

SELF STUDY REPORT
OF
FAZL ALI COLLEGE
MOKOKCHUNG



SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL
2008

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Part I: Institutional Data

A) Profile of the College

(Note: NA - Not Applicable)

1. Name and address of the College:

Name: Fazl Ali College

Address: Mokokchung

City: Mokokchung

District: Mokokchung

State: Nagaland

Pin code: 798601

Website: fac.net.in

2. For communication:

Office

Name	Area/ STD code	Tel. No.	Fax No.	E-mail
Principal: Ms Kuholi Chishi	0369	2226382	2226382	kukusumi@rediffmail.com
Vice Principal: Ms Chubayangla Longkumer	0369	2226382	2226382	
Steering Committee Coordinator: Dr Imtiwati Jamir	0369	2226382	2226382	ijamir@gmail.com

Residence

Name	Area/ STD code	Tel. No.	Mobile No.
Principal: Ms Kuholi Chishi	0369	2226717	9856072141, 9436016473
Vice Principal: Ms Chubayangla Longkumer	0369	2229899	9436439366
Steering Committee Coordinator: Dr Imtiwati Jamir	0369	2226559	9856072134

3. Type of Institution:

- a. By management
- i. Affiliated College ☒
 - ii. Constituent College ☐
- b. By funding
- i. Government ☒
 - ii. Grant-in-aid ☐
 - iii. Self-financed ☐
 - iv. Any other ☐
- (Specify the type)
- c. By Gender
- i. For Men ☐
 - ii. For Women ☐
 - iii. Co-education ☒

4. Is it a recognized minority institution?

Yes ☐ No ☒

If yes specify the minority status (Religious/linguistic/ any other)

(Provide the necessary supporting documents)

Note: The College is not a minority institution but the bulk of the students (97%) are from the ST category.

5. a) Date of establishment of the College:

Date	Month	Year
8	September	1959

b) University to which the College is affiliated (If it is an affiliated College)

or which governs the College (If it is a constituent College)

The College is affiliated to Nagaland University.

6. Date of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	07-06-1972	All Colleges set up prior to 7 th June 1972 are recognized by UGC under Section 2(f) and 12(B)
ii. 12 (B)	07-06-1972	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

Note: No Certificate was issued to the College by UGC or North Eastern Hill University/Nagaland University; hence it cannot be enclosed.

7. Does the University Act provide for autonomy of Affiliated/ Constituent Colleges?

Yes ☒ No ☐

If yes, has the College applied for autonomy?

Yes ☐ No ☒

Note: The College is trying to become a Constituent College of Nagaland University and the matter is being pursued at the appropriate levels.

8. Campus area in acres/sq.mts: The College has a campus area of 84.67 acres/342687 sq mts

9. Location of the College: (based on Govt. of India census)

Urban ☐

Semi-urban ☒

Rural ☐

Tribal ☒

Hilly area ☒

Any other (specify)

10. Details of programmes offered by the institution: (Give last year's data)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned Student Strength	Number of students admitted
i	Under-graduate	B.A.	3 years	Higher Secondary (Arts or Sc)	English	727	727
		B.Sc.					
ii	Post-graduate	NA					
iii	M.Phil	NA					
iv	Ph. D.	NA					
v	Certificate course	NA					
vi	UG Diploma	NA					

vii	PG Diploma	NA					
viii	Any Other (specify)	Higher Secondary Science	2 years	HSLC Exam (CI X)	English	60	31

11. List the departments:

Science
Departments: Chemistry, Botany, Physics, Zoology, Mathematics, Computer Science, Geography
Arts (Language and Social sciences included)
Departments: English, Philosophy, Political Science, Education, Economics, Sociology, History
Commerce
Departments: NA
Any Other (Specify)
Departments: Functional English (Vocational Subject)

12. Unit Cost of Education

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

(a) including the salary component = Rs. 308.15 lakhs/758 = Rs 40,653

(b) excluding the salary component = Rs. 8.15 lakhs/758 = Rs 1,075

B) Criterion-wise Inputs

Criterion I: Curricular Aspects

1. Does the College have a stated

Vision?

Yes	<input checked="" type="checkbox"/>		
-----	-------------------------------------	--	--

Mission?

Yes	<input checked="" type="checkbox"/>		
-----	-------------------------------------	--	--

Objectives?

Yes	<input checked="" type="checkbox"/>		
-----	-------------------------------------	--	--

2. Does the College offer self-financed Programmes? Yes ☐ No ☒

If yes, how many?

--

Fee charged for each programme (include
Certificate , Diploma, Add-on courses etc.)

Sl. No	Programme (B.sc., B.Com. etc.)	Fee charged in Rs.
1.	B.Sc. (Gen)	2,809
2.	B.Sc (Hons)	2,959
3.	B.A. (Gen)	2,235
4.	B.A. (Hons)	2,235
5.	Cl 12 (Sc)	2,285

3. Number of Programmes offered under

a. annual system

3

b. semester system

0

c. trimester system

0

4. Programmes with

a. choice based credit system

Yes		No	<input checked="" type="checkbox"/>	Number	
-----	--	----	-------------------------------------	--------	--

b. Inter/multidisciplinary approach

Yes		No	<input checked="" type="checkbox"/>	Number	
-----	--	----	-------------------------------------	--------	--

c. Any other, specify

Yes		No		Number	
-----	--	----	--	--------	--

5.	Are there Programmes where assessment of teachers by students is practiced?	Yes	<input checked="" type="checkbox"/>	No		Number	
		<p>Note: A few teachers do volunteer to have the students assess them. However, this is not the rule and is not compulsory.</p>					

6. Are there Programmes taught only by visiting faculty?

Yes		No	<input checked="" type="checkbox"/>	Number	
-----	--	----	-------------------------------------	--------	--

7. New programmes introduced during the last five years

Computer Science was introduced in 2006.

UG	Yes	<input checked="" type="checkbox"/>	No		Number	1
PG	Yes		No		Number	NA
Others (specify)	Yes		No		Number	

8. How long does it take for the institution to introduce a new programme within the existing system?

5-10 years

Note: The College does not have the authority to introduce new programmes on its own as Government concurrence is required with regard to the funding.

9. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

10. Was there major syllabus revision during the last five years? If yes, indicate the number.

Yes	<input checked="" type="checkbox"/>	No		Number	1
-----	-------------------------------------	----	--	--------	---

11. Is there a provision for Project work etc. in the programme? If yes, indicate the number.

Yes	<input checked="" type="checkbox"/>	No		Number	5
-----	-------------------------------------	----	--	--------	---

Note: Project work is a essential part of the curriculum in Functional English, Geography, Botany, Zoology and Environmental Studies

12. Is there any mechanism to obtain feedback on curricular aspects from

a. Academic Peers?

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

b. Alumni?

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

c. Students?

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

d. Employers?

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

e. Any other?

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission to various courses?

- | | |
|--|-------------------------------------|
| a) Through an entrance test developed by the institution | <input checked="" type="checkbox"/> |
| b) Common entrance test conducted by the University/Government | <input type="checkbox"/> |
| c) Through interview | <input type="checkbox"/> |
| d) Entrance test and interview | <input checked="" type="checkbox"/> |
| e) Merit at the previous qualifying examination | <input checked="" type="checkbox"/> |
| f) Any other (specify) | <input type="checkbox"/> |

(If more than one method is followed, kindly specify the weightages)

Note: The College often follows option (a) depending on the circumstances. If there are a large number of applicants, then this is followed. Option (d) is used in selecting candidates for Honours course and option (e) is used for admission to the General (non-honours) course.

2. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic year

Note: The College does not have an open category as most of the students (97%) are from the ST category. All applicants are considered equally on merit.

Programmes (UG and PG)	Open category		SC/ST category		Any other (specify)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.A.	NA	NA	65	37		
B.Sc.	NA	NA	66	45		

3. Number of working days during the last academic year 210

4. Number of teaching days during the last academic year 167

5. Number of positions sanctioned and filled Sanctioned/ Filled

Teaching	68	66
Non-teaching	89	89
Technical	5	5

6. a. Number of regular and permanent teachers (gender-wise)

Professors	M	0	F	0
Readers	M	3	F	1
Sr. Grade lecturers	M	5	F	11
Lecturers	M	25	F	21

b. Number of temporary teachers Lecturers –
(gender-wise) Full- time

M	3	F	2
---	---	---	---

Note: A few teachers are appointed on fixed pay. These are considered as temporary teachers for this purpose.

Lecturers – Part-time	M	0	F	0
-----------------------	---	---	---	---

Lecturers (Management appointees) - Full time	M	0	F	0
---	---	---	---	---

Lecturers (Management appointees) - Part time	M	0	F	0
---	---	---	---	---

Any other	M		F	
-----------	---	--	---	--

Total	M	3	F	2
-------	---	---	---	---

c. Number of teachers

From the same State	60
From other States	6

* M – Male F – Female

Number %

7. a. Number of qualified/ permanent teachers and their percentage to the total number of faculty	61	92%
---	----	-----

b. Teacher: student ratio	1:12
---------------------------	------

- c. Number of teachers with Ph.D. as the highest qualification and their percentage to the total faculty strength
- | | |
|----|-----|
| 14 | 12% |
|----|-----|
- d. Number of teachers with M. Phil as the highest qualification and their percentage to the total faculty strength
- | | |
|---|-----|
| 7 | 11% |
|---|-----|
- e. Percentage of the teachers who have completed UGC, NET and SLET exams
- | |
|----------|
| 11 (17%) |
|----------|
- f. Percentage of the faculty who have served as resource persons in Workshop/ Seminars/ Conferences during the last five years
- | |
|---|
| 8 |
|---|

Note: Although these teachers have not participated as resource persons in the standard Academic Workshops, Seminar and Conferences, they have been active as resource persons in such activities relating to social issues and others.

- g. Number of faculty development programmes availed by teachers (last five years)

1 2 3 4 5

UGC/ FIP programme

Refresher:

Orientation:

Any other (specify)

3	1	2	6	4
3	4	7	17	4

- h Number of faculty development programmes organized by the College during the last five years

Seminars/ workshops/symposia on curricular development, teaching- learning, assessment, etc.	1	2	3	4	5
	0	0	0	0	0
Research management	0	0	0	0	0
Invited/endowment lectures	0	0	0	0	0
Any other (specify)	6	0	0	0	0

Note: The College has been conducting monthly inter-Departmental seminars from among the faculty from 2008 as a part of the Golden Jubilee Programme and this will be continued.

- | | Number | % |
|---|---|-----------------------------|
| 8. Number and percentage of the courses where predominantly the lecture method is practiced | 3 | 100 |
| 9. Does the College have the tutor-ward system? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, how many students are under the care of a teacher? | 11-12 | |

10.	Are remedial programmes offered?	Yes	<input checked="" type="checkbox"/>	No		Number	
-----	----------------------------------	-----	-------------------------------------	----	--	--------	--

Note: A few teachers do conduct a few courses informally. The College plans to formalize this practice.

11.	Are bridge courses offered?	Yes		No	<input checked="" type="checkbox"/>	Number	
-----	-----------------------------	-----	--	----	-------------------------------------	--------	--

12.	Are there Courses with ICT-enabled teaching-learning processes?	Yes		No	<input checked="" type="checkbox"/>	Number	
-----	---	-----	--	----	-------------------------------------	--------	--

Note: DST will be setting up a computer lab with internet facilities. The College will incorporate the present courses into using this facility.

13.	Is there a mechanism for:	
a.	Self appraisal of faculty ?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
b.	Student assessment of faculty performance?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	Note: A few teachers go through this practice	
c.	Expert /Peer assessment of faculty performance?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

14. Do the faculty members perform additional administrative work? If yes, the average number of hours spent by the faculty per week
- Yes ☒ No ☐
- 6

Note: This is only an estimate and applicable to Hostel Wardens and Heads of Departments.

Criterion III: Research, Consultancy and Extension

1. How many teaching faculty are actively involved in research? (Guiding student research, managing research projects etc.,)

Number total	% of total
3	4.5%

2. Research collaborations

a) National

Yes ☒ No ☐

If yes, how many?

1

b) International

Yes ☐ No ☒

If yes, how many?

3. Is the faculty involved in consultancy

Yes ☒ No ☐

work?

0

If yes, consultancy earnings/

year (average of last two years may be given)

Note: Faculty members are often members of various consultative committees. However, no fee is charged for such activities.

4. a. Do the teachers have ongoing/ completed research projects?

Yes ☒ No ☐

If yes, how many?

On going

2
1

Completed

b. Provide the following details about the ongoing research projects

Major projects	Yes	<input checked="" type="checkbox"/>	No		Number	1	Agency	Ministry of Environment & Forests, Government of India, New Delhi	Amt. Rs 12 lakhs
Minor projects	Yes	<input checked="" type="checkbox"/>	No		Number	1	Agency	UGC	Amt. Rs 50,000
College Projects	Yes		No	<input checked="" type="checkbox"/>	Number		Amount		
Industry sponsored	Yes		No	<input checked="" type="checkbox"/>	Number		Industry		Amt.
Any other (specify)				<input checked="" type="checkbox"/>					
No. of student research projects	Yes		No	<input checked="" type="checkbox"/>	Number		Amount sanctioned by the College		

5. Research publications:

International journals	Yes	<input checked="" type="checkbox"/>	No		Number	12
National journals – refereed papers	Yes	<input checked="" type="checkbox"/>	No		Number	13
College journal	Yes		No	<input checked="" type="checkbox"/>	Number	
Books	Yes	<input checked="" type="checkbox"/>	No		Number	2

Abstracts	Yes		No	<input checked="" type="checkbox"/>	Number	
Any other (specify) Note: Faculty members have been involved with research activities on local topics which are not published in formal journals. These are enumerated here.	Yes	<input checked="" type="checkbox"/>	No		Number	2
Awards, recognition, patents etc. if any (specify)						

6. Has the faculty

a) Participated in Conferences? Yes ☒ No ☐ Number

b) Presented research papers in Yes ☒ No ☐ Number

Conferences?

7. Number of extension activities organized in collaboration with other agencies/NGOs (such as Rotary/Lions Club) (average of last two years)

8. Number of regular extension programmes organized by NSS and NCC (average of last two years)

NSS	NCC
4	1

9. Number of NCC Cadets/units

M	54	F	54	Units	2

10. Number of NSS Volunteers/units

M	150	F	150	Units	1

Criterion IV: Infrastructure and Learning Resources

1.

(a) Campus area in acres		84.67
(b) Built up area in Sq. Meters		4708
(*1 sq.ft. = 0.093 sq.mt)		

2. Working hours of the Library

(a) On working days		9:00 AM – 3:00 PM
(b) On holidays		No
(c) On Examination days		9:00 AM – 3:00 PM

3. Average number of faculty visiting the library/day
(average for the last two years)

		30
--	--	----

4. Average number of students visiting the library/day
(average for the last two years)

		350
--	--	-----

5. Number of journals subscribed to the institution

		23
--	--	----

6. Does the library have the open access system?

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

7. Total collection (Number)

Title	Volumes
5698	12031

a.	Books	475
b.	Textbooks	11506
c.	Reference books	50
d.	Magazines	200
e.	Current journals	
	Indian journals	23
	Foreign journals	0
f.	Peer- reviewed journals	21
g.	Back volumes of journals	600
h.	E-resources	
	CDs/ DVDs	3
	Databases	0
	Online journals	0
	Audio- Visual resources	2

i. Special collections (numbers)

Repository	Yes		No		No.	
(World Bank , OECD, UNESCO etc.)			<input checked="" type="checkbox"/>			
Interlibrary borrowing facility			<input checked="" type="checkbox"/>			
Materials acquired under special schemes (UGC, DST etc.)	<input checked="" type="checkbox"/>					
Materials for Competitive examinations including Employment news, Yojana etc.	<input checked="" type="checkbox"/>					
Book Bank			<input checked="" type="checkbox"/>			
Braille materials			<input checked="" type="checkbox"/>			
Manuscripts			<input checked="" type="checkbox"/>			
Any other (specify)						

8 Number of books/journals / periodicals added during the last two years and their total cost

	The year before last		Last Year	
	Number	Total Cost(Rs.)	Number	Total Cost (Rs.)
Text books	80	40,000	90	40,000
Reference Books	0		2	
Other books	5		5	
Journals/Periodicals	23	Free	23	Free
Encyclopedia	0		2	
Any other(specify)	0		0	

Note: Some of the materials have been acquired from different sources and not from the library budget. Hence, their cost is not mentioned.

Mention the -

9. Total carpet area of the Central Library (in sq. ft)
- Number of departmental libraries
- Average carpet area of the departmental libraries
- Seating capacity of the Central Library (Reading room)

2772
0
0
60

10. Status of Automation of the Library

not initiated

☒

fully automated

☐

partially automated

☐

(library automation is under process)

0.13%

11. Percentage of library budget in relation to the total budget

12. Services/facilities available in the library (If yes, tick in the box)

- | | |
|--|-------------------------------------|
| Circulation | <input checked="" type="checkbox"/> |
| Clipping | <input type="checkbox"/> |
| Bibliographic compilation | <input type="checkbox"/> |
| Reference | <input checked="" type="checkbox"/> |
| Reprography | <input checked="" type="checkbox"/> |
| Computer and Printing | <input checked="" type="checkbox"/> |
| Internet | <input checked="" type="checkbox"/> |
| Inter-library loan | <input type="checkbox"/> |
| Power back up | <input type="checkbox"/> |
| Information display and notification | <input checked="" type="checkbox"/> |
| User orientation /information literacy | <input checked="" type="checkbox"/> |
| Any other (specify) | <input checked="" type="checkbox"/> |

13. Average number of books issued/returned per day

250/350

14. Ratio of library books to the number of students enrolled

16:1

15. Computer Facilities

Number of computers in the College

17

Number of Departments with computer facilities

5

Central computer facility (Number of terminals)

11

Budget allocated for purchase of computers during the last academic year

0

Amount spent on maintenance and upgrading of computer facilities during the last academic year

Rs 5000

Internet Facility, Connectivity

Dialup	Broadband	Others (Specify)
<input checked="" type="checkbox"/>		

Number of nodes/ computers with Internet facility

2

16. Is there a Workshop/Instrumentation Centre?

Yes		No	<input checked="" type="checkbox"/>	Available from the year	
-----	--	----	-------------------------------------	-------------------------	--

17. Is there a Health Centre?

Yes	<input checked="" type="checkbox"/>	No		Available from the year	1983
-----	-------------------------------------	----	--	-------------------------	------

18. Is there Residential accommodation for Faculty ?

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

Non-teaching staff ?	Yes	<input checked="" type="checkbox"/>	No	
----------------------	-----	-------------------------------------	----	--

19. Are there student Hostels?	Yes	<input checked="" type="checkbox"/>	No	
--------------------------------	-----	-------------------------------------	----	--

If yes, number of students residing in hostels	150
--	-----

Male	Yes	<input checked="" type="checkbox"/>	No		Number	80
------	-----	-------------------------------------	----	--	--------	----

Female	Yes	<input checked="" type="checkbox"/>	No		Number	70
--------	-----	-------------------------------------	----	--	--------	----

20. Is there a provision for

a) Sports fields	Yes	<input checked="" type="checkbox"/>	No	
------------------	-----	-------------------------------------	----	--

b) Gymnasium	Yes		No	<input checked="" type="checkbox"/>
--------------	-----	--	----	-------------------------------------

c) Women's' rest rooms	Yes	<input checked="" type="checkbox"/>	No	
------------------------	-----	-------------------------------------	----	--

d) Transport	Yes	<input checked="" type="checkbox"/>	No	
--------------	-----	-------------------------------------	----	--

e) Canteen/Cafeteria	Yes	<input checked="" type="checkbox"/>	No	
----------------------	-----	-------------------------------------	----	--

f) Students centre	Yes		No	<input checked="" type="checkbox"/>	
g) Vehicle parking facility	Yes	<input checked="" type="checkbox"/>	No		

Criterion V: Student Support and Progression

1. a Student strength

(Provide information in the following format, for the past two years)

Student Enrolment	UG			PG			M.Phil			Ph.D			Diploma / Certificate			Self-Funded		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Number of students from the same State where the College is located	333	405	738			NA			NA			NA			NA			NA
Number of students from other States	13	7	20															
Number of NRI students			0															
Number of foreign students			0															

M – Men, F- Female, T-Total

b. Dropout rate in UG and PG (average for the last two batches)

Number %

UG 75 18
PG NA

2. Financial support for students: (last Year)

Endowments:

Freeships:

Number	Amount
0	
0	

Scholarship (Government)

Scholarship (Institution)

Number of loan facilities:

Any other financial support

(Specify)

635	Rs 27.55 lakhs
3	Rs 4,500
0	
0	

3. Does the College obtain feedback from students on their campus experience? Yes ☐ No ☒

4. Major cultural events (data for last year)

Note: The College has not participated much in such events as such events are hardly organized by any organization specifically for Colleges at the State level. For the National level, such information often does not reach the College in time.

Events	Organized			Participated		
	Yes	No	Number	Yes	No	Number

Inter-collegiate		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Inter-university		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
National		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		1
Any other (specify)						

5. Examination Results (data of past five years)

Results	UG					PG					M. Phil				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pass Percentage	72	82	80	84	92	NA					NA				
Number of first classes	6	4	4	4	0										
Number of distinctions	0	0	0	0	0										
Ranks (if any)	NA														

Note: The University does not bring out a rank list of the students when declaring the result; hence it is not possible to give the ranks of the students.

6. Number of overseas programmes on campus and income earned:

Number	Amount	Agency
0		

7. Number of students who have passed the following examinations during the last five years

NET					
SLET					
CAT					
TOEFL					
GRE					
GMAT					
Civil services					
(IAS / IPS/IFS)					
Defence Entrance					
Other services					
Any other (specify)					

Note: The College has not been collecting this data. However, this data will be collected from the present batch onwards.

8. Is there a Student Counselling Centre?
- | | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

9. Is there a Grievance Redressal Cell?
- | | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

10. Does the College have an Alumni Association?
- | | | | | | |
|-----|-------------------------------------|----|--|--------------------|------|
| Yes | <input checked="" type="checkbox"/> | No | | Formed in the year | 2008 |
|-----|-------------------------------------|----|--|--------------------|------|

11. Does the College have a Parent-teachers Association?
- | | | | | | |
|-----|--|----|-------------------------------------|--------------------|--|
| Yes | | No | <input checked="" type="checkbox"/> | Formed in the year | |
|-----|--|----|-------------------------------------|--------------------|--|

Criterion VI: Governance and Leadership

1. Has the institution appointed a permanent Principal?

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

If Yes,

denote the qualifications

MA, PGDTE

If No,

for how long has the position been vacant?

NA

2. Number of professional development programmes held for the
Non-teaching staff (last two years)

2	Computer
---	----------

3. Financial resources of the College (approximate amount) – Last year's data

Grant-in-aid	NA
Fee from aided courses	Rs 9.05 lakhs
Donation	0
Fee from Self-funded courses	0
Any other (specify)	0

4. Statement of Expenditure (for last two years)

Item	Before last (2006)	last year (2007)
% spent on the salaries of faculty	63.79 % (Rs 1,76.27 lakhs)	65.25% (Rs 2,14.56 lakhs)
% spent on the salaries of non-teaching employees including contractual workers	27.75% (Rs 76.67 lakhs)	28.39% (Rs 93.36 lakhs)
% spent on books and journals	0.14% (Rs 40,000)	0.12% (Rs 40,000)
% spent on Building development	5.43% (Rs 15 lakhs)	4.6% (Rs 15 lakhs)
% spent on hostels, and other student amenities	0.07% (Rs 20,000)	0.09% (Rs 30,000)
% spent on maintenance - electricity, water, telephones, infrastructure	0.07% (Rs 20,000)	0.14% (Rs 48,388)
% spent on academic activities of departments - laboratories, green house, animal house, field trips etc.	1.41% (Rs 3.9 lakhs)	0.76% (Rs 3 lakhs)
.% spent on research, seminars, etc.	0%	0%
% spent on miscellaneous expenditure	0.92% (Rs 2.55 lakhs)	0.67% (Rs 2.2 lakhs)

Note: The institution may provide the details regarding the above table as per the heads of accounts being maintained. However, care may be taken to cover the above items.

5. Dates of meetings of Academic and Administrative Bodies during the last two years:

Governing Body

Note: The College does not have a Governing Body

Internal Admn. Bodies (mention only three most important bodies)

1. Faculty

2. Heads of Departments Committee

3. Admission Committee

Any other (specify)

Note: The College has an Advisory Council

Last year	Year before last
NA	
3	2
8	9
5	5
1	0

6. Are there Welfare Schemes for the academic community?

Loans:

Medical allowance

Any other (specify)

Yes		No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	
Yes		No	

7. Are there ICT supported / Computerised units/processes/activities for the following?

a) Administrative section/ Office

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

b) Finance Unit

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

c) Student Admissions

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

d) Placements

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

e) Aptitude Testing

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

f) Examinations

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

g) Student Records

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

Criterion VII: Innovative Practices

1. Has the institution established Internal Quality Assurance Mechanisms ?

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

Note: The College plans to set up one in the coming years.

2. Do students participate in the Quality Enhancement initiatives of the Institution?

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

3. What is the percentage of the following student categories in the institution?

a. SC

NA

b. ST

97%

c. OBC

NA

d. Women

50%

e. Differently-abled

<1%

f. Rural

30%

h. Tribal

97%

i. Any other (specify) General Category

3%

Note: The College does not maintain data on SC and OBC as the majority of the students are from ST category and all applicants are treated on the same level on merit for admission to the various courses.

4. What is the percentage of the following category of staff?

	Category	Teaching staff	%	Non-teaching	%
a	SC	0	0	0	0
b	ST	60	91	94	100
c	OBC	0	0	0	0
d	Women	33	50	39	41
e	Physically-	0	0	0	0
f	General Category	6	9	0	0
g	Any other				

5. What is the percentage incremental academic growth of the following category of students for the last two batches?

	Category	At Admission		On completion of the course	
		Batch I (2004)	Batch II (2005)	Batch I (2007)	Batch II (2008)
a.	SC	NA	NA		
b.	ST	179	277	133	133
c.	OBC	NA	NA		
d.	Women	101	165	77	99
e.	Physically challenged	0	0	0	0
f.	General Category	3	9	3	5
G	Any other (specify)				

C-1. Profile of Physics Department

		Responses	
1.	Name of the Department	Physics	
2.	Year of Establishment	1983	
3.	Number of Teachers sanctioned and present position	5	5
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	3	
6.	Number of Teachers and Students	5 teachers and 66 students (Class 12(Sc) to BSc III, i.e., 4 different courses)	
7.	Demand Ratio (No. of seats: No. of applications)	As applications received are for admission to BSc course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1: 13	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	71 % in 2008 examination, University Average was 92 %	
13.	University Distinction/ Ranks	0/NA	
14.	Publications by faculty (last 5 years)	2	
15.	Awards and recognition received by faculty (last five years)	1	
16.	Faculty who have Attended National and International Seminars (last five years)	2	0

17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	0	0
19.	Number of Ongoing projects and its total outlay	0	0
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	1	
26.	Annual Budget	NA	

C-2. Profile of Chemistry Department

		Responses	
1.	Name of the Department	Chemistry	
2.	Year of Establishment	1983	
3.	Number of Teachers sanctioned and present position	4	4
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	4	
6.	Number of Teachers and Students	4 teachers, 163 students (Class 12(Sc) to BSc III, ie 4 different courses)	
7.	Demand Ratio (No. of seats: No. of applications)	As applications received are for admission to BSc course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1 : 40	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	71 % in 2008 examination, University Average was 92 %	
13.	University Distinction/ Ranks	NA	
14.	Publications by faculty (last 5 years)	0	
15.	Awards and recognition received by faculty (last five years)	0	
16.	Faculty who have Attended National and International Seminars (last five years)	3	0

17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	0	0
19.	Number of Ongoing projects and its total outlay	0	0
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	0	
26.	Annual Budget	NA	

C-3. Profile of Botany Department

		Responses	
1.	Name of the Department	Botany	
2.	Year of Establishment	1983	
3.	Number of Teachers sanctioned and present position	4	4
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	4	
6.	Number of Teachers and Students	4 teachers and 123 students (Class 12(Sc) to BSc III, ie 4 different courses)	
7.	Demand Ratio (No. of seats : No. of applications)	As applications received are for admission to BSc course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1 : 30	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	71 % in 2008 examination, University Average was 92 %	
13.	University Distinction/ Ranks	NA	
14.	Publications by faculty (last 5 years)	4	
15.	Awards and recognition received by faculty (last five years)	0	
16.	Faculty who have Attended National and International Seminars (last five years)	3	1

17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	1	0
19.	Number of Ongoing projects and its total outlay	1	Rs 12 lakhs
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	Though not formally recognized by NU, Dr. Alemmeren Jamir is the PI of a research project under whom JRF is working for PhD under NU.	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	1	
26.	Annual Budget	NA	

C-4. Profile of Mathematics Department

		Responses	
1.	Name of the Department	Mathematics	
2.	Year of Establishment	1983	
3.	Number of Teachers sanctioned and present position	4	4
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	0	
6.	Number of Teachers and Students	4 teachers and 61 students (Class 12(Sc) to BSc III/BA III, ie 4 different courses)	
7.	Demand Ratio (No. of seats : No. of applications)	As applications received are for admission to BSc course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1: 15	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	71 % in 2008 examination, University Average was 92 %	
13.	University Distinction/ Ranks	NA	
14.	Publications by faculty (last 5 years)	1	
15.	Awards and recognition received by faculty (last five years)	0	
16.	Faculty who have Attended National and International Seminars (last five years)	2	2

17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	0	0
19.	Number of Ongoing projects and its total outlay	0	0
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	0	
26.	Annual Budget	NA	

C-5. Profile of Zoology Department

		Responses	
1.	Name of the Department	Zoology	
2.	Year of Establishment	1983	
3.	Number of Teachers sanctioned and present position	4	4
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	3	
6.	Number of Teachers and Students	4 teachers and 117 students (Class 12(Sc) to BSc III, ie 4 different courses)	
7.	Demand Ratio (No. of seats : No. of applications)	As applications received are for admission to BSc course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1: 30	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	71 % in 2008 examination, University Average was 92 %	
13.	University Distinction/ Ranks	NA	
14.	Publications by faculty (last 5 years)	0	
15.	Awards and recognition received by faculty (last five years)	0	
16.	Faculty who have Attended National and International Seminars (last five years)	2	0

17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	0	0
19.	Number of Ongoing projects and its total outlay	0	0
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	0	
26.	Annual Budget	NA	

C-6. Profile of Computer Science Department

		Responses	
1.	Name of the Department	Computer Science	
2.	Year of Establishment	2006	
3.	Number of Teachers sanctioned and present position	2	1
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	0	
6.	Number of Teachers and Students	1 teachers and 10 students	
7.	Demand Ratio (No. of seats: No. of applications)	As applications received are for admission to Higher Secondary Science Course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1 : 10	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	This subject is not offered at the UG level	
13.	University Distinction/ Ranks	NA	
14.	Publications by faculty (last 5 years)	0	
15.	Awards and recognition received by faculty (last five years)	0	
16.	Faculty who have Attended National and International Seminars (last five years)	1	0

17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	0	0
19.	Number of Ongoing projects and its total outlay	0	0
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	11	
26.	Annual Budget	NA	

C-7. Profile of Geography Department

		Responses	
1.	Name of the Department	Geography	
2.	Year of Establishment	1974	
3.	Number of Teachers sanctioned and present position	6	6
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	3	
6.	Number of Teachers and Students	6 teachers and 131 students (Class 12(Sc) to BSc III/BA III, ie 4 different courses)	
7.	Demand Ratio (No. of seats : No. of applications)	As applications received are for admission to B.A/B.Sc. course (with 3 elective subjects each), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1: 22	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	71 % in 2008 examination, University Average was 92 %	

13.	University Distinction/ Ranks	NA	
14.	Publications by faculty (last 5 years)	0	
15.	Awards and recognition received by faculty (last five years)	0	
16.	Faculty who have Attended National and International Seminars (last five years)	3	1
17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	0	0
19.	Number of Ongoing projects and its total outlay	0	0
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	1	
26.	Annual Budget	NA	

C-8. Profile of English Department

		Responses	
1.	Name of the Department	English	
2.	Year of Establishment	1959	
3.	Number of Teachers sanctioned and present position	9	8
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	1	
6.	Number of Teachers and Students	8 teachers and 658 students (Class 12(Sc) to BA III, ie 4 different courses)	
7.	Demand Ratio (No. of seats : No. of applications)	As applications received are for admission to BA course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1 : 82	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	72 % in 2008 examination, University Average was 59 %	
13.	University Distinction/ Ranks	NA	

14.	Publications by faculty (last 5 years)	4	
15.	Awards and recognition received by faculty (last five years)	1	
16.	Faculty who have Attended National and International Seminars (last five years)	3	1
17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	1	0
19.	Number of Ongoing projects and its total outlay	0	0
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	1	
26.	Annual Budget	NA	

C-9. Profile of Philosophy Department

		Responses	
1.	Name of the Department	Philosophy	
2.	Year of Establishment	1964	
3.	Number of Teachers sanctioned and present position	5	5
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	0	
6.	Number of Teachers and Students	5 teachers and 75 students (BA I to BA III, ie 3 different courses)	
7.	Demand Ratio (No. of seats : No. of applications)	As applications received are for admission to BA course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1 : 15	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	72 % in 2008 examination, University Average was 59 %	
13.	University Distinction/ Ranks	NA	

14.	Publications by faculty (last 5 years)	0	
15.	Awards and recognition received by faculty (last five years)	0	
16.	Faculty who have Attended National and International Seminars (last five years)	0	0
17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	0	0
19.	Number of Ongoing projects and its total outlay	0	0
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	0	
26.	Annual Budget	NA	

C-10. Profile of History Department

		Responses	
1.	Name of the Department	History	
2.	Year of Establishment	1959	
3.	Number of Teachers sanctioned and present position	5	5
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	0	
6.	Number of Teachers and Students	5 teachers and 441 students (BA I to BA III, ie 3 different courses)	
7.	Demand Ratio (No. of seats : No. of applications)	As applications received are for admission to BA course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1 : 88	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	72 % in 2008 examination, University Average was 59 %	
13.	University Distinction/ Ranks	NA	

14.	Publications by faculty (last 5 years)	1	
15.	Awards and recognition received by faculty (last five years)	0	
16.	Faculty who have Attended National and International Seminars (last five years)	1	0
17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	1	0
19.	Number of Ongoing projects and its total outlay	0	0
20.	Research projects completed during last two & its total outlay	1	Rs 85,000
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	0	
26.	Annual Budget	NA	

C-11. Profile of Economics Department

		Responses	
1.	Name of the Department	Economics	
2.	Year of Establishment	1964	
3.	Number of Teachers sanctioned and present position	5	5
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	0	
6.	Number of Teachers and Students	5 teachers and 91 students (BA I to BA III, ie 3 different courses)	
7.	Demand Ratio (No. of seats : No. of applications)	As applications received are for admission to BA course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1 : 18	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	72 % in 2008 examination, University Average was 59 %	
13.	University Distinction/ Ranks	NA	

14.	Publications by faculty (last 5 years)	0	
15.	Awards and recognition received by faculty (last five years)	0	
16.	Faculty who have Attended National and International Seminars (last five years)	4	0
17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	0	0
19.	Number of Ongoing projects and its total outlay	0	0
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	0	
26.	Annual Budget	NA	

C-12. Profile of Education Department

		Responses	
1.	Name of the Department	Economics	
2.	Year of Establishment	1964	
3.	Number of Teachers sanctioned and present position	5	5
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	0	
6.	Number of Teachers and Students	5 teachers and 280 students (BA I to BA III, ie 3 different courses)	
7.	Demand Ratio (No. of seats : No. of applications)	As applications received are for admission to BA course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1 : 56	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	72 % in 2008 examination, University Average was 59 %	
13.	University Distinction/ Ranks	NA	

14.	Publications by faculty (last 5 years)	0	
15.	Awards and recognition received by faculty (last five years)	1	
16.	Faculty who have Attended National and International Seminars (last five years)	3	0
17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	0	0
19.	Number of Ongoing projects and its total outlay	0	0
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	0	
26.	Annual Budget	NA	

C-13. Profile of Political Science Department

		Responses	
1.	Name of the Department	Political Science	
2.	Year of Establishment	1959	
3.	Number of Teachers sanctioned and present position	6	6
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	0	
6.	Number of Teachers and Students	6 teachers and 251 students (BA I to BA III, ie 3 different courses)	
7.	Demand Ratio (No. of seats : No. of applications)	As applications received are for admission to BA course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1 : 42	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	72 % in 2008 examination, University Average was 59 %	
13.	University Distinction/ Ranks	NA	
14.	Publications by faculty (last 5 years)	0	

15.	Awards and recognition received by faculty (last five years)	0	
16.	Faculty who have Attended National and International Seminars (last five years)	2	0
17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	0	0
19.	Number of Ongoing projects and its total outlay	1	Rs 50,000
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	0	
26.	Annual Budget	NA	

C-14. Profile of Sociology Department

		Responses	
1.	Name of the Department	Sociology	
2.	Year of Establishment	1986	
3.	Number of Teachers sanctioned and present position	4	4
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	0	
6.	Number of Teachers and Students	4 teachers and 449 students (BA I to BA III, ie 3 different courses)	
7.	Demand Ratio (No. of seats : No. of applications)	As applications received are for admission to BA course (with 3 elective subjects), it is not possible to work out this figure.	
8.	Ratio of Teachers to Students	1 : 112	
9.	Number of research scholars who had their master's degree from other institutions	NA	
10.	The year when the curriculum was revised last	2004	
11.	Number of students passed NET/SLET etc. (last two years)	NA	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	72 % in 2008 examination, University Average was 59 %	
13.	University Distinction/ Ranks	NA	
14.	Publications by faculty (last 5 years)	0	

15.	Awards and recognition received by faculty (last five years)	0	
16.	Faculty who have Attended National and International Seminars (last five years)	1	0
17.	Number of National and International seminars organized (Last five years)	1 (A UGC sponsored National Seminar on Information Technology was organized by the College in 2004)	0
18.	Number of teachers engaged in consultancy and the revenue generated	0	0
19.	Number of Ongoing projects and its total outlay	0	0
20.	Research projects completed during last two & its total outlay	0	0
21.	Number of inventions and patents	0	0
22.	Number of Ph. D theses guided during the last two years	NA	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	NA	
25.	Number of Computers	0	
26.	Annual Budget	NA	

Part II: Evaluative Report

EXECUTIVE SUMMARY

Founded amidst troubled times (8th September 1959), Fazl Ali College stands out as a beacon for students from all over the State. The College is located about 5 kms away from Mokokchung Town which is the District Headquarters of Mokokchung District of Nagaland. With a campus area of about 85 acres and an altitude of 1340 m, the College is set amidst sylvan surroundings and offers a wide panoramic view of the surrounding countryside. The climate of the place is also very pleasant with temperatures ranging from about 10° C in winter at its coldest to 30° C in summer.

The College was set up in 1959 with the vision and foresight of a few educated men and women who felt the need for a liberal education to enlighten the masses. Nagaland as a state did not exist then but the region was under the State of Assam as the Naga Hills District and the insurgency movement then taking place led many young people to boycott schools. However, Fazl Ali College survived these turmoils and with a donation of Re 1 from every household in Mokokchung District and the help of the then Governor, Sir Syed Fazl Ali, the College came into being. When the State of Nagaland was formed in 1963, the Government took over the College as a fully funded Government Institution with retrospective effect from 1st March 1962 and the College has not looked back since then. At its inception, the College had 4 Departments, 3 teachers and 43 students. Today, the College has 14 departments, 66 teachers and 758 students enrolled this year (2008).

The motto of the College is “*Academia Nulli Secundus*” (Second to None in Academics) and it has lived up to this expectation. The pass percentage is one of the highest among the Colleges of Nagaland University. When the College was first set up, it was under Gauhati University offering the IA course. With the formation of North Eastern Hill University

(NEHU) in 1974 at Shillong, it was affiliated to NEHU and when Nagaland University (NU) came into being, it transferred its affiliation to NU. Today, the College offers almost all the Arts subjects under one roof and most of the established Science subjects. The College is now pursuing to offer Computer Science at the BSc level and other subjects.

When started initially, the College was housed in an existing school (the present Mayangnokcha Higher Secondary School) and then shifted later to the Old Town Hall. After the Government took over the College and development of the campus started in earnest, it moved to the present campus in 1971. Though away from the town, transportation is not a problem as the College is well connected by bus and taxi services in addition to the College's own bus services.

The College building has two blocks – the Old Block containing the offices and Department rooms, library and classrooms and the New Science Block containing the Science laboratories and classrooms. Construction of this block started after the 10 legislative members from the District, recognizing the need and the shortage of development funds, contributed to the construction of the Ground Floor of the Science Block from their Local Area Development Program funds in 2000. Construction of the First Floor was completed in 2004 and plans are on to set up the Second Floor.

The College has been selected to have an EDUSAT station and the equipment has been installed. However, as the Central Node at Kohima is yet to get operational, this is yet to be used effectively. The College is eagerly awaiting to take part in this countrywide classroom.

The College has 4 hostels (2 for boys and 2 for girls) with a total capacity of about 170. The intake capacity of the College is around 780 students. The library has around 12,000 books and journals and each year, this total is augmented. The faculty, too, is well qualified with 14 Ph.Ds, 7 M.Phils and 11 NET qualified members. Though primarily a pedagogical institution,

yet the College encourages its faculty to engage in research and an Ecology Research Laboratory has been set up in the College from where Ph.D students are pursuing their studies. The College has an active NSS as well as NCC boys and girls units, red ribbon cell, Career guidance & Counselling cell and grievance redressal cell who take part in all allotted activities. For sports, there is a football ground, volleyball ground, a basketball court and an auditorium which also serves as an indoor stadium for badminton and table tennis and a Sports Week is organized regularly by the students every year. The hostels also have ample space for sports activities. On the academic front, in addition to the classes and class tests, the College annually arranges literary, painting and music competitions and the College brings out its annual publication “The Fazlian” and a monthly newsletter “Col Buzz” which is edited and managed by the students. Thus, in its Golden Jubilee Year, Fazl Ali College is all set to take up new challenges and produce generations of scholars who can contribute to the development of a more equitable, just and harmonious society.

CRITERION-WISE EVALUATIVE REPORT

Criterion 1 : Curricular Aspects

1:1 Curriculum Design and Development

1.1.1 State the vision and mission of the institution, and how it is communicated to the students, teachers, staff and other stakeholders?

The vision statement of the Institution is

“To promote higher learning and produce students who are second to none in academic quality in line with the College's motto “*Academia Nulli Secundus*”, and are conscious citizens who can bring about social change and development.”

The mission statement of the Institute is:

- to mould the minds of students and thereby produce intelligence, develop critical thinking and scientific temper
- to cultivate a balanced development of values, skills and knowledge in every learner towards bringing about social change and development
- to inculcate in the minds of the students the importance of academic excellence and a thirst for higher learning
- to help the learners identify their potentials, talents and strengths and to harness them productively for good living and happiness of self and others.

The vision and mission of the College is communicated to students and staff through various channels such as

- the College prospectus,
- student seminars whereby students can develop creative thinking and develop logical arguments
- career and counseling cell where students can learn more about how to achieve their potentials

- the mentor-ward system where students can learn from a one-to-one interaction with their teacher-mentor
- orientation lecture at the beginning of the academic session for fresh students where the aims of the College, the College's expectations, dos and donts etc, are communicated to students
- self appraisal of teachers where they can come face to face with their strengths and weaknesses
- motivational talks to faculty and staff from time to time
- leading by example: many faculty members are actively involved in many social works and organizations

1.1.2 How does the mission statement reflect the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seek to serve, institution's tradition and value orientation?

The Institution's distinctive characteristics are the mentor-ward system, awards for excellence in different fields and co-curricular and extra-curricular activities which helps bring out the innate potential of the students and thereby produce educated and enlightened citizens contributing to the development of self and society.

The College has a long tradition of focusing on honesty, especially during examinations and students are disciplined in this manner. This is a hallowed tradition of the College. The admission process is quite transparent with the criteria for selected students being prominently displayed to the public. Faculty

are time and again encouraged to lead a good exemplary life both in academics and social roles or at home

- 1.1.3 Are the academic programmes in line with the institution's goals and objectives? If yes, give details on how the curricula developed /adopted, address the needs of the society and have relevance to the regional /national and global trends and developmental needs? (access to the Disadvantaged, Equity, Self development, Community and national development, Ecology and environment, Value orientation, employment, ICT introduction, Global and National demands and so on)

Yes, the academic programmes are in line with the institution's goals and objectives. The syllabus is prepared by the University but it is implemented in a manner that suits the mission of the College. Keeping in view of the fact that society expects the College to produce students who are not only educated but also enlightened persons who can be leaders of tomorrow's generation, the College conducts class tests regularly, mid-term examinations, student seminars, class room discussions, assignments, extempore and prepared speech competition etc. Study tours and project studies are also conducted as part of their studies depending on the subject's need.

- 1.1.4 How does the curriculum cater to the inclusion/integration of Information and Communication Technology (ICT) in the curriculum, for equipping the students to compete in the global employment markets?

Due to lack of adequate infrastructure, the College cannot implement ICT in education effectively. However, the College has recently introduced Computer Science as a subject. Audio visuals are used in the lectures of Functional English

and Environmental Studies classes. Environmental Studies is a compulsory subject for both the BA and BSc courses.

- 1.1.5 Specify the initiatives and contributions of the institution in the curriculum design and development process. (Need assessment, development of information database, feedback from faculty, students, alumni, employees and academic peers and communicating the information and feedback for appropriate inclusion and decisions in statutory academic bodies, membership of BOS and by sending agenda items etc).

The College does not formally go through the activities mentioned above in formulating its curriculum but from the teacher's experience in the classroom and interaction with students, these are gathered and used as input in framing the University's syllabus whenever a teacher happens to be a member of the BOS. A good number of teachers from the College are members of the various BOS.

1.2 Academic Flexibility

- 1.2.1. What are the range of programme options available to learners in terms of Degrees, Certificates and Diplomas?

The institution offers the Honours and General Degrees in BA and BSc and Higher Secondary Certificate Course in Science stream.

- 1.2.2. Give details of the following provisions with reference to academic flexibility, value addition and course enrichment:

The College does not offer formal core enrichment or value added courses but it has what may be called enrichment activities such as field trips (for students of Sociology, Botany, Zoology, Environmental Studies, Geography and Functional

English). Group Discussions, role playing and classroom debates are an important part of the Functional English curriculum and students of Geography, Functional English, Botany, Sociology, Zoology and Environmental Studies have to write project reports. Though not all subjects have this as an integral part of their curriculum, the College is encouraging these activities in other subjects, too.

a) Core options --

For BA students, the core subjects are General English, Alternative English (or MIL) and Environmental Studies.

b) Elective options –

The elective options in the BA course are Political Science, Philosophy, Economics, History, Education, Sociology, Functional English, Geography, Elective English and Mathematics.

For BSc students, the core subjects are English and Environmental Studies and the elective options are Physics, Chemistry, Mathematics, Zoology, Botany and Geography

c) Add on courses –

No.

d) Interdisciplinary courses –

No

e) Flexibility to the students to move from one discipline to another –

Yes, students can migrate from Science to Arts stream

f) Flexibility to pursue the programme with reference to the time frame
(flexible time for completion)

No. As per the University's rules, a student has to clear all papers within a time span of 5 years, failing which he/she is not allowed to continue the same course.

1.2.3. Give details of the programmes and other facilities available for international students (if any)

The College has no international students

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

None, but all students pay a nominal annual fee during admissions which amount to Rs 2809 for BSc students and Rs 2235 for BA students.

1.3 Feedback on Curriculum.

1.3.1. How does the College obtain feedback on curriculum from

a) Students

Through classroom discussion and interaction as well as through the student's mentor

b) Alumni

Through informal discussion.

c) Parents:

Through informal interaction.

d) Employers/industries

None

e) Academic peers

Through informal discussion and interaction.

f) Community

Through informal interaction and discussion.

1.3.2. How is the feedback analyzed and the outcome /suggestions used for continuous improvements, and communicated to the affiliating university for appropriate inclusion?

The suggestions are collected and discussed thoroughly in the concerned subject's departmental meetings, Heads of Department meetings and then in the Faculty meetings. These are then carried up to the various BUGS meetings should a faculty representative from the College be a member of it.

1.4. Curriculum Update.

1.4.1. What is the frequency and the basis of syllabus revision and what are the major revision made during the last two years?

The syllabus is updated about once every 5 years by the University. The major revision made in the last two years is the introduction of Environmental Studies in both the Science and Arts stream as a compulsory subject.

1.4.2. How does the institution ensure that the curriculum bears a thrust on core values adopted by NAAC.

The College believes that excellent and socially concerned students contribute to National Development. The College emphasizes on academic honesty and

academic excellence among students who will turn out to be socially useful and concerned citizens. Due to lack of adequate infrastructure, use of technology in the class is rather limited but some teachers often use AV aids.

- 1.4.3. Does the institution use the guidelines of the statutory bodies (UGC/AICTE/State council of HE and other bodies/ for developing and/or restructuring the curricula?

Yes, the institution follows all the guidelines of the statutory bodies.

- 1.4.4. How are the existing courses modified to meet the emerging/ changing national and global trends?

Since the College has limited powers in modifying courses, its input whenever possible is applied as and when the University changes or revises its courses.

1.5. Best Practise in Curricular Aspects.

- 1.5.1. What are the quality sustenance and quality enhancement measures taken by the institution during the last five years in curricular aspects.

For quality sustenance and quality enhancement, the College has adopted a few activities. Class tests and terminal examinations are a regular feature while seminars, extempore speech competitions and prepared speech competitions are encouraged. Study tours and project works are implemented whenever feasible. Assessment of teachers by the students has been done by some teachers. Regular attendance of students in class is strictly monitored by the institution as well as by the concerned mentors. Mentorship of students is a new feature in the College's activities.

1.5.2. What best practice in ‘curricular aspects’ have been planned/ implemented by the institution.

Each teacher prepares a lesson plan at the beginning of the session which is kept in the Library for the students to refer to. All the topics and other quality enhancement programmes are listed out in the lesson plan and followed. A few Departments conduct student seminars. Although student participation is not up to our expectation, we are going ahead with this program.

Criterion II: Teaching – Learning and Evaluation

2.1 Admission Process and Student Profile.

2.1.1 How does the institution ensure wide publicity to the admission process?

- a. Prospectus
- b. Institutional Website
- c. Advertisement in Regional/ National Newspapers
- d. Any other (specify)

Two tools are used for this purpose namely, Prospectus and Advertisement in Local Newspapers. It has been the case that students seeking admission to the College have been mostly from the State and District to whom the name of the College is well-known so the College has not been required to put in a lot of effort to attract more students every year.

2.1.2 How are the students selected for admission to the following courses? Give the cut off percentage for admission at the entry level

- a) General
- b) Professional

c) Vocational

Selection for admission to the General Course is done on the basis of the candidates' merit in the qualifying examination. However, if the number of candidates is much more than the number of seats, an entrance test is often conducted. As for selection to the Honours Courses, Written Tests have been the common methodology applied. For the vocational subject Functional English, written as well as oral tests have been strictly conducted. The College does not impose cut-off marks for applicants.

2.1.3 How does the Institution ensure transparency in the Admission process?

The College authority appoints an Admission Board for the selection procedures so that the whole affair does not become a one-person business. Whether the candidates are selected on the basis of their last examination performance or screening tests, results of their performance along with the marks each of them scored are notified for everybody's information.

2.1.4 How do you promote access to ensure equity?

- Students from disadvantaged community
- Women
- Differently-abled
- Economically-weaker sections
- Sports personnel
- Any other (specify)

The majority of students are predominantly Nagas who belong to ST category. Even within the Naga community, the Government of Nagaland has declared

some tribes as ‘backward’. The few candidates from these tribes that the College receives have all been given seats. The College does not have reserved seats as such for them but in practice they have always been accommodated.

Compared to many other parts of the world, women in Naga society enjoy enormous amount of rights and equality with men. Particularly, the customary practices in Mokokchung District and communities in its adjoining areas provide a high respect for women. They form associations and unions for social and commercial activities, they travel and carry out entrepreneurial activities on their own, they own and drive vehicles and society takes all these as normal. This atmosphere effects the College environment also in many positive ways. For example, girl students often contest in Students’ Union Elections, those girl students who take interest, freely and actively participate in such activities as Sports, NCC, NSS etc and even to the extent of taking active leadership roles. Thus, with the backdrop of this general socio-cultural atmosphere and psychology of the community, the College has not found the necessity to treat or manage women as an underprivileged section of students. The current enrolment statistics which is 346 males to 412 females may be considered as a data in support of this scenario.

As for the differently-abled students, the College has provisions to see to their needs and problems under the ‘College Welfare Fund by extending stipends to them, the amount of which varies from year to year depending on the fund position and number of deserving candidates. The College also offers them certain degree of relaxation in respect of daily attendance in the College depending on the nature of their disabilities. The College deutes a teacher to monitor the exam from their homes for those with extreme physical disability.

The College gives financial assistance to those students who are economically weak. They are identified through notification and selection by the Welfare Committee.

As and when the needs arise, sports personnel are given some relaxation in classroom attendance and examinations. But it has not been the practice to make special provision in admission procedures for the sports personnel. May be, it has been so because no such candidates have applied for special considerations during admission. However, should such situation arise, the institution will not find difficulties to do the needful.

2.2 Catering to Diverse Needs

2.2.1 Is there a provision for assessing the students' knowledge and skills before the commencement of the programme? If yes, give details on the strategies of the institution to bridge the knowledge gap of the incoming students for enabling them to cope with the programme to which they are enrolled.

The College has not been practising any specific methodology to assess the students' knowledge and skills 'before the commencement of the programme' so as to bridge any gap in their academic orientation. However, the College conducts Entrance tests for Honours students and orientation programmes for those who are newly admitted to the College wherein they are given introduction to various subjects, expectations of the institution from them, manners and behaviours they are to adopt and maintain during their stay in the College, facilities and disciplinary rules etc. Further orientations with regard to the various specific subjects are given in the classrooms during the first few classes.

2.2.2 How does the institution identify slow and advanced learners? Give details on the strategies adopted for facilitating slow and advanced learners

Slow and advanced learners are identified through their performance in examinations, tests and home assignments, participation in both classrooms interactions and outside co-curricular activities. Slow learners are given counselling (not necessarily in academics only) especially through the 'mentoring' programme. Advanced students are further encouraged by presenting Awards to them and they are also encouraged and given further guidance both by specific subject teachers as well as their mentors.

2.2.3 Does the institution have a provision for tutorials for the students? If yes, give details.

Tutorial classes are not set as a regular and daily routine activity. However, those teachers who identify students that require tutorials, arrange and conduct tutorials even to the extent of giving them personal attention and guidance occasionally. The nature of learning-teaching nature of the subject of Functional English is such that a great deal of training is imparted to students through tutorials. Having found the effectiveness of this method, the College aims to apply the same in classroom managements in respect of other subjects, too.

2.2.4 Is there a provision for mentoring of students or any similar process? If yes, give details.

Yes. Entire students are divided among the teachers for mentoring so a teacher gets around 11-12 students as of the current academic year. At the beginning of every academic session, an orientation programme is held particularly for the newly and first time admitted students to make them well aware of the concept

and working procedures of the programme. This is followed by the ‘mentees’ meeting with their mentors for sharing their problems and trying to find out the areas where s/he needs guidance and help. In the event of identification or detection of any erring or problematic student either by the authority or by others in the institutions, the matter is first referred to the mentor. The concerned mentor discusses the problem with the concerned ‘mentee’ and imparts suitable advice and guidance.

2.2.5 How does the institution cater to the needs of differently-abled students?

They are given financial aid through the College Welfare Fund and some degree of relaxation is made for them in attendance, mid-term exam, and class tests apart from making concessions in admission procedures. For the extremely disabled persons examinations are monitored from their homes, too.

2.3 Teaching -Learning Process

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

An academic calendar is prepared and distributed to each and every teacher wherein are mentioned the holidays, vacation periods, Examination dates and opening and closing dates of the academic season. On the basis of this academic calendar, each teacher prepares a lesson plan of every subject/paper he/she teaches. These lesson plans are kept in the College library for students’

information and necessary reference. All evaluation of Exams are kept and marks recorded in the confidential examination branch and monitored by the Academic Dean i.e the Vice- Principal.

- 2.3.2 What are the various teaching- learning methods (lecture method, interactive method, project-based learning, computer-assisted learning, experiential learning, seminars and others) used by the teachers? Give details.

Lecture method is the most common method applied in the College. In some Honours classes, seminars and oral presentations are applied. Geography and Vocational Subject of Functional English apply the project-based learning method. Interactive method of group discussions, Role Play and practical exercises like participation in Radio station, teaching in schools, hosting real functions, event management etc. are some methods applied most regularly in Functional English. The College plans to introduce similar methods in other subjects, too.

- 2.3.3 How is learning made student- centric ? What are the institutional strategies, which contribute to acquisition of life skills, knowledge management skills and lifelong learning?

The College tries to make the learning experience student-centric by adopting the following activities. College events such as Freshers' and Parting Socials and Sports Week are organised by students. This trains them in developing leadership skills, cooperative activity, event management, providing a platform for students to showcase their talents by way of public performances or any social contributions outside College.

2.3.4 How does the institution ensure that the students have effective learning experiences? (Use of modern teaching aids and tools like computers, audio-visuals multi-media, ICT, CAL , Internet and other information /materials)

ICTs and CALs have not been applied in the institution. However some of the new tools introduced recently and which the students like and enjoy are those like OHPs, Whiteboards, LCDs and interactive methods.

2.3.5 How do the students and faculty keep pace with the recent developments in the various subjects?

Faculty members are encouraged to give to the students the latest information as far as possible, and wherever possible the teachers encourage students to incorporate the latest data and information in their assignments and answers which can be obtained through internet journals, various newspapers and magazines. Teachers are also encouraged to refer and make use of the recent events and global development relevant to learning – teaching situations.

2.3.6 Are there departmental libraries for the use of faculty and students? If yes, how effectively are they used for the enhancement of teaching and learning?

Departments do not maintain separate libraries as such. However, the variety and number of books required by each department are compiled by the College authority every year and which are subsequently procured and made available in the common library. Some department do keep some very often referred-to materials in their rooms but they are not to be considered as libraries.

2.3.7 Has the institution introduced evaluation of the teachers by students? If yes, how is the feedback analyzed and implemented for the improvement of teaching?

This has not been introduced as a routine activity. However, some teachers have been practising it on their own volition and having found the same as an effective tool that leads to teacher development, the institution has plans to introduce it as a routine work from the ensuing academic session.

2.4 Teacher Quality

2.4.1 How are the members of the faculty selected? Does the College have the required number of qualified and competent teachers to handle all the courses? If not, how does the institution cope with the requirements?

Being a government College, selection and employment of the faculty members is done by the Government through the Nagaland Public Service Commission. The Government of Nagaland has been recruiting teachers as per the needs of the College and the courses and as of now the teachers so recruited have been quite competent in handling the courses provided by the Nagaland University.

2.4.2 How does the College appoint additional faculty to teach new programmes/ modern areas of study (Biotechnology, IT, Bioinformatics etc.)? How many such appointments were made during the last three years?

As the appointing authority is the Government of Nagaland, the College can only send proposals as per the needs of the courses, including introduction of new subjects. Subsequently, as and when the Government satisfies itself that the proposals are justified, it makes necessary sanctions and appointment. Although

no such steps have been taken during the last three years, some proposals are in the process.

2.4.3 What efforts are made by the management for professional development of the faculty? (eg: research grants, study leave, deputation to national/ international conferences/ seminars, training programmes, organizing national/ international conferences etc)? How many faculty have availed these facilities during the last three years?

Individual teachers are encouraged to undergo such trainings and attend such meetings and conferences. As and when opportunities in these respects arise, the interested members (and there are always) apply for grant of necessary leave, aids etc. The institution, after studying the situation, forwards necessary recommendations to the suitable authorities or agencies.

Following is the record of faculty having undergone such programme for professional development during the last 3 years :

• Research grants -----	3
• Study leave -----	2
• Deputation to national conferences -----	1
• International conferences -----	0
• Seminars -----	10 teachers
• Training programmes, -----	0
• Organizing national conferences -----	Earlier yes, but not during the last 3 years.
• International conferences -----	0

2.4.4 Give details on the awards/ recognitions received by the faculty during the last five years?

The following faculty members have received various Awards.

1. Mr. Ngangshikokba Ao, Lecturer in English, received two Awards namely,
 - a. DISTRICT AWARD from Office of the Deputy Commissioner, Mokokchung on the 57th Republic Day, 26 Jan. 2008 **‘in recognition of his dedicated service rendered for development and upliftment of the district in particular and the State in general’** .
 - b. MERITORIOUS AWARD, from Government of Nagaland, Department of Higher Education **‘in recognition of his specific contribution towards upliftment of Higher education in Nagaland’ in the year 2007.**
2. Dr. Imtiwati Jamir, Reader in Physics received
MERITORIOUS AWARD, from the Government. of Nagaland, Department of Higher Education **‘in recognition of his specific contribution towards upliftment of Higher Education in Nagaland’ in the year 2008.**
3. Ms. Tainla Mar received the BOLT (Broad Outlook Learner-Teacher’ Award) Given by Air India in the year 2005

2.4.5 How often does the institution organize training programmes for the faculty in the use of?

- a) Computers
- b) Internet
- c) Audio Visual Aids
- d) Computer-Aided Packages
- e) Material development for CAL, multi-media etc.

The institution has organised an awareness programme in the use of Audio visual Aids, specifically OHP once during the last 3 years but as for the training or education in the use of computer, the service of the Department of Computer Science is always available for any faculty member. For the rest of the other areas like CAL, multi media, internet etc. the institution is set for conducting the trainings in the next academic session.

2.5 Evaluation Process and Reforms

2.5.1 How are the evaluation methods communicated to the students and other institutional members?

The institution has not been adopting any specific and routine activity in this respect. However some individual teachers have been doing it from time to time where they inform the students ahead of time about the various criteria in which they would be evaluating the students' performances.

2.5.2 How does the institution monitor the progress of the students and communicate it to the students and their parents?

The institution issues the marks scored by the students which in most cases is followed by discussing their errors and weaknesses either individually or in the classrooms. The students' performances are also monitored by the respective mentors under the mentorship programme. Generally, the College does not communicate these data to the parents directly except in exceptional circumstances.

2.5.3 What is the mechanism for redressal of grievances regarding evaluation?

If the grievances are in respect of academic performance, like marks scored in assignments, exams and tests, the individual teacher concerned looks into the matter and necessary corrections are made. As for the grievances in respect of subjects other than academic, the matters are taken care of by either the Principal or a committee appointed by the Principal, depending on the manner and magnitude of the issue concerned.

2.5.4 What are the major evaluation reforms initiated by the institution/affiliating University? How does the institution ensure effective implementation of these reforms?

The College has not initiated major reforms with regard to Evaluation Process or developmental reforms because by nature of its relation with the University, except for forwarding suggestions during the time of syllabus review or redesigning by the University, the College has very little discretion. However the College is actively considering for sending strong suggestion for reviews with regard to percentage of marks allotted to Descriptive and Objective sections of Questions under the present University Question pattern.

2.6 Best Practices in Teaching -Learning Process

2.6.1 Detail any significant innovations in teaching/learning/evaluation introduced by the institution?

The College has not experimented much in this area but a few faculty members make use of AV aids in class and interactive methods in their lectures. However in Functional English, mock performances eg. public speaking, business transaction

and planning, teaching or lecturing, comparing and news reading are some significant innovative ways of teaching and learning.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

- 3.1.1 Is there a Research Committee to facilitate and monitor research activity? If yes, give details on its activities, major decisions taken (during last year) and composition of the Committee.

The College does not have a Research Committee as yet. At present all research activity is monitored by the Principal. If any major decision is to be taken regarding the research activities, it would usually be proposed and decided in the Faculty meetings of the College.

- 3.1.2 How does the institution promote faculty participation in research? (providing seed money, research grants, leave, other facilities)

Applications for pursuing research, leave to pursue research or proposals for research grants are efficiently forwarded by the Principal. Infrastructure such as rooms for establishing research laboratories are provided to the researcher in line with the requirements. A room was provided to Botany Department to house the Ecology Research lab.

3.1.3 Does the institutional budget have a provision for research and development? If yes, give details.

Being an UG College whose focus is pedagogical, no budget is allocated for research from the Government. However, any interested researcher is encouraged to seek funding from external agencies.

3.1.4 Does the institution promote participation of students in research activities? If yes, give details.

The College does not have a programme of involving students in research activities as only a few teachers conduct their research here. However with a change of curriculum, student involvement in research activities, manageable at their level, cannot be out ruled in the future.

3.1.5 What are the major research facilities developed on the campus?

A Biodiversity & Ecology lab under the Botany Department has been established in the Institute. The instruments are meant for carrying out soil, plant and water analysis (facilities available are flame photometer, spectro-photometer, Kjeldhal digester, Kjeldhal distillation unit, hot-air oven, rotary shaker, magnetic stirrer, pH meter, electronic balance, BOD chamber, autoclave, and other small equipments). The lab is a part of a sponsored project from the Ministry of Environment & Forests, Government of India New Delhi.

3.1.6 Give details of the initiatives taken by the institution for collaborative research (with national/ foreign Universities/ Research/Scientific organisations / Industries / NGOs)

The College has none as yet.

3.2 Research and Publication Output

- 3.2.1 Give details of the research guides and research students of the institution (Number of students registered for Ph.D. and M. Phil., fellowship/scholarship, funding agency, Ph.Ds and M.Phils awarded during the last five years, major achievements, etc.,)

Being an institute for undergraduate students (B.A. & B.Sc.), the College does not have any research student of its own. However, a Ph.D. student of Nagaland University is using the services of the Ecology Research lab in the College. The Ecology Research Laboratory was set up by Dr. Alemmeren Jamir under a research project sponsored by Ministry of Forests and Environment, Government of India.

- 3.2.2 Give details of the following:

- a) Departments recognized as research centres

Ministry of Environment & Forests has recognised Botany Department as a research centre.

- b) Faculty recognized as research guides

Botany Department has yet to be formally recognized by Nagaland University as a research centre but the preliminary work towards this end has been initiated. On completion of the formalities, Dr S.Alemmeren Jamir, HOD, Botany Dept and Principal Investigator of Ministry of Environment and Forests-funded research project, may be recognized as a research guide.

- c) Priority areas for research

Botany: Biodiversity & Ecology

History: Regional History

- d) Ongoing Faculty Research Projects (minor and major projects, funding from the Government, UGC, DST, CSIR, AICTE, Industry, NGO or International agencies)

Two faculty members of the College have ongoing research projects. Dr.Maongsangba, Department of Political Science has a minor research project from UGC and Dr. Alemmeren Jamir, Department of Botany, has a major research project from Ministry of Environment and Forests, New Delhi, which is almost completed.

- e) Ongoing Student Research Projects (title, duration, funding agency, total funding received for the project).

NA

- 3.2.3 What are the major achievements of the research activities of the institution (findings contributed to subject knowledge, to the Industry needs, community development, patents etc.)?

Dr.Alemmeren Jamir (Botany) has undertaken a study relating to ecology of traditional elephant routes in Mokokchung District of Nagaland. His major study has been on the biodiversity and structural complexity of community forests of Nagaland

Dr.I.Wati Imchen (History) has studied the role of the Government and Christian Mission in Nagaland till the departure of American Baptist Missionaries from the Naga Hills.

Amongla N Jamir (Political Science) has collected primary data before the 2008 State Assembly elections predicting the out come of the election results.

This study dealt with

- a) Revealing the electoral and voting behaviour of the electorate.
- b) Assessment of the views from a cross section of society on the issues confronting Naga Society vis-a-vis mainland India
- c) Youth survey 2007 revealing the aspirations, economic status, lifestyle and unemployment related to youth unrest in Nagaland.

3.2.4 Are there research papers published in refereed journals by the faculty? If yes, give details for the last five years including citation index and impact factor.

Yes. A few faculty members have research publications to their credit which is listed in the table below. Citation Index or Impact Factor is mentioned where ever possible.

Sl. No.	Title of the Publication	Journal Name	Citation Index	Index Factor	Author	Department
1	Vascular plant diversity in the sacred groves of Jaintia Hills in North East India. 12:1497 – 1510	Biodiversity and Conservation (Netherlands)			Dr.S. Alemmeren Jamir	Botany
2	Floristic diversity in sacred groves of Meghalaya. 83-99	Plant Taxonomy: Advances and Relevance. (CBS Publishers & Distributors, N.Delhi)			Dr.S. Alemmeren Jamir	Botany
3	Life form composition, stratification and tree phenology in montane humid forests of Meghalaya, Northeast India.	Tropical Ecology			Dr.S. Alemmeren Jamir	Botany

Sl. No.	Title of the Publication	Journal Name	Citation Index	Index Factor	Author	Department
	Vol. 47 (2) 2006					
4	Species richness along a traditional elephant route in a degraded tropical forest at Mokokchung, Nagaland. Vol 133. No.9. 1216-1234	The Indian Forester			Dr.S. Alemmeren Jamir	Botany
5	A.Z. Phizo in London, from 1960 to 1964, 2004 , p353-361.	Proceedings of North East India History Association			Dr.I. Wati Imchen	History
6	Lowering solar mixing angle in inverted hierarchy without charged lepton correction. 34 (2007) 345-351	Journal of Physics G: Nuclear and Particle Physics.		3.485 (2007)	Dr.Abhijit Borah	Physics
7	Deviation from tri-bimaximal mixings through flavour twist in inverted and normal hierarchical neutrino mass models. Vol. 69 , No.4, October 2007 pp.533-549.	Pramana – Journal of Physics		0.383 (2007)	Dr.Abhijit Borah	Physics

3.2.5 Give list of publications of the faculty.

(a).Books

- 1) Dr. I. Wati Imchen, Ngangshikokba Ao and Dr Chubatola Aier: *Talensen – Reflection on education among the Ao Nagas*. Ao Students Conference. (2003).
- 2) Ngangshikokba Ao and R.B.Sharma: *Mayangokcha: The Pathfinder*. (Biography 2000)
- 3) Dr I. Wati Imchen and Kuholi Chishi, *Proceedings of the National Seminar*

on IT at Fazl Ali College, Mokokchung, 2004

(b).Articles:

- 1) Ngangshikokba Ao : *Personal Names of Ao Nagas*. The Book of Indian Names. (ed. Mehrotra R M. 1994).
- 2) Ngangshikokba Ao *et al*: *Report on the committee on the Standard of Matric results in Mokokchung District*. (Research team member, 1998).
- 3) Dr.S. Alemmeren Jamir : *Vascular plant diversity in the sacred groves of Jaintia Hills in North East India*. Biodiversity and Conservation, Netherlands. (2003) **12**. 1497 – 1510.
- 4) Dr.S. Alemmeren Jamir : *Biodiversity conservation in sacred groves of Jaintia Hills, Meghalaya*. Indian Forester, Dehra Dun. (2002) **128(7)**. 738-744.
- 5) Dr.S. Alemmeren Jamir : *Floristic diversity in sacred groves of Meghalaya*. Plant Taxonomy: Advances and Relevance, CBS Publishers & Distributors, N.Delhi. (2005) 83-99.
- 6) Dr.S. Alemmeren Jamir : *Life form composition, stratification and tree phenology in montane humid forests of Meghalaya, Northeast India*. Tropical Ecology (2007) **47 (2)**.
- 7) Dr.S. Alemmeren Jamir: *Species richness along a traditional elephant route in a degraded tropical forest at Mokokchung, Nagaland*. The Indian Forester, Dehra Dun. (2005) **Vol. 33. No.9**. 1216-1234.
- 8) Dr.Aotemshi I : *Plane Symmetric Domain Wall in Lyra Geometry*. Astrophysics & Space Science (2003).
- 9) Dr.Aotemshi I : *Bulk Viscous solutions to the field equations and the Decoration parameter Revisited*. International Journal of Modern Physics

D. (2003)

- 10) Dr.Imtiwati Jamir: *Algebraic Expressions for effective potential characteristic parameters in heavy-ion-scattering*. Pramana. **48** (1997) 825.
- 11) Dr.Imtiwati Jamir : *α -nucleus scattering in angular momentum space*. Physics Review C. **57** (1998) 1000.
- 12) Dr.Imtiwati Jamir : *Correlation between zeros and poles of S-matrix for complex potentials*. Pramana. **50** (1998) 147.
- 13) Dr.Imtiwati Jamir : *Schrödinger Equation with complex potentials, the phenomena of absorption*. Physics Education. **July-Sept** (1998) 147.
- 14) Dr.Imtiwati Jamir: *Fusion under a complex barrier*. Physics Review C. **57** (1998) 1853.
- 15) Dr.Mahendra Prasad : *Electrical transport properties of EuVO_4 single crystal*. Physics Letters A. **138 (1,2)**. (1989) 61-84.
- 16) Dr.Mahendra Prasad : *Electrical transport properties of copper molybdate*. Indian Journal of Physics. **63 A(8)**. (1989) 784-792.
- 17) Dr.Mahendra Prasad : *On the electrical conductivity, thermonuclear power and dielectric constant of $\text{Y}_2\text{Ti}_2\text{O}_7$ single crystals*. Material Letters. **12** (1991) 77-83.
- 18) Dr.Mahendra Prasad : *Electrical conduction in molybdenum trioxide single crystal*. Solid State Communications. **80 (2)**. (1991) 125-127.
- 19) Dr.Mahendra Prasad : *Electrical transport properties of manganese selenide*. Material Chemistry and Physics. **30**. (1991) 13-17.
- 20) Dr.Abhijit Borah : *Interaction of coupled higher order nonlinear Schrödinger equation solitons*. European Journal of Physics, Vol 29 (2002), page 221-225.

- 21) Dr. Abhijit Borah : *Lowering solar mixing angle in inverted hierarchy without charged lepton correction*. Journal of Physics G: Nuclear and Particle Physics. **34** (2007) 345-351.
- 22) Dr. Abhijit Borah : *Deviation from tri-bimaximal mixings through flavour twisters in inverted and normal hierarchical neutrino mass models*. Pramana – Journal of Physics. **Vol.69, No.4**, (2007) 533-549.

(c).Conference/Seminar Proceedings

- 1) Dr.D.K.Singh : *Grain Yield, Protein, Methionine and Tryptophan Contents of Pea (Pisum sativum L.) as influenced by N, P and Rhizobium inoculation*. **S-III.57**. Abstracts of Second Convention Indian Society of Agricultural Biochemists and National Symposium on Plant Biotechnology, 14th March - 15th March 1991, N.D. University of Agriculture and Technology, Faizabad, UP
- 2) Dr.D.K.Singh : *Isolated and Interactive Effects of N, P and Rhizobium Inoculation on the Physical and Nutritional Characteristics of Chickpea (Cicer arietinum L.)* **S-III.58**. Abstracts of Second Convention Indian Society of Agricultural Biochemists and National Symposium on Plant Biotechnology, 14th March - 15th March 1991, N.D. University of Agriculture and Technology, Faizabad, UP
- 3) Dr.D.K.Singh : *Leghaemoglobin Content in Root Nodules of Chickpea (N) and Pea as influenced by N, P and Rhizobium Inoculation*. **P.IX-17** Abstracts presented in International Conference on Biotechnology in Agriculture and Forestry, 15-18 Feb 1993. Indian Society of Agricultural Biochemists, C.S. Azad University of Agriculture & Technology, Kanpur, UP.

- 4) Jnanendra Sarma : *Soil surveying by Satellite remote sensing*. Proceeding of North East Rural Development Agency, Shillong. (September 1998).
- 5) Jnanendra Sarma: Paper presented on *Consumption and supply of Firewood in Rural Assam* in XVIII Indian Geography Congress, NEHU, October 1996.
- 6) Dr. I. Wati Imchen : *The American Baptist Medical Mission in the Naga Hills. Proceedings of North East India History Association*. (2001) 311-320.
- 7) Dr. I. Wati Imchen : *Relations between Baptist mission and Government in the Naga Hills (1872-1947)*. Proceedings of North East India History Association (2003) 308-321.
- 8) Dr. I. Wati Imchen : *A.Z. Phizo in London, from 1960 to 1964*. Proceedings of North East India History Association. (2004) 353-361.
- 9) Nganshikokba Ao (English): Presented paper on
 - (i) *Subordination in Ao* during the 5th Himalayan Languages Symposium at Tribhuvan University, Kathmandu, Nepal, 1999.
 - (ii) Presented paper on *Use of Non-CALL Computer Games for enhancing Speaking ability in ELT* during the National Seminar of English Language Teaching in the age of Information & Communication technology (UGC sponsored) Dhing College, Nagaon, Assam, 2007.
- 10) Dr.S.Alemmeren Jamir :
 - (i) Presented paper in regional conference on *In Search of Sustainability and Ecological Security* organised by Nagaland University, 1998
 - (ii) Presented paper in workshop on *People's participation in Biodiversity Conservation*. NEHU, 1999

11) P. Tiatemsu Presented paper on *Role of Calcium in alleviating salt-stress induced injury during early stages of stress in Pea seedling* during National Seminar on Adaptation Biochemistry. NEHU, Shillong, 23rd March 2007.

12) Dr. Ao Temshi I : Presented paper on *Some Bianchi type -IX Viscous fluid cosmological model with varying r-term* (International conference on Relativity, 2005)

(d) Course materials (for Distance Education)

None

(e) Software packages or other learning materials

None

(f) Any other (specify)

3.3 Consultancy

3.3.1 List the broad areas of consultancy services provided by the Institution during the last five years (free of cost and/or remunerative). Who are the beneficiaries of such consultancy?

The College does not have formal consultancy services but a few faculty members are on various boards who are often consulted by other bodies/organizations. These are

1. Dr. S. Alemmeren Jamir (Botany): Advisory Board member for the Nagaland State Wildlife Department.

2. Dr. I Wati Imchen (History):

: ABAM (Ao Baptist Churches Association) Literature Committee Member

: Convenor, Research Committee of ABAM

3. Hokheto Sumi- Member Community Education Committee

4. Kuholi Chishi (Principal)- Member Community Education Committee

3.3.2 How does the institution publicize the expertise available for consultancy services?

The Colleges does not have any such policy but through word of mouth, interested persons/organizations approach the faculty member directly

3.3.3 How does the institution reward the staff for the consultation provided by them?

These services are rendered for free.

3.3.4 How does the institution utilize the revenue generated through consultancy services?

In all consultancy services obtained from the College, it has not taken any revenue till date.

3.4 Extension Activities

3.4.1 How does the institution promote the participation of students and faculty in extension activities? (NSS, NCC, YRC and other NGOs)

There are three main extension activities promoted by the Institution. They are NCC, NSS and Red Ribbon Cell (AIDS). The teachers-in-charge and the concerned students are given duty leave whenever the need arises.

3.4.2 What are the outreach programmes organized by the institution? How are they integrated with the academic curricula?

The College conducts a few activities under this head.

Blood donation drive: This project is taken up by the NCC wing of the Institution.

National Integration Camps: The NCC wing takes regular part in this activity.

- 3.4.3 How does the institution promote College-neighbourhood network in which students acquire attitude for service and training, contributive to community development?

The College does not have any such formal program.

- 3.4.4 What are the initiatives taken by the institution to have a partnership with University / Research institutions / Industries / NGOs etc. for extension activities?

The College does not have any such program.

- 3.4.5 How has the local community benefited by the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs)

The College does not have any such program formally but as and when any organisation require the services of any of its employees for various services, extension services are given at an individual level only and not necessarily in the name of the College.

- 3.4.6 How has the institution involved the community in its extension activities? (Community participation in institutional development, institution-community networking etc.)

The College does not set any formal extension program with the community but as and when the College requires, the community responds positively.

3.4.7 Any awards or recognition received by the faculty / students / Institution for the extension activities?

Many faculty members on their own do engage in activities that may be called extension activities. However, such recipients do not have mechanisms for giving awards.

3.5 Collaborations

3.5.1 Give details of the collaborative activities of the institution with the following organizations:

- local bodies/ community
- State
- National
- International
- Industry
- Service sector
- Agriculture sector
- Administrative agencies
- Any other (specify)

The College has no formal collaborative activities in this field.

3.5.2 How has the institution benefited from the collaboration?

- (a) Curriculum development
- (b) Internship
- (c) On-the-job training
- (d) Faculty exchange and development

- (e) Research
- (f) Consultancy
- (g) Extension
- (h) Publication
- (i) Student Placement

NA

3.5.2 Does the institution have any MoU/MoC / mutually beneficial agreements signed with

- i. Other academic institutions
- ii. Industry
- iii. Other agencies

The College has no arrangements with these agencies.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

While research is not a priority area of the College, yet the College encourages its faculty members to pursue such activities by way of facilitating study leave or providing space for research labs. Consultancy activities have been an essential part of the life of many faculty members informally and this is still going on.

4. Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 What are the infrastructure facilities available for

- (a) Academic activities?

The infrastructure facilities available for academic activities are:

- Library with two reading rooms
- sufficient number of class-rooms (10 lecture halls with 70+ seating capacity and 9 other smaller rooms)
- well- equipped Physics, Chemistry, Botany, Zoology, Geography, Functional English (Language) and Ecology Research Laboratories
- Examination Hall
- boys hostels and 2 girls hostel with a total capacity of 170 students
- EDUSAT
- Computer Centre

(b) Co-Curricular activities?

- NCC Office
- NSS Office
- Girls' Common Room
- Boys' Common Room
- Student's Union Office

(c) Extra-curricular activities and Sports?

- Basketball ground
- Volleyball ground
- Football ground
- Indoor-sports stadium cum auditorium with badminton court and table tennis boards

4.1.2 Enclose the Master Plan of the College campus indicating the existing physical infrastructure and the projected future expansion.

Master Plan is enclosed as Appendix I and II. For future expansion of the College, the immediate goal is to have another floor (Third Floor) of the Science Block for which the matter is being pursued with the Government and major renovation of the auditorium which is likely to be sanctioned by the Government.

4.1.3 Has the institution augmented the infrastructure to keep pace with its academic growth? If yes, specify the facilities and the amount spent during the last five years.

Yes, the institution has augmented the infrastructure to keep pace with its academic growth. LCDs and OHPs have been purchased and a few teachers make use of it to supplement their lectures. A new bus has been purchased to replace an old one. Internet facilities have been introduced in the library. With the introduction of science disciplines, a new block for the science building has been constructed which houses the class-rooms, Computer laboratory, Functional English Laboratory and the Conference Hall. Owing to the steady rise in the enrollment of students, the library has increased the size of the reading rooms. More tables and chairs were added to the reading rooms. A new girls' hostel, 'Athena' has recently been constructed. The approach road to the College, too, has been repaired twice.

The amount spent during the last five years in augmentation of infrastructure are as follows.

- Furniture – Rs 5 lakhs
- Construction of Girls' Hostel – Rs 30 lakhs
- Repair of approach road – Rs. 10 lakhs.

- Purchase of new bus – Rs 9.4 lakhs
- Cost of LCDs – Rs 0.50 lakhs
- Cost of OHPs – Rs. 17,472/-
- Cost of PCs (3 nos.) – Rs. 86,700/-

4.1.4 Does the institution provide facilities like common room, separate rest rooms for women students and staff?

The College does provide these facilities to a limited extend. There is provision for a Girls' Common Room and a Boys' Common Room. Separate rest rooms are not provided for women staff (both teaching and non-teaching staff) but there is one common teacher's room, and common rest rooms both for staff and teachers, and separate rest rooms for students for both boys and girls.

4.1.5 How does the institution plan and ensure that the available infrastructure is optimally utilized?

In the past ten years, the institution has grown tremendously in terms of enrollment and hence the demand for resources have increased. Thus, the College tries to ensure that the available infrastructure is optimally utilized. All classrooms are occupied and engaged throughout the day. The library remains open and engaged throughout the week from 9:00 AM to 3:00 PM except on Sundays. There is a College Week Programme every year during which the playground, stadium and other sports facilities are utilized through participation of both students and teachers. Computer classes are conducted not only for the students but interested teachers and non-teaching staff also. The auditorium is used for many purposes in accordance with the demand of the occasions; as an indoor

sports stadium, as an examination hall, as a recreation hall, for hosting functions and programmes etc.

4.1.6 How does the institution ensure that the infrastructure facilities meet the requirements of the differently-abled students

Since such cases are few and far in between, the infrastructure has not been designed for differently-abled students. However, rooms are arranged during examinations for such cases as sick students as well as handicapped students should the need arise.

4.2 Maintenance of Infrastructure

4.2.1 What is the budget allocation for the maintenance of (last year's data)

(a) Land	Nil
(b) Building	Rs 0.5 lakhs
(c) Furniture	Rs 3.63 lakhs
(d) Equipment	Rs 3 lakhs
(e) Computers	Rs 0.86 lakhs
(f) Vehicles	Rs 3.7 lakhs

4.2.2 How does the institution ensure optimal utilization of budget allocated for various activities?

Plans are proposed to the Government which if sanctioned, are executed under the supervision of the Principal. As the sanctioned amount is generally not as per requirement due to financial constraints on the part of the Government, this amount is used very judiciously under the heads for which the sanction is granted.

4.2.3 Does the institution appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained?

The Government appoints staff to look after the College property. They are:

- a. Transport staff (9 members)
- b. Maintenance staff (3 staff members are appointed full time while others are hired as and when needed)
- c. One electrician's helper to look after the electrical works in the College and campus.
- d. One Property Supervisor cum Store Keeper to keep stock of the properties of the College.

4.3 Library as a Learning Resource

4.3.1 Does the library have a Library Advisory Committee? What are its major responsibilities?

The library has a Library Committee selected for a tenure of three years. The following members constitute the Library Committee.

- a. Principal
- b. Vice-principal
- c. 3 faculty members
- d. Librarian – Member Secretary

Its major responsibilities are:

- a. To look after the proper management and use of the library including services to be rendered to the readers.
- b. To look after the proper furnishings of the library.

- c. To review the functioning of the library.
- d. To allocate funds to different departments for purchase of books.
- e. To lay down policy for the guidance of the librarian.
- f. To consider any matter referred to it by the Principal or Vice-Principal.

4.3.2 How does the library ensure access, use and security of materials?

Access: The library issues three cards to Honours students, two to General students and fifteen books at a time to teachers. Hence all students and teachers can avail of the library service.

Use: Books are lent for seven days to students which they can then renew twice. Teachers can retain borrowed books for one month after which they are required to submit the same.

Security: In order to ensure security of books, caution money of Rs. 200 is collected from students during admissions. Besides, the library staff sees to it that books are not taken out without proper permission

4.3.3 What are the various support facilities available in the library? (computers, internet, band width, reprographic facilities etc.)

The library has one computer with internet facilities (WLL broadband) and a xerox machine.

4.3.4 How does the library ensure purchase and use of current titles, important journals and other reading materials? Specify the amount spent on new books and journals during the last five years.

The Library ensures purchase and use of current titles through distributors and publishers. New books and magazines are often kept in the display rack/shelf.

Amount spent on new books and journals during the last five years (2003-2007)

Sl. No	Year	Amount
1	2003-04	Rs 50,679/-
2	2004-05	Rs 35,754/-
3	2005-06	Rs 98,100/-
4	2006-07	Rs 40,000/-
5	2007-08	Rs 40,000/-

4.3.5 Give details on the access of the on-line and internet services in the library to the students and faculty. (hours, frequency of use, subscriptions, licensed software etc)

The library has a WLL internet connection. This is at present used occasionally by students and faculty due to limited bandwidth and shortage of computers.

4.3.6 Are the library services computerized? If yes, to what extent?

Due to shortage of computers, this has not yet been implemented. But the College is seriously working towards this service.

4.3.7 Does the institution make use of INFLIBNET/DELNET/IUC facilities? If yes, give details.

Due to shortage of computers, this has not yet been implemented.

4.3.8 What initiatives are taken by the library staff to enrich the faculty and students with its latest acquisitions?

An orientation session is undertaken every year to allow the new batch of students to get acquainted with the library and its resources and facilities. Lists of the latest arrivals of books, journals, magazines and newspapers or newsletters are displayed prominently.

4.3.9 Does the library have interlibrary borrowing facility? If yes, give details of the facility.

The library does not have interlibrary borrowing facility at present but it is considering such a facility with neighbouring Clark Theological College Nagaland University, Lumami Campus and Institute of Communication and Information Technology(ICIT) .

4.3.10 What are the special facilities offered by the library to the visually- and physically-challenged persons?

No special facility is offered by the library to the visually-and physically-handicapped persons as such cases are few but should the need arise, the library can extend special privileges to them.

4.3.11 List the infrastructural development of the library over the last two years.

The library has grown over the years to accommodate the increased number of students. Some of the areas of expansion are listed below.

- Expansion of study rooms
- Addition of books -170 books
- Addition of journals - 46
- Addition of tables – 6 nos.

- Addition of chairs – 41 nos.
- Purchase of property rack – 1 no.
- Purchase of magazine rack – 2 nos.

4.3.12 What other information services are provided by the library to its users?

The additional services provided by the library are listed below.

- Reference services
- Lesson plan of each teacher
- Exam question papers for students to be aware of
- Newspapers and magazines

4.4 ICT as Learning Resources

4.4.1 Does the institution have up-to-date computer facility? If yes, give details on the available hardware and software (Number of computers, computer-students ratio, stand alone facility, LAN facility, configuration, licensed software etc.)

Yes, the institution has an up-to-date computer facility even though it has a modest number of computers. There are 11 computers in the Computer lab, 1 in Physics lab, 1 each in Geography and Botany Departments rooms, 1 each in Principal's office, Vice-Principal's office, 1 in office room of the Fazl Ali College Teachers', Association, 1 in the Library, 1 in Functional English Lab and 1 in the Conference room. Most of the computers are P-III/IV and the computers in the Computer lab are connected by LAN. Internet connectivity is also present in Principal's office and the library. As of now, the ratio of computers to students for Class 12 is 1:1. These computers run on Linux.

4.4.2 Is there a central computing facility? If yes, how is it utilized for staff to students?

The institution has a separate computer room which serves as the computer lab. However, the staff and students are able to make use of the computers when the lab is not occupied.

4.4.3 How are the faculty facilitated to prepare computer-aided teaching/learning materials?

What are the facilities available in the College for such efforts?

The faculty are able to make use of computers in computer lab and in some other departments. There is a separate computer for the exclusive use of faculty in the Teachers' Association office. The College has 2 LCD projectors. The faculty are also able to place their lesson plans in the computer server.

4.4.4 Does the institution have a website? How frequently is it updated? Give details.

Yes and it is updated at least once a week. This is managed by the Computer Science Department.

4.4.5 How often does the institution plan and upgrade its computer systems? What is the provision made in the annual budget for update, deployment and maintenance of the computer in the institution?

Due to funds constraints, there is no specific annual budget for upgrade and maintenance of computer systems. It is upgraded as and when need arises. Proposals have been submitted to the State and Central Government for upgrade to State-of-the-Art facility.

4.4.6 How are the computers and their accessories maintained? (AMC etc.)

Maintenance of Computers and their accessories rests on the Computer Science department.

4.5 Other facilities

4.5.1 Give details of the following facilities:

a) Capacity of the hostels (to be given separately for boys and girls)

- Boys (two hostels)

Cool Creek Hostel – 50 seats

Nathan Memorial Hostel – 50 seats

- Girls (two hostels)

Valley View Hostel – 40 seats

Athena Hostel – 30 seats

b) Occupancy

The hostels are well-occupied. There are single, double and triple-bedded rooms. Preference is given to students residing outside the town during admission. Each student is provided with separate bed, table and chair.

c) Rooms in the hostel (to be given separately for boys and girls)

Boys' Hostels

- Cool Creek Hostel – 25 rooms

- Nathan Memorial Hostel – 17 rooms

Girls' Hostels

- Valley View Hostel – 12 rooms

- Athena Hostel – 17 rooms

d) Recreational facilities

- The hostels have Recreation Halls for hosting various programmes both social and academic.

e) Sports and games (Indoor and outdoor) facilities

- Football ground
- Volley ball ground
- Basket ball court
- Table tennis board
- Badminton court

f) Health and Hygiene (Health Care Centre, Ambulance, Nurse, Qualified Doctor) (full time/part time etc.)

There is a Primary Health Centre within the campus attended by one full- time Compounder, a nurse and two full-time attendants.

4.5.2 How does the institution ensure participation of women in intra-and inter-institutional sports competitions and cultural activities?

There is equal participation of both sexes in intra-and-inter-institutional sports competitions and cultural activities; hence the College does not feel the need to undertake special measures for women.

4.5.3 Give details of the common facilities available with the institution (Staff room, day care centre, common rooms for students, rest rooms/, health centre, vehicle parking, guest house, Canteen, telephone internet cafe, transport, drinking water etc.)

The College offers the following facilities:

- a. Common room for students
- b. Common rooms for teachers

- c. Primary health centre attended by a full-time nurse and two full-time attendants
- d. Vehicle parking space
- e. Telephone facilities in the library and offices
- f. Three College buses for transportation
- g. Drinking water maintained by WATSAN (Water and Sanitation)

4.6 Best practices in Infrastructural and Learning Resources

4.6.1 What innovations/best practices in ‘Infrastructural and Learning Resources’ are in vogue or adopted/adapted by the institution?

With its limited means, the College tries its best to ensure optimum utilization of its resources. The lesson plans of each teacher are kept in the library for the students to peruse as well as University examination question papers for students to be familiar with. Xerox facilities are available to students in the library as well as internet access though the number of computers is rather limited. Teachers are encouraged to make use of the LCD and OHP equipment for their classes. Blackboards have also been replaced by Whiteboards in majority of the classes, except those who prefer to use black boards.

Criterion V: Student Support and Progression

5.1. Student Progression

5.1.1. Give the socio-economic profile (General, SC/ST, OBC etc.,) of the students of the last two batches.

The students are predominantly from the Naga community and only 3% of the students belong to the General Category, Scheduled Caste and Other Backward

Classes. Except for a negligible number of students, who support themselves, the rest are supported by their parents/guardians financially. The majority of the parents belong to the salaried class who reside in the town or are engaged in business. The students are mostly from the middle class or lower middle class background and predominantly Christian with deep tribal foundations.

5.1.2. What are the efforts made by the Institution to minimise the dropout rate and facilitate the students to complete the course?

Through the Mentorship Programme and the Career Guidance Cell, personal care is given by every lecturer including the Principal, to keep a check on and encourage those students having the tendency to drop their studies. The Institution tries to identify the hindrances to their studies and the problem areas and give its support accordingly. The College also keeps track of their attendance by strictly monitoring the required monthly 75% of attendance and notifies the defaulters. Habitual defaulters are counselled by their respective mentors and the guardians are also informed accordingly. Genuinely poor students are provided with some financial aid through the College Welfare Fund.

5.1.3. On an average, what percentage of the students progress to further studies and for employment? Give details for the last two years (UG to PG to PhD and/ or to employment)

The institution has not been able to keep track on the students' progression after graduating from the College. However, understanding the importance in this regard, the institution is structuring the mechanism to do so.

5.1.4. How does the institution facilitate the placement of its outgoing students? What proportion of the graduating students has been employed? (average of the last five years)

The College does not have this option.

5.1.5 How does the institution facilitate and support students for appearing and qualifying in various competitive examinations? Give details on the number of students coached, appeared and qualified in various competitive examination (Average of last five years) (UGC-CSIR-NET, SLET, GATE, CAT, GRE, TOFEL, GMAT, Civil Services-IAS,IPS,IFS, Central/State Services etc.)

The College does not have this facility.

5.1.6. Give a comparative analysis of the institutional academic performance with reference to other colleges of the affiliating University and the university average. (Pass percentage, Distinctions, Gold Medals and University Ranks, Marks Obtained in relation to University average etc. (Last five years' Data)

The following table is a comparison of the Pass Percentage of the BA Final Year from the College with two neighbouring Colleges for the past 5 years.

Year	Fazl Ali College	Sao Chang College, Tuensang	People's College, Mokokchung	University Average
2004	92.00	73.91	78.26	82
2005	82.44	73.33	72.72	74
2006	78.16	60.87	50	74.68
2007	81.57	76.74	90	82.15
2008	71.74	43.90	33.33	59.08

The following table presents the Pass Percentage of the BSc Final Year for the past 5 years from the College. Data for neighbouring Colleges are not available as People's College does not offer Science and Sao Chang College has introduced Science only recently and the first batch is yet to graduate.

Year	Fazl Ali College	University Average
2004	88.88	90.18
2005	100	92
2006	92.30	94.44
2007	86.95	86.74
2008	71.42	91.94

5.2. Students Support

5.2.1. Does the institution publish its updated prospectus, handbook and other student information material annually? If yes, what is the information disseminated to students through these publications?

Yes. The prospectus gives details on possible subject combinations, fees to be paid, the examination system in the College etc while the handbook provides the student with more detailed information on these and other issues pertaining rules and regulations.

5.2.2. Does the institution provide financial aid to the students? If yes, specify the type and number of scholarships/ freeships given to the students during the last academic year by the institution (Other than those provided by Social Welfare Departments of the State or Central Government)

Yes. The College has a Students' Welfare Fund, constituted to help out the needy students. So far, the institution has given financial aid covering the hostel mess fees to their books and other expenses. The differently abled students and financially poor students have availed of this opportunity. Moreover, since there is a Welfare Committee to look after this, proper care is taken to identify the needy ones and give help accordingly.

- 5.2.3. Give details of schemes for student welfare? (Insurance, subsidized canteen facilities, special diets, student counselling support, “earn while you learn” scheme etc.)

The College does not offer such schemes as outlined above but the “earn while you learn” scheme is often tried out in this institution to raise funds for specific projects especially through the sale of personally made handicrafts, flowers etc. This is popular with the students but time is not available to do this more often.

- 5.2.4. What type of support services are available to overseas students?

The College has no overseas students

- 5.2.5 Give details of the placement and counselling services for the students?

The College has no placement service.

- 5.2.6 How does the institution encourage and develop entrepreneurial skills among the students?

The institution, besides focusing on academics, also encourages students to develop their entrepreneurial creativity. The Functional English Department focuses on discovering and developing their entrepreneurial skills by identifying

their potential areas and giving them practical training to develop it to the fullest. Students are also asked to take up practical assignments and projects on an area of interest. Students have also been involved in the programmes of AIR, Mokokchung, with the purpose of developing their various skills and earning from there. Students of Functional English are also required to do a project report on Entrepreneurship Development in their final year which can serve as valuable input for their future activities.

5.2.7 Does the faculty participate in academic and personal counselling? If yes, give details on services provided during the last academic year?

Yes, each member of the faculty is a mentor, a counsellor and a confidant of the students in each Mentor group. Mentors help them in personality development, problems or to improve their studying abilities. Professionals are also invited to give talks on certain topics. For example, the College has invited doctors, engineers and Army Officers to share their expertise with the students. Inspirational talks are also given by competent speakers, especially by drawing out the resources from the faculty itself.

5.2.8 Is there a separate guidance and counselling centre for women students? If yes, enumerate the activities of the centre.

The College does not have a separate guidance and counselling centre for the women students as Naga culture gives women and the girl child an equal status with the Men. Sexual harassment of women students has not been recorded so far.

5.2.9 Is there a Cell/Committee constituted for prevention / action against sexual harassment of women students? If yes, detail its constitution and enumerate its activities (issues addressed during the last two years)

The College does not have such a cell as none has been reported so far.

5.2.10 Does the institution have a grievance Redressal Cell ? If yes, what are its functions?

Detail the major grievances redressed during the last two years.

Yes, the College has a Grievances Redressal Cell. It looks into the needs of the students, hears their complaints and also serves as a link between the authority and the students. However, no serious issues have occurred in the College over the past few years.

5.2.11 Is there a provision for acquiring computer skills/ literacy for all students, in the curriculum? If yes, give details on how it is imparted and level of proficiency.

Due to shortage of facilities as well as time constraints, computer skills are not taught to all students except for those who require it in their course such as Computer Science students and BSc Physics students.

5.2.12 What value-added courses are introduced by the institution life skills; career training; community orientation; good citizenship and personality of the students.

Functional English is one course aiming to develop life skills and directing their resources in the best way. The students are moulded to be socially responsible, creative and positive citizens. Above all, they are formally trained to be good communicators.

5.2.13 How does the institution insure safety and security of the students, Faculty and the institutional assets?

The institutional assets are looked after by chowkidars and other staff such as Property Supervisor and water supply surveyor. Each hostel has day as well as night chowkidars.

5.3 Student Activities

5.3.1 Does the institution have an alumni association? If yes,

i. List its current office bearers.

ii. List its activities during the last two years.

iii. Give details of the top ten alumni occupying prominent positions.

iv. Give details of the contribution of alumni to the growth and development of the institution

i) The current Office Bearers are:

i. Convenor: Mr T Allong Tzudir, Lecturer, Fazl Ali College

Secretary: Ms Lanurenla, Lecturer, Fazl Ali College

ii. Since the Alumni Association has been formed only recently, it has not had the time to undertake any activity for the College. However, at their individual level, alumni have been contributing to the College materially as well as in other ways.

iii. A few of the prominent alumni are listed below.

No	Name	Position
1	Mr. A.M.Toshi Jamir	Director, Higher Education, Government of Nagaland

2	Mr. Bendangkokba, NCS	Deputy Commissioner, Mokokchung
3	Mr. Nuklotoshi	Former MLA, Nagaland
4	Major I. Chubasashi Jamir	7 th Maratha Light Infantry
5	Dr N.Lanu Aier	Reader, Department of Sociology, North Eastern Hill University.
6	Prof. Lima Imchen	Department of Philosophy, North Eastern Hill University
7	Mr Supongmeren	Former MLA, Nagaland
8	Mr. T. C. Sangtam IAS	Secretary Home Department
9	Mr K.L.Chishi	MLA, Nagaland and former Chief Minister
10	Mr Sosangmeren	Editor, Ao Milen Newspaper
11	Prof Temsula Ao	Department of English, North Eastern Hill University
12	Dr Kanito	Former MLA, Nagaland
13	Mr I.K.Sema	Former Deputy Chief Minister, Nagaland
14	Dr Kilemla	Member, Nagaland Public Service Commissioner
15	Mr Nungsangyapang	Member, Nagaland Legislative Assembly
16	Mr N.N.Walling NPS	DIG(Police) Retd

iv) The Alumni of the College is actively participating in this matter. The Alumni besides giving ideas and advices, also have contribute to the development of the College by helping out in the beautification of the

campus, erecting garden benches, donating clocks, paintings, books, almirahs, etc.

5.3.2 How does the institution encourage its students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.(institution level/ inter –collegiate/ inter- university/ inter-state/ national/ international.

Sports and games competition in addition to friendly matches are organised annually. The College also organises competition on essays, short story writing, poetry, singing, quiz and painting competitions. There is also an annual debate competition to select ‘the Best Debater of the year’. The College also has an active Evangelical Union in the College, which looks after the spiritual needs of the students. Some of the achievements of the students are:

During the NCC National Integration Camp (NIC), Punjab in 2007, the NCC cadets of the College won the following prizes.

1st in Solo Song competition.

1st in Group song.

Sgt. Sentilong of BA III was the recipient of the Best Cadet Award of the North East Region 2006-2007.

In the Combined NCC Annual training Camp at Kohima in 2007, the NCC cadets of the College won the following prizes.

1st in Group dance

2nd in group song.

1st in Volley ball.

- 5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, College magazine and other material? List the major publications/ materials brought out by the students during the previous academic session.

The students play a major role in publishing the annual magazine *Fazlian*. They are a part of the editorial team. The Functional English Department assist in developing the writing skills of students. Creative writing competition is frequently held to further develop their talent. A journal called the *Col Buzz* solely managed by the students is successfully in circulation.

- 5.3.4 Does the institution have a Student Council or any other similar body? Give details on its constitution, major activities and funding.

Yes. The Students' Council is elected every year. All bona fide members of the College constitute the electorate. The Students' Council has a President, a General Secretary who is elected for a period of one year. They also have the Assistant General Secretary, Games and Sports Secretary, Social Service Secretary and the Magazine Secretary. The posts of Vice-President and the Magazine Secretary are nominated by the President who is the Principal of the College.

The Constitution of the Students' Council has been formally accepted and published, wherein all details relating to students activities are mentioned. Above all, its primary objective is to address the concerns of the students in general and to act as a bridge between the student community and the authority. The funding of the Council is raised in the beginning of the Academic year from the students. The main activities of the Students' Council is to organise the Freshers' and

Parting Social, College Week, Literary Day, and to have active participation in the All Nagaland College Students Union (ANCSU) and perform activities related to it.

- 5.3.5 Give details of the various academic and administrative bodies and their activities (academic and administrative), which have students representations on them.

The students indirectly help the authority in the academic and administrative bodies through the Fazl Ali College Students' Union (FACSU). The representation of the students in the editorial team in the making of the College Magazine "Fazlian" is also another example of the students getting involved in the academic activities. The students have their active participation as Common Room Secretary for both boys and girls. Wearing of College blazers on specific days are also checked by the student representatives strictly, minding attendance during all College functions, thus fostering discipline and obedience.

- 5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers, to improve the growth and development of the College.

The College does not have this practice.

5.6 Best Practices in Student Support and Progression

- 5.1.7 Give details of constitutional best practices towards Student Support and Progression?

Students Support and Progression is realised through the Mentorship Program, Career Guidance, Weekly tests, Attendance regularity assessments, use of audio

visual aids in teaching, Grievance redressal cell and use of the computer with internet facility occasionally

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

6.1.1 State the Vision and Mission statement of the institution and give details on how the institution

a) ensures that the vision and mission of the institution is in tune with the objectives of the Higher Education policies of the Nation?

b) translates its vision statement into its activities?

The vision statement of the Institution is

To promote higher learning and produce students who are second to none in academic quality in line with the College's motto "*Academia Nulli Secundus*" and are conscious citizens who can bring about social change and development.

The mission statement of the Institute is

- to mould the minds of the students and thereby produce intelligence, development of critical thinking and scientific temper
- to cultivate a balanced development of values, skills and knowledge in every learner towards bringing about social change and development
- to inculcate in the minds of the students the importance of academic excellence and a thirst for higher learning
- to help the learners identify their potentials, talents and strengths and to harness them productively for good living and happiness of self and others.
- To build a nation requires educated and motivated students who are prepared to give their best for the development of the country. Fazl Ali College tries to

instill these values among the students

The vision and mission of the College is communicated to students and staff through various channels such as

- the College prospectus,
- student seminars whereby students can develop creative thinking and develop logical arguments
- career and counseling cell where students can learn more about how to achieve their potentials
- the mentor-ward system where students can learn from a one-to-one interaction with their teacher-mentor
- orientation lecture at the beginning of the academic session for fresh students where the aims of the College, the College's expectations, dos and donts etc are communicated to students
- self appraisal of teachers where they can come face to face with their strengths and weakness
- motivational talks to faculty and staff from time to time
- leading by example: many faculty members are actively involved in social works and organizations

6.1.2 Enumerate the Management's commitment, leadership-role and involvement for effective and efficient transaction of the teaching-learning processes.

The College is directly under the Government of Nagaland and does not have a formal management committee as such. Day to day activities are run with the Principal as Executive Head who reports to the Director, Higher Education,

Government of Nagaland who in turn reports to the Secretary, Higher Education, Government of Nagaland under a Minister of Higher Education. The role of the management (ie the various agencies under the Government of Nagaland are listed below.

- (a) The Management (Government) is totally committed to the welfare and interest of the College. It appoints teachers in time as well as substitute teachers as and when the need arises.
- (b) It grants study leave with pay to faculty members for further study and research so that teachers are better trained and acquire a wider scope of the field.
- (c) Routine issues and problems are handled by the Principal but for serious issues or problems, the Director as well as the Secretary may involve themselves in the affairs of the College.
- (d) Outcome of students' performance in the examinations is regularly monitored by higher authorities.
- (e) Teachers' grievances are handled quickly
- (f) The Directorate distributes scholarships to needy students under the All India Post-Matric Scholarship Scheme.
- (g) Regular conferences of the Principals of the various Government Colleges with the Director and Secretary, are organised regularly.

6.1.3 How does the management and the Head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The institution has primarily two sections – Academic and Non-Teaching. For smooth running of the College, the structure of the Institution is as follows.

(a) Academic Section: There are 14 Departments in the College, each with the seniormost teacher as Head. Full faculty meetings are held at least twice a year but since it causes major disruption in classes, regular monthly meetings of the Heads are held instead where issues are discussed with the Principal in the chair. The issues discussed here are conveyed to each teacher in the Department by the Head. In this way, regular meetings are held which causes minimum disruption of classes.

(b) Non-Teaching Section: The non-teaching section is headed by the Head-Assistant (HA). The 3 main sections of the office, Exam, Accounts and Administration are each headed by a UDA and the various staff in each section report to him/her. Regular meetings with the Principal are held to discuss issues. For normal work delegation, the Principal instructs the UDA who either does it personally or entrusts one of the staff to do it.

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

Feedback is obtained through various channels. Some of them are listed below.

- (a) An ACR of each teacher is prepared and sent to the Directorate annually. The Principal writes his/her comments/observations in this and teachers also have space to report on their own activities.
- (b) The District is headed by a Deputy Commissioner (DC) as Executive Head for the Government of Nagaland who prepares the ACR of the Principal. Leaves are granted to the Principal through him should the need arise.

- (c) Regular meetings of the Principals are conducted with the Minister, Director and Secretary where all problems of the Colleges are shared.
- (d) Informal personal contacts are also an efficient way to obtain feedback and monitor the Colleges.

6.1.4 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

This is done through the following ways.

- (a) Regular meetings are held where ideas, suggestions and inputs are invited and received from members of the staff and faculty thereby ensuring their involvement in the activities of the College.
- (b) Issues, tasks and problems are shared and discussed with the Principal and strategies are evolved to sort out problems.
- (c) Awards are given annually by the Directorate of Higher Education to the best teacher and staff members.

6.1.5 Describe the leadership role of the Head of the institution, in governance and management of the institution.

The whole activity of the College centres around the Principal.

- (a) Policy Making: Important policy matters are discussed first in the Faculty Meeting and implemented by the Principal with the faculty's concurrence.
- (b) For less important and minor issues, the monthly Heads of Departments committee discusses and analyses it which are then implemented by the Principal.

- (c) Teachers can directly interact with the Principal for problems.
- (d) Most of the problems are solved by the Principal directly. If the issue is a major one or more serious than usual, the Principal coordinates it with the higher authorities such as the Deputy Commissioner or the Director.
- (e) Student Issues and Problems: These are managed with the help of the Fazl Ali College Students' Union and the student's advisor who is also a faculty member.
- (f) Activities of the support staff such as transport, hostels, IV grades staff are all coordinated through the Principal.
- (g) Sub-Committees are often formed to oversee the minute details of work execution. For example, admissions to the College are handled by an Admission Committee and likewise an Election Committee for the Students' Union Elections.
- (h) The Principal also functions as a PRO for the College and maintains cordial relations with civil societies and represents the College in various forums whenever necessary.

6.2 Organizational Arrangements

6.2.1 Give the organizational structure and details of the academic and administrative bodies of the institution. Give details of the meetings held, and the decisions taken by these bodies, regarding finance, infrastructure, faculty recruitment, performance evaluation of teaching and non-teaching staff, research and extension activities, linkages and examinations held during the last two years.

Academic Bodies: There is no Academic Body as such in the College as it is handled by the University. However, for issues such as conducting exams and declaring results, these are handled by the faculty or the Heads of Departments Committee.

Administrative Bodies: Once again there is no formal administrative body within the College but teachers are involved in various administrative areas of the College through the formation of committees such as Library Committee to oversee the functioning of the library, Election Committee to manage the annual Students' Union Election, Admission Committee, Students' Welfare Committee, Career guidance and Counselling Cell Committee, Publication Committee, Magazine and Publication Committee. The NSS and NCC units in the College each headed by a teacher.

A good number of decisions regarding the College are decided at a higher level with input from the College. Of these

- (a) Finance – Plans are drawn up by the College and submitted to the Government which if sanctioned by the Government, are executed by the College.
- (b) Infrastructure – Infrastructural Requirements are identified by the College and estimates prepared which are then put up to the Government. The Government then sanctions the funds and the works are executed by the relevant agencies/Government Departments.
- (c) Faculty Recruitment: List of new posts or vacancies are sent to higher authorities. These are filled up by appointment through the Department or the Nagaland Public Service Commission.

- (d) Evaluation of Teacher: There is no scheme of personal evaluation of each teacher but statistics of exam performance are regularly done and analysed in the faculty or HOD meetings.
- (e) Research and Extension : The College and its faculty and students takes active part in various extension activities subject to the various time constraints. In 2000, the College conducted a camp on AIDS and Drug Addiction in Yaongyimsen village. Also, the NCC cadets are regularly involved in blood donation activities.
- (f) Linkages: The College does not have any formal linkage with other Colleges or institutions.
- (g) Examinations: Final Examinations are conducted by the University with the participation of the faculty and staff but the College regularly conducts class tests and midterm and selection exams on its own.

6.2.2 To what extent is the administration decentralized? How does the institution collaborate with different sections/departments and personnel of the institution to improve the quality of its educational provisions?

Each Government College runs under a Principal and except in matters of appointment, transfers and funding, the Government does not issue directives to the College and hence the College enjoys considerable autonomy in its functioning. Apart from the Departments in the College, there are a few external agencies/Departments the College takes help of regularly. These are the Public Health Engineering Department (PHED), Public Works Department (PWD), Power Department, Medical Department and the Engineering wing of the Education Department.

PHED:The water supply to the College is looked after by this Department with staff who reside near the campus. In case of problems, the matter is reported to the Engineer who details staff for speedy repairs.

PWD:This Department is involved in repairs of the footpath, roads, drainage and housing

Power Department: The power supply to the College is maintained by this Department who details staff quickly in case of problems to rectify the matter.

Medical Department:It runs a medical sub-centre inside the College campus and first aid and medication are dispensed by their staff.

In other activities, the College decentralises its activities to the maximum extend possible. Admissions are done through an Admission Committee and admission to the honours course is done at the Department's discretion. The Library Committee looks after the activities of the library such as purchases. In times of need, special committees are appointed such as special committees are appointed to conduct Students' Election, Literary activities and the Sports Week.

6.2.3 Does the institution have effective internal coordination and monitoring mechanisms?

If yes, specify.

Coordination either among office staff or teaching staff is quite good and problems do not crop up generally. There is no monitoring agency or such mechanism but regular meetings of faculty /HODs or office staff are held or briefing is done by the Principal

6.2.4 Does the institution have a Grievance Redressal Cell for its employees? If yes, what are its functions? List the number of grievances redressed during the last two years.

There is no Grievance Redressal Cell for employees but members may discuss the matter directly with the Principal. If the matter is beyond the Principal's jurisdiction, then it is forwarded to the Directorate. If required, meetings are called to discuss upon the issue. Matters involving teachers' welfare is handled by the Fazl Ali College Teachers' Association either with the Principal or the Government for serious issues.

6.2.5 How many times does the management meet the staff in an academic year? What are the major issues discussed during the last meeting?

There are periodic visits from the Directorate with no fixed frequency. Otherwise, staff meetings are held at least twice a year as well as faculty meetings are held frequently depending on the need. In faculty meetings, the year-long activities are planned out.

6.2.6 Is there a Cell to prevent sexual harassment of women staff? How effective is the functioning of the Cell?

There is no such cell as of now since such issues have not risen but if required, it will be handled by the Principal or forwarded to the Director.

6.3 Strategy Development and Deployment

6.3.1 Describe the procedure of developing the perspective institutional plan. How are the Teachers, Students and Administrators involved in the planning process?

All major issues are decided in faculty meetings. The decisions taken are either implemented or if it requires concurrence from higher authorities, it is forwarded to the concerned authority. This may be for issues dealing with funding,

establishment of new academic departments and new appointments. The Directorate then either handles this at its own level or forwards it to the Secretary and Minister. The issue may even go up to the Cabinet for approval. For example, upgradation of courses to honours level or addition of new class sections requires Government's approval as requirement for additional faculty is involved.

6.3.2 How are the objectives communicated and deployed to all levels, to ensure individual employee's contribution for the institutional development?

If there is a need, regular meetings are conducted and notices and memos are served to the persons involved. Personal briefing may be conducted depending on the complexity of the work. Outstanding contributions by staff are given due recognition in meetings.

6.3.3 List the different committees constituted for the management of different institutional activities? Give details of the meetings held and the decisions taken, regarding academic management, finance, infrastructure, faculty, research, extension and linkages, and examinations held during the last two years.

For smooth running of the College, a good number of committees have been constituted.

- (a) Heads of Departments Committee
- (b) Library Committee
- (c) Hostel Committee comprising of the Hostel Wardens and Principal and Hostel Prefects
- (d) Sports Committee
- (e) Students' Welfare Committee

- (f) Career and Guidance Cell Committee
- (g) Red Ribbon Cell Committee
- (h) Transport Committee
- (i) NSS
- (j) NCC

Temporary Committees are often set up for a specific purpose. Of these, the important ones are

- (a) Admission Committee
- (b) Students' Election Committee
- (c) Golden Jubilee Committee
- (d) IQAC committee
- (e) Editorial Committee to bring out the Annual College Magazine
(Fazlian)

6.3.4 Has the institution an MIS in place, to select, collect, align and integrate data and information on the academic and administrative aspects of the institution?

No. The College does not have such mechanisms.

6.3.5 Does the institution use the various data and information obtained from the feedback, in decision-making and performance improvement? If yes, give details.

Yes to some extent the College takes any feedbacks if positive, to bring about changes for improvement.

6.3.6 What are the institution's initiatives for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across

departments, creating/providing conducive environment, etc.)

The College has been conducting a series of inter-Departmental seminars for the faculty. Also, the Computer Science Department has been imparting a series of training programmes on computer skills for the staff and faculty.

6.4 Human Resource Management

- 6.4.1 What are the mechanisms for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluation by students and peers). Does the institution use the evaluations to improve teaching/ research of the faculty and service of the faculty by other staff? If yes, how?

The College maintains an ACR where every teacher conducts a self appraisal.

This ACR is the sent to the Higher Authorities

- 6.4.2 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

The Fazl Ali College Teachers' Association has a welfare fund to help members in times of distress.

- 6.4.3 What are the strategies and implementation plans of the institution, to recruit and retain faculty and other staff who have the desired qualifications, knowledge and skills?

The College does not have such a strategy on appointments and transfers as these are outside the purview of the College

- 6.4.4 What are the criteria for employing part-time/adhoc faculty? How are the recruitment

conditions of part-time/adhoc faculty different from that of the regular faculty? (Eg. salary structure, workload, specialisations).

Most teachers are appointed initially on contract against existing posts. However, in rare cases where the workload demands more teachers but there are no sanctioned posts against the same, the Government appoints teachers on fixed pay of Rs 8000 per month. Their workload is the same as those teachers appointed against regular posts.

- 6.4.5 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (Eg. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The College does not have a budget for such activities but should a teacher wish to participate in such activities, then leave is granted to the teacher.

- 6.4.6 How do you assess the needs of the faculty development? Has the institution conducted any staff development programmes for skill up-gradation and training of the staff? If yes, give details.

The Computer Science Department of the College has been conducting short term training programs on computer skills for the faculty as well as the staff. This has been quite popular and successful.

- 6.4.7 What are the facilities provided to faculty? (Well-maintained and functional office, infrastructure and other space to carry out their work effectively etc.,)

With the meagre resources at its command, the College provides a separate room to each Department for the faculty members, furnished with tables, chairs, almirahs or lockers and office stationeries. Bus services are also run throughout the day so that teachers have no problem in communicating between College and town.

6.5 Financial Management and Resource Mobilization

6.5.1 Does the institution get financial support from the Government? If yes, mention the grants received in the last three years under different heads. If no, give details of the sources of revenue and income generated during the last three years?

Yes, the College is fully funded by the Government. The details of the fund allocations are given as follows.

Annual Budget Allocation and Expenditure Statement for the Past Three Years (Amount in Lakhs of Rupees)

Sl. No	Heads		2005 -06	2006 – 07	2007 - 08
1	Salaries & Wages	Plan Non-Plan	50.00 198.00	60.00 200.35	300.00
2	Office Expenses	Plan Non-Plan	0.55		0.85
3	Motor Vehicle	Plan Non-plan	0.99 0.35	1.00 0.35	1.00 0.20
4	Material/ Supplies	Plan Non-plan	0.60 3.00	3.00	3.00
5	Machinery Equipment	Plan Non-plan	2.00 2.00		2.00
6	Library	Plan / Non-plan		0.40	0.40

7	Excursion/ Field trip	Plan Non-plan	0.40 0.25	0.40	0.40
8	Rent/Rate/ Taxes	Plan Non-plan			0.30
	Total		258.14	265.50	308.15

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last two years.

The College has not raised any funds through donations.

6.5.3 Is there adequate budget to cover the day-to-day expenses? If no, how is the deficit met?

No, the budget is not adequate to meet all expenses and so as to avoid deficits, expenses are kept to the minimum. In case of deficit, additional funds are requested from the Government.

6.5.4 What are the budgetary resources to fulfill the institution's mission and offer quality programmes? (Budget allocations over the past two years (provide income expenditure statements))

Annual Budget Allocation and Expenditure Statement for the Past Two Years

(Amount in Lakhs of Rupees)

Sl. No	Heads		2006 – 07	2007 – 08
1	Salaries &	Plan	60.00	
	Wages	Non-Plan	200.35	300.00

2	Office Expenses	Plan Non-Plan		0.85
3	Motor Vehicle	Plan Non-plan	1.00 0.35	1.00 0.20
4	Material/Supplies	Plan Non-plan	3.00	3.00
5	Machinery Equipment	Plan Non-plan		2.00
6	Library	Plan / Non-plan	0.40	0.40
7	Excursion/ Field trip	Plan Non-plan	0.40	0.40
8	Rent/Rate/ Taxes	Plan Non-plan		0.30
9	Fee collection		6.05	6.05
	Total		271.55	314.20

All monetary resources come as Government sanctions. The Income-Expenditure Statement is enclosed as Appendix III

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and the audit reports for last two years.

Yes, the expenses from Government funds are audited regularly by the Accountant General's Office at Kohima and so far, there has been no adverse reports. However, the revenues generated by the College by way of fees are not audited.

6.5.6 Has the institution computerized its finance management systems? If yes, give details.

No. The College does not have this mechanism.

6.6 Best Practices in Governance and Leadership

6.1.7 What are the significant best practices in Governance and Leadership carried out by the institution?

Some of the best practices in the Colleges are enumerated below.

- (a) conduct of periodic faculty meetings
- (b) monthly Heads of Departments meeting
- (c) motivation talks given to fresh students at the time of commencement of their study in the College
- (d) the mentorship program
- (e) collective decision making
- (f) decentralization of works and duties by forming committees to oversee various tasks
- (g) decentralization of funds – eg the hostel funds are managed by themselves, Laboratory funds raised from practical fees are managed by HoDs.
- (h) regular meetings with NGOs

Criterion VII : Innovative Practices

7.1 Internal Quality Assurance System

7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative systems?

In order to impart quality education the College has adopted various mechanisms.

These are listed below

- Mentorship Program:
- Monitoring of monthly attendance of students
- Preparation of lesson plan by each teacher
- Monthly departmental review meetings:
- Interdepartmental seminar among the faculty

7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?

- Mentorship Program: Each teacher is assigned about 11-12 students to monitor upon their exam performance and class attendance. There has been considerable change in the attitude of both the teachers and the students thus fostering teachers-students relations more meaningful in addition to helping out individual students in solving their problems in the area of academics and others.
- Monitoring of monthly attendance: The College also keeps track of the class attendance of each student. All students are not always ideally motivated for pursuit of studies and hence this system of checking the attendance of the students from the first month itself prevents or dissuades the casual students from neglecting their study and helps them in being more sincere during their College stay.
- Preparation of lesson plans by each teacher: Each teacher is required to draw up a lesson plan for the whole year which is then kept in the library for access by any student. This ensures that the pace of teaching is just appropriate to finish the course within the allotted time without putting undue stress on the student

- Monthly departmental review meetings: The Heads of all Departments have regular meetings for better internal coordination with each other and also with the Principal
- Interdepartmental seminar: The College also has a program of conducting monthly seminars. A faculty member of each Department take turns to speak on a topic of their choosing which is attended primarily by the faculty members. Being an Under-Graduate institution, where research is not the thrust area of the College, inter-departmental seminars and discussions help to motivate and update one another and to keep abreast of research works.

7.1.3 What role is played by students in assuring quality of education imparted by the institution?

The students play a role that is reciprocal to the role played by the teacher. Their feedback in class as well as the exam performance serve as input to the teacher to refine the lecture and class room delivery. There is also the grievance redressal cell where the students can provide feedback to the Principal on the teachers' performance.

7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensure that the Best Practices have been internalized?

Some of the best practices in the College are as follows.

- a. Academic Calendar: The College functions according to an annual academic and work calendar which is planned well in advance.

- b. Delegation of Works: Various committees are constituted for the proper implementation of all the activities in the College such as the Magazine committee, committee for Meritorious award for students, election committee, career guidance cell committee.
- c. Class Attendance: The College also ensures that students attend class regularly. In this process, the College calls the parents/guardians of the defaulting students if necessary.
- d. Class test and home assignments: This is carried out regularly with either tests or assignments depending on the discretion of the teacher.
- e. Mentor-Ward System: The mentorship program has been introduced in the College.
- f. Student's Welfare Fund: A few needy students are provided monthly stipend from the College Students' Welfare Fund.
- g. Co-curricular & Extra-curricular activities: The students participate in blood donation camps and organize various programmes. Competitions like debate, quiz, painting, cultural and literary activities are conducted regularly. Students of NSS participate in community service programmes while NCC, apart from attending various camps, represents the College during all the national functions.

7.1.5 In which way has the institution added value to the quality enhancement of students?

The College maintains fairly good academic results. There are various awards and incentives given to meritorious students. Students securing a position in the University examinations are recognized by the College. The College also awards CAAT (Chubainla Award for Academic Topper) and the Debater of the Year.

While a cash amount of Rs.10,000/- is awarded by CAAT to the student securing the highest position amongst the students of Fazl Ali College in B.A/B.Sc final examinations, a cash amount of Rs.1000/- is awarded to the Debater of the Year. Moreover, a Career Guidance Cell keeps the students informed of various employment opportunities.

7.2 Inclusive practices

7.2.1 What practices have been taken up by the institution to provide access to students from the following sections of the society:

- a. Socially-backward
- b. Economically-weaker and
- c. Differently-abled

In line with the national policy to encourage and support students from the socially-backward, economically-weaker and differently-abled sections of society, the College provides certain provisions and considerations for them. The College Students' Welfare Committee identifies students who are economically weak and provides a limited amount of financial assistance to them. Admission is given according to the merit and availability of seat. However, students from the socially-backward and differently-abled section are given special consideration for admission. Further, special considerations are given to the differently-abled students during their study. Free College bus tickets is issued to them and adequate arrangements are made for writing their examinations.

7.2.1 What efforts have been made by the institution to recruit 1) Staff from the disadvantaged communities? Specify?

- teaching
- non-teaching

Fazl Ali College is a Government College. Hence, the recruitments of both the teachers and the non-teaching staff are done by the Government through Nagaland Public Service Commission and Departmental Selection Committee respectively. It is the Government's policy to reserve 33% for the members of the Backward Tribes of Nagaland. The list of such tribes is maintained by the Government.

7.2.2 What special efforts are made to achieve gender balance amongst students and staff?

The gender and literacy ratio in the state is almost equal among the population, which is reflected in the enrollment figures of the College. The M/F ratio among the students is 1:1.26 and among the teaching staff, it is 1:1 while it is 1:0.71 for the non-teaching staff.

7.2.3 Has the institution done a gender audit and/or any gender-related sensitizing courses for the staff/ students? Give details.

Gender audits are an automatic feature of the College. The gender statistics for the year 2008-09 is herein given below:

I. Students:

Sl. No	Class	Male	Female	Total
1.	12 (Sc)	26	05	31
2.	B.Sc-I	37	35	72
3.	B.Sc-II	26	15	41
4.	B.Sc-III	17	16	33
5.	BA-I	81	143	224
6.	BA-II	74	103	177

7.	BA-III	74	106	180
Grand Total		335	423	758

II. Staff:

Sl. No	Particulars	Male	Female	Total
1.	Teaching Staff	33	33	66
2.	Non-Teaching staff	55	39	94
Grand Total		88	72	160

However, gender related sensitization courses has not been conducted as the College does not feel the need.

7.2.4 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/ tribal backgrounds?

The College is predominantly a Tribal College with 97% of the students from the ST category. The College Welfare Committee provides financial aid to some of the students from rural areas that are economically weak. Moreover, while allotting hostel seats, preference are always given to the students coming from the rural areas and other backward tribes. Due consideration is given to students from the backward tribes during admissions.

7.2.5 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

The College does not have such a mechanism at the moment.

7.2.6 What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?

The Institution takes measures to inculcate egalitarian attitudes and values amongst themselves, be undiscriminating and live in mutual respect maintaining just peace and understanding. The Institution also helps the students through mentoring and counselling to be good and responsible citizens keeping in view our vision statement.

7.3 Stakeholder relationships

7.3.1 How does the institution involve all its stakeholders in planning, implementation and evaluation of the academic programmes?

Since Fazl Ali College is a Government College, the overall administration is under the Department of Higher Education, Government of Nagaland who monitors the academic performance of the students. While the academic courses are designed by Nagaland University, the teachers design the method of implementing it. Feedback from parents and guardians serve as valuable inputs to the teacher in formulating the teaching plan.

7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?

Such issues are discussed in faculty meetings and if agreed upon, are then implemented either with the direct supervision of the Principal or a committee. Some such activities are seminars among the faculty and senior students, fieldtrips by students to places/sites of interest and relevance.

7.3.3 What are the key factors that attract students and stakeholders, to the institution and result in stakeholder satisfaction?

Some of the factors that contribute are listed below.

- The overall fairly good academic performance by the students in University exams
- wide choice of subjects both in Arts and Science stream, (Fazl Ali College offers all the Arts subjects available under Nagaland University under one roof)
- good and qualified teachers and good infrastructure,
- low fee structures; being a Government College, the fees realized from the students are nominal
- proximity to the town being located about 5 kms away and with good bus and taxi connectivity

7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students, considering the curricular and co-curricular activities, research, community orientation and the personal/ spiritual development of the students?

The College evokes respect from all sections of society and hence no particular program has been evolved to elicit cooperation from the public as a matter of routine. However on certain issues, the College does go out to the concerned sections of society. For example, the College is currently trying to become an Constituent College of Nagaland University. For this, the College has met the land owners of the campus, the apex students' organization of the district (the Ao

Student's Conference AKM), the apex Women's Organisation (Watsu Mundang) and the apex tribal organization (Ao Senden) for their opinion and cooperation.

7.3.5 How do you anticipate public concerns in your current and future programme offerings and operations?

As the practice in the College has been established over time, unless some radical new program is introduced, the College does not feel that this is a priority area.

7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive programme for the same?

The overall mission of the College is to produce students who are socially conscious citizens and this is reflected in all its activities both inside the class and outside. Hence, NCC, NSS activities, participation in blood donation camps, tree plantations in the campus are some regular activities in the College. Participation in various social meetings and activities required by various NGOs like WATSU, AKM, NSF, ANCSU are some regular activities.

7.3.7 What are the institutional efforts to bring in community-orientation in its activities?

The College does not bring too much thrust in this area but if the situation demands, it gears itself up to meet the needs. For example, the College raised donations to help victims of fire that broke out in Mekhuli Village of Mokokchung District in 2006 and Chakpa Village in 2000.

7.3.8 How does your institution actively support and strengthen the neighborhood communities? How do you identify community needs and determine areas of emphasis for organizational involvement and support?

As the focus of the College is primarily academic, the College does not have any well-defined program in this area. However, teachers as well as students are involved in various capacities in their place of residence. They take active part in community works organised by the Wards (neighbourhoods) of the town, conduct seminars at their own level in local churches or other forum etc. NSS is one body that is always ready to render help to the neighbourhood communities in terms of social work.

7.3.8 How do the faculty and students contribute in these activities?

Though this is not a thrust area of the College, the College does contribute its bit to such activities. In 2000, the teachers visited Yaongyimsen Village and conducted a seminar on AIDS awareness. The students do their bit by rendering community service through the NSS and at their own neighbourhood level or in church related activities.

7.3.9 Describe how your institution determines student satisfaction, relative to academic benchmarks? Do you update the approach in view of the current and future educational needs and challenges?

The College does not formally determine these parameters except for interaction by the teachers with students during which a fairly good summary can be obtained.

7.3.10 How do you build relationships?

- to attract and retain students
- to enhance students performance and

- to meet their expectations of learning

Some of the approaches are

- By maintaining high standard of teaching;
- insisting on the regularity of both the teachers and the students;
- conducting monthly class tests;
- \encouraging teachers to attend Orientation and Refresher Courses.
- Interactive classroom management to the maximum extend possible

7.3.11 What is your complaint management process? How do you ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?

The College has a Complaint Box for students. As and when a complaint is received. It is handled and resolved by the Principal. If it is a serious matter, it may be forwarded to higher authorities. However, such issues have hardly arisen. Since complaints are rare, no systematic study is conducted.

C-1. Evaluative Report of the Department of English

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Ms Limatola Zulu	M.A.	Gauhati	English Literature
2	Mr Ngangshikokba Ao	M.A., PGDTE,	MA from NEHU, PGDTE	ELT (English Language Teaching)
3	Ms Watimongla Pongener	M.A.	NEHU	English Literature
4	Ms Helen Jamir	M.A.	NEHU	English Literature
5	Ms T. Imsunaro	M.A., PGDTE,	NEHU	ELT (English Language Teaching)
6	Ms I. Yashikala Jamir	M.A.	NU	English Literature
7	Ms Lanurenla	M.A. (NET)	NEHU	English Literature
8	Ms Maongienla	M.A. (NET)	NU	English Literature

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

Mr Ngangshikokba Ao is a member of the Board of Under Graduates Studies (BUGS) in English of Nagaland University.

4. Trends in the success and drop out rates of students during the past two years

The College maintains a pass percentage of about 80% in the University exams.

5. Learning resources of the departments - library, computers, laboratories and other resources

The Department has a computer in the language lab along with software on language learning

6. Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule.

7. Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students.

8. Details of faculty development programmes and teachers who have been benefited during the past two years

The following teachers have attended the below-mentioned faculty development programmes

Sl No	Faculty Member	Programme
1	Mr Ngangshikokba Ao	<i>Orientation Course on Youth Parliament</i> , under Department of Parliamentary Affairs, Nagaland Government, 1985
		<i>Course on Research Methodology</i> under Central Institute of English and Foreign Languages, Regional Centre, Shillong, 1988

		<i>World Language Conference</i> at Heriot-Watt University, Edinburg, 1992
		<i>UGC sponsored National Seminar on Information Technology</i> at Fazl Ali College, 2004
2	Ms T Imsunaro	<i>UGC sponsored National Seminar on Information Technology</i> at Fazl Ali College, 2004
		<i>UGC sponsored National Seminar on English Language Teaching in the Age of Information and Communication Technology</i> at Dhing College, Nagaon, Assam, 2007
3	Ms Lanurenla	<i>UGC sponsored National Seminar on English Language Teaching in the Age of Information and Communication Technology</i> at Dhing College, Nagaon, Assam, 2007
4	Ms Watimongla	<i>UGC sponsored National Seminar on Information Technology</i> at Fazl Ali College, 2004

9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

a) Mr Ngangshikokba has contributed to the following academic activities

- (1) “*Personal Names of Ao Nagas*”, in *the Book of Indian Names* (ed. Mehrotra R M, 1994)
- (2) “*Report of the Committee on the Standard of Matric Results in Mokokchung District*, (Research Team Member, 1998)
- (3) co-authored the book *Mayangnokcha: The Pathfinder*, 2000

(4) co-authored the book *Talensen Reflections on Education among the Ao Nagas*, 2003

(5) academic evaluation and suggestions for Zion School, Tuli in 2008.

b) Ms T. Imsunaro has been a resource person in the DIET sponsored Workshop on Phonetics, 2001

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

Mr Ngangshikokba Ao has presented the following papers.

(1) *Subordination in Ao*, paper presented during the 5th Himalayan Languages Symposium at Tribhuvan University, Kathmandu, Nepal, 1999

(2) *Use of Non-CALL Computer Games for enhancing Speaking Ability in ELT*, paper presented during National Seminar in English Language Teaching in the Age of Information and Communication Technology at Dhing College, Nagaon, Assam, 2007

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data.

13. Plan of action of the department for the next five years

The Department plans to bifurcate into two Departments: one dealing with English literature and the other focusing on Functional English and other Vocational Activities.

C-2. Evaluative Report of the Department of Philosophy

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Ms Sentitola	M.A.	NEHU	
2	Ms Tiarenla Aier	M.A.	Madras	
3	Dr Bendanginla	M.A., Ph.D.	NEHU	Moral Philosophy
4	Ms N. Sentila	M.A.	NEHU	Cultural Philosophy
5	Dr Juthsutho Phoiji	B.D., M.A.,	NEHU	Medieval Philosophy

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

Sentitola and Ms Tiarenla Aier are members of Board of Under Graduates Studies (Philosophy) of Nagaland University

4. Trends in the success and drop out rates of students during the past two years

The College maintains a pass percentage of about 80% in the University exams.

5. Learning resources of the departments - library, computers, laboratories and other resources

None

6. Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule

7. Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students

8. Details of faculty development programmes and teachers who have been benefited during the past two years

The following members have participated in the following faculty development programmes

Sl No	Faculty Member	Programme
1	Ms Tiarenla	<i>UGC-NERO Golden Jubilee Seminar, Guwahati, 20003</i>
		<i>UGC-sponsored Seminar in IT at Fazl Ali College in 2004</i>
2	Ms Sentitola	<i>UGC-sponsored Seminar in IT at Fazl Ali College in 2004</i>
3	Ms N. Sentila Pongen	<i>UGC-sponsored Seminar in IT at Fazl Ali College in 2004</i>

9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

To the extend expected

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

None

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13. Plan of action of the department for the next five years

The Department is studying the ways by which student enrolment in the subject can be increased

C-3. Evaluative Report of the Department of Economics

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Ms S.Arenla	MA	NEHU	
2	Mr Mefutiba	MA	JNU	Currently pursuing PhD studies from GU
3	Ms Sashimenla	MA	NEHU	
4	Ms Imcharenla	MA	NEHU	
5	Ms Anungla Aier	MA	NEHU	International Relations

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

Ms Arenla Longkumer is a member of BUGS of NU

4. Trends in the success and drop out rates of students during the past two years

The College maintains a pass percentage of about 80% in the University exams.

5. Learning resources of the departments - library, computers, laboratories and other resources

None

6. Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule

7. Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students

8. Details of faculty development programmes and teachers who have been benefited during the past two years

The following teachers have participated in the following faculty development programmes

Sl No	Faculty Member	Programme
1	Ms Sashimenla	<i>UGC-sponsored Seminar in IT at Fazl Ali College in 2004</i>
		<i>State Level Workshop for College Teachers in Educational Evaluation, Nagaland College of Teacher Education, Kohima, 2002</i>
2	Ms Imcharenla	<i>UGC-sponsored Seminar in IT at Fazl Ali College in 2004</i>

		<i>State Level Workshop for College Teachers in Educational Evaluation</i> , Nagaland College of Teacher Education, Kohima, 2002
3	Ms Anungla Aier	<i>UGC-sponsored Seminar in IT</i> at Fazl Ali College in 2004
4	Ms S Arenla Longkumer	<i>UGC sponsored National Seminar on Information Technology</i> at Fazl Ali College, 2004
		<i>Economic Development in Nagaland, Prospects and Constraints</i> , Nagaland University, 2005
	Mr Mefutiba	<i>Seminar on RTI at National Institute of Rural Development</i> , Guwahati, 2005

9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

To the extend expected

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

None

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13. Plan of action of the department for the next five years

The Department is trying to set up a new inter-departmental subject called “Rural Studies” along with Sociology

C-4. Evaluative Report of the Department of Education

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Ms Pangerlemla	M.A.	Gauhati	Measurements and Statistics
2	Ms Tainla Mar	B.Sc., B.Ed., M.A., (NET)	NEHU	
3	Dr L Temjenkaba	B.Ed., M.A., Ph.D.	NEHU	Economics of Education
4	Ms Talisenla	M.A.	NEHU	
5	Ms Sashikala	M.A., B.Ed.	NEHU	Economics of Education

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

Dr Temjenkaba was a member of BUGS in Education of Nagaland University

4. Trends in the success and drop out rates of students during the past two years

The College maintains a pass percentage of about 80% in the University exams.

5. Learning resources of the departments - library, computers, laboratories and other resources

None

6. Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule

7. Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students

8. Details of faculty development programmes and teachers who have been benefited during the past two years

Sl No	Faculty Member	Programme
1	Ms Sashikala	<i>Orientation Programme on Labour Issues for Women Workers of NGOs at V V Giri Labour Institute, Nioda, 2002</i>
		<i>National Seminar on Towards a New Horizon, Kohima, 2007 organized by Nagaland State Women's Commission</i>
		<i>Seminar on Women Empowerment 2008, Mokokchung organized by Nagaland State Women's Commission</i>
2	Ms Pangerlemla	<i>UGC sponsored National Seminar on Information Technology at Fazl Ali College, 2004</i>

9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

Dr L Temjenkaba has conducted three research projects.

1. Educational Standard of Senayangba Higher Secondary School: Improving or Deteriorating
2. Evaluation of Zion School of Tzudikong, Tuli.
3. Education in Nagaland: Policies, Planning and Implementation (now under final stage of editing)

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

None

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13. Plan of action of the department for the next five years

The Department plans to have better coordination with other educational institutions with respect to their academic standards or problems they may have. It is also trying to set up Psychology as a full-fledged subject at the UG level.

C-5. Evaluative Report of the Department of History

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Dr I. Wati Imchen	M.A., Ph.D.	NEHU	History on North East India
2	Mr K, Hokheto Sumi	M.A.	NEHU	Modern World History
3	Ms Tiamongla	M.A.	NEHU	Modern Indian History
4	Ms Temjeninla	M.A.	NEHU	Modern Indian History
5	Mr Mesutoba	M.A.	NEHU	Ancient India

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

Mr Hokheto Sumi was a member of BUGS of Nagaland University

4. Trends in the success and drop out rates of students during the past two years

The College maintains a pass percentage of about 80% in the University exams.

5. Learning resources of the departments - library, computers, laboratories and other resources

None

6. Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule

7. Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students

8. Details of faculty development programmes and teachers who have been benefited during the past two years

Sl No	Faculty Member	Programme
1	Dr I Wati Imchen	<i>UGC Sponsored National Seminar on IT</i> , Fazl Ali College, 2004

9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

Dr I. Wati Imchen has co-authored a book (along with Dr Chubatola Aier and Mr Ngangshikokba Ao) called *Talensen, Reflection on Education among the Ao Nagas*, 2003. Other papers published by him are

(1) “*The American Baptist Medical Mission in the Naga Hills*”, Proceedings of the NEIHA, 22nd Session, Tezpur, 2001

- (2) “*Relations Between Baptist Mission and Government in the Naga Hills, 1872-1947*”, Proceedings of NEIHA, 24th Session, Guwahati, 2003
- (3) “*A.Z.Phizo in London, 1960-1964*”, Proceedings of NEIHA, 25th Session, Shillong, 2004
- (4) “*The Annexation of the Ao Naga Hills*”, NEIHA, Dibrugarh University, Nov 6-8, 2008, accepted for publication
- (5) “*Remembering the Hard Days of Rev Dr E.W.Clark*”, published in Nagaland Post, Nov 25-26, 1997
- (6) “*Christian Mission and Social Change in Nagaland*”, Ph.D. Thesis, 2005, unpublished
- (7) “*Government and Christian Mission in Nagaland, 1832-1955*”, UGC Minor Research Project, unpublished
- (8) “*Proceedings of the UGC sponsored National Seminar on Information Technology at Fazl Ali College, 2004*”, edited by Kuholi Chishi and I Wati Imchen
- (9) Executive Council Member of North-East India History Association (NEIHA), 2008 onwards
- (10) Life Member, Institute of North East India Studies, Kolkata
- (11) Member, Literature and Education Board, Ao Baptist Churches Association (ABAM), 2007 onwards
- (12) Recipient of Charles Wallace India Trust (CWIT), 2004 from the British Council, to conduct research in the United Kingdom (UK)

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

Dr Wati Imchen is an authority on History of North East India.

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13. Plan of action of the department for the next five years

The Department is actively considering the feasibility of having an Archaeology section in the Department.

C-6. Evaluative Report of the Department of Political Science

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Dr Maongsangba	M.A., Ph.D.	Gauhati	Political System in India
2	Ms Ase Yalie	M.A. NET	NEHU	
3	Mr Phyobenthung	MA, M.Phil	JNU	International Politics
4	Ms Amongla N Jamir	MA, NET	NU	Political Theory
5	Mr Benrithung Patton	MA, NET	NU	Public Administration
6	Mr J Limaonen	M.A.	NEHU	

Dr Maongsangba has completed a UGC sponsored Minor Research Project on “Political Parties in Nagaland; An Analytical Study” and is currently working on another project “Role of Civil Society in the Current Peace Process in Nagaland” which is also sponsored by UGC.

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

None

4. Trends in the success and drop out rates of students during the past two years

The College maintains a pass percentage of about 80% in the University exams.

5. Learning resources of the departments - library, computers, laboratories and other resources

None

6. Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule

7. Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students

8. Details of faculty development programmes and teachers who have been benefited during the past two years

Sl No	Faculty Member	Programme
1	Mr Benrithung Patton	<i>Seminar on Universities in the Knowledge Economy, University of Kerala, 2006</i>
2	Ms Amongla N Jamir	<i>UGC sponsored National Seminar on IT, Fazl Ali College, 2004</i>
		<i>Peace Process on North East India: A Gender Perspective, Moran, 2008</i>
3	Ms Ase Yalie	<i>Peace Process on North East India: A Gender Perspective, Moran, 2008</i>

9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

Ms Amongla N Jamir has presented a paper on *Political Trends in Nagaland* at Lok Niti, Centre for the Study of Developing Societies, New Delhi

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

None

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13. Plan of action of the department for the next five years

The Department plans to focus on the RTI (Right to Information) Act, educate the people through talks and seminars and empowerment them through information

C-7. Evaluative Report of the Department of Sociology

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Ms R.Arenla Aier	M.A., M.Phil	NEHU	
2	Ms Adangla Changkija	M.A.	Poona	
3	Mr Lhipe Naro	M.A., M.Phil and NET	JNU	
4	Dr Rongsennungla	M.A., Ph.D.	NEHU	

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

Ms Arenla Aier and Ms Adangla Changkija are members of the BUGS for Sociology of NU. Ms Arenla Aier is a paper setter for the University exam as well as chief examiner and moderator of the UG exams of NU.

4. Trends in the success and drop out rates of students during the past two years

So far, the Department has been maintaining a pass percentage of about 90% for the last two years.

5. Learning resources of the departments - library, computers, laboratories and other resources

None

6. Modern teaching methods practiced and use of ICT in teaching – learning

The teachers use the traditional method of teaching.

7. Participation of teachers in academic and personal counseling of students

Yes. Each teacher is a mentor having about 11-12 students under his/her care. The Department also conducts special classes for weak students.

8. Details of faculty development programmes and teachers who have been benefited during the past two years

The following teachers have participated in the following faculty development programmes

Sl No	Faculty Member	Programme
1	Ms Adangla Changkija	<i>National Seminar on Information Technology</i> at Fazl Ali College, 2004
		<i>Orientation Course organised by Indian Council of Social Science Research</i> , New Delhi, 2003
2	Ms R Arenla Aier	<i>National Seminar on Information Technology</i> at Fazl Ali College, 2004

3	Mr Lhipe Naro	<i>Orientation Course organised by Indian Council of Social Science Research, New Delhi, 2003</i> <i>National Seminar on Historical and Sociological Impact of Migration on North East India, Don Bosco College, Maram, Manipur, 2007</i>
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9.Participation / contribution of teachers to the academic activities including teaching , consultancy and research

To the extend expected.

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

None

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13. Plan of action of the department for the next five years

The Department plans to have a Departmental library along with internet connection. Also, the Department is trying to set up a new inter-departmental subject called “Rural Studies” along with Economics department.

C-8. Evaluative Report of the Department of Geography

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Dr Imliwati Imchen	M.A., Ph.D.	NEHU	Geomorphology
2	Mr T Allong Tzudir	M.A.	NEHU	Agricultural Geography
3	Ms Temjensangla Pongener	M.A.	NEHU	Social Geography
4	Mr R. Bendangtemjen	M.Sc., NET	NU	Environmental Management and Sustainable Development
5	Mr Jnanendra Sarma	M.Sc., PGD in Remote Sensing	Gauhati	Cartography and Remote Sensing
6	Dr Tsukjemchila	M.A., M.Phil., Ph.D.	NU	Political Geography

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

Mr T Allong Tzudir is a member of BUGS in Geography of Nagaland University.

4. Trends in the success and drop out rates of students during the past two years

The College maintains a pass percentage of about 80% in the University exams.

5. Learning resources of the departments - library, computers, laboratories and other resources

The Department has a laboratory and a computer.

6. Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule

7. Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students

8. Details of faculty development programmes and teachers who have been benefited during the past two years

The following teachers have participated in the following faculty development programmes

Sl No	Faculty Member	Programme
1	Dr Imliwati Imchen	<i>National Seminar on IT</i> at Fazl Ali College, 2004
		Refresher Course at NEHU, 2006
2	Ms Temjensangla Pongener	<i>National Seminar on IT</i> at Fazl Ali College, 2004

		Refresher Course at NEHU, 2006
3	Mr R. Bhangtemjen	<i>National Seminar on IT</i> at Fazl Ali College, 2004
4	Mr Jnanendra Sarma	<i>Workshop on People's Participation in Biodiversity Conservation</i> , NEHU, 1999
		<i>School on Image Processing, Pattern Recognition and their application in Remote Sensing</i> , at Science College, Kohima, 2001, organised by Indian Statistical Institute, Kolkata
		Refresher Course in Fundamental Concepts on Information Technology, Tezpur University, 2002
		<i>Workshop on Recent Techniques in Geography with special Reference to use of Remote Sensing, GIS and GPS</i> , at NEHU, 2004
		International Conference on <i>Remote Sensing and GIS/GPS</i> , Hyderabad, 2001
5	Dr Tsukjemchila	Refresher Course at NEHU, 2006

9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

Mr Jnanendra Sarma presented the following papers

- *Consumption and Supply of Firewood in Rural Assam*, XVIII Indian Geography Congress, NEHU, 1996
- *Soil Surveying by Satellite Remote Sensing*, Workshop organized by NERDA, Shillong, 1998

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

None

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13. Plan of action of the department for the next five years

The Department is focussing on ways to improve the laboratory facilities

C-9. Evaluative Report of the Department of Mathematics

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Mr L.S.Vinod Kumar	M.Sc.	Madurai Kamraj	Operation Research & Group Theory
2	Mr Watitoshi Ao	M.Sc.	Purvanchal	Relativity
3	Dr Anil Kumar Choudhary	M.A., Ph.D.	B N Mandal University, Bihar	Group Theory
4	Dr Aotemshi I	M.Sc., Ph.D.	Purvanchal	Relativity

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

NA

4. Trends in the success and drop out rates of students during the past two years

The College maintains a pass percentage of about 80% in the University exams.

5. Learning resources of the departments - library, computers, laboratories and other resources

None

6. Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule

7. Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students

8. Details of faculty development programmes and teachers who have been benefited during the past two years

The following teachers have participated in the following faculty development programmes

Sl No	Faculty Member	Programme
1	Mr L.S.Vinod Kumar	<i>National Seminar on IT</i> at Fazl Ali College, 2004
2	Dr Anil Kumar Choudhury	<i>National Seminar on IT</i> at Fazl Ali College, 2004
3	Dr Aotemshi	<i>International Conference on Relativity</i> , Amarvati, Nagpur, 2005

9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

Dr Aotemshi has presented a paper on Some Bianchi type IX viscous flood Cosmological Model with varying term, nternational Conference on Relativity, Amarvati, Nagpur, 2005

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

None

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13. Plan of action of the department for the next five years

The Department is considering the feasibility of having practical classes in the syllabus and curriculum

C-10. Evaluative Report of the Department of Physics

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Dr Imtiwati Jamir	M.Sc., Ph.D.	NEHU	Theoretical Nuclear Reactions
2	Dr Mahendra Prasad	M.Sc., Ph.D.	Gorakhpur	Materials Science
3	Mr Samuel Ao	M.Sc.	NEHU	Experimental Nuclear Physics
4	Dr Abhijit Borah	M.Sc., Ph.D.	IIT, Guwahati	Condensed Matter Physics
5	Ms I Asangla	M.Sc.	Dibrugarh	

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

Dr Imtiwati Jamir is a member of the BUGS in Physics of Nagaland University

4. Trends in the success and drop out rates of students during the past two years

The College maintains a pass percentage of about 80% in the University exams.

5. Learning resources of the departments - library, computers, laboratories and other resources

The Department has a lab and a computer.

6. Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule

7. Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students

8. Details of faculty development programmes and teachers who have been benefited during the past two years

The following teachers have participated in the following faculty development programmes

Sl No	Faculty Member	Programme
1	Dr Mahendra Prasad	<i>National Seminar on IT</i> at Fazl Ali College, 2004
		<i>Symposium on Solid State Physics</i> at Bhabha Atomic Research Centre, Bombay, 1991
2	Dr Imtiwati Jamir	<i>UGC sponsored National Seminar on IT</i> , Fazl Ali College, 2004
		<i>School on Image Processing, Pattern Recognition and their application in Remote Sensing</i> , at Science College, Kohima, 2001, organised by Indian Statistical Institute, Kolkata.

9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

The Following faculty members published these papers.

- a. Dr.Imtiwati Jamir : i) *Algebraic Expressions for effective potential characteristic parameters in heavy-ion-scattering*. Pramana. **48** (1997) 825.
- ii) *α -nucleus scattering in angular momentum space*. Physics Review C. **57** (1998) 1000.
- iii) *Correlation between zeros and poles of S-matrix for complex potentials*. Pramana. **50** (1998) 147.
- iv) *Schrödinger Equation with complex potentials, the phenomena of absorption*. Physics Education. **July-Sept** (1998) 147.
- v) *Fusion under a complex barrier*. Physics Review C. **57** (1998) 1853.
- b. Dr.Mahendra Prasad : i) *Electrical transport properties of EuVO_4 single crystal*. Physics Letters A. **138 (1,2)**. (1989) 61-84.
- ii) *Electrical transport properties of copper molybdate*. Indian Journal of Physics. **63 A(8)**. (1989) 784-792.
- iii) *On the electrical conductivity, thermonuclear power and dielectric constant of $\text{Y}_2\text{Ti}_2\text{O}_7$ single crystals*. Material Letters. **12** (1991) 77-83.
- iv) *Electrical conduction in molybdenum trioxide single crystal*. Solid State Communications. **80 (2)**. (1991) 125-127.
- v) *Electrical transport properties of manganese selenide*. Material Chemistry and Physics. **30**. (1991) 13-17.

- c. Dr.Abhijit Borah : i) *Interaction of coupled higher order nonlinear Schrödinger equation solitons*. European Journal of Physics, Vol 29 (2002), page 221-225.
- ii) *Lowering solar mixing angle in inverted hierarchy without charged lepton correction*. Journal of Physics G: Nuclear and Particle Physics. **34** (2007) 345-351.
- iii) *Deviation from tri-bimaximal mixings through flavour twistors in inverted and normal hierarchical neutrino mass models*. Pramana – Journal of Physics. **Vol.69, No.4**, (2007) 533-549.

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

None

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13. Plan of action of the department for the next five years

The Department is considering the feasibility of having Electronics as a full-fledged subject at the UG level

C-11. Evaluative Report of the Department of Botany

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Dr S. Alemmeren Jamir	MSc, PhD	NEHU	Plant Biodiversity and Community Ecology
2	Ms Hanako Jamir	MSc	NEHU	Morphology and Embryology
3	Ms Naomi	MSc	Kurukshetra	Biotechnology
4	Mr P.Tiatemsu	MSc	NU	Pursuing PhD studies from NEHU on Plant Cytogenetics

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

Dr S Alemmeren Jamir is a member of BUGS in Botany of Nagaland University

4. Trends in the success and drop out rates of students during the past two years

The College maintains a pass percentage of about 80% in the University exams.

5. Learning resources of the departments - library, computers, laboratories and other resources

The Department has a lab, a computer and also an Ecology Research Laboratory.

6. Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule

7. Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students

8. Details of faculty development programmes and teachers who have been benefited during the past two years

The following teachers have participated in the following faculty development programmes

Sl No	Faculty Member	Programme
1	Mr P. Tiatemsu	<i>International Symposium on Recent Trends in Plant Ecology and Biodiversity Research</i> , NEHU, 2004
		<i>National Symposium on Adaptation Biochemistry</i> , NEHU, 2007
2	Dr S.Alemmeren	Regional Training Workshop on master trainers <i>Explaining Science behind Miracles</i> , NEHU, 1993

		Workshop on <i>People's Participation in Biodiversity Conservation</i> , NEHU, 1999
		<i>National Seminar on IT</i> , Fazl Ali College, 2004
		Regional Conference on <i>In Search of Sustainability and Ecological Security</i> , Nagaland University, 1998
3	Ms Hanako	National Seminar on Biodiversity

9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

a) Mr P. Tiatemsu has presented a paper on *Role of Calcium in alternating salt stress induced injury during early stages of stress in Pea Seedling* during National Symposium on Adapdation Biochemistry, NEHU, 2007

b) Dr S.Alemmeren has conducted the following research projects.

1. Completed a UGC Research Project on *Studies on Plant Biodiversity, Community Structure and Population Behaviour of Dominant Tree Species of some Sacred Groves of Jaintia Hills, Meghalaya* as Principal Investigator,
2. Completed an *Ecological Study on Elephant Habitat of Mokokchung District*, sponsored by the Wild Life Wing of Department of Forests, Environment & Ecology and Wildlife, Government of Nagaland
3. Completed a research project on *Characterization of Plant Biodiversity, Community Structure and Population Behaviour of some important tree species of the Community Forests of Nagaland*, as Principal Investigator, sponsored by Ministry of Environment and Forests, Government of India, New Delhi

His research publications are listed below.

- a. Jamir S.A and Pandey H N (2002): *Vascular plant diversity in the sacred groves of Jaintia Hills in North East India*. Biodiversity and Conservation, Netherlands. (2003) **12**. 1497 – 1510.
 - b. Jamir S A and Pandey H N (2002): *Biodiversity conservation in sacred groves of Jaintia Hills, Meghalaya*. Indian Forester, Dehradun. (2002) **128(7)**. 738-744.
 - c. Pandey H N, Upadhya K, Jamir S A, Law P and Tripathi R S (2005): *Floristic diversity in sacred groves of Meghalaya*. Plant Taxonomy: Advances and Relevance, CBS Publishers & Distributors, N.Delhi. (2005) 83-99.
 - d. Jamir S A, Upadhya K, Pandey H N, Law P, Odyuo N and Tripathi R S (2005): *Life form composition, stratification and tree phenology in montane humid forests of Meghalaya, Northeast India*. Tropical Ecology (2007) **47 (2)**.
 - e. Jamir S A and Imkongwapang R (2005): *Species richness along a traditional elephant route in a degraded tropical forest at Mokokchung, Nagaland*. The Indian Forester, Dehradun. (2005) **Vol. 33. No.9**. 1216-1234.
10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years
- Yes, with NEHU
11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years
- Biodiversity is a priority area for this Department. Dr Alemmeren is in the final stage of a project sanctioned by the Ministry of Environment and Forests, Government of India. Some important publications by the Department are listed below.

Mr P. Tiatemsu has presented a paper on *Role of Calcium in alternating salt stress induced injury during early stages of stress in Pea Seedling* during National Symposium on Adaptation Biochemistry, NEHU, 2007

Dr S.Alemmeren has conducted the following research projects.

1. Completed a UGC Research Project on *Studies on Plant Biodiversity, Community Structure and Population Behaviour of Dominant Tree Species of some Sacred Groves of Jaintia Hills, Meghalaya* as Principal Investigator,
2. Completed an *Ecological Study on Elephant Habitat of Mokokchung District*, sponsored by the Wild Life Wing of Department of Forests, Environment & Ecology and Wildlife, Government of Nagaland
3. Completed a research project on *Characterization of Plant Biodiversity, Community Structure and Population Behaviour of some important tree species of the Community Forests of Nagaland*, as Principal Investigator, sponsored by Ministry of Environment and Forests, Government of India, New Delhi

His research publications are listed below.

- a. Jamir S.A and Pandey H N (2002): *Vascular plant diversity in the sacred groves of Jaintia Hills in North East India*. Biodiversity and Conservation, Netherlands. (2003) **12**. 1497 – 1510.
- b. Jamir S A and Pandey H N (2002): *Biodiversity conservation in sacred groves of Jaintia Hills, Meghalaya*. Indian Forester, Dehradun. (2002) **128(7)**. 738-744.
- c. Pandey H N, Upadhaya K, Jamir S A, Law P and Tripathi R S (2005): *Floristic diversity in sacred groves of Meghalaya*. Plant Taxonomy: Advances and Relevance, CBS Publishers & Distributors, N.Delhi. (2005) 83-99.

d. Jamir S A, Upadhy K, Pandey H N, Law P, Odyuo N and Tripathi R S (2005): *Life form composition, stratification and tree phenology in montane humid forests of Meghalaya, Northeast India*. Tropical Ecology (2007) **47 (2)**.

e. Jamir S A and Imkongwapang R (2005): *Species richness along a traditional elephant route in a degraded tropical forest at Mokokchung, Nagaland*. The Indian Forester, Dehradun. (2005) **Vol. 33. No.9**. 1216-1234

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13. Plan of action of the department for the next five years

The Department has plans to offer vocational courses in

(a) Mycology (Mushroom Cultivation) with provision for Certificate Course which will be a short term course for 6 months

(b) Agro-forestry

C-12. Evaluative Report of the Department of Chemistry

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Dr D.K.Singh	MSc, PhD	Kanpur	Biochemical and Organic Chemistry
2	Ms I. Narola Imchen	MSc	NU	Organic Chemistry
3	Mr Daniel Kibami	M.Sc	Jamia Milia Islamia	Physical Chemistry
4	Mr Bendangtemsu	M.Sc.	NU	Inorganic Chemistry

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

Dr D K Singh is a member of BUGS in Chemistry and member of School Board of Sciences of Nagaland University

4. Trends in the success and drop out rates of students during the past two years

The College maintains a pass percentage of about 80% in the University exams.

5. Learning resources of the departments - library, computers, laboratories and other resources

The Department has 2 labs.

6. Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule

7. Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students

8. Details of faculty development programmes and teachers who have been benefited during the past two years

The following teachers have participated in the following faculty development programmes

Sl No	Faculty Member	Programme
1	Ms I Narola Imchen	Refresher Course, NEHU, 2007
	Dr D K Singh	Conference organised by Indian Chemical Society, BHU, Varanasi, 1996
		Indian Science Congress, Lucknow University, 2002
		<i>UGC sponsored on IT</i> at Fazl Ali College, 2004
3	Ms I Narola Imchen	Orientation Course at ASC, Kerala, 2005
		Refresher Course at NEHU, 2007

4	Mr Daniel Kibami	Orientation Course, JNU,
		<i>Symposium on Solid State Chemistry</i> at JMI, New Delhi, 2004
5	Mr Bendangtemsu	<i>UGC sponsored on IT</i> at Fazl Ali College, 2004

9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

Dr D K Singh edited the Proceedings of a UGC sponsored Seminar *Health for All*. He was also the Chief Organizer of the seminar.

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

None

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13. Plan of action of the department for the next five years

The Department has plans to upgrade the laboratory.

C-13. Evaluative Report of the Department of Computer Science

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Mr Tol Pucho	B.E. (Comp Sc & Engg)	Viveshwariah Technological University, Belgaum, Karnataka	

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

None

4. Trends in the success and drop out rates of students during the past two years

The first batch of students is appearing for the final exam in 2009

5. Learning resources of the departments - library, computers, laboratories and other resources

The Department has a modest computer laboratory with 11 terminals including a linux server.

6. Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule

7. Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students

8. Details of faculty development programmes and teachers who have been benefited during the past two years

The Department has organised a one-month computer orientation programme for the faculty this year. The Department also trains the office staff and lab staff in order to acquaint them with basic computer skills.

The following teachers have participated in the following faculty development programmes

Sl No	Faculty Member	Programme
1	Mr Tol Pucho	<i>National Program on Technology Enhance Learning, Nagaland University, 2008</i>

9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

To the extend possible

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

None

12. Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13. Plan of action of the department for the next five years

The Department plans to upgrade its computer infrastructure and introduce Computer Science in Degree Course.

C-14. Evaluative Report of the Department of Zoology

1. Faculty profile - adequacy and competency of faculty

Sl No	Faculty Member	Qualification	University	Remarks/Specialization
1	Mr Kroulalie Tsurho	M.Sc.	NEHU	
2	Mr Limaakum	M.Sc.	Hyderabad	Molecular Parasitology
3	Mr Chirathi Nyuwi	M.Sc.	Poona	Entomology
4	Ms Imlinungla	M.Sc., Gold Medallist	NU	Reproductive Endocrinology

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Most of the students are from the middle class background and predominantly from the Ao tribe of Nagaland. Over 97% of the students are from the ST category as the College is located in an ST state. The average student has passed out in 2nd Division in the qualifying exam and well versed in English as the majority of the schools and all Colleges impart their teaching in English.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

None

4. Trends in the success and drop out rates of students during the past two years

The College maintains a pass percentage of about 80% in the University exams.

5. Learning resources of the departments - library, computers, laboratories and other resources

The Department has a lab

6.Modern teaching methods practiced and use of ICT in teaching – learning

Due to lack of adequate infrastructure, this is not practiced as a rule

7.Participation of teachers in academic and personal counseling of students

The College has instituted the mentor-ward programme and each teacher is a mentor entrusted with about 11-12 students

8.Details of faculty development programmes and teachers who have been benefited during the past two years

The following teachers have participated in the following faculty development programmes

Sl No	Faculty Member	Programme
1	Mr Limaakum	<i>UGC sponsored on IT at Fazl Ali College, 2004</i>
2	Mr Chiratho Nyuwi	<i>Workshop on Environmental Studies, Nagaland University</i>
		<i>NCW sponsored seminar on Peace Process and Development in North East India: A Gender Perspective, 2008</i>
3	Ms Imlinungla	<i>Seminar on Universities in the Knowledge Economy, Kerala University, 2006</i>
		<i>UGC sponsored seminar on IT at Fazl Ali College, 2004</i>

9.Participation / contribution of teachers to the academic activities including teaching , consultancy and research

Mr Kroulalie Tsurho is a member of BUGS in Zoology of Nagaland University

10.Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

None

11.Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

None

12.Placement record of the past students and the contribution of the department to aid student placements

The College does not maintain such record but it aims to start recording this data

13.Plan of action of the department for the next five years

The Department plans to improve and upgrade the laboratory facilities

D. Declaration by the Head of the Institution

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

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

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

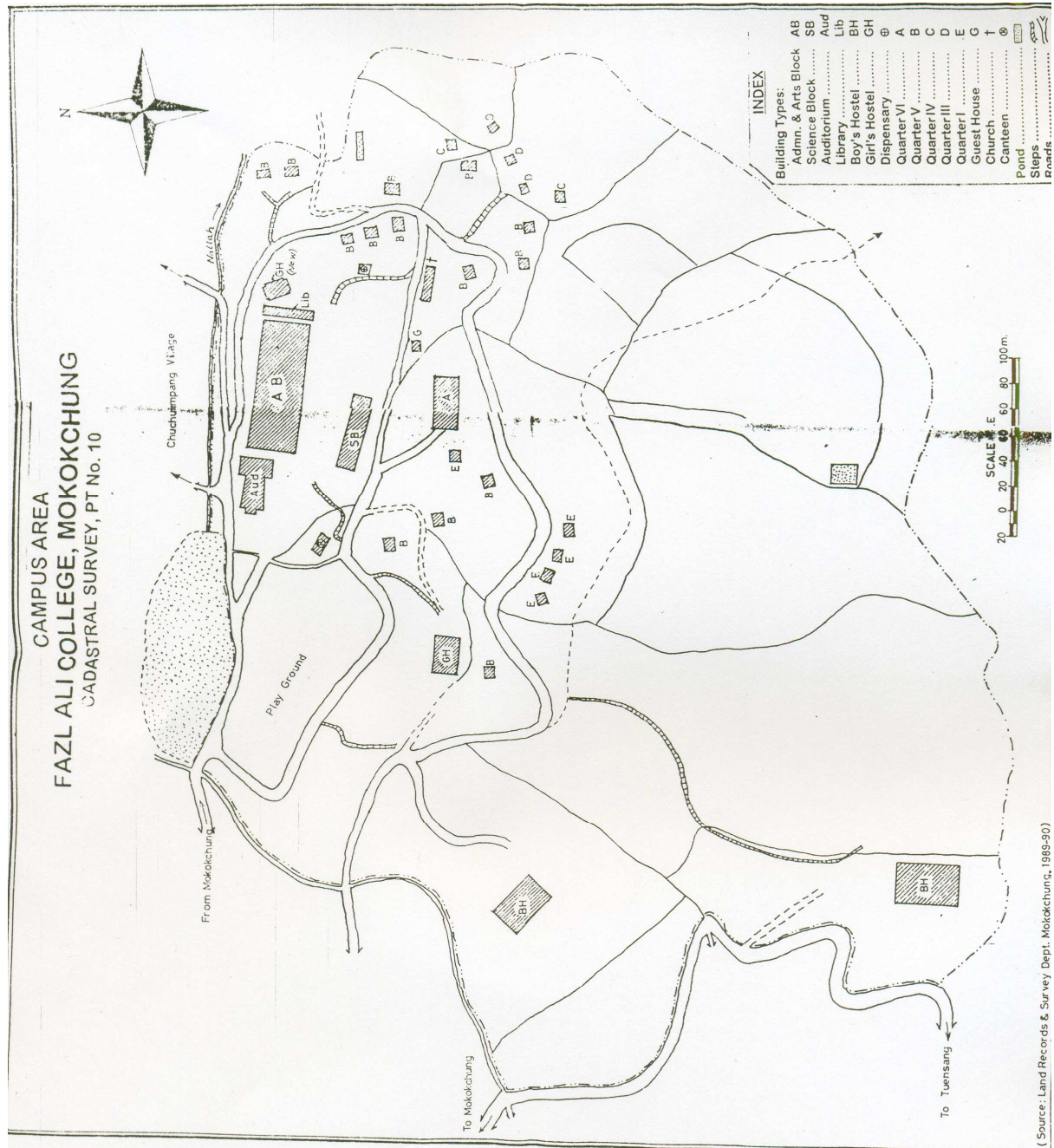
Signature of the Head of the institution

with seal:

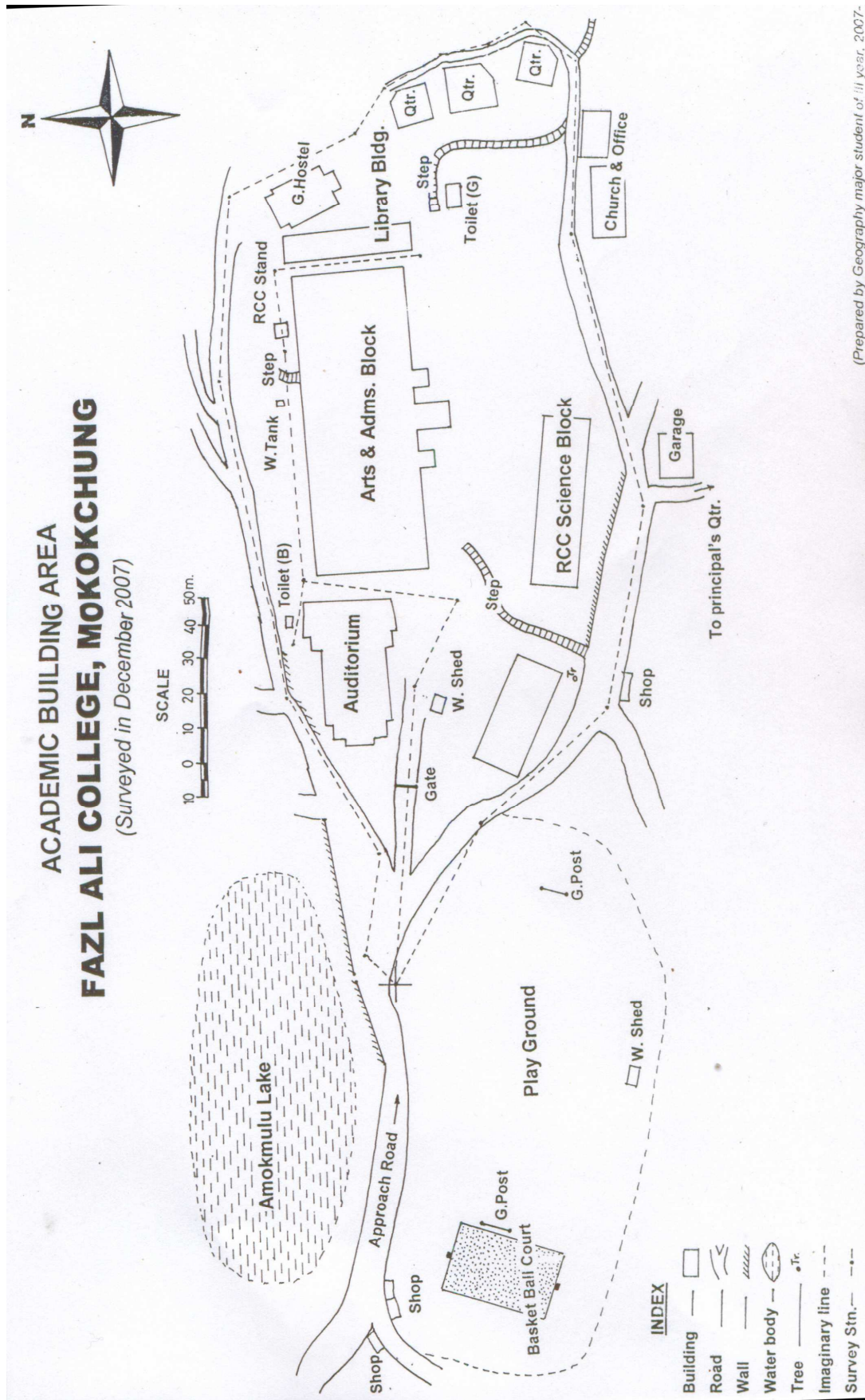
Place: Mokokchung

Date:

ANNEXURE - I



ANNEXURE – II



Appendix III

INCOME EXPENDITURE STATEMENT EXPENDITURE FOR THE YEAR 2007-2008

Sl No	INCOME	AMOUNT (Rs in lakhs)	EXPENDITURE	AMOUNT (Rs in lakhs)
	NON-PLAN			
1	(a) Salary	300.00	Salary	299.78
2	(b) Wages	6.00	Wages	6.00
3	(c) Travelling Expenses	0.40	Electricity	0.28
4	(d) Rents & Taxes	0.30	Water	0.02
5	(e) Motor Vehicles	0.20	Vehicle Repairs	1.20
6	(f) Material & Supplies	3.00	Purchase of computers	0.86
	PLAN		Telephone	0.18
7	(a) Office Expenses	0.85	Newspapers & magazines	0.25
8	(b) Motor Vehicles	1.00	Stationery	0.35
9	(c) Machinery & Equipment	2.00	Service Stamp	0.05
	(d) OTHERS		Lab Equipment	3.00
10	(i) Field Study	0.40	Field Study	0.40
11	(ii) Library Books	0.40	Library Books	0.40
12	(iii) Scholarship	27.55	Scholarship	27.55
13	(iv) Fees	6.14	Fees (to Government)	1.14
			Furniture for hostels and auditorium	3.63
			Running of vehicles	3.7
	TOTAL	349.14		348.79

Principal
(Kuholi Chishi)