeping with its vision, the college has adopted the “Mentor-Mentee Programme”. The mentoring program offers personalized guidance to students, encompassing both academic advancement and

personal development. The program has enhanced interpersonal relationships within the campus community. The program has notably reduced dropout rates by fostering emotional stability, motivation, improved discipline, enhanced academic performance, and increased engagement in college activities among kmentees. Furthermore, the program endeavors to provide confidential personal counseling, allowing mentees to confide in their mkentors about their personal issues.

- Beyond these primary goals, the Mentor-Mentee Program aims to keep parents/guardians informed about their child's progress. With the holistic well-being of students in focus, the program offers corrective measures to students facing challenges and motivation to those excelling.
- Alder College as an educational institution takes measures and initiatives for the safety of female students and employees. The college creates awareness on gender equity. The institution constituted a committee as per the norms of UGC. Grievance Redressal Cell, Anti-Ragging Cell, Student Welfare and the Mentoring Programme are some cells that work for the well-being of all students and employees.
- Institutional initiatives are taken to commemorate days and events. Red Ribbon Club Alder College, in collaboration with the Nagaland Aids Control Society, Kohima, organized a One-Day Awareness Programme on 23rd September 2021 in commemoration of the 75th year of Independence

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ALDER COLLEGE
Address	sepfuzou, kohima, Nagaland- 797001
City	Kohima
State	Nagaland
Pin	797001
Website	<a href="http://www.aldercollege.com">www.aldercollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Medotsino Nakhro	0370-2260341	9856071763	-	aldercollege92@gmail.com
IQAC / CIQA coordinator	Jennifer Veyie	-	9856142823	-	jenniferveyie@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Nagaland	Nagaland University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	04-02-2010	<a href="#">View Document</a>
12B of UGC	19-05-2010	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

**Recognitions**

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	sepfuzou, kohima, Nagaland-797001	Urban	6	8093.71

**2.2 ACADEMIC INFORMATION**

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English,	36	Higher Secondary	English	50	14
UG	BA,Economics,	36	Higher Secondary	English	30	5
UG	BA,Education,	36	Higher Secondary	English	50	21
UG	BA,History,	36	Higher Secondary	English	50	30
UG	BA,Political Science,	36	Higher Secondary	English	70	55
UG	BA,Sociology,	36	Higher Secondary	English	50	29
UG	BA,Teniyidie,	36	Higher Secondary	English	50	0
UG	BA,General,	36	Higher Secondary	English	50	37

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				23			
Recruited	0	0	0	0	0	0	0	0	9	14	0	23
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	6	3	0	9
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	8	9	0	17
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0



Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	0		0	

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	81	2	0	0	83
	Female	107	1	0	0	108
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	230	206	163	120
	Female	194	152	103	82
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	3	3	1	0
	Female	2	1	0	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		429	362	267	204

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>The affiliating university has implemented the Choice Based Credit System to offer academic flexibility to students. In 2023, the university introduced the Curriculum and Credit Framework for Undergraduate Programmes, enabling students to select from a variety of interdisciplinary, intra-disciplinary, and skill-based courses. These guidelines align with the principles of the newly introduced NEP 2020, emphasizing holistic and multidisciplinary education. Following the university's directive, the college has adopted the Curriculum and Credit Framework for Undergraduate Programmes, incorporating Skill Enhancement Courses, Multi-disciplinary, and inter-disciplinary</p>
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	<p>courses. The college currently offers courses listed in the Skill Enhancement Courses and Value Addition Courses, along with interdisciplinary options apart from Major and Minor courses, and plans to expand the range of choices available to students. Although the College is a single stream institution of higher education which offers wide array of discipline in social and humanities subjects such as Economics, Education, English, History, Political Science and Sociology as core papers. The syllabus under different discipline covers topics pertaining to cross cutting issues such as Gender, interface between environment and development, Constitution, Rights, Indian Culture etc. This enables the students to look at the issues and dynamics of the society through different lens in academia. Another endeavour in making the institution an interdisciplinary institution is the inclusion of Environmental Science and Tenyidie, a discipline on a local dialect of the Tenyimia Naga Tribes, as elective papers which are also taught in both Science and Commerce stream colleges under Nagaland University.</p>
2. Academic bank of credits (ABC):	<p>The affiliating University implemented the Academic Bank of Credits (ABC) for credit mobility between HEIs in 2022. In accordance with university instructions, the college has guided its students to register on the platform developed by the National e-Governance Division of the Ministry of Electronics and Information Technology. This platform provides students with the opportunity to obtain a unique ABC-id, enabling them to monitor their credits and transfer them as needed. The college has actively supported students in creating their ABC accounts, as mandated by the University notification. Furthermore, students are being informed about the benefits of having a personal ABC account, a significant feature of the NEP 2020. The Academic Council of the affiliating University has permitted student for transfer of credit from SWAYAM platform. It has adopted a credit transfer policy upto 40% to make implementation of ABC a success.</p>
3. Skill development:	<p>Alder college is committed to equipping students with requisite skills including vocational education. In line with the NEP the college is preparing a course structure for traditional basketry for our students. Once approved by the university this will be one of the major skill development program initiated in the</p>

	<p>college. Through this, students will have a hands-on experience on basket making while also taking them back to their rich cultural heritage. Further, on vocational education the college has signed an agreement with BRIDGE POINT a skill development training institute located within the premise of the college. Desirous students are encouraged to enroll at this institute to obtain a certificate. The college offers Soft Skills course by the Department of English. Diploma and certificate course in Computer Application is offered to students. The institution also strives to provide value-based education to inculcate positivity amongst learner by celebrating Cultural programme and important national events to inculcate constitutional and cultural values. Different activities like debate, essay writing, drama are conducted on various themes involving human rights, culture and tradition, environment, communal harmony, gender, human rights etc to instill humanitarian values among students. National and regional festivals are celebrated to inculcate constitutional and cultural values. Activities such as debate, essay writing, elocution drama, dance etc are conducted on themes like communal harmony and human rights to develop humanitarian values. Weekly students fellowship are conducted where lectures/talks on moral and ethical values are delivered. The college students Union and the Alder College Fellowship also provide opportunity to students to develop leadership skills.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Indian Knowledge system covering areas of Indian culture, literature, tradition, music, art, architecture are part of the curriculum under FYUGP syllabus. The institution also offers Tenyidie language as an elective paper. In these classes, lessons are taught in local language thus allowing the use of dual language in teaching and learning. Through the incorporation of Tenyidie language in the curriculum students are exposed to the folktales, folklores, morals, laws, tradition, religion of the Naga tribes. In future appropriate measures will be adopted to use other Indian languages on need basis.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at</p>

	different levels. The college follows the curriculum outlined by the affiliating university. Each course has a well-defined PO (Program outcome) and CO (Course Outcome) objectives. Teachers employ different learning methods such as project work, Assignments on select topics, field trips, conduct debate and undertake case study to achieve targeted course outcome in each paper. Students are categorised depending on their learning abilities by the teachers where weaker students are given extra assistance to improve. While the average and the good students are encouraged to do better.
6. Distance education/online education:	The College has not initiated any programme under Distance Education category currently. However, students are exposed to lecture series from eminent academicians in the relevant field via online mode. Further, Online education was part of teaching-learning process during the COVID 19 pandemic. Teachers also employ ICT tools in execution of the curriculum. The institution also make available to students online e-repository of study materials through the college library website. In addition, faculty members also are given access to e-repository of resources through N-List.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the college has set up an Electoral Literacy Club
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	. Yes. The college appointed Mr Vizadel Yongo, Assistant Professor, Department of Political Science, as Booth Level Officer (vide office order NO.AC/Elec/41/2015/-64).
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	The institution hosted SVEEP Campaign, Kohima District with the Office of Deputy Commissioner and District Election Office, Kohima in collaboration with Doordarshan (DD) New Delhi on 22 February 2023.

citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college took the initiative of creating awareness on electoral related issues by organising a Talk on Clean Election as part of the Clean Election Nagaland Sensitization Campaign on 15 February 2023. All the students actively participated and offered their suggestions and inputs on the electoral process as young voters
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	No such mechanism is present in the institution presently.

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
203	264	360	423	490
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 30

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
22	22	22	23	23

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
15.25	11.91	6.27	27.14	61.68

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

Alder College is affiliated to Nagaland University, and hence follows the curriculum and academic calendar prescribed by the university. Within these structures, the Academic Committee and principal devise the college's academic calendar which is circulated to all the stakeholders to ensure its effective implementation. The academic calendar delineates specifically the dates and schedule for academic activities, co-curricular and extracurricular activities, holidays and tentative dates of examinations.

The class routine which is prepared by the authority collaboratively with the departments is preceded by deliberation on the feasibility of delivering the allotted curriculum by calculating the number of lectures/periods available in a particular semester.

Within the framework of the academic calendar, the departments work on the distribution of workload after the syllabus is perused thoroughly. Courses are allotted to teachers on the basis of the teachers' expertise and specialisation. Methodologies to be followed are contemplated upon to efficiently transmit the fundamentals and applicability of the courses to the students. ICT and e-resources in the form of PowerPoint presentations, online lectures and various platforms such as Google Classroom, Zoom, Meet and WhatsApp are used.

Programme and departmental orientations are conducted to orient students about the courses, so also deliberations for newly recruited teachers aimed at equipping them on various approaches to the curriculum.

IQAC has a planned mechanism in the form of the Teacher's Log Book to review curriculum delivery. The log book contains workload and time table of teachers, semestrial action plans, monthly targets and techniques used. Teachers furnish necessary details on students taught and mentored, expected learning outcomes, summative internal evaluation and completion of courses. IQAC's earnest initiative is to motivate individual departments towards maintenance of academic progress records as well as tracking faculty development every semester. Report on overall conduct of academic activities is reviewed by the Heads of Departments and submitted to authority.

Continuous internal evaluation is built into the programme design as an ongoing mechanism rather than inserting schedules for activities. Consistent with the objectives of CIE, activities span throughout the semester with the faculty member designing the most reliable and contextual practices to assess students' learning within an ideal student-teacher ratio. Assignments, group discussions, quiz, presentation, seminars, tests, role plays etc. are supplemented by co-curricular activities.

Attendance records of students are meticulously maintained. Notices on academic updates and mechanism of CIE are promptly notified to students. The records of marks obtained by students are then duly submitted to the affiliating university. In matters of evaluation, the college maintains the sanctity of examination with utmost sincerity and commits to appropriateness in standards of assessment.

Students of different learning levels are identified and initiatives taken in raising the bar for advanced learners and motivating slow learners to achieve their highest potential. The Mentoring Cell plays an important role in providing the resources and the personnel needed to enable academic mentorship.

Staff meetings are convened at regular intervals. Library resources and catalogued question papers are made accessible. At semester end, IQAC collects feedback from stakeholders to evaluate curriculum delivery.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response: 2**

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***

**Response: 8.85**

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	154

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

***Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum***

#### **Response:**

The college has actively participated in a transformative educational initiative over the past years, strategically incorporating crosscutting issues into its curriculum.

Aligned with the syllabi designed by the affiliating University, the college systematically addresses professional ethics across various courses, notably within BA Education (EDU-602) and Political Science (POL/EL-601). These courses explore ethical considerations, giving students a foundation for informed and ethical decision-making in their future careers.

In its pursuit of comprehensive education, the college has conscientiously integrated gender related considerations into its curriculum. Over the specified period, BA Sociology (SOC-601), BA Education (EDU-201), and BA History (HIS-503) have emerged as academic arenas where gender-related issues are thoughtfully explored. Moreover, BA English courses (ENGH-606, ENGH-301, ENG-C3/DSC-3) and BA Education (EDN-602) serve as platforms for nuanced examinations of gender dynamics.

This integration extends beyond theory, including talks, interdepartmental discussions, and programs to enhance students' grasp of gender issues. Alder College not only educates but also nurtures a socially conscious environment, empowering students for meaningful contributions to gender equity.

The college has embraced an environmentally conscious curriculum, emphasizing the interconnected issues of environmental hazards, sustainability, and resource valuation. Environmental studies, covered in the 5th and 6th semesters (EVS-401 and EVS-501), and Sustainable Development courses in BA Economics (ECO-602, ECO-606) and Political Science (POL-502) exemplify the institution's commitment to fostering environmental awareness.

The Eco Club complements the curriculum by promoting eco-friendly practices on campus and engaging in community initiatives, ensuring students actively participate in sustainable practices, aligning with the college's commitment to environmental responsibility.

Beyond the structured curriculum, Alder College recognizes the significance of holistic development. Interactive sessions, talks, and extracurricular initiatives organized by various departments, clubs, and cells substantially contribute to the students' overall educational experience. Units such as Students' Affairs, Women Development Cell, and the College Fellowship actively contribute to value education programs.

Additionally, the institution instills social responsibility through community-oriented programs initiated by NSS, Red Ribbon, Youth Red Cross, Peace Channel, and the Eco-Club. This multifaceted approach ensures that students not only excel academically but also emerge as socially responsible individuals committed to making a positive impact on society.

Looking ahead, Alder College plans to further enhance the integration of crosscutting issues under the Choice-Based Credit System (CBCS)/FYUGP scheduled for implementation from 2022. This forward-thinking approach signifies the institution's commitment to remaining at the forefront of providing a well-rounded education that not only prepares students for academic success but also nurtures responsible and informed citizenship.

In conclusion, the Institution serves as a paradigm of transformative education, where crosscutting issues are not mere topics within a syllabus but integral components of a comprehensive strategy to shape individuals who are cognizant, ethical, and prepared to navigate the complexities of the contemporary world.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 29.06

#### 1.3.2.1 Number of students undertaking project work/field work / internships

Response: 59

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 30.47

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
80	65	90	131	213

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	500	500

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 100

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
46	60	81	94	110

#### 2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
46	60	81	94	110

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 9.23

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The institution adopts a holistic approach to education, prioritizing student-centered learning to enrich educational experiences. Regular visits to the college library which provides access to computers and internet connectivity and engaging in library-related activities are encouraged. Library classes are conducted by teachers across the disciplines and the library plays a pivotal role in orienting students on using e-resources through the N-LIST programme. Students are given access to information within the library, and from any external information sources such as e-books and e-journals, thereby enhancing the student-centred learning experience.

Utilizing ICT-enabled tools and online resources enhances teaching and learning processes. The institution provides LCD projectors and ICT-enabled classrooms for PowerPoint presentation, documentary screenings, and educational videos.

Efforts are made to incorporate e-learning, utilizing platforms such as WhatsApp and Google Classroom and video conferencing platforms like Google Meet and Zoom to ensure access, equity, and quality in education. These platforms were most extensively used during the lockdowns imposed due to COVID 19. Teachers facilitate student-centered learning by encouraging the use of PowerPoint presentations and paper presentations for internal assessments, thus providing ample opportunities for advanced and practical knowledge acquisition.

Students are also provided opportunities for experiential and participative learning through various activities. They are encouraged to attend book fairs and participate in creative enhancement activities. Exploration of the rich cultural heritage of different communities is done through interviewing elders, cultural presentations featuring war cries, folk dances, tales, and songs, supplemented by visits to the State Museum. Students are required to submit written reports post museum visits, so also give reports on observation made through the other activities.

Practical projects, such as market surveys and consumer price index analyses, are conducted to provide hands-on learning experiences. Literary programs, including debates, discussions, quizzes and essay writing competitions on diverse topics, are organized. The annual open mic event fosters creative expression in literary and performance arts. The English department's Book Club conducts sessions on poetry composition, reading, and critical essay reviews, while writing workshops aim to refine students' academic and creative writing skills, enriching their overall performance and life achievements.

As part of their annual extension activity, fifth-semester BA students visit Tabitha Enabling Academy (Special School) to interact with the institution and gain insight from students with disabilities. These visits foster empathy and inclusivity, nurturing a deeper understanding of diverse perspectives. Participatory learning, including group case studies, debates, seminars, and soft skills training encourage students to learn collaboratively and from one another. Additionally, educational tours and social events organized by various departments contribute to enriching the overall learning experiences of the students.

The Alder Fest provides a platform for students to showcase their talents, fostering skills in marketing management, dignity of labour, and collaborative learning, which are essential for real-world challenges.

Field trips to explore diverse ecosystems like forests, rivers, and lakes are scheduled in the fifth and sixth semesters as stipulated by the Environmental Studies (EVS) curriculum. These trips are essential for project work, culminating in comprehensive PowerPoint presentations and report submission.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 97.39

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
23	23	23	23	23

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 33.93

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	6	6	8

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

The institution serves students of diverse backgrounds and abilities through effective assessment mechanism. The Examination Committee oversees the transparent and time-bound examination mechanism in the institution following university guidelines. It adheres to university internal assessment norms of 30 marks for Old Course and 25 marks for Choice Based Credit System, and 70 marks and 75 marks for external respectively. At the commencement of the academic session, proper information is given on the examination system, internal and external assessments, pass criteria, matters concerning backlog papers and so on.

Teachers conduct internal activities at the stipulated time frame defined in the academic calendar. Based upon teachers' plans of action designed on meeting learning objectives and outcomes, students are oriented on the modes of examination, pattern, marks weightage etc. Prior information is given to students on the schedule of internal activities and the portion of syllabus that will be covered.

Internal evaluation includes assignments, class tests, paper presentations, PPT presentation, project works, field trips, seminars, case-studies, role play, open book test, quiz, poster making, video making, debates etc. Various activities are conducted throughout the semester wherein ample freedom is given to teachers. The time duration for internal assessment and dates of submission are reflected in the academic calendar. The cumulative internal marks are prepared on the basis of marks secured by students in multiple activities. Results are declared on time, approved by Academic and the Examination Committees, and displayed on notice boards, online platforms and institutional website.

Teachers give constructive feedback followed by necessary guidance through the mentor- mentee programme. Principal initiates meetings with parents/guardians of students on account of their ward's underperformance or truancy. Through such actions, parents/guardians are kept abreast of students' academic progress, and at the same time appropriate measures are taken to help demotivated students.

Any discrepancy reported by a student is promptly resolved by the faculty. However, depending on the

seriousness of the issues, complaints are received and forwarded to Examination Committee and authority for resolution. Certain grievances regarding attendance, victimization etc. are also taken up by Grievance Redressal Cell. Re-scheduling of internal examination is permitted depending on the genuineness of a student's reason for absence during the conduct of activities. The Principal and faculty members are open to approach from concerned parents and guardians concerning their wards' performance.

External assessments are conducted by the affiliating university. The examination in-charge and Examination Committee sees to it that the confidentiality and integrity of examination are maintained throughout. The semester-end university examinations engage the participation of the faculty as invigilators and evaluators. For grievances related to external examinations, the institution adheres to instructions, rules and regulations specified by the affiliating university. Such grievances are received in written and forwarded to Nagaland University either for re- evaluation or any rectification in examination documents. For effective implementation of a transparent evaluation system, the college authority convenes staff meetings to discuss matters pertaining to examination.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

***Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website***

#### **Response:**

Programme and Course Outcomes are clearly stated and communicated to the students through the syllabus book, orientations and institutional website. The institution, to cater to the holistic and comprehensive development of the students, gives utmost importance to attainment of these outcomes by students.

The program outcomes are derived from the program objectives embedded in the curriculum. The importance of learning outcomes is communicated to the teachers in the staff meetings and IQAC meetings which are fairly communicated to the students by the respective departments and concerned teachers. Teachers and students are informed of the expected outcomes and objectives of the programmes even through the institutional website.

Separate Department Orientations are conducted for students and teachers at the beginning of each session, wherein the program outcomes and course outcomes are deliberated meticulously. Teachers' Log book and Action Plan were prepared for each semester which are executed well in order to achieve the learning outcomes. The syllabus book provided to each student during admission contains the course

objectives and outcomes which are further emphasised upon by the subject teachers.

Project works, group activities, outdoor educational activities as well as other skill development activities are regularly conducted as these are significant in realising the outcomes of the programmes and courses in totality. Annual Alder Fest enhances students talents and life skills. Awareness is given to all the students with regard to the intended outcomes of such activities.

Attainment of programme outcomes and course outcomes are evaluated by the institution. Evaluation procedures of the institution are done through formative and summative approach that determine the level of achievement the outcomes by students. Assessments are done through various forms such as role play, open book test, discussions, paper presentations, class tests, assignments, posters making, seminars, debates, case studies, film and book reviews, PowerPoint presentations, museum visits, simulated teaching, micro teaching, project works, field trips etc.

In order to prioritize attainment of the expected outcomes of learning, the institution gives effort that inputs and feedback are provided to students after identifying their strengths and weaknesses thereby widening the scope for improvement. Students who are demotivated and are experiencing learning hurdles are offered guidance through their respective mentors. Slow learners are permitted to improve their marks or performances through reassignments and additional works.

Formative assessment encourages exchange of learning goals and healthy interaction among students and teachers. Students are also encouraged to self-assess, critically evaluate their own progress or do peer assessment as this leads to identification of gaps in their comprehension and capabilities. Efforts are made to develop meta-cognitive skills in students to enable them to organize their thought processes and solve problems. Institution follows summative assessment as final assessment is conducted in the form of end-semester university examination. Upon declaration of results, the performance of students is duly analysed and discussions on further improvements are done.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The expected outcomes of a programme are defined at different levels as programme outcomes, program specific outcomes and course outcomes. The most important aspect of an outcome is to be observable and measurable. The attainment of these serves as the impetus to the institution's rigorous process of evaluation that runs parallel to continuous assessment activities.

The level of attainment of outcomes is measured and evaluated across various dimensions throughout the semesters. Orientations of courses are organized by the departments providing insight into the course objectives and specifically focussing on the programme and course outcomes that students are meant to attain at the end of a course or programme.

A continuous process of evaluation is in place to assess students' performance and their achievement level of programme and course outcomes. Some internal activities conducted are assignments, critical analysis of texts, projects, case-studies, paper presentation, class-tests, viva, open-book tests, book reviews, video-making, quizzes, debates, role-play, field study and project report writing.

Teachers' log books contain action plans and records on their execution which are maintained to ensure the efficiency of course implementation as well as to see to it that the pedagogy is in sync with specific outcomes.

Students' attendance data is strictly maintained by the faculty as attendance is considered to be of paramount importance. Revisional classes are conducted to clarify doubts and enhance students' proficiency. Teachers employ different strategies to assist students to achieve the POs and COs.

Discussions and reviews of performance in internal activities enable students to improve their performances in University semester examinations.

Theoretical knowledge is integrated with empirical experiences through seminars, skill development programmes, workshops, extension activities etc. which gives the students better understanding of the content.

The Mentoring Cell plays a significant role in supporting students to improve their skills and scholastic aspects of their studies, and further motivate them towards their future career. The mentoring programme efficiently identifies students' learning levels, and thereby address their issues appropriately.

Internal assessment is carried out basing on the percentage weightage offered by Nagaland University ie 30% (semester system- Old Course) and 25% (CBCS and FYUGP). Accordingly, students are given the opportunity to participate in different activities.

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

In order to comprehend if programme outcomes attained have resulted in substantial achievement, the institution keeps track of students progression and placement. The institution has an effective alumni network of people actively engaged in various fields, higher studies, research, serving as government servants teachers, politicians, entrepreneurs etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 98.44**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
55	101	151	143	117

**2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
57	107	151	143	118

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.31

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 0

**3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

Despite the challenges of being an arts-only college, the institution has successfully cultivated an innovative ecosystem. One remarkable achievement is the integration of Naga traditional wrestling into its annual sports week, a feat not undertaken by other educational institution in the state. This initiative has now evolved into an annual intercollegiate event, showcasing the institution's commitment to preserving local traditions and fostering a sense of community engagement through sports. Additionally, the college has devised a distinctive approach to celebrating its annual festival, the Alder Fest, by inviting both the local community and outsiders to set up stalls and actively participate in the festivities. These initiatives not only showcase the college's commitment to embracing traditional practices but also demonstrate its ability to engage and collaborate with diverse stakeholders to enrich its cultural and social landscape.

The college is proposing an innovative initiative aimed at instilling traditional values and practices through crafts among students. This program proposal entails providing students with cane and bamboo materials, empowering them to explore and invent various patterns, styles, and designs from these raw



materials according to their creative ideas. Additionally, there is a proposal to develop a separate curriculum specifically tailored for this purpose.

Workshops will be organized for students, featuring guest lecturers or experts who will provide guidance and insights into the opportunities and scopes within this field. Moreover, product service training will be offered to create awareness about marketing the crafted products effectively.

The objective of establishing the Incubation Center is to facilitate students in transforming their ideas into tangible craft, weaving, and looming innovations, thereby fostering entrepreneurial skills and promoting cultural preservation through hands-on experience.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.2.2

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response:** 3

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response:** 0.07

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.1**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	2	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1**

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

The college is actively involved in community 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 students are exposed to cross-cutting issues through innovative workshops, seminars and events. Extension activities are encouraged to be taken up by the students in line with the vision and mission statements of the institution by initiating innovative events such as promoting awareness on gender sensitization, environmental consciousness, cultural harmony, health-hygiene, sports, etc. The appointed dates for such activities are reflected in the annual calendar and activities are integrated with the academic curricula. There is no specific budget for such activities but sufficient fund is reserved to meet the expenses incurred in the execution of these activities.

Commitment towards a healthy community is reflected in programmes initiated through the NSS and Eco Club, where students engage in social work for the community with the intent to learn and spread environmental awareness. The institution has an active NSS wing initiating various cleanliness drives within and beyond the campus by collaborating with different clubs and communities. Among many events, NSS volunteers participated at the 'Fit India 2KM Run for promoting Plastic Free Nagaland commemorating 150th Birth Anniversary of Mahatma Gandhi'. The Red Ribbon Club plays a vital role in spreading awareness among the students and the neighboring communities through outreach and extension activities, one such being the one day seminar on creating awareness for solidarity with people living with HIV/AIDS in collaboration with The Nagaland Aids Control Society, Kohima.

The institution is committed to inculcate moral and humane values among the students by providing opportunities to participate in various workshops, guest lectures, FDPs, seminars and webinars within such area of interest. The women Development Cell addresses issues related to gender equality, combating gender stereotypes etc. with the goal of breaking the traditional bias within the society. The college has close association with Tabitha Enabling Academy, Kohima, a sister organisation of the college, and have been actively involved in their mission of catering to children with special needs. The college also celebrates various commemorative days like Republic Day, Independence Day, Yoga Day, World Aids Day, International Women's Day, World Environment Day and so on. Such programs are organized to develop a sense of responsibility, accountability and integrity among students and staff members.

Students are encouraged to participate in co-curricular and extra-curricular activities within and beyond the boundaries of the institution. Alder fest is one such creative event organized by the institution, where students are allowed to express their talents and celebrate cultural harmony with each other. The institution is among one of the pioneers in promoting Naga wrestling (Kene) at the college level and annually hosts intra and intercollegiate competitions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**3.4.2**

### Awards and recognitions received for extension activities from government / government recognised bodies

#### Response:

The college has been upholding its motto, “We Learn to Serve” since its inception and strives to continuously render service to the society to the best of its capacity even during crucial times.

During the time of the COVID pandemic, when the world was in a critical state and millions of lives were at risk, the institution extended its service by providing space for storage of medical aids and equipments for **Help Nagaland Breathe Campaign**, which was an initiative by Global Shapers in partnership with the Department of Health and Family Welfare, Nagaland and Youth Net.

The College was awarded an ‘**Honorary Appreciation**’, by the **Indian Society for Training and Development (ISTD) Guwahati Chapter & “ARHAN” (Association of Reforms for Healthy Advancement of Nation)**, for its outstanding contribution and fortitude towards humanitarian cause at the frontline of **COVID** pandemic.

Dr. Rüinguso Kuotsu, Assistant Professor, Department of Tenyidie, serving as Program Officer of National Service Scheme unit in the college rendered his service on behalf of the college during the COVID pandemic and was awarded ‘**Honorary Appreciation**’, by **ISTD, Guwahati Chapter & ARHAN**.

In addition, the active cells and clubs of the college such as NSS and Red Ribbon Club basically form the serviceable squad of the institution. Members are willing to fervently and selflessly offer their service to the community when any need arises.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.3

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

#### Response: 9

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	0	4	0

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 3

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

#### Response:

Alder College has standard infrastructural facilities for imparting quality education and has constantly endeavoured to provide quality for all round development of the students in order to create aware and empowered citizens. The Institution aims to ensure that it has adequate infrastructure for teaching-learning and smooth conduct of classes, and furthermore ensure availability of other facilities.

- Block A consists of the multi purpose Indoor Stadium, Gymnasium, IT Lab, classrooms, canteen, students' office, ICT room, Girls lounge and the Chairman's office.
- Block B consists of the college administrative office, staff room, IQAC, classrooms, auditorium, library, MI room, IT Cell and the offices of the Principal. Vice Principal and Administrator's office.
- The well stocked library holds a collection of above 6000 books including textbooks, reference books, periodicals and pamphlets. The library is Wi-Fi enabled and equipped with 5 PCs to help students in their research and other related academic activities. It is divided into sections for different books and disciplines and a reading/sitting area.
- The multi purpose indoor stadium has a badminton court, table tennis facilities and other recreational boards where the students can hone and develop their skills.
- The auditorium with a capacity of 1000 seating capacity is well equipped with a standard PA system and a stage that hosts seminars, talks, examinations, plays and academic as well as entertaining shows, The hall is equipped with musical instruments and various amps backed with a standard sound system.
- The institution also provides a safe space for the girls in the Girl's Lounge.
- The IT lab is equipped with over 20 computers with adequate computer equipment, internet connectivity and basic computer literacy classes are given here.
- Recreational spaces for staff and students such as courts for basketball and volleyball are available in the courtyard. The space is also used for outdoor activities both academic and

recreational.

- The IQAC room is Wi-Fi enabled and meets all the necessary requirements and also doubles as the AV room. It is equipped with a TV and sound system.
- The institution upgrades its facilities, instances of which are proper maintenance of teaching tools in classrooms with four ICT rooms connected with Wi-Fi and LAN including four projectors, screen and basic PA system. Documentaries, PPTs

and clips which assist in learning are used.

- The institution has a well equipped gymnasium with adequate space for students to make use of the exercise equipment. It has a 10 set training station, 3 treadmills, 1 cycle, dumbbells, mats, etc.
- All administrative and personal offices along with the library have personal computers with internet connectivity and can seamlessly connect through LAN. It has a photocopy machine which teachers can make use of for study materials.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 25.08

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.52	0.65	0.79	2.28	24.42

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

#### Response:

Alder college library is one of the oldest private Degree and Higher Secondary college library in Nagaland. The library is located in a separate building on the third Floor of Block A. The collection has more than 6010 books including the procurement made during the last academic session. The collection of books include documents covering a wide range of subjects from English Literature, Political Science, Education, History, EVS, Sociology, Tenyidie etc.

The library is automated, and has a spacious reading hall and reference section. The reading area provided with 7 ceiling fans can accommodate 60 users at one time. The library is under closed circuit television (CCTV) surveillance cameras. Both staff and students frequently use the library to read, refer, borrow books, and do assignment works. The book bank's function is used by student and teachers to borrow books.

Alder College Library is automated with Software for University Libraries (SOUL). The software is Integrated Library Management Software designed and developed by the INFLIBNET Centre. The college purchased SOUL version 2.0 in the year 2014 to enhance the efficiency of its library services to the users and the various housekeeping activities of the library such as data entry, issue and return and renewal of books, member logins etc are done through the software. In SOUL Software catalogue module The books are classified according to Dewey decimal classification using 23rd edition (DDC 23).

OPAC (Online public access catalogue) service is also provided where the users can search the collection of books by title, author, publisher etc. The books are being bar coded and the users are given unique barcode ID. Apart from the printed books, the library has subscribed to the N-List consortium of INFLIBNET, the college covered under Sections 12(8) and 2(f) of the UGC Act and made eligible to access e-resources through the N-LIST program. It provides access to more than 3828+e-journals and 80409 +ebooks. Users can access the e-resources by logging in with their User Id and Password credentials at <https://nlist.inflibnet.ac.in>.

User orientation is provided at the beginning of the academic session regarding the various facilities,



services and resources available in the library. The library provides reprographic service and internet service. Lists of new books are displayed for one week on the notice board. The Library is divided into Eight Sections: Circulation Section, Periodical Section, Reading Section, Stacking Section, Reference Section, Question Bank Section, Newspaper Section and the Internet Section.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

Hardware infrastructure:

- The institution has 50 computer systems including both laptops and personal computer sets which cater to both teachers and students. Some laptops and computers are specially dedicated to specific faculty and departments to assist them with the demands of work and teaching.
- There are 10 printers (offset/deskjet/inkjet) and 2 photocopy machines which enables and caters to all needs of the institution for both academic as well co-curricular activities.
- The college has 5 LCD/LED projectors (Epson/Dell), 4 in the ICT rooms and 1 portable which is used in the hall and other places as when needed. Select classrooms which are ICT enabled have LCD screens and basic speakers to assist in learning.
- In general, computing and internet facilities are available to all teachers and students on the campus.
- The institution provides access to desktop systems and laptops to both faculty and students which allows them to use computer aid for academic projects, practical sessions and for learning.
- The computer lab is equipped with more than 25 computers for students and faculty. The lab is connected to the internet as the students avail the services at allotted times or as per schedule set-up by the college administration in different batches.

**Software Infrastructure:**

- The college website ie, [www.aldercollege.com](http://www.aldercollege.com) has been developed which displays and features the activities and structure of the college. The website is linked to social media platforms like YouTube and facebook etc. The online admission page has been specially developed in the website for easy access to students. The website is protected and secured with trusted SSL protocol.
- The library has more than thousand books, is regularized and fully automated by SOUL software. Wide resources are available through INFLIBNET. Bar codes are encrypted with student IDs to enable seamless issuance and maintenance of library books.
- The college internet is connected with upto 100mpbs speed for the Local Area Network (LAN) and upto 50 mbps for Wi-Fi. Internet is connected to a high-speed router and modem which shares internet (both LAN and WiFi) from a strategic area to ensure full coverage of the college campus. The College local area network has approximately 13 computers connected directly via LAN.
- All computers are installed with Windows and have anti-virus softwares installed with MS office and Adobe CC softwares.
- A back up is taken for all the systems on a scheduled time, Windows and anti-virus are updated on a regular basis. LAN and Network connections are also monitored by the IT consultant.
- The college also has a management software where details of students, faculty and general information of the college are stored and used.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 5.8**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 35

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 16.74

**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.21	3.67	1.20	2.73	9.66

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 87.47

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
164	230	362	339	427

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 4.89

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
85	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** C. 2 of the above

File Description	Document
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 29.32

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	62	38	29	25

**5.2.1.2 Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
55	107	151	143	117

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 0.49

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

**5.3.1**

**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response:** 15

**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	3	0	0	2

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 7.2

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	17	5	4	5

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.4 Alumni Engagement**



## 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

The Alumni Association of Alder College has been functioning for many years as a supportive organ of the college and playing a pivotal role in the pursuit of excellence in the field of higher education. Alder College Alumni Association was formed by a group of the college's past pupils who had learned to serve the society in general and Alder College in particular. While the association has not been formally registered till date, serious consideration is being made in the direction. The association was formed to establish a sense of oneness and the spirit of sharing aspirations with the college.

The association was formed in 2012 with Mr. James Yalie as the President, Mr. Kheto Yeptho as the Vice-President, Ms. Loreni Tsanglao as the Secretary, Ms. Abeni as the Joint Secretary and Mrs. Adono Chucha as the Treasurer. The mission of the Alder College Alumni Association (ACAA) is to connect the past students with Alder College Students Union and the college as a whole. The goals of the ACAA are to build tradition, foster student and alumni interaction, serve the diverse needs and interests of our community, and establish a lifelong connection between ACAA members and the institution.

The Association has, since its inception, undertaken various seminars, awareness programmes and endeavours to prepare the current students for the future. Mrs Ayieno Kechu, Media Officer to the Chief Minister of Nagaland engaged with the college by providing nuggets of wisdom learned through her vast experiences in the form of various talks. Mr. Chiset Disong was instrumental in designing the college uniform. Several members of the faculty have come back to serve the college with the passion to nurture future generations. The alumni have been instrumental in giving the students a proper sense of direction in numerous fields keeping in mind that the curriculum does not encompass all aspects of life and living.

The alumni have met on several occasions. One such was the reunion of the first Alderians (1992- 1994) batch at Khruomo Mechuki Tsiatsuphe, Kohima on 15th October 2021. The first batch of the college participated in the unveiling of a souvenir, delivery of speeches and the election of office bearers of the batch.

Alder College has an effective alumni network that facilitates significant contribution from the stakeholders. The alumni actively participate in the institution's activities and voluntarily render assistance in conducting college events and programmes hosted by the college. Over the years, a good number of alumni have contributed towards the college publication, Alidade, the Annual College Magazine which are contained in the Alumni Feature pages of the publication.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### Response:

The college under the motto 'We Learn to Serve' envisioned imparting comprehensive and relevant education keeping in view the need and aspiration of a responsive citizenry. The college is dedicated to promotion of not merely academic excellence, but social responsibility and human values, and furthermore, provide a safe learning environment free of discrimination. The college thus, aims to impart quality education with emphasis on social responsibility and sensitivity to social issues. The institution endeavours to facilitate education for all, irrespective of caste, creed and culture and to make education accessible to every section of the community.

The collective effort of all stakeholders in the management of the institution through different departments, clubs and cells, and the student body signifies the decentralization of autonomy amongst various structures existing in the college. The participative nature in decision making, transparency, efficiency and accountability in administration becomes the key to good governance.

The principal who is the administrative head of the institution is overall in-charge of the institution's activities and actively participates in policy making as the chairman of IQAC. Implementation of plans is done in consultation with chairman and the administrator of the college.

The principal also provides academic leadership and makes strategies for the academic growth of the college in association with Academic Committee comprising of the HoDs. The committee devises the academic calendar and makes decisions in academic matters. IQAC initiates plans, makes policies and supervises implementation of plans necessary to increase the quality of the education in the institution.

The departments are headed by HoDs who are responsible for managing plans and make policy providing leaderships to their respective departments. Various cells and clubs such as Mentoring Cell, NSS, Eco Club, Women Development Cell etc. are headed by teachers in-charge who plan and execute club/cell activities. The student's body known as Alder College Students Union (ACSU) which is a democratic body elected from among the students is tasked with planning programmes and organising student activities besides taking up matters related to students' welfare. The ACSU is a platform given to students to participate in the governance of the institution and additionally, provides students opportunities to hone their leadership skills.

The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution. The institution is decentralized and participative in various institutional practices. The major decision making related to the college administration involve the Principal who works in consultation with the other stake holders. Academic and administrative policies of the

institution are decentralized based on the area of control.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

The functioning of the institutional bodies of Alder College is effective and efficient and functions are decentralised as shown in the organogram of the institution.

**The Board of Management-** The Board of Management functions as the policy making body. Members elect or select the Chairman who functions as the overall incharge of the college, both academic and infrastructural development.

**The Principal** - The Principal is the administrative head of the college. He/she functions as overall incharge of both academic and co-curricular activities. The Administrator, Vice Principal, the teaching faculty and non-teaching staff function under the supervision of the Principal.

**The Vice Principal** - The Vice Principal prepares and executes the college's academic schedule. All matters pertaining to academics are managed by Vice Principal in consultation with the Principal and HoDs. The teaching staff carry out duties and responsibilities under the supervision of Vice Principal and Principal.

**The Assistant Librarian-** The Assistant Librarian is the overall in-charge managing the library.

**The Administrator** - The administrator looks after the administrative work of the college. The accountant and all other office assistants work under the guidance of Administrator and Principal.

**IQAC** - The IQAC members include the Principal, Vice Principal, Administrator, IQAC/NAAC coordinator and HODs of all the departments. It is the thinking hub for policy formulation, quality in the teaching -learning and evaluation process.

**Cells and Clubs** - The college has instituted different cells and clubs which carry out activities in consultation with Principal.

**Appointment and service rules** - The college is affiliated to Nagaland University, therefore falls under the preview of University norms and regulation. Appointment of the faculty and staff is made following

UGC norms. The institution has formulated service rules and code of conduct for the students, teachers and staff.

**Deployment of institutional strategic/perspective/development plan** - In line with its mission objectives, Alder college emphasizes all round development of its community members. The institution was able to deploy some short term plans effectively over the last five (5) years including upgradation of MIL Tenyidie subject and approval of permanent affiliation from University, progress in research with three (3) PhD holders from the faculty and implementation of full uniform set.

**Institutional strategic/perspective/development plan-** The long term plans are prepared under the following heads -

**1. Skills Education** - The college plans to expand its skill based programmes.

**2. Research Centre** - The college has plan for establishment of research centre for relevant and important research work.

**3. Staff quarters** - Depending on the availability of financial resources, the college plans to construct housing facilities for the staff.

**4. B.Ed course** - Putting emphasis on professional training for teachers, another goal of Alder College is to introduce Bachelor of Education Programme.

**5. Masters programme** - Alder College plans to start Master's Program in Education as the department has qualified faculty.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

**Response:** C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

The wellbeing of the employees is crucial for the growth and development of any organization. Keeping this in mind, Alder College initiated various welfare measures to keep its employees content and committed to optimize their full potentials. Existing welfare measures for teaching and non-teaching staffs are described below:

1. Alder College Staff Welfare Union: The Institution has a Welfare Union whose main objective is to protect and advance the interests of the employees. All the employees are members of the Union.
2. Leave: The teaching and non-teaching staff enjoy different leaves depending on their requirements. The Institution provides casual leave, medical leave, maternity leave, study leave and earned leave.
3. Contributory Provident Fund is applicable to all the employees who complete probation period of one year. The employee contributes 50% and the same amount comes from the institution.
4. Gratuity benefits are applicable for all faculty and non-teaching staff.
5. Financial assistance is given in the form of TA/DA to those representing the college to attend any official duties and programmes.
6. Provision of substitute teacher: If any faculty member requested for leave beyond allotted leave period on medical ground or further studies, a reliever is arranged in the form of substitute teacher.
7. Free access to college facilities such as First Aid, Wi-Fi, library, Indoor Stadium etc. is given.

8. Due recognition is given to any Department that produces University topper(s).
9. Honorarium is given to all the teachers in-charge of various cells and clubs annually.
10. The pool car can be used by the staff for any official or college related works.
11. Staff quarter is available for peon and chowkidar.

The Institution has an effective performance appraisal system to assess an employee's performance and productivity in relation to job requirements. The institution conducts appraisal on an annual basis using the prescribed format of State Government and University.

For the teaching faculty, the key indicators of appraisal format include the individual details of each teacher, area of specialisation, appointment etc. Teachers furnish details of their professional and academic activities, their participation in design of curriculum, question setting, innovation in teaching methods, participation in co-curricular activities and professional competencies such as participation in seminars, workshops, research works etc.

The performances of non-teaching staff are also assessed annually on various parameters which are critical for the functioning of the institution. The appraisal format for non-teaching staff covers key areas such as competency, updating and learning new skills in their respective areas, leadership and teamwork, discipline and regularity.

The appraisal reports are reviewed by the Principal and recorded as confidential report. The principal initiates strategies for the professional growth of all the employees and accordingly communicates feedback to them. The system facilitates discussions on work output, and at the same time give provisions to them to highlight the professional challenges they face.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 8.04

**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	0	2	1

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>

### 6.3.3

*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

**Response:** 0

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

#### Response:

The institution is a self-financed private institution which receives occasional grants and funding from the state government. As such the main source and strategy of resources mobilization has been the various fees of the institution. Depending on the amount of income received from these sources, priorities are drawn for the purpose of optimum use. These priorities are made in a manner that is appropriate for an educational institution. Accordingly, they are teachers and other staff salary, co-curricular activities such as seminars, talks and discussions, surveys etc, besides class room teaching. Development works are undertaken only if resources are available after these academic priorities.

The funds are internally mobilized and managed as per the requirement of the college. The main source of funds mobilization for the institution is received through the yearly admission fees and tuition fees collected from the students. Besides the fees, the college also receives the state government grant in aid occasionally which is utilized for procuring books for library, renovation of basketball court, stadium and other necessary infrastructural development.

All financial transactions are handled and recorded by the accountant. Necessary payment is made on daily basis out of an authorized amount of money kept for the purpose. The treasurer is the custodian of the cheque books and releases cheques for bigger transactions such as salary which is put up by the principal, forwarded by the Chairman and released by the treasurer.

Internal audits: Treasurer and accountant check and audit monthly internal expenses.

External audits: For external expenses, at the close of the financial year, total income and expenditure accounts are audited by Government Auditor/ Chartered Accountant which is earlier prepared by the Accountant and approved by the Treasurer, Principal, and Chairman. In case of objections, the same are taken up immediately and necessary corrections/explanations are made. However, since the college is small in terms of enrolment and budget is less as compared to big institutions, there have not been any noticeable objections apart from clarifications on minor issues.



File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### **Response:**

Internal quality assurance cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures and methodologies of operation and learning outcomes at periodic intervals and records the incremental improvements in various activities.

IQAC is tasked with the responsibilities of evolving a mechanism and procedure for ensuring timely, efficient and progressive performance of academic, administrative and financial units of the institution; adoption of relevant and quality academic and research programmes; ensuring equitable access to and affordability of academic programmes for various sections of the society; optimization and integration of modern methods of teaching and learning; ensuring credible assessment and evaluation processes.

Over the years, IQAC has introduced notable measures for institutionalizing quality assurance strategies through regular meetings, seminars and orientations.

IQAC has impressed upon the faculty and staff the national goal of prioritizing quality as the defining element of higher education by organising workshops, talks, orientations on NEP, Choice Based Credit System, Curriculum Framework and revised formats of assessment and accreditation.

During the pandemic, IQAC oversaw the administration and management of hybrid learning. It ensured the continuity of teaching-learning activities while adhering to guidelines issued by competent authorities, and extended full cooperation to government authorities. It recommended the Alder COVID Concession in admission fees during the challenging lockdown period.

In 2022, it introduced two innovative tools aimed at enhancing monitoring and evaluation of teaching practices: a new teacher's logbook and a mentee profile. These tools qualify the efforts of teachers by providing a structured framework for documentation of teaching strategies and checking effectiveness. Furthermore, the mentee profile offered a more organized approach in tracking mentees' development under the mentorship program, thereby increasing its overall effectiveness. These initiatives demonstrate IQAC's commitment towards quality and excellence.

IQAC took proactive measures to fortify the mentoring program by organizing workshops which were meticulously designed to provide mentors with valuable insights, strategies, and best practices in

mentoring. By equipping mentors, IQAC focussed on elevating the quality of mentorship, thereby fostering their personal and professional development. These initiatives underscore IQAC's dedication to nurturing a supportive environment within the institution.

IQAC ensures a systematic and comprehensive yearly appraisal process for the staff. It allows recognizing outstanding performance while also identifying areas for improvement and professional development.

It has established a robust feedback mechanism to gather input from stakeholders regarding various aspects of the institution's functioning. The analyses are used to implement necessary enhancements.

The cell ensures the functionality of the Grievance Redressal Cell which addresses grievances and concerns raised by students, faculty, and staff in a fair and timely manner. This helps in maintaining a harmonious on-campus environment.

IQAC provides support to various cells and clubs enabling them to achieve their objectives related to inclusivity, harmony, sustainability, and skill development. This collaborative approach ensures the holistic development of students and contributes to the overall well-being of the community.

Through these initiatives, the IQAC demonstrates its commitment to continuous improvement and excellence in all aspects of institutional functioning.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5.2

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** C. Any 2 of the above

File Description	Document
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

Alder College is actively engaged in the promotion of gender equity and is successful in creating a safe and equitable environment for all individuals. The institution stands for prevention of discrimination and support the right of each member of the community.

- Alder College as an educational institution takes measures and initiatives for the safety of female students and employees. The college creates awareness on gender equity. The institution constituted a committee as per the norms of UGC. Grievance Redressal Cell, Anti-Ragging Cell, Student Welfare and the Mentoring Programme are some cells that work for the well-being of all students and employees.
- All courses are offered to students irrespective of their gender. Women Development Cell functions to sensitize the students on gender issues, educate women on their rights and responsibilities, present opportunities to empower and orient them with various life skills.
- Faculty and staff recruitments are not gender biased. Salary is based on qualification and levels and no variations are made on the basis of gender.
- The college celebrates International Women's Day every year to recognize the contribution of women and girls around the world.
- Interested female students are allowed to contest in any post to the students' union office. Mention may be made that the post of women coordinator is reserved only for female students.
- There is a 'girls only' lounge with ample privacy for girl students within the campus where they can spend quality and productive time in between classes.
- For safety measures, CCTV is installed in all the floor lobby, auditorium and the library.
- The college makes provisions to provide equal educational opportunities to students from all sections of the society. This promotes education among students from different regions of the state and beyond from the most economically affluent to the least advantaged groups. The college ensures equal access to opportunities for all the students enabling each student to develop his/her full potential.
- Separate washroom facilities)areas are available for girls and boys in the campus.
- Red Ribbon Club Alder College, in collaboration with the Nagaland Aids Control Society, Kohima, organized a One-Day Awareness Programme on 23rd September 2021 in commemoration of the 75th year of Independence. A Pencil Sketching Competition was organized by Red Ribbon Club Alder College on Blood Donation on the theme 'Give A Little, Save a Life'. The event was aimed at creating awareness among the students about the importance of blood donation and giving the budding artists a platform to showcase their

creativity.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

**Response:** C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance**

**and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

Alder College is located in a semi-urban area close to the heart of Kohima, the capital town of Nagaland. There is a mixture of multi-cultural and multi-ethnic population. Thus, the College administers a transparent open admission process as per the guidelines laid down by the concerned authority. Majority of the students seeking admission are from Scheduled Tribe communities. The College encourages and welcomes students from other districts and states too. There is increase in the presence of people from various communities. Faculty members and staff contribute towards creating a harmonious atmosphere of cultural diversity and an environment of inclusiveness.

The college endeavours to promote tolerance and harmony for cultural, regional, linguistics, communal, socio-economic and other diversities through its various events and programmes such as the Observance of Mother Language Day, Annual Cultural Day, workshop on preservation of indigenous languages and special lectures touching on numerous topics on social, cultural and economic diversity. Provision for special leave for faculty as well as students exists for Restricted Holidays as listed in the Nagaland State Government Annual Calendar.

NSS unit of the college works towards inclusiveness and community participation. The college plays a major role in the society towards delivering the kind of quality education required for sustainable and holistic development of all the stakeholders. One of the missions of the college is inculcation of values and life skills. The ideal objective of an educational activity is to enable the flowering of latent potentials and to inculcate knowledge and skills for productive living and most importantly, to become 'useful citizens'. Thus, the college strives towards that mission and objective with its vigorous and continuous scholastic and non-scholastic activities to sensitise the students and the employees of the institution to the constitutional obligations which would enable them to contribute as responsible citizens.

Values and Ethics are enshrined in the institution's Code of Conduct for employees and students which is put up on the institutional website. It contains standard procedures and practices that every student and staff member must abide by. The college authority stresses on the significance of the Code and gives regular reminders on its adherence.

The college ensures that students mandatorily participate in events that emphasize on values, rights, duties and responsibilities of a citizen. The faculty and staff make consistent effort to contribute towards the society beyond their work life. Keeping in mind its importance, the college in the past years has maintained continuity with its effort to sensitize the students on the constitutional ideals through the various programmes and events.

Guest lectures and workshops are arranged for promotion of harmony in which eminent personalities are invited to deliver lectures. Ethical values, rights and responsibilities of citizens are some of the topics on which debates and class presentation were conducted.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

#### 1. Title of the Practice

#### Mentor-Mentee Programme

#### 2. Objectives of the Practice

Being a degree college, majority of the students enrolled are at a vulnerable age when issues such as emotional difficulties, relationships, time management and behaviour are sensitive topics. With focus on overall development of the students, the college introduced the Mentor-Mentee Programme to guide students at a personal level and monitor the academic progress of the students. It also seeks to improve human interaction on the campus. The programme was founded on mutual respect between student and teacher. 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 the activities. It is further aimed at providing personal counseling in complete confidence. Through the programme parents/guardians are updated on students' performance. It 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. An issue was the insufficient number of senior teachers to manage it. The introduction of the new programme also meant additional work load for the teachers for whom time management became a pressing issue. Fair division of mentees to teachers also became a challenge. Meeting the parents/guardians every semester was challenging. Most importantly, students

have to be made to comprehend the importance of programme. However, inspite of all the above mentioned challenges, the institution came to acquire the expertise of handling the programme.

#### **4. The Practice**

Students are assigned to their teacher mentors. A mentee profile details the students personal, academic information. Students are encouraged to confide in their mentors with their personal and academic issues. The mentor highlights the objectives of the college and helps the student understand the organizational culture. Learning levels of the students are identified through this programme and guidance is given accordingly. Potential performers in arts and extracurricular activities are identified. This programme also facilitates communication between the students and the administration with the mentor playing the role of a mediator. Meetings with parents/guardians are convened annually and students report card is handed out. Feedbacks from parents/guardians are received during such meeting. This programme significantly improved students discipline.

#### **5. Evidence of Success:**

The programme helps the college in fulfilling its objective of wholesome development of the students. Tremendous improvement is seen in the overall performance and attendance of the students. 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 motivated students to give more participation in the college activities.

#### **6. Problems Encountered and Resources Required:**

- Scheduling mentor-parents meet proved to be challenging.
- Students joining the college after study gaps faced confusion when assigned to new mentors.
- Cases of students turning up with people impersonating their guardians.
- It is time consuming for the Principal to formally meet parent/guardian of each defaulter.
- Student volunteers are required assist in organizing such meetings.



**1. Title of the practice:****Grievance Redressal System****1. Objectives**

- To provide opportunities for redressal of grievances of students already enrolled in the institution, as well as those seeking admission to the institutions, and a mechanism thereto.
- To provide staff and students access to immediate, hassle free resolution of grievances.
- To provide a platform for students to express their concerns and grievances freely without fear of being victimized.
- To provide responsive, accountable and accessible mechanism for redressal of grievances.

**1. Context**

Pursuant to the University Grants Commission Notification, 2023, [UGC (Redressal of Grievances of Students) Regulations] issued in The Gazette of India on 11 April 2023, the college has amended its policy and guidelines in conformity with the mentioned Regulations of the UGC with an aim to address the grievances of its students. Central to these guidelines is the continued working of the Grievance Redressal Cell, Alder College, Kohima, constituted in July 2015.

Under graduate students are confounded by diverse issues, at times their frustrations are aggravated by their inability to voice out their feelings making them feel unseen and unheard. Such repressed resentment and anger can lead to serious negative impact in life.

**1. The Practice**

The Grievance Redressal Cell (GRC) is constituted by the Principal as the Chairman/Chairperson of the cell. Members include the Vice- Principal, senior most faculty, student counsellor and executives of the student's union and two class representatives from each class. All students have access to GRC to voice their complaints and concerns. Aggrieved students can confide in their mentors, teachers, CR and executives orally or drop in their complaints in the 'Suggestions Box'. GRC meetings are convened to resolve issues promptly.

In considering the grievances before it, the GRC follow the principles of natural justice and send its report with recommendations, if any, to the competent authority of the college and a copy to the aggrieved student, preferably within a period of 15 working days from the date of receipt of the complaint. Any student aggrieved by the decision of the Grievance Redressal Committee can appeal to the Ombudsperson, within a period of fifteen days, from the date of receipt of such decision.

**1. Evidence of Success**

- Grievance related to wrong entry of student details in examination document is addressed.
- Grievance pertaining to delivery of courses and instructions methods is addressed.
- Grievance pertaining to uniform is addressed.
- Grievances pertaining to amenities and classroom facilities are addressed.

**1. Problems Encountered and Resources Required**

- Reluctance of student to directly report their grievances to the GRC.
- Delay in resolving the grievances of the students.
- Time lag between reporting of grievance related to infrastructure and its resolution.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness****7.3.1**

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

A distinctive feature of the college is the Naga Wrestling.

It is a popular traditional Naga sport chiefly played by the Tenyimia Nagas, a conglomerate tribe(s) consisting of the Angami, Chakhesang, Zeliang, Rengma, Pochury, Maram, Zeme, Liangmai, Rongmei, Poumai and Mao, etc. It is a belt type of wrestling as wrestlers tie a piece of cloth around their waist from which opponents lift one another before toppling the other on the ground.

In this game, mental strength and physical prowess is tested. Hence, it is not enough to be physically strong to defeat a fellow competitor. But one also has to be strong mentally .

In the past, a wrestling bout was staged to settle scores, to display physical superiority over the others. Disputes between two or more person or even villages and between tribe(s) on private matters, or even land disputes were settled through a wrestling contest. Hence, the Naga wrestling is not just a sport in

itself, but it is also an instrument of arbitration in the community.

What is however, more significant is the social values built around it. Friendship, humility and comradeship are encouraged. As such the community participates in the spirit of friendship. A competitor faces another competitor as 'Beloved Friend' or "Khrietho-u" in Tenyidie, the official dialect of Nagaland's Tenyimia community, and not as an opponent.

The basic objective in introducing Naga Wrestling is to preserve and promote the indigenous game while providing opportunity to our students to pursue sports alongside academic excellence. This way, the college seeks to be socially responsive by transmitting the culture and tradition of the Naga tribes. It is also hoped that the students will learn to appreciate and take interest in the traditional Naga sports that are dying.

Our college has incorporated this sport in the co-curricular activity of the college in a concerted manner. Since 2013, it has been a regular feature in the Annual Sports Week. And since then, there are encouraging visible achievement and progress.

Our record shows that the number of participants has increased from eleven (11) to twenty-eight (28) from its inception till date. Initially, the participants were from Tenyimia tribes, but over the years, the event has attracted students even from other tribe(s). In 2021, a Lotha and an Ao student participated. Similarly, in 2023, we had a participant from the Sema Tribe as well. This is a significant achievement because now the sport is extending beyond the traditional boundary of the Tenyimia fold.

Today, our college has also taken the sport beyond the walls of the college campus by organising the First ever Inter-Collegiate Wrestling Competition in the year 2022. This is perhaps the first wrestling competition held in the state at the college and university level. In its first edition, wrestlers from eleven (11) colleges participated. They are – Baptist college, Don Bosco College, Sazolie College, Kohima College, Kohima, Mount Olive College, Modern College Kohima, St. Joseph's college and Oriental college. In total there were twenty-eight (28) participants.

There is a wrestling competition organizing committee in place in the institution to oversee the growth of the wrestling sport in the college as well to plan and execute the conduct of the event. It is led by a group of college assistant professors with participation from the students.

Besides, the organisational preparedness, financial allocation was made for the purpose. A sum of rupees one (1) lakh was allocated for this purpose. Admittedly, resource mobilisation has been a challenge since the college is a private institution. But we intend to take it forward as an important distinctive activity of the college.

We have also entered into partnership with the Naga Wrestling Association, which is a state level Association that promotes the sport in the state and is duly recognised by the state government. As part of the partnership, the Naga Wrestling Referee Board sends its members as officials to our college events. The Angami Wrestling Association, a constituent member of the Naga Wrestling Association also extends its support in our endeavours.

Our vision is to establish a state of the art facility for training and development of our students in future. In due course of time, this facility will also be extended to any registered student from other colleges as well. For this, efforts will be made to rope in professional wrestlers to give quality training to students.

Today, Naga Wrestling competition is one of the biggest events of the college in term of scale of preparation and fund allocation for students development. It has also become a way of connecting with educational institutions in the district for promotion of sports and furthering the goal of a holistic development in students. Additionally, it has also given us a new opportunity and experience to partner with sporting agency beyond the academic space.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Alder college campus exudes a welcoming and tranquil atmosphere, characterized by its quaint charm, homely ambience, and pristine cleanliness. A peaceful environment pervades the campus, inviting students, faculty, and the community alike to engage in learning and campus activities. The charming flower garden further enhances the campus's appeal, greeting visitors with a vibrant display of seasonal blooms that brighten the surroundings throughout the year. The college was honoured with "The Cleanest College Award" by The Directorate of Higher Education, Government of Nagaland, in 2015 recognizing its outstanding commitment to cleanliness and hygiene standards.

The College offered a Pre-University course, which later transitioned into a Higher Secondary program alongside its Bachelors programme until the year 2023. In the past, Alder College had over a thousand students. However, in the aftermath of the pandemic coupled with the NEP Institutional Restructuring and Consolidation vision aiming for multidisciplinary institutions with 3,000 or more students by 2040, certain institutions have drastically increased their intake of students impacting the admission of the college. The Research Cell of Alder College is currently conducting a study to analyse and address it through evidence-based decision-making and on-going effort for improvement. The College is proactively leveraging its favourable student-teacher ratio to enhance personalized support to students.

The community college was established in line with UGC's vision to provide affordable yet high quality skilled based education fostering a synergistic relationship between the community learners and the job market. Unfortunately, due to financial constraints exacerbated by the pandemic, the college had to temporarily suspend its operations, including its add-on courses.

Alder College Fellowship provides moral and value education to students who willingly participate, emphasizing the importance of ethical principles and character development.

Alder College supports a variety of community-related activities. The institution opened its basketball court and indoor stadium for recreational purposes, provides parking space as per need, auditorium for meetings and public examinations. Additionally, the college extends financial and human resource assistance for the maintenance and development of the surrounding locality.

### Concluding Remarks :

Alder College, established in 1992, is a pioneer in Higher Education in Nagaland. The institution imbibes a deep sense of core human values and beliefs. Its premises eloquently demonstrate a conducive learning atmosphere for carrying out its programmes. With the introduction of Four Year Undergraduate Programme, the institution offers Major in six disciplines and elective courses in two more. It has sufficient infrastructure for the functioning of the academic and administrative aspects of the institution. The college takes pride in being a place where students and teachers openly engage in pursuance of knowledge without any prejudice or discrimination.

Following the first cycle of NAAC assessment in 2016, the institution carefully analysed the report of institutional accreditation. The recommendations given by the peer team were given serious attention. Based on

the observations, IQAC introduced notable measures for institutionalizing quality assurance strategies and processes in the institution, first and foremost, in impressing upon the faculty and staff the national goal of prioritizing quality as the defining element of higher education.

The institution evolved mechanisms for ensuring progressive performance of academic, administrative and financial units of the institution. Perspective plans were prepared and genuine efforts made in all aspects of the institution's functioning. The college's well-defined and clearly stated organizational structure facilitates smooth functioning, guarantees transparency and optimizes efficiency. The open admission policy advocates an inclusive and accommodating approach for all individuals seeking higher education. Focus is given on affordability of programmes. The college plans to reinstate the Add-On Courses suspended during the COVID 19 pandemic.

Special emphasis is placed on use of ICT and student -centric methods. Teacher's logbook is an innovative tool for smooth implementation of the academic process. The Mentoring Cell is institutionalised. The college invests on its dynamic feedback system for valuable inputs. Standard procedures and practices for stakeholders are contained in the Code of Conduct. The grievance redressal mechanism is accessible and impartial. The suggestion box provides a mode through which stakeholders submit suggestions anonymously.

The college actively engages in extracurricular and extension activities through NSS, Red Ribbon Club, Women Development Cell etc. focussing on holistic development.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :2</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>94</td><td>67</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>154</td></tr></table> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	94	67	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	154
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	94	67																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	154																	
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>204</td><td>267</td><td>362</td><td>429</td><td>498</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>80</td><td>65</td><td>90</td><td>131</td><td>213</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	204	267	362	429	498	2022-23	2021-22	2020-21	2019-20	2018-19	80	65	90	131	213
2022-23	2021-22	2020-21	2019-20	2018-19																	
204	267	362	429	498																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
80	65	90	131	213																	

**2.1.1.2. Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	500	500

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	500	500

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)****2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	8	8	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	6	6	8

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	0



Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

**3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	2	0

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

**3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**

**3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	2	6	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	0	4	0

Remark : As per SOP, Only extension activities for the benefit of community will be considered so based on that DVV input is recommended.

**4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years**

**4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.53	0.65	0.79	2.29	24.60

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.52	0.65	0.79	2.28	24.42

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

#### 4.3.2 Student – Computer ratio (Data for the latest completed academic year)

##### 4.3.2.1. Number of computers available for students usage during the latest completed academic year:

Answer before DVV Verification : 39

Answer after DVV Verification: 35

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

#### 5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

##### 5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
159	14	15	34	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
85	0	0	0	0

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

#### 5.1.4 *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

## 5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

### 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	62	38	29	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	62	38	29	25

### 5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	107	151	143	118

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
55	107	151	143	117

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

## 5.2.2 **Percentage of students qualifying in state/national/ international level examinations during the last five years**

### 5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

2	0	0	0	0
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Remark : As per clarification received from HEI, thus DVV input is recommended.

**5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	9	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	3	0	0	2

Remark : per the revised data and clarification received from HEI, Based on that DVV input is recommended.

**6.2.2 Institution implements e-governance in its operations**

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

**6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

**6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

**6.3.3.2. Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

6.5.2

**Quality assurance initiatives of the institution include:**

1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented
2. Academic and Administrative Audit (AAA) and follow-up action taken
3. Collaborative quality initiatives with other institution(s)
4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions				
1.1	<b>Number of students year wise during the last five years</b>				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	204	267	362	429	498
	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19

	203	264	360	423	490																				
2.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 32 Answer after DVV Verification : 30																								
2.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>24</td><td>22</td><td>22</td><td>23</td><td>23</td></tr></table>  Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>22</td><td>22</td><td>22</td><td>23</td><td>23</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	24	22	22	23	23	2022-23	2021-22	2020-21	2019-20	2018-19	22	22	22	23	23
2022-23	2021-22	2020-21	2019-20	2018-19																					
24	22	22	23	23																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
22	22	22	23	23																					
3.1	<b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>15.2</td><td>11.9</td><td>6.2</td><td>27.1</td><td>49.1</td></tr></table>  Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>15.25</td><td>11.91</td><td>6.27</td><td>27.14</td><td>61.68</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	15.2	11.9	6.2	27.1	49.1	2022-23	2021-22	2020-21	2019-20	2018-19	15.25	11.91	6.27	27.14	61.68
2022-23	2021-22	2020-21	2019-20	2018-19																					
15.2	11.9	6.2	27.1	49.1																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
15.25	11.91	6.27	27.14	61.68																					