

SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

JAPFU CHRISTIAN COLLEGE

www.japfuchristiancollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2017

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nestled at the foot-hills of the picturesque Japfü Mountain, the second highest peak in Nagaland, is Japfü Christian College (JCC), a rural college located in a hilly land locked area. The College was established in 1996 with its motto, "Faith and Work". The College is a residential co-educational institute offering Arts stream at Under Graduate's level, affiliated to Nagaland University. The College got permanent affiliation with Nagaland University on 29th April, 2009. It also attained recognition of College under section 2(f) & 12(B) of the UGC Act, 1956 on 16th June 2010. The college was accredited by NAAC with a B (2.63) in its 1st Cycle and has been since improving in qualitative growth.. The College being in a rural setting, with almost 80% of its students with third division at their entry level involves consistent mentoring and nurturing by the teaching faculty towards its students, thereby, continuously achieving 90% plus passed percentage annually. Frequent tests and exams are the secrets behind the College' winning strategies. Academically, JCC have been able to bag 15 Gold Medals in the University Examinations thus far. Japfü Christian College, said to be one of the fastest growing College in Nagaland, is certainly a College with a positive difference.

Vision

Vision of the institution

To impart God-fearing quality education for all - round development of individual to serve humanity with faith and work ensuring success.

Mission

Mission of the institution

- To impart God-fearing quality education
- To strive for holistic development of the self
- To be a useful member of the society
- To fulfill the academic needs of the society
- To collaborate with other stakeholders in higher education towards progressive change
- To equip students in order to face future challenges successfully, particularly in the field of technological knowledge and application
- To develop students towards self reliance and greater productivity
- To be a useful citizen of the nation and contribute towards unity in diversity
- To uphold values and ethos that are becoming of a decent member of the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength

- Presence of good number of experienced faculty.
- Commendable Student/Teacher Ratio.
- Exhibits vertical developments as in aspiring towards introduction of PG Degree and other skill based courses..
- Curriculum enrichment through collaborative & faculty exchange programmes.
- Use of ICT/Green Boards & other teaching aid are visible.
- Consistent Wifi Connections.
- Feedback system is in place.
- Well coordinated IQAC Team

- Adequate Library/ Learning resources
- Evidence of activities that supports students' progression.
- Incorporation of Add on courses, clubs and multiple cells adds colour to their institutional values.
- Located nearby a Bio-Reserve Forest, thereby, students are continuously reminded to be a good caretaker of Mother Nature.

Institutional Weakness

Weaknesses

- Limited Land Area (12 Acres of Land).
- The college is located in a rural, hilly land locked area, 85 kilometres from the nearest Airport /Railway Station.

Institutional Opportunity

Opportunities

- The institute been located near the Capital town has opportunities of much collaboration with other stakeholders.
- The institution is located near the Nagaland's Hornbill Festival venue, the tourists hotspot of the State, this provides opportunities to students, staff & faculty members to observe, interact and learn from diverse cultures within and outside India.
- The college is covered under 2(f) & 12 B of the UGC Act, thereby, availing UGC funding.
- The college by virtue of been an aided College is covered under various schemes of the government of Nagaland.
- All Salary/infrastructural expenses are borne by the Government of Nagaland.
- The college caters to Christian Tribal Students of Nagaland.

Institutional Challenge

Challenges

- The college been located in a Tribal area faces the challenge of poverty and rural indebtedness, thereby its growth towards introduction of new programmes is slowed.
- The college is surrounded by reputed educational institutions and, therefore, requires constant upgradation of its learning resources as well as innovate creativity to be a major player in higher educational institute of quality learning.

1.3 CRITERIA WISE SUMMARY

Governance, Leadership and Management

Governance, Leadership and Management

The Top down policy is followed for easy management of the college. Stakeholders right from the Government of Nagaland extend support to the college. Japfūphiki Baptist Church (JBCC) being the sponsors appoints a Board of Management (BOM) and given autonomous power to manage the college. BOM appoints the Principal basing on strict compliance of the UGC norms and entrusts him/her to manage the college. The Principal is assisted by 2 Vice Principals, Deans, Heads of Departments, Nodal Officers for NAAC, NSS/RCC/NCC, faculty and office staffs. The organogram of the college is simple, transparent and effective as power, duties and functions do not overlap since responsibilities are lined up on seniority basis as per the *Service Rules* prescription of the college.

Institutional Values and Best Practices

Institutional Values and Best Practices

There are many unique innovative and best practices of the college. The stand-out two Best Practices are:

- The college is located in a Bio-diversity reserve area and earthquake prone zone, therefore, its thrust is for conservation and disaster management on Forest Fire, Earthquake and Landslide.
- Intensive Career Guidance and Counseling care is bearing much fruit which starts from academic excellence, personality development, I.Q nurturing and knowledge enhancement.

Research, Innovations and Extension

Research, Consultancy and Extension

Nagaland is a paradise for social researchers. Our rich culture and immense folk wisdom are yet to be explored. Sadly, the research culture is not properly built up in the State. However, pioneering many areas of research interests, our staffs are venturing into research, consultancy and extension as expected from the academic fraternity. 9 faculty members are engaged in UGC/ICSSR sponsored researches, 7 faculties are on the verge of finishing their PhDs. 2 are on study leave while 5 are doing simultaneously along with teaching. 2 built up their API scores and joined Central Universities. The strong research culture is imbibed to students resulting in Alumni joining the Academia as faculty and Institutes of Higher Learning. This is a matter of pride by the colleg

Curricular Aspects

Curricular Aspects

The curricular aspects are the set of courses and contents that are offered by the college. Much of the courses are dictated by Nagaland University to which our college is affiliated. The contents of the courses cannot stay away from it either. However, the *Add On Courses, Certificate Courses of Human Rights, Computers* are where we swing our freedom as high and as far as we want our students to reach for. This is the forte of the college in which one can be at par with Delhi and beyond.

Teaching-learning and Evaluation

Teaching-Learning and Evaluation

University Grants Commission gives utmost importance to *Teaching-Learning and Evaluation* because this is where good teachers, receptive students and good judgments follow to make a man and woman out of the God given life that is placed in the hands of the moulding college. The faculty and staff of Japfü Christian College know the grammar of commitment and sacrifice that is required to boosts this area. Majority of staff are in the campus and lives a life that teaches one to be a better human being, a hard worker that can weather the storms of life. Twenty long years of stealth life are bearing good citizenry in every nook and corner of Nagaland by God's grace.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

For a college located in the foothills of *Japfü Mountain*, the second highest peak in Nagaland, the infrastructure is good and above average, keeping in mind the difficult terrain and the cost escalation of building materials as it is traversed from the plains of Dimapur battling incessant landslides and challenging pot-holed roads. Had the college been located in the metropolitan city, it would have enviable state of the art infrastructure. The learning resources with high frequency Wifi zones for students and Lan connected internet facilities for staffs, one has to blame oneself if one cannot catch-up with the rest in the e-highway. Infilibnet with its innumerable learning resources are made available to all apart from thousands

of books and journals in the library manned by a highly committed and qualified Librarian.

Student Support and Progression

Student Support and Progression

NSS, NCC, E.U, CRs, Prefects and Ambassadors from varied angles are flouted for students support and progression. There are multiple clubs, add on skills and preparatory career guidance classes to benefit students to become contributive members of the society and Nation. The college invests much time, money and energy for students support and progression. The packed academic calendar is indicative of maintaining the equilibrium of this carefully balancing act. Besides, many students are assisted by the college to avail Minority/ Scheduled Tribes/ Ishan Uday (UGC) Scholarships from the government of India and Nagaland state too. The institution's growth is measured from its students/Alumni and Staff progression, in this the latest achievers are source of joy that gives meaning to the very existence of Japfü Christian College.

The Gold Medalists at the Undergraduate Examination 2016, Nagaland University (NU)

1. Ms. Vikuotunuo(Sociology Gold Medalist) , 2016.
2. Ms. Mhasivono Kar (Economics Gold Medalist), 2016.
3. Ms. Akheno Yhoshü (History Gold Medalist), 2016.

Alumni Achievers

1. Dr. Caroline Maninee for attaining her PhD from JNU, 2016.
2. Dr. Kughatoli for attaining her PhD from NU, 2016.
3. Mr. Rohbi Sangtam (NPSC) - Extra assistant Commissioner (EAC), Government of Nagaland, 2016.
4. Ms. Longkoi Khiam (SC) - (Assistant Professor) – Haryana Central University, 2016.
5. Mr. Wekhrope Akami (NPSC) – Inspector of Industries/ Extension Officer, Government of Nagaland, 2016..
6. Mr. Khumchopi Sangtam (NPSC) – Inspector of Industries/ Extension Officer, Government of Nagaland, 2016.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Japfu Christian College
Address	
City	Kohima
State	Nagaland
Pin	
Website	www.japfuchristiancollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Visakhonu Hibo	370-2239316	9856070432	-	info@japfuchristiancollege.org
IQAC Coordinator	Seyievono Savi	-	9612803702	-	seyievono@yahoo.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	05-07-1996

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Nagaland	Nagaland University	View Document

Details of UGC recognition	
Under Section	Date
2f of UGC	16-06-2010
12B of UGC	16-06-2010

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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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		Rural	12.1	7.1

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, Political Science	36	HSSLC	English	550	507
UG	BA, English	36	HSSLC	English	700	675
UG	BA, History	36	HSSLC	English	570	557
UG	BA, Education	36	HSSLC	English	330	327
UG	BA, Sociology	36	HSSLC	English	450	429
UG	BA, Economics	36	HSSLC	English	100	90

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	1				0				27			
Recruited	0	1	0	1	0	0	0	0	13	14	0	27
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				13
Recruited	10	3	0	13
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				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	4	1	0	6
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	8	13	0	21

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	6		1		7

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	354	0	0	0	354
	Female	273	0	0	0	273
	Others	0	0	0	0	0
Diploma	Male	45	0	0	0	45
	Female	43	0	0	0	43
	Others	0	0	0	0	0
Certificate	Male	45	0	0	0	45
	Female	43	0	0	0	43
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
ST	Male	317	319	340	354	
	Female	270	272	273	273	
	Others	0	0	0	0	
OBC	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
General	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		587	591	613	627	

3. Extended Profile

3.1 Programme

Number of courses offered by the institution across all programs during last five years

Response : 6

Number of self-financed Programmes offered by college

Response : 2

Number of new programmes introduced in the college during last five years

Response : 1

3.2 Student

Number of students year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
627	613	591	587	570

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

2016-17	2015-16	2014-15	2013-14	2012-13
350	350	350	250	250

Number of outgoing / final year students year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
158	132	185	140	135

Total number of outgoing / final year students

Response : 750

3.3 Academic

Number of teachers year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
27	27	27	27	27

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

2016-17	2015-16	2014-15	2013-14	2012-13
27	27	27	27	27

Number of sanctioned posts year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
27	27	27	27	27

Total experience of full-time teachers

Response : 264

Number of full time teachers worked in the institution during the last 5 years

Response : 27

3.4 Institution**Total number of classrooms and seminar halls**

Response : 16

Total Expenditure excluding salary year wise during last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
105	109	90	87	77

Number of computers

Response : 39

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.39470

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.16760

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

The IQAC members deploy action plans for effective implementation of the curriculum prescribed by the Nagaland University. The resolutions taken by the IQAC members are discussed at the staff meeting and calendar is drawn for actual implementation. Once the calendar is drawn, Principal, vice principals, deans, HoDs of every department and the teaching faculty disseminates the action plan to the learners so that the curriculum is efficiently carried out in every semester or the yearly academic cycle. Faculty development programmes/ workshops are conducted frequently for teachers and students. Obstacles or difficulties faced are discussed and addressed so that curriculum plan is implemented successfully every semester.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 3

1.1.2.1 Number of certificate/diploma programs introduced year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	1	0	1

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 9.63

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	3	3	3

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years**Response:** 16.67

1.2.1.1 How many new courses are introduced within the last five years

Response: 1

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 16.67

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 1

File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 37.81

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
284	281	270	255	50

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:**

Gender : Dr. Visakhonii Hibo included gender inclusion in under graduates Sociology course, Nagaland University, as curriculum designer. Human rights: With the aid from the UGC, Japfu Christian College, Kigwema, Nagaland, introduced a foundation course on Human Rights education. It was formally inaugurated on 14th February, 2013. It is a three month course educational program. Spearheaded by the Political Science Department of the college, the task of imparting human rights education was shouldered by 15 faculty

members representing different departments. The course touched a wide range of concepts and issues on human rights. The students were given foundation knowledge on the meaning of Human Rights and its inherent, inalienable, universal and indivisible characters. It also traced the evolution and development of Human Rights. The college also organised debates on topics relating to human rights. Environment and sustainability: The College is located at a strategic location of bio-diversity reserved area of Kigwema village. When new batch of students join the college, they are oriented on the importance and the need to preserve the environment. The college is a plastic-free campus and volunteers from amongst the students clean the campus and the surrounding area every Wednesday. Environmental education is taken seriously in the college and besides teaching the course in the classrooms, students are taken for fieldwork for observation. During the field trip, students also identify various medicinal plants and herbs available in the area and give presentation on the same. Every year, under the initiative of the NSS of the college, The World Environment Day is observed. Tree saplings are planted and social works organised to replenish and sustain the environment Human values and professional ethics: every Wednesday and Friday at 12 noon, moral and ethical values are taught. Some of the broad areas of human values taught are integrity, honesty, hard work etc. Saturday evenings, Sunday morning and Sunday evenings are set aside to teach students to be spiritual, to be ethical and imbibe moral values that is becoming of a good human from the entire human point of view. Specially, trained personnel are frequently outsourced to help in this area. The college also give due emphasis on professional ethics. Code of conduct expected from the employees is highlighted during the meetings; the same is also displayed on the college website. Staff development programmes are also organised by the IQAC of the college and the staff and faculty are exhorted to be competent, trustworthy, respectful and reliability which goes a long way in exhibiting professionalism in the work place.

1.3.2 Number of valued added courses imparting transferable and life skills offered during the last five years

Response: 6

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during last five years

Response: 6

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 81.66

1.3.3.1 Number of students undertaking field projects or internships

Response: 512

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A.Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Any additional information	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.4

2.1.1.1 Number of students from other states and countries year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	2	3	2

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 94.44

2.1.2.1 Number of students admitted year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
231	223	237	217	204

2.1.2.2 Number of sanctioned seats year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
250	250	250	220	210

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 73.17

2.1.3.1 Number of actual students admitted from the reserved categories year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
231	223	237	217	204

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The concerned teacher identifies advanced learners through class tests, classroom teacher-student interaction, debates and in extra-curricular activities. Mentors of Advanced learners strive to broaden the horizon of their thinking/ working capabilities. Some advanced learners have attended the Common Induction Programme for IAS/IPS/EACs/Dy.Sps etc., at Administrative Training Institute so that they may get inspiration for National & International revered placements in their future careers. International exposure was given to advanced learner by Prof. Mego Haralu, Campbellsville university, USA. Slow Learners: The college believes that every student has the potential to excel in their studies and other attributes of life. However, some students may need more attention and care for achieving higher grades in studies; therefore, Remedial Coaching Classes are compulsorily given every 3rd month in a semester, so that students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc., may not lag behind or dropped out of their studies.

2.2.2 Student - Full time teacher ratio

Response: 23.22

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.48

2.2.3.1 Number of differently abled students on rolls

Response: 3

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

Teachers are instructed to make learning student centric. However, to improve interactive skills, frequent staff development programmes are organized to know and learn from each other. Most North Eastern States of India had been visited by the staff during exposure trips, the latest been a visit to Sikkim. Annual picnics, leadership development seminars, academic development programmes, especially of the Information Technology, are regularly conducted to upgrade teachers' skills for the purpose of improving interactive learning, collaborative learning and independent learning among students. The college provides good Wi-Fi facilities and libraries to support independent learning of teachers and students. Group discussions, posing questions, paper

presentations, and assignments, departmental and inter-departmental interactions are regular features to promote interactive and innovative skills so that both the learner and the taught are equally equipped to face life's ever changing challenges successfully and intelligently. In the day to day teaching, the various strategies or ways adopted for involving the students in the learning process are as follows: Concerned subject teachers assign specific topics to the students and are asked to explain the same to the class. This helps the students to understand the topic better instead of memorizing it. This is especially practiced in the major classes. The students are also given holiday assignments. They are asked to do research on their own society or on any recent issues and present it to the class when they come back to college. Departmental activities such as seminar, quiz, debates etc are organized frequently. Group discussions are also held wherein every student is given opportunity to participate. As part of their Environmental Studies, the students are taken for a practical field trip to study the environment. Every 1st and 3rd Saturday, the college organizes various co-curricular activities such as career guidance, personality development, awareness on social problems (HIV/AIDS, substance abuse etc.), Disaster management, first-aid trainings, workshops, and literary activities like debates, quiz among others.

2.3.2 Average percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 27

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 23.22

2.3.3.1 Number of mentors

Response: 27

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Frequent importing of Higher Learning Institutes like ICSSR-NERC among others, by way of collaborations so that critical thinking maybe nurtured. Extempore speeches, Essay competitions, Flower arrangements, Painting and Art competitions are frequently held so that creativity of the individual student can be boosted, In order to develop the scientific and research culture, students are made to study their own family, clan, Khel and village structures, folktales, taboos etc., so that an inquiring mind can be development. Japfü Christian College is a one college that engages the most in terms of developing critical thinking and scientific temper as far as its teachers are concerned. Many UGC/ICSSR/ HRD research projects have been completed and many are in the process of completing. 2 teachers have submitted their PhD thesis and 5 are registered for the same. The college has an ICSSR Fellow and 2 are on study leave for pursuing their doctoral studies.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 14.07

2.4.2.1 Number of full time teachers with Ph.D. year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	3	2	5	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Average teaching experience of full time teachers in number of years

Response: 9.78

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 2.22

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	0	1	0

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 14.81

2.4.5.1 Number of full time teachers from other states year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	4	4	4	4

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

One of the major reforms of Nagaland University to which the college is affiliated is the switchover from annual system of evaluation to continuous and comprehensive semester wise evaluation where 70 marks are allotted for External Examination and 30 marks for Internal assessments. The college on its part has added add on courses, assignments, paper presentations, debates, oral tests among others, for the Internal 30 marks, so that every semester is meaningfully utilized for nurturing students towards all-round development. The college is strict in time management as per University/Institutional academic Designs. Therefore, ensuring timely examination, evaluation, submission and declaration of all Internal/External evaluations helps effective implementation of the evaluation reforms of the university and those initiated by the institution.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

In addition to these, the Grievance Redressal Cell takes additional tasks of facilitating students' problems to college authority, which in turn solves whatever are within its capacity and refers cases to the affiliating university as and when required. A suggestion box is also placed near the college notice board for students' convenience. The college has made significant progress in the last 5 years. The internal assessments are done in such a way that, up to affiliating university allotted marks for internal 30 marks assessment, marks are allotted for weighing different areas of performances. Out of total 30 marks, 7 marks are allotted for research/assignments, 3 marks for debates/extempore etc., 5 marks for seminar paper presentations, topical speeches, 5 marks for Class Tests and 10 marks for Internal Examination which is a mocked exam per external examination pattern.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The answer scripts of the tests/exams other than final examination are shown to the students in the classrooms for checking within 10 days of the conduct of test/exam, if there is any anomalies in the marking then the students gets clarification and rectification from the teacher then and there. The final marks are then pasted on the notice board. If the students find any mistakes then they can approach the concern teacher /Academic Dean/Vice-Principal/Principal within 3 days of the declaration of the result. Regarding evaluation grievances faced by student in the final university examination, the college follows the rules and regulation laid down by Nagaland University.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

One of the major reforms of Nagaland University to which the college is affiliated is the switchover from annual system of evaluation to continuous and comprehensive semester wise evaluation where 70 marks are allotted for External Examination and 30 marks for Internal assessments. The college on its part has added add on courses, assignments, paper presentations, debates, oral tests among others, for the Internal 30 marks, so that every semester is meaningfully utilized for nurturing students towards all-round development. The college is strict in time management as per University/Institutional academic Designs. Therefore, ensuring timely examination, evaluation, submission and declaration of all Internal/External evaluations helps effective implementation of the evaluation reforms of the university and those initiated by the institution.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

1. The college conducts workshops for staff and teaching faculty on the expected learning outcomes and the university norms so that clear information maybe disseminated to students. II. The college conducts orientation classes' right from the first day of class commencement. The college rules / university rules which are written in the College Prospectus, which every student possess, is explained in detail and the stated learning outcomes emphasized for clarity. III. Every subject teacher gives a summary of the syllabus and mark divisions thereof. IV. The university's criteria for qualifying the semester with minimum 14 marks out of 30 internal marks and minimum 32 marks out of 70 external marks are repeatedly make known so that there will be no failed students at the end of the semester. V. The assessments and results of students are duly conducted on time and pasted through the college notice board/website as well as on the college Facebook pages for wide circulation.

File Description	Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The college and individual teachers uses the evaluation /assessment outcomes, particularly the Attendance/Internal Examination/External Examination and assessment data files as an indicator to to evaluate student performances, achievements of learning objectives and planning. After every month's completion, the attendance is calculated and pasted on the notice wall. Every absentee is required to write leave application and meet the Vice Principals for advice or mentoring while getting also the permission to enter class. This practice had been helping the college to locate students who need special attention while also encourage all students to be regular in class/extra-curricular and curricular activities. So also, students lagging behind others are dealt with at the teacher concerned level, Head of Department and finally dealt by Principal for Remedial Coaching Classes. The Top Ten lists are also portrayed on the college notice board even for internal examinations. Best essays, best research project reports etc., are published in the college magazine to encourage academic achievers. The college also rewards those who perform better than the rests. Words of appreciation/acknowledging are extended those who excel studies or other activities. Gold Medalists' at the University level examinations are rewarded with a cash prize of Rs10001/- (Ten thousand and one rupee only).

2.6.3 Average pass percentage of Students

Response: 81.03

2.6.3.1 Total number of final year students who passed the university examination

Response: 158

2.6.3.2 Total number of final year students who appeared for the examination

Response: 195

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years

Response: 2

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	2	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.44

3.1.2.1 Number of research projects funded by government and non-government agencies during last five years

Response: 12

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Japfü Christian College has been maintaining quality Data Bank for Naga studies and has been collaborating with Indian Council of Social Science research –North Eastern Regional Centre (ICSSR-NERC), Shillong, North Eastern Social Research (NESRC), Guwahati, Government of Nagaland and Nagaland Institute of Development Studies (NIDS), Nagaland. It had jointly organized International & National Seminars/Workshop with institutes of repute from within the country as well as abroad. It has collaborated with likeminded non-governmental organisations for the promotion of Human Rights, Child Rights as well as Domestic Workers 'Rights. It believes that Quality Education is not about inculcating just values alone but must necessarily include innovative transforming methods towards betterment and equitable society as well. The researched culture is very strong in Japfü Christian College. Most of the faculty members are possessing high API scores in spite of the improper system set for the promotion of teachers by its affiliating university. Faculty members as well as teachers are promoted without being stagnated, in a sense that many were able to join Central Universities and instates of higher education. Study leaves are granted to teachers for completing their doctoral degrees. The college is just 21 years old but has helped and supported more than 10 faculty members to complete their PhDs. The Alumni had also not lagged behind in pursuing research works while also extending consultancy services wherever they are placed. The reason for tilting towards this trend may be

attributed to the rigorous data based assignments to students, major & minor research undertakings by the teaching faculty as well as frequent organizing/attendance of workshops and seminars that keeps the spirit of research alive throughout the year. The Alumni admits into national Institutes of repute and undertakes topics under ASEAN & BRICS Studies and venturing extensively into mainland India & South East Asia for work and pursuance of their interests as well as to expand their creativity. The innovative ecosystem is balanced, if not perfect, to a healthy state that continues to progress, ignite and documents social realities while offering suggestive remedial measures towards peace, development and high standards of moral and ethical living. Publications are frequently done in ISBN single authored/edited books while the annual UGC Approved "Journal on Frontier Studies" accommodates most of the researched paper writings of the staff & teachers. Education without a depository of knowledge is incomplete; therefore, Japfü Christian College not just has a healthy academic ambience but serves as a rich depository of data relating to Tribal Studies, especially supported by Technology supported devices on the e-highway, edging on speedily towards the Global village each day.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 1

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	1	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.21

3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	13	10	3

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0.21

3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	13	10	3

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The institution promotes institution- neighborhood – community network by organizing activities such as cleanliness drive, tree plantation and other awareness programmes. The institution also has adopted village-Kigwema village where social works are conducted by cleaning the village and segregating the bio degradable waste from the non-degradable wastes are demonstrated annually through action. In 2014, during a massive landslide in Phesama, students volunteered to help the travelers by carrying their luggage and assisted the aged travelers. By carrying out such activities students are modulated into responsible citizens and they in turn teach the villagers towards community development. So also, in 2015 a massive forest fire hit the Biodiversity reserve area at Kigwema, students and staff rendered assistance in smothering the forest fire.

3.4.2 Number of awards and recognitions received for extension activities from Government /recognised bodies during the last five years

Response: 1

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
e-copy of the award letters	View Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 11

3.4.3.1 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	2	4	2

File Description	Document
Number of extension and outreach programs conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 51.52

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
550	600	70	250	100

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Report of the event	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 2

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	1

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 2

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

A great academic ambience does not necessarily depend on massive and colossal building structures but most importantly must include optimal natural lighting, enabling one to peep at Mother Nature from time to time and conducive student friendly facilities to enhance effective teaching and learning; these policies of the college has been helping the learning environment at Japfü Christian College. Aesthetic values based on beautiful landscaping and the laughing flower beds inspire students and staff every day, thus, creating an added boosts for learning. The college also strives to upgrade part of its infrastructure to state of the art modern buildings so that students will not be intimidated when they venture into the global village in this 21st Century. Classrooms: There are 12 spacious Class-rooms in addition to smaller Class-rooms. Besides, the normal class-rooms, Technology enabled learning spaces: Smart Class-rooms, Audio visual halls are available for students' learning purpose. Seminar halls: 2 Seminar Halls are available and equipped with all audio-visual equipments. Tutorial spaces, laboratories: Special one-to-one tutorial spaces are provided for students. Specialized facilities and equipment for teaching, learning and research: 6 Audio-visual facilities, 2 Smart Class-rooms, Archives' Corner, Computer laboratory, Wi-Fi zones among others. Computer Lab: The College Computer Lab is equipped with standard computer systems and updated with wifi hotspot, LAN connection, Projector and clarity board.

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor) gymnasium, yoga centre etc. and cultural activities

Response:

Outdoor and indoor games: The College emphasizes on Physical Excellence as one of its three aims. Adequate infrastructures are provided to students and faculty for the same. The following sports infrastructures are available in the campus. 1. Badminton Stadium- ZAPA Indoor Stadium: The Badminton Court is layered with treated wooden floor and have adequate lighting facilities- Natural light for daytime gameplay and LED lightings during evening and night. The stadium can accommodate a capacity crowd of 600 and equipped with a gallery on three sides. 2. Table Tennis Hall- 2 - The students and faculty have access to TT halls (Indoor- 1, Semi-indoor- 1). 3. Basketball Court-2 - Two badminton courts are provided to the students. The new Court is used by the ladies while the other is provided to the gents. The new Basketball Court is a multi- court and can be used for other activities- Volleyball, Parade, cultural activities etc. 4. Volley Court - 2 - 5. Futsal Ground- 1 - 6. Gymnasium - The Gymnasium is located in the Indoor Stadium and is an open area. The room is equipped with weights, stationary bikes, skippings etc.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 62.5

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 44.37

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year wise during last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
24.05151	55.45293	43.29017	40.89871	40.76816

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The College Library uses KOHA integrating the Library system into a well classified archive. The Library Management System was installed to the Library system in 2016 and has since been used extensively by the students and faculty. The software is being used primarily for classification of books available in the Library. It is also incorporated with Online Public Access Catalogue (OPAC) for quick reference and checking of books in the Library archive. The Library system has a data base of about 50000 entries. There are three computers in the Library for the students and faculty to access the software. This automated system is made available to all. The OPAC is made available to readers on demand from the College Librarian.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Name of the rare books/ rare manuscripts Name of the publisher Name of the author Number of copies Year of publishing Chief Minister S.C. Jamir Speeches Feb-1993 to August-1994 The Directorate of Information and Public Relations, Nagaland 1 Speeches of the Chief Minister Mr. S.C. Jamir (17-11-1982 to 26-1-1984) The Directorate of Information and Public Relations, Nagaland 1 Speeches of S.C. Jamir Chief Minister Nagaland (1994-1996) The Directorate of Information and Public Relations, Nagaland 1 Speeches of S.C. Jamir Chief Minister Nagaland 1999 The Directorate of Information and Public Relations, Nagaland 1 Speeches of S.C. Jamir Chief Minister Nagaland 1996-1997 The Directorate of Information and Public Relations, Nagaland 1 Nagaland Chief Minister Vizol's Speeches The Directorate of Information, publicity and Tourism, Nagaland 1 March 1980 Longri Ao: A biography Christian Literature Centre, Guwahati O. M. Rao 1 Proceeding of the Seminar on Naga Customary laws (Kohima, Nv 21-23, 1974) Directorate of Art and Culture, Nagaland 1 September, 1976 Speeches of Neiphiu Rio: Chief Minister Nagaland The Directorate of Information and Public Relations 1 2003 Speeches of Neiphiu Rio: Chief Minister Nagaland (Jan,2004- Dec, 2004) The Directorate of Information and Public Relations 1 Speeches of Neiphiu Rio: Chief Minister (Jan,2005- Dec, 2005) The Directorate of Information and Public Relations 1 Naga Peoples Convention and 16th Points Agreements of 1960 Dr. S. C. Jamir 1 2011 A collection of speeches and statements of Mr. Hokishe Sema, Chief Minister of Nagaland (1969-1974) Directorate of Information and publicity, Government of Nagaland 2 The role of women in Natural Resource Management: A Thematic Report Department of Planning and Coordination, Government of Nagaland 1 2011 Reminiscence of the first Indo-Naga War on 24th March 1955 at Huker Village 1 Statistical Handbook of Nagaland 2013 Directorate of Economics and Statistics, Government of Nagaland 1 Nagaland L. L Yaden 1 1970 A brief History of Chesezumi (Tsüswüzumi) Village Rükuvoto Ringa 1 2010 The Ao-Naga Traditional dress as a medium of communication in the society Pursowa 1 2011 A brief Historical Account of Nagaland Naga Institute of Culture 3 1970 An

Introduction to the Naga Tribes Pragati Prakashan, Meerut Dr. B.B. Kumar 1 1995-96 The Sema Nagas Oxford University Press J. H. Hutton 1 2007 The Lotha Nagas Directorate of Art and Culture, Government of Nagaland J.P. Mills 1 1980 The Angami Nagas Directorate of Art and Culture, Government of Nagaland 2 2003 Hand-Book of Nagaland Agriculture Agriculture Extension and Publicity wing, Directorate of Agriculture, Nagaland 1 Report of Naga Hills Mittal Publication, Delhi J. Hutton 2 1986 Nagaland District Gazetteers: Kohima Dr. H. Bareh 3 May, 1970 General Elections to the Nagaland Legislative Assembly (A Profile) 1974 to 2008 Chubatemjen Ao 1 2012 Emergence of Nagaland: Socio-economic and Political Transformation and the future Vikas Publishing Huose Pvt Ltd. Hokishe Sema 1 1986 The essence of Sumi Ethnic Traditional and modern attire Ghovili K. Achumi 1 2011 In addition to these, J.H. Hutton's series of Angami, Sema, Ao, Lotha Nagas of Pre-Independence Periods are resources of Library enrichments.

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in lakhs)

Response: 0.63

4.2.4.1 Annual expenditure for purchase of books and journals year wise during last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.83256	0.39578	0.10842	1.17199	0.63524

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 52.75

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 345

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Development and learning of Information Technology is a major emphasis of the College. Toward this end, the College has invested heavily on the IT sector and is currently running two full time programs- DICA & M (2012) and CC course (2016) in collaboration with Epitome and NIELIT. To meet the needs of the students, IT facilities and infrastructures are regularly updated - software and hardware, with current changes. IT FACILITIES - 1. Computer Lab - The Computer lab is equipped with 25 computers which are linked through LAN. 9 systems are client based and uses the N-Computing technology. All system and application softwares are updated on a regular basis- malware definitions, internet security, etc. The lab is also equipped with sound system, projector and interactive board. 2. Smart Class Room - The College has two smart class rooms and furnished with clarity boards, audio record and projectors. 3. Wifi Hotspot- The College has BSNL broadband subscription and wi-fi hotspots can be assessed from the administrative block, computer lab and library. The college has also collaborated JIO and jio-fi hotspots are being installed through out the campus. 4. All systems used in the administrative department, Library, IQAC, Press and Faculty room are updated regularly and undergo periodic maintenance.

4.3.2 Student - Computer ratio

Response: 16.08

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: 5-20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 52.84

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

2016-17	2015-16	2014-15	2013-14	2012-13
34.23948	63.28107	50.36017	48.30638	47.78051

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The College employs separate bodies for maintenance, upkeep of infrastructures, facilities and equipments. I. Infrastructures: Maintenance of College Infrastructure comes under the care of the Project Officer. The College has about 10 permanent resident workers. Any repair or upgrade work is directed by the Project Officer. A project Assistant is also employed to assist the same. II. Upcoming infrastructures, buildings under constructions comes under the care of the Building Committee. III. Equipments: All Electronic equipments- Computers, Printers, Projectors, and Sound equipments are put under the care of the Technical Assistant. The equipments are regularly serviced bi-monthly. IV. Sports facilities: a. Sport equipments: Equipments like football, volleyball etc are overseen by the Resident officers and sport secretaries. Procurement or replacements are funded from sports fees. b. Sports facilities: i. Badminton Stadium: The badminton stadium is maintained by the ZAPA Shuttlers- mopping and smoothening of court. ii. Basketball Court and Volley Court are maintained by the Campu administrative committee. Any repair works are overseen by them. Court lines and boundaries are redrawn every year. V. The College Library is overseen by the Librarian along with the Library Advisor.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 88.68

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
550	550	550	500	500

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 88.68

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
550	550	550	500	500

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document

5.1.3 Number of capability enhancement and development schemes –

- 1.For competitive examinations
- 2.Career counselling
- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and meditation
- 8.Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of student benefitted by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 95.86

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

2016-17	2015-16	2014-15	2013-14	2012-13
627	600	591	550	500

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during the last five years

Response: 28.11

5.1.5.1 Number of students attending VET year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
180	160	170	180	150

File Description	Document
Details of the students benefitted by VET	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 7.37

5.2.1.1 Number of outgoing students placed year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	12	10	10	12

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 88.61

5.2.2.1 Number of outgoing students progressing to higher education

Response: 140

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)

Response: 1.64

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations) year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	4	3	2

5.2.3.2 Number of students who have appeared for the exams year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
180	150	180	150	140

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 3

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 last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	0	1	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The Students are grouped according to their classes. Each class has a Class Representative and Assistant Class Representative. They look after the welfare of their own class in particular and in general assist the college authority in dealing with student matters. There are other students' organizations like the Evangelical Union, Mission Interested Group etc who look after values and spiritual aspects. They also assist the teachers in all the important programmes and functions of the College. Budget is allocated for funding the various activities of the students. Funds are collected and also provided by the Management of the College for effective functioning. Any collection, if needed, is done only after obtaining proper approval from the College Administration.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 7

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	7	7	7	7

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Over the years, the College Alumni has consistently contributed toward the development of the institution through active participation at varied levels- cash and kind, voluntary physical assistance. During the last five years, the College Alumni has contributed toward infrastructural and Academic developments while also providing continuous physical support during College events. A report is provided below: 2016-17 Batch Table, Cabinet for the College Library. 2015-16 Batch 2 Book shelf for the Faculty room. 2014-15 Batch Chairs 2013-14 Batch Books for Library and Pulpit with microphone for the Chapel. 2012-13 Batch Amplifier 2011-12 Batch Trophies for College Week. 2013-17 Voluntary service by graduating batch. This trend has been a continuous effort since the inception of the College, and the Alumni and its alma mater takes immense pride in this. Every year, the graduating batch returns to voluntarily provide physical service during the annual camp. While physical aids are given, Alumni also offer sponsorship to students in attending the camp. The Alumni of the College also visits the College as speakers and motivators during College events, specially during the Freshers' Social. Mr. Bunglang Chang, Deputy Superintendent of Police, Govt. of Nagaland, Alumni (7th Batch) was the speaker in the 2017 Freshers' Social. Individuals and batches have contributed in cash and kind to the College as well. The 8th Batch of the College during their re-union, held in the College contributed books to the Library.

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during last five years

Response: 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

I. Policy statements and action plans for fulfillment of the stated mission The college prospectus is the harbinger of the policy statements and action plans for fulfillment of the stated mission at every academic cycle. From admission up to the academic calendar for the whole year ahead, activities, policies and emphasis of the college are road-mapped so that mission stated can be achieved. II. Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan The affiliating university has its own academic calendar and examination months slotted. The college integrates those while preparing the action plan and institutional goals for one academic calendar. The Vice Principals does the ground work; additional innovative plans are included from the Principal, faculty and administrative staff gives their inputs and a tentative calendar is printed for thread bare discussion and visualizing of events prior to printing of prospectus for implementation. Thus; all stakeholders know the working plans and thrust area for every new academic session before it actually begins. III. Interaction with stakeholders : All stakeholders, from sponsors to students & Alumni are made aware of the college vision, mission, motto, actions plans and implementation strategies well in advance. Orientations for students, meetings and discussions by staff & faculty, HoDs meetings, Department meetings, Cell/Clubs meets are frequently held so that every stakeholder knows the institutional goals and targets prior to implementation. Besides; extra-curricular and special are organized to usher in familial feelings so that the college as a whole can wholeheartedly pursue the given goals. IV. Reinforcing the culture of excellence and Champion organizational change: The college strives to excel in broad three goals every academic session: Academic Excellence, Spiritual Excellence and Physical Excellence. The college, especially Sociology Honours Students, conducts surveys every year and collects feed-backs which are analyzed and given to the Principal for screening/implementation/improvement if any. Besides, the college explores practical ways and means to pave way for progressive organizational change by broadening its horizons while collaborating with institutes of excellences.

6.1.2 The institution practices decentralization and participative management

Response:

The college not just delegate authority and provides operational autonomy to departments/cells and clubs but allocates even financial assistance for use without interference as long as accounts are submitted to accounts section. Every department exudes freedom and authority and manages independently to a great extent so long as they reach the overall institutional goals effectively. Yes. The college promotes participative management. The decentralized culture of participative management follows the bottom up policy of administration. Feedbacks are collected from every individual student on varied areas of institutional life by the principal. The staff and faculty views are collected and incorporated as far as practicable. Alumni/parents/BOM/Sponsors suggestions, if any, are collected and screened/included in the college plans for implementation. Thus, every activity/programme of the institution has a level of participative management of all.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Administrative and Academic Committee of the College, will before the beginning of every academic cycle, prepare a tentative calendar, listing all annual activities of the College - Admission dates, Hostel arrivals, Summer breaks, Internal exams, selection exams, remedial routines, cultural events, departmental and inter-departmental activities, College week, literary week, socials and winter break. By developing a course map, the College is able to effectively undertake every activity. This is made available to all Faculty, staff, students and parents, guardians through the College Prospectus and followed accordingly. The same is also made

available on the College website for download. Lesson plans are also designed by respective departments and subject teachers in accordance with the tentative calendar for effective delivery and completion of course syllabi. The same is also provided to students for their awareness and follow up. Every cell and club prepares a yearly activity plan and are required to make a full report during the session end.

File Description	Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The College has a well designed structure for administrative setup, governing bodies, service rules and constitution and promotional policies. The Board of Management constitutes the apex administrative body of the College. The Service cadre is comprised of the following- Principal, Vice Principals, Assistant Professors, Ministerial Staff- Bursar, Office Assistants, Librarian, Project Accounts Officer and Assistant, Resident Officers, Resident Supervisor, drivers, cooks and caretakers. Work portfolios are provided in the Constitution and Service rules. For better and sound administration, categorised heads, titles are assigned: Deans (Academic, Student, Students' Welfare, Spiritual), Head of Departments, Administrative, Academic, Hostel Administrative, Campus maintenance and Computer Course committee. The College has a by-law and Constitution which takes into account, the organisational structures, divisions, recruitments and selection committees, service rules, work ethics etc. On Grievance redressal mechanism, the College has the Grievance Redressal Cell. The cell is led by the Vice Principal as convener with four other members. The Cell has a box where, grievances, if any, can be dropped and the same addressed appropriately. In the case of the Faculty and Staff, the Staff representative to the BOM presents the concerns of the employees.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: D. Any 2 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The College has a well defined body of clubs, cells and committees to engage in the various spheres of the

College administration, academic and developmental activities. Example on effectiveness of cell, committee through meeting minutes and implementation of resolution: COMPUTER COURSE COMMITTEE. The Computer Course Committee is composed of 6 members headed by the Principal as convener. The Committee was established in 2012 and mandatorily have two sittings in a year. The Committee is tasked with the management of the two IT courses offered in the institution - Diploma in Computer application and maintenance (DICA & M) and CC Course. In addition to this, the committee also looks into course upgrade, Effective implementation, budget allocation and procurement of equipments. 1. The committee's decision on 2 sittings annually has been consistent till date. 2. As decided during the first meeting (12/7/2012), Diploma Course fee was raised by 200, amounting to 4000. 3. BOM representative and Computer Course committee member, Dr. Akho's suggestion and the House's view on the need to develop the computer lab was effectively carried out and shifted to the present location with a much larger sitting capacity. 4. Requirement of internet connection in the lab was shared during the Committee meeting (November 10, 2013) and accordingly, 5 point were assigned to the lab through HRDA, BSNL Broadband connection. 5. Keeping in view of the need to regularly update systems, the committee decided to allocate a set budget for procurement of new equipments annually. In accordance with this, the lab is regularly equipped with new systems, the latest being the N-Computing additions.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

- o Employees Provident Fund (EPF) is given to all staff after probation period.
- o Salary increment of 3% is annually given.
- o Staff Quarters are provided with a nominal payment of Rupees 500/- and free water supply.
- o Free-ship is given to children of staff and Faculty of the College
- o School children belonging to Faculty and Staff residing in the campus are dropped /picked by college vehicle free of cost.
- o Medical services are extended to all who resides within the campus. The College employs a full time Resident Nurse to cater into the medical needs of the faculty and staff.
- o Monetary assistance is given in times of sickness/demise/emergencies.
- o College truck can be used by staff for their private house constructions/work.

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

Response: 8.15

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 last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	2	8	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	2	1	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years

Response: 42.22

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
11	3	4	27	12

File Description	Document
Details of of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The annual confidential Report (ACR) allows every staff to grade themselves on a total score of 100 on 10 most important areas of expected performance on scale of 10. The same 10 points are scored on a 10 point scale for a total 100 score by the Principal. It is then add together but with a remark/suggestion/appreciation etc., by the Principal. Teaching/learning, research & consultancy, extra-curricular activities, holding of added responsibilities, teacher/student relationship, contribution to value teachings, punctuality, regularity etc., are some points of evaluation. The ACR of every employee is presented once a year to the Board of Management so that staffs' performance can be made accessible to stakeholders, these exercise also encourages the performing staff.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

For transparency and sound management of finances, the Board of Management (BOM) of the College will

constitute a 3 member Audit Committee for internal audit of the College Accounts. For a clear and easy auditing process, all expenditures and income revenue are classified in caterorised heads. The internal audit is done annually at the end of the financial year. The second stage is the external audit. After completion of the internal audit, a Chartered Accountant does the final auditing. Thus far, the institution has no audit objection.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropers during the last five years (not covered in Criterion III)

Response: 11

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropers year wise during last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	10

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The college has Income and Anticipated Expenditure Budget made for every Academic Session after studying needs at every level. The college has an Accounts Officer who prepares the budget draft at the advice of the Principal. The Principal then presents the Annual Budget at the Board of Management (BOM) meeting for approval, after which the college can go full swing in making use of the money for constructions/salary payment/welfare/extra-curricular expenses etc. Internal and External audit is conducted after completion of every financial year.

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

Response:

· The IQAC's suggestion for Best Salary amongst private colleges was accepted and implemented. · The IQAC's suggestion to have a Freedom Wall where students can freely express their feelings/suggestion/complaints without any reservation has been accepted, thereby, a big Freedom Wall has been constructed and been utilized by students without fear or reservation/restriction of their thoughts · The IQAC's suggestion to Wi-Fi the campus at select zones was accepted and Wi-Fi enabled in students' frequented spots. · The IQAC's suggestion to build a Multiplex to house its own office, Library, Archive and Sky Hall has been accepted and the same built. It also suggested that optimum natural solar lighting be used, as a result, the building was glass glazed. · IQAC suggested for the College 20th Anniversary Celebration along with alumni/parents and other stakeholders. The decision was accepted and accordingly it was grandly celebrated on 5th June, 2016.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The Academic Council, comprising HoDs of all Departments, meets frequently with the Principal to discuss/assess the teaching /learning process. Attendances are checked month wise and pasted in the notice board. The defaulters are identified and given counseling. This is to ensure that students are present in the class for learning. Frequent tests/Internal exams are conducted/papers evaluated and marks pasted on the notice board. Slow learners are identified and given Remedial Coaching Classes. Mentors give special sessions to mentees needing special attention. Analysis of results and attendance on regular basis. Rewarding/acknowledging Toppers with monetary gifts. Frequent IQAC meetings to grasp the need and targets of College.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 114.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
143	74	100	130	124

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made for the preceding five years with regard to quality (*in case of first cycle*) and post accreditation quality initiatives (*second and subsequent cycles*)

Response:

The college in appreciation of the earlier NAAC recommendations has carried out maximum Quality enhancement programs of the Institution in all possibilities to achieve a high performing index in regards to the infrastructure, academic, and co-curricular aspects. The faculty members also attend refresher and orientation courses in premiere Institutes/ Central Universities taught by eminent education professionals. The College has a well-stocked Library with a collection of around 15,000 books, access to e-journals through infibnet and the

college being a Wi-Fi enabled campus. The new library building is an added feature of all modern amenities which will enhance the book bank, quality, library space arrangement, and technological infrastructure. Formation of clubs and student societies has ushered in giving the students to explore their talents, groom and develop their skills and talents. At present there are 15 cells/clubs each club is goal specific that seeks to stimulate the intellectual, economic, social, and scientific temperaments of the students. The College conducts several personality development programs such as Communication and language skills, finance and banking, entrepreneur skills, Importance of Organic farming, Food and culture, Literature and history, idea of equality and different in being equal with differently abled rights activist etc. Upon recommendation of NAAC, Gymnasium has been provided for the students and faculty. With young, committed and dynamic faculty members the Institute has to a great extent succeeded in shaping and molding students by consistently maintaining a close faculty – student ratio of 20:1. The feedback from students portrays a sense of success in terms of career guidance and personality development. All existing clubs also acts as add-on course towards curricular enrichments. In addition, College aspires to introduce add-on courses in Finance and Banking, Human Resource Management, Cutlery Management, Journalism Report writing, Speaking and Debating, Environment, Forest and Economics, Packaging and Quality Management as these course are some that is region specific as well as job-oriented courses that has high demand in the job market. Classroom learning has been made an exciting affair with the inception of Audio-Visual technology in the conference room and the mini-auditorium cum chapel hall. Keeping in view of this growth of technology and shift of generation, Japfü Christian College in all its endeavor has been employing technology strategies in its approach to teaching, apart from several other teaching methods such as use of White Board method, Class-participation method, group-discussion method, Q & A session among others. It is in our ability to mold third class students to first class achievers that the college takes extreme pride in, as we imbibe excellent academic pursuits, Intensive Career Guidance and Career Development (ICGCD) remaining true to our motto- Faith and Work.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 10

7.1.1.1 Number of gender equity promotion programs organized by the institution year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	2	2	1

File Description	Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

Not only does the College addresses gender sensitivity through provision of facilities but also through intense gender sensitization. The College is proud to have students with cultural traits where respect for each sex comes naturally. None the less, it caters to the needs of the women by providing means and facilities. The College also has a fully functional Women cell and sexual harassment cell. Some of the facilities provided to the women in the campus includes: 1. Counselling rooms 2. Ladies' Common Room 3. Ladies' Rest Room

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 2

7.1.3.1 Annual power requirement met by the renewable energy sources (In Kilowatt)

Response: 12

7.1.3.2 Total annual power requirement (In Kilowatt)

Response: 600

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 19.17

7.1.4.1 Annual lighting power requirement met through LED bulbs (In Kilowatt)

Response: 115

7.1.4.2 Annual lighting power requirement (In Kilowatt)

Response: 600

File Description	Document
Details of of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The College is located in a biodiversity hotspot and thus waste management is taken a crucial issue. The green environment the College enjoys is made possible through a well organised waste management system. Apart from the infrastructural facilities used for waste management, Campus residents (Students, faculty staff & families) are sensitised on the issue. **SOLID WASTE MANAGEMENT:** The College has constructed incinerators in strategic locations through out the campus for disposal of solid wastes. Solid wastes that can be broken down through natural process are collected and dumped into dugged pits while, others are burned in the incinerators. These incinerators are designed to effectively burn the wastes while also having provision for the residue (ash) to be collected for manuring purposes. Other solid wastes that are non bio-degradable are collected separately and transported to appropriate bodies for recycling. **LIQUID WASTE MANAGEMENT:** Liquid wastes from bathrooms and toilets are drained through pipelines directly into the drainage. While wastes from kitchens uses dugged soak pits. The drainage system is regularly checked and maintained by full time caretakers. **E-WASTE MANAGEMENT:** Environmental pollution through e-waste is also a deep concern. The College is also upfront is dealing with this emerging issue and have undertaken strategies to deal with this. regular wastes from the Office - Toner, Cartridges, drums, cables, ink powders etc. are carefully collected and categorized for disposal.

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

Judicious use of water, the elixir of life, is of paramount importance at Japfü Christian College, Kigwema, Kohima, Nagaland. The college being situated in a hilly Bio-reserved forest, it becomes its bounden duty to set exemplary life especially in managing its natural resources. Water flows straight from the mountain tops into the reservoirs, in addition to water harvested from the roof tops of buildings. It may be noted that there are many terraced fields that depends on the stream that flows through the campus. All excess water, harvested rain water and overflows from two natural spring water located within the college are all channeled back to the streams for farmers' use. The college roofs are sloped designed to harvests rain water. The roofs are fitted with ridging channels and sourced to water reservoirs or channeled to the natural stream that flows down to benefit organic farmers in the locality.

7.1.7 Green Practices

- **Students, staff using**

- a) Bicycles
- b) Public Transport
- c) Pedestrian friendly roads
 - Plastic-free campus
 - Paperless office
 - Green landscaping with trees and plants

Response:

GREEN PRACTICES Student staff using pedestrian Friendly Roads. The college is located in a bio -diversity reserve area. Environment consciousness is impressed upon both students and staff of the college. Use of vehicles is kept at bare minimum unless absolutely necessary. Staffs and students walk in and around the campus. This not only helps to exercise the body but calm the mind and develops a conscious mind to preserve nature. It also reduces pollution and enhances the serene beauty of the campus. The College has the Floriculture club and the Organic garden club which promotes this initiative. The NSS regularly plant trees around the campus every world environment day. Green landscaping with trees and plants are intensively carried out by these clubs.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.09

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year wise during last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Resources available in the institution:

- 1.Physical facilities
- 2.Provision for lift
- 3.Ramp / Rails
- 4.Braille Software/facilities
- 5.Rest Rooms
- 6.Scribes for examination
- 7.Special skill development for differently abled students
- 8.Any other similar facility (Specify)

- A. 7 and more of the above
- B. At least 6 of the above
- C. At least 4 of the above
- D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 8

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	1	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 8

7.1.11.1 Number of initiatives taken to engage with and contribute to local community during year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	1	1

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Any additional information	View Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 5

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The College celebrates national festivals, birth and death of great Indian personalities along with the rest of the country. Some of the prominent ones includes, Gandhi Jayanti, Independence Day, Republic Day etc. Activities like essay competitions, sketching competitions are conducted to commemorate important dates. Republic day is a holiday for the College and those willing are allowed to witness the parades. Gandhi Jayanti is also a holiday for all. The students of the College participated in the freedom march during the TIRANGA YATRA in commemoration of the 70th Indian Independence held on 20th August 2016.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

In all its undertakings, the College functioning is that of complete accountability and transparency. An example is illustrated below. One of the most sought after event of Japfü Christian College is the Annual College Week where Sports & Games, Music, Art and Literary Competitions are held involving every stakeholder of the college. Naga students like any other student in the country are eager participants of extra-curricular activities apart from their curricular responsibilities. Knowing the heart beat of the students through verbal as well as written suggestions, the Annual College Week is held on a yearly basis in November when the season is dry and ample for outdoor activities. However; to enable students to have maximum participation, the following top down planning for successful of the same is drawn for implementation each year. JBCC, the sponsors of the

college, together with the Board of Management (BOM) had drawn a Constitution where Physical Excellence is made to be one amongst its goals. The BOM approves a yearly budget of INR 560000/- (Five lakhs sixty thousand only) to carry out the same which is presented by the Principal. The money is handled by the accounts section of the college. All expenditures are to be approved by the Principal and vouchers/cash memos to be meticulously submitted to accounts section. On Budget approval, two faculty incharges are chosen who in turn chooses student group leaders for 4 houses and also divides all students equally into the four groups. The faculty incharges also assigns tasks to all staff & faculty to oversee music, art, games, athletics, literary activities and also arranges refreshments, medical assistance, umpires, referees and judges. The student leaders activate maximum participation of their group members in all areas of competition. Prizes for achievers and winners are acknowledged with trophies and citations in the grand finale. The students suggestions/staff & faculty feedbacks are gathered and kept ready for improvements or continuity for the next cycle. After all activities are done, the incharges submit their report to the IQAC for record keeping. The expenditure report with valid vouchers and cash memos are then submitted to the accounts section, who compiles it and keeps it ready. Internal Audits are yearly conducted. The Audited accounts report is approved first in the BOM and taken to the Sponsors JBCC for further approval. After approval, it is then sent to a Chartered Accountant for validation of the same. The Audited report of the Chartered Accountant is taken as final and thereby submitted to Government of Nagaland /University Grants Commission (UGC) as and when required. Thus, the above case study is presented to showcase the decentralization and participative management that exists within Japfü Christian College.

7.2 Best Practices

7.2.1 State at least two institutional best practices (as per NAAC template)

Response:

1. Title: Conservation of Biodiversity and Disaster Management 2. Goal To achieve sustainable development goals of the UN by 2030, under the agenda for Sustainable Development Goals, the institution strives to conserve the natural heritage of the state of Nagaland by conserving the natural forests of its vast flora and fauna. To maintain environmental stability through biodiversity conservation and preservation of land, water and natural resources. To nurture students to be ethically committed to conserve the environment by making the campus clean and green. 3. Context The activities of the Conservation of Biodiversity and Disaster Management have to be changed in consonance with time and needs. With the global change in temperature our activities have to attune with the present times. Alternative designing of the yearly cycle/ structure of seed sowing has become challenging as global warming is affecting all the four seasons in a year. 4. The Practice Management of water conservation is carried out both by the students and the faculty members. Rain water and natural stream water are both accumulated in the campus reservoir which is used by over 700 campus residents. The residual water waste is further streamlined to the terrace fields below the campus for agricultural purposes; this procedure is in strict compliance with the Kigwema Village Council green rules. To enhance the soil and ecological balance, the campus undertakes plantation of organic vegetation such as broccoli, watercress, organic potatoes and several local herbs. . Since this initiative the campus has seen tremendous increase in the forest green cover thereby fulfilling some of the objectives of the Government of India's 2014 National Mission for a Green India. The Mission Interest Groups (MIG) undertakes segregation of wastes, to enable re-use of non-biodegradable of resources in the campus. All non-reusable non-biodegradable wastes upon collection are disposed off at the Kohima Municipal Council allocated site for waste collection. The biodegradable wastes are used as manures for cultivation in the campus. 5. Evidence of Success With these activities it has led to increase in green cover in the campus and its surroundings. Students have become more appreciative of the green activities in the campus, with many positive feedbacks. These activities are also in tune with Skill Development programs in terms of green skills training activities to achieve the vision of skilled India. The members of Organic farming and Bee Keeping sell their produce to the faculty members in the campus, earnings from the produce helps the students to meet their expenses for reprographic study materials. 6. Problems Encountered and Resources Required Since most of the clubs / cells are manned by the students, the institute faces financial challenges in acquiring seeds at certain intervals due to lack of funds, since varieties of seeds have to be acquired/ imported from outside the North-East Region, this involves reasonable expenses of money, time and resources. During the exam period it is utterly difficult for the students to tend the gardens/ Apiaries due to lack of time. Best Practices 2 1. Title: Intensive Career Guidance and Counseling Care 2. Goal Aim is to re-define the benchmark of quality and equality of education. To give equal opportunity to all students who wish to pursue higher education and produce

graduates who are intellectually mature, morally upright and socially committed. 3. The Context The institution follows 'first-come-first serve' intake policy. Merit alone does not define the caliber of a student; it is just one aspect towards the holistic embodiment that defines the totality of a responsible citizen. The college in all respect is well aware of Nagaland's educational systems in the far flung rural areas, and thus admits any student with the minimum qualifications as prescribed by the Nagaland University (NU) without any discrimination on grounds of gender, marks scored, caste, creed, race etc. Once admitted, the college takes immense privilege and responsibility in shaping and molding the students, to make them skilled employable graduates, that they may serve the nation and the society at large. 4. The Practice To live truly to the benchmark of being a 'College with a difference' we follow rigorous framework policy in the best interest of the students. There are four faculty members who are designated as career counselors. Every Monday the Career guidance cell conducts Civil Services Test where per week 50 Objective type questions are given to the civil service aspirant students. We also organize several Motivational talks with renowned individuals who have made a mark in their own lives that includes IAS/IPS/IFS/Intellectuals/ Professors/ writers etc. Apart from these activities the College strives to uplift the academics of the under-performing students and students with less attendance by arranging remedial classes and intensive coaching to develop writing skills. With the aforementioned activities the college not only disseminates academic learning but makes education a holistic approach towards developing a skillful-employable graduate, ready to serve the nation and the society. 5. Evidence of Success Our system of education enables students to understand the meaning and purpose of education which is not just a means to earn a degree and a job, but on the whole an education that enable students to introspect and retrospect upon their lives in order to fulfill their purpose and meaning of Life, by striving towards their goals. Most of our students make it to achieve greater heights in several fields such as academia, civil services, social and commercial entrepreneurs, political leaders, and social activists. To name some, from amongst the many, Videkho Keyie, Commandant, National Security Guard, New Delhi was the Chief Security Officer to many VVIPs, Tiajungla Jamir, Advocate- Guwahati High Court, Major Longnyu Bange, Indian Army, Dr. Caroline Maninee, PhD from School of International Studies (SIS) JNU, Dr. Chumbeno Ngully, Assistant Professor, Nagaland Central University, Prof. Kedilezo Kikhi, Department of Sociology, Tezpur University, Assam, T. Longkoi Khamniungan, Assistant Professor, Central University of Haryana, Department of Sociology, Pali, Haryana (First from Khamniungan tribe, a proud achievement for the community. Amongst the achievers the college takes pride in producing Gold Medalist students some notable students are:-Rohbi Sangtam (Sociology) Mhasivino Kar (Economics) Vikuotuo (Sociology) Akheno Yhoshu (History), Shongna Konyak (Political Science), Hoikim Simte (Education) amongst several others. Problems encountered and resources required The college is committed to bring positive changes in Nagaland and across the nation, yet just as any dedicated institute faces challenges, this college by virtue of its work and commitment faces several obstacles and challenges, yet undeterred by it in its pursuit to produce excellent graduates and make the institute a 'College with Potential for Excellence'.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Right from the academic calendar, the college vision, mission and motto of the college is framed and organized to translate it into reality. Every area that is enumerated in the vision, mission and college motto is acted throughout an annual academic cycle. The college strives to impart God fearing quality education by having regular chapel/church services. In addition to that values and ethics are often imparted to the students in the form of talks and awareness programs. In order to develop the self, personality development programmes and opportunities are extended to the students and staff/ faculty. All members of the college are taught to be of use to the society. However the college walks the extra mile in training up its staff and faculty to be dynamic in extension services to the society. The college tries its best to fulfill the academic needs of the society by excelling in quality education based on ethics which is the greatest need of the Naga society in particular and India in general. The college collaborates with other stakeholders in Higher education towards progressive change. Nagaland University, Department of Higher Education, ICSSR-NERC, NESRC, NIDS and other institutes of higher learning towards this fulfilling this mission. In order to equip students to face future challenges successfully, especially in the field of technological knowledge and application, basic computer education as well as diploma in computer application is opened to students/ staff & faculty. In order to develop students towards self reliance and greater productivity, Life skill trainings and Entrepreneurial skills are

imparted. The college plays a role in national integration as well as aims to inculcate students to be a positive force in nation building. Programs and workshops are held frequently to develop values and ethos that are becoming of a decent member of the society.

NAAC

5. CONCLUSION

Additional Information :

The college in appreciation of the earlier NAAC recommendations has carried out maximum Quality enhancement programs of the Institution in all possibilities to achieve a high performing index in regards to the infrastructure, academic, and co-curricular aspects. The college, known for its high academic credentials, strives to equip the teachers with the latest subject matter resources, and on a regular basis has sensitized and enhanced their teaching skills with academic experts. Current and relevant themes have been taken up for symposiums and talks in the college with the participation of fellow academics from across the country and abroad, such channels of discussions and debates has contributed to developing a vibrant intellectual campus community, one that leads to shaping the minds of young students in due course of time. Japfü Christian College places high importance in skilling the work-force who are the harbingers of knowledge tasked with the responsibility of disseminating knowledge to its pupils apart from inspiring the students to bring out the best in them. The faculty members also attend refresher and orientation courses in premiere Institutes/ Central Universities taught by eminent education professionals. The College strives for academic excellence in its consistent endeavor to pursue high quality research, the faculty as well as the students are involved in various research and projects, Japfuians faculty or students alike are encouraged to have high regards in its pursuit of quality education.

Concluding Remarks :

Conclusion

Faith and Work being the motto of the college trust to the work entrusted and reliability exuded by all is the strongest forte of the college. Audits, particularly accounts and academic audits are timely done so that credibility and accountability are kept in the forefront as testaments of those involved. On the whole, the college strives not to be formal cold neither gets washed in casual sloppiness. It's all about living as a good human being in a *Higher Education Institute*, simply contented, happy and remaining a sweet contributive fragrance in areas that matters.