



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

FAZL ALI COLLEGE

FAZL ALI COLLEGE MOKOKCHUNG- 798601 NAGALAND

798601

fac.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Fazl Ali College was established on 8th September 1959. It is located about 5 kms away from Mokokchung Town (Headquarter of Mokokchung District of Nagaland). With a campus area of about 85 acres and an altitude of 1340 mts, the College is set upon 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 6° C in winter at its coldest to 30° C in summer.

With a donation drive of Rs.1 (rupees one) 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. Thus, Fazl Ali College as a full-fledged Government Arts college was set in motion and gradually gained momentum. With the lapse of time, the need arose for the addition of a Science section to the College. In 1983, this became a reality with the addition of the Science stream.

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 and most of the established Science subjects. At its inception, the College had 4 Departments, 3 teachers and 43 students. Today, the College has 16 departments, 73 teachers and 998 students (Odd semester students as in December 2020).

The pass percentage is one of the highest among the Colleges of Nagaland University. The College has 4 hostels (2 for boys and 2 for girls) with a total capacity of about 140. The intake capacity of the College is around 400 (B.A 300 and B.Sc 100) students.

Vision

To develop the College into a hub of multidisciplinary studies and a Centre for indigenous research of National and International Relevance

(To keep up with the contemporary trends in Higher Education and to restructure the organizational academic culture, the College has revised its Vision and Mission statement post 2nd Cycle of Accreditation)

Mission

- *To mould students to face the challenges of contemporary society and to possess definite target goals so that they can act as catalyst for socio-economic change.*
- *To produce students who are ethically sound, creative and second to none in academics.*
- *To strive towards academic autonomy in order to maintain high academic standards in keeping with the Nation's Education policies*

- *To expose students to ICT enabled Teaching-Learning processes while maintaining relevant traditional methodologies*
- *To focus on original and need based research on indigenous resources*
- *To focus on Nation building by strengthening Community Extension Services and collaborations*
- *To build and strengthen transparency and decentralization in academic and administrative roles*

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Sufficient land area (84.67 acres) for development and ample scope for expansion.
- Proximity to an urban centre Mokokchung town and Nagaland University. The College is strategically located near the District Centre as well as the affiliated Nagaland University main Campus.
- Well qualified and dedicated teachers
- Teachers are encouraged to take up courses to upgrade their knowledge and teaching skills.
- Resourceful teachers for extension services.
- Teachers are encouraged to write research papers, books and to take up research works.
- UGC recognized and NAAC Accredited Institution.
- Offering Diploma course in Computer Application and Vocational Courses in Mushroom cultivation.
- The College has high enrollment every year. Transparency in the admission process with reservation policy for students from other boards and PWDs.
- With both Arts and Science streams in one institution, the college has more flexibility in offering varied subject combinations.
- Rich cultural diversity of students from different tribes and states

Institutional Weakness

- Some Departments are understaffed.
- Contract faculty salary package is very less compared to regular teachers.
- Minimum funding from Government for infrastructure development.
- High number of contract faculty.
- Insufficient classrooms and hostels to accommodate the demand of the students.
- Lack of local industries supporting resource mobilization and employment generation.

Institutional Opportunity

- Prospect of further infrastructure development and introduction of entrepreneurial skill development courses possible because of sufficient land area.
- Well qualified teachers to offer Post Graduate courses.
- Opportunity to expand range of Vocational and Diploma Courses.
- Scope for showcasing ethnic fashion and establish ethnic fashion designing programmes
- The only college in Nagaland which offers the indigenous Ao language as an alternative MIL paper which has potential to become an honours subject and expand towards translation and publication, hence contributing to the community.
- Opportunity to do research on the rich flora and fauna of the region

- Opportunity to do Research on the rich and unexplored oral traditions of the indigenous people as well as indigenous resources

Institutional Challenge

- Losing contract faculty due to lack of job security and poor salary.
- Lack of autonomy to design curriculum and innovate.
- Majority of students from rural areas, mostly first generation or second generation learners, therefore the challenge to elevate their academic competencies

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Curriculum Design and Development: The College offers both Arts and Science courses. Since the College is affiliated to Nagaland University, it follows the curriculum developed by the University. However, various faculty are members of the Board of Undergraduate Studies (BUGS) in different disciplines so they also contribute to the Curriculum development. The Programme Outcomes, Programme Specific Outcomes and Course Outcomes have been uploaded on the College website (fac.ac.in).
- Curriculum Planning and Implementation: An Academic Calendar is developed by the college every session so that Continuous Teaching and Evaluation takes place. Each department prepares a Lesson Plan which is submitted to the Library for easy access by all the students. Previous years' question papers are uploaded in the institutional website or presented by individual teachers in their specific classrooms. Internal Assessments are conducted in the form of paper presentations, viva voce, open books tests, written tests, assignments, project works, and group discussions. Resource persons are invited for talks and lectures on relevant topics.
- Academic Flexibility: The College offers 41 courses across 17 programmes which includes two vocational courses on Mushroom Cultivation and one Skill course- Diploma in Computer Application. Both BA and B.Sc students can opt for Mathematics, Geography and Diploma in Computer Application. The college has also signed two MoUs with Department of Horticulture and Skill Emporium so that students can seek placement after training with such agencies. Over and above academic courses, students are encouraged to participate in events such as sports, cultural programmes, beauty pageants, music festivals, etc to hone their creative skills. College offers relaxations in attendance and retests or improvement tests for students who participate in such events.
- Curriculum Enrichment: To bring about holistic development in the learning acquisition of the students, many extracurricular activities in the area of creativity, gender sensitization, awareness programmes on social concerns, career development, ethics and mental health are initiated from time to time by various Cells and Committees set up by the College.
- Feedback System: Teacher assessment mechanism on regular basis by students is in place in order to improve Teaching-Learning.

Teaching-learning and Evaluation

- Student Enrollment and Profile: The admission process is transparent. Information for admission is

uploaded on the website and selected list of candidates is uploaded according to merit. The College reserves 5% of the seats for candidates from other Boards and 3% for People with Disabilities. Most students belong to S/T category. The teacher-students ratio is approximately 1:14. The profile of each student is maintained in a Student Database System developed in-house.

- **Catering to Student Diversity:** The College has set up student welfare fund for students from economically poor backgrounds. Cultural Day is celebrated every year to acknowledge and highlight the Cultural Diversity of the students. Special exam rooms are provided to students with special needs. Mentoring Programme is in place to ensure counseling to students from various backgrounds. Anti-ragging Cell functions to ensure elimination of any kind of discrimination and also to safeguard the mental health of the students. Gender sensitization programmes are held regularly at College level and also in collaboration with the Nagaland State Commission for Women. Number of female students is higher than male students.
- **Teaching-Learning Process:** Almost all the classrooms are ICT enabled and students are actively involved in Seminars, Discussions, Presentations and Projects. Large classrooms are equipped with electronic PA Lecterns. The students participate in the inter-departmental seminars as well as other National Seminars and Workshops organized by the College. Teachers provide materials in both soft and hard copies. Some Departments maintain department library to assist students with reference books and relevant materials. Tutorial and remedial classes are extended for students with backlogs. All the teachers incorporate Learning Management System in their teaching-Learning Process using “G Suite for Education”.
- **Teacher Profile and Quality:** Teachers are appointed as per UGC guidelines. Out of the 73 teachers 20 have PhD and 16 are currently pursuing. Many have publications in National, International and in-house journals as well as book publications. The College publishes a Peer-reviewed Multi-disciplinary Journal and has a Research Committee and Seminar Committee in place to initiate all kinds of research activities. All teachers are involved in extension services and Learning Management System.

Research, Innovations and Extension

- **Promotion of Research and Facilities:** The College caters to the syllabi of Undergraduate studies, therefore there is no provision for research studies for students. However, the College encourages research activity among the faculty.
- **Resource Mobilization for Research:** The College has a Research Committee that acts as facilitator for faculty to explore funds as well as knowledge resources for research projects.
- **Innovation Ecosystem:** The Institution has conducted a workshop in collaboration with north East Centre for technology Application & Reach (NECTAR) and start up projects were presented by Alumni as well as students.
- **Research Publications and Awards:** The faculty have presented papers in both National and International Seminars. Many publications in Journals, Books, Chapters in Books have been done.
- **Extension Activities:** The College has also started a Community Extension Programme to reach out to the stakeholders and community for awareness programmes on various social issues as well as orientation on different subjects. Students are also encouraged to carry out extension services in their own capacity as well as department initiatives.
- **Collaboration:** MOUs with RUSA and Horticulture Department, Govt. of Nagaland and Botany Department for conduct of Employability Enhancement Certificate courses. MoU with Skill Emporium for placement in Hospitality Sector has been signed. Functional English Department collaborates with a hotel (Metsuben Hotel), AIR Radio station Mokokchung, Model Higher Secondary School and Town Higher Secondary School to organize internships to the students in radio broadcasting, hospitality,

teaching, etc.

Infrastructure and Learning Resources

- **Physical Facilities:** The College has an auditorium cum indoor stadium, a cafeteria, a recreation hall, A language lab with the latest ORELL Software technology, Library, 19 classrooms, 16 offices for 16 departments, well-furnished laboratories, Administrative Offices, four Hostels, Playground, Restrooms, NCC office, NSS office, FACTA Office (teacher's association), Legal Aid Cell office, 1 Post Office, 1 Archive room, Evangelical Union Office, 1 Health Centre, Computer Centre, Day Care Centre and A Museum cum Exhibition Hall. The college has security network with CCTVs installed inside the classrooms and around the campus at strategic points.
- **Library as a Learning Resource:** The library has 14045 books and 1156 reference books. It has a subscription of 20 journals. Library is partially automated with Library Management software and all learning resources are catalogued. There is interlibrary connectivity with National Digital Library (NDL). The library also subscribes to N-List.
- **IT Infrastructure:** The College has wifi facility. The College has a computer Centre that offers optional papers for undergraduate science course as well as certificate on Computer Application.
- **Maintenance of Campus Infrastructure:** The Development and Construction Committee of the College looks after the repair and maintenance of the physical facilities. The College authority allocates budget for this committee every semester to fulfill its objectives.

Student Support and Progression

- **Student Progression from UG to Higher studies** is tracked by every department and records are maintained accordingly. The College has the following committees to look after student support namely- Career Guidance Cell, College Disciplinary Committee, Students' Advisory Committee, Students' Welfare Committee, Hostel Committee, Library Committee, Awards Committee, Internal Complaint Committee (ICC) and Sexual Harrassment of Women Employee and Students Committee, Disaster Management Committee, Anti-Ragging Cell, Mentoring Committee, RTI Cell, Internal Committee for the Students with disabilities, Legal Cell, Teacher Assessment Committee. A Student Welfare Fund exists to assist students financially. The Awards Committee looks after the endowment funds as well as various Awards constituted by Alumni and well-wishers. All the teachers contribute by sponsoring prizes for various competitions organized by the College.
- The College also has set up Committee to involve the students in areas of social, cultural and fitness activities like RRC, NCC, NSS, Creative Arts, Swachh Bharat, Culture Club, Eco Club, Drama Club, College Magazine and other publications like "Coll Buzz" and "Quill". All these committees are committed towards the holistic growth of the students.
- The College also has a registered Alumni Association. Alumni are active participants in various programmes organized by the College by way of resource persons/sponsors.

Governance, Leadership and Management

- **Institutional Vision and leadership:** The institution has clear delineation of responsibilities. The College Advisory Committee is headed by the Deputy Commissioner of the district with the Principal as the Secretary. The IQAC acts as the link between the Advisory Committee and the College Development

Committee. With the support of the Advisory Committee, the IQAC lays down the policies and future plans for the institution, which is further executed by the Development Committee. The Principal is the Chairperson of the Development Committee.

- **Strategy Development and Deployment:** The organizational hierarchy is well set. There is healthy decentralization and participative management since 50 committees work in tandem. Team work is one of the best practices of the College. Besides the annual action plans of the IQAC, the college also draws up 5 year plan/strategies for the next cycle of accreditation.
- **Faculty Empowerment Strategies:** Every department is given the freedom to plan professional development programmes and extension services. Programmes are organized for non-teaching staff to upgrade their skills. Faculty is encouraged to undertake faculty development programmes.
- **Financial Management and Resource Mobilization:** Internal as well as external audit systems are well placed. There is an internal audit committee to execute annual audits of internal funds. Financial management has been digitized for ease of obtaining balance sheets and for maintaining financial transparency.

Institutional Values and Best Practices

- **Institutional Values and Social Responsibility:** The College organizes gender equity promotion programmes from time to time and collaborates with NGOs to sensitise the students. Eco Club along with Swachh Bharat Abhiyan Committee work together to inculcate environment friendly practices among students. The College invests in rain water harvesting. The faculty are actively involved in imparting education and awareness to the community through extension services both at professional levels as well as personal levels.
- **Best Practices:** Orientation is organized every year for the 1st semester students and their parents so that they gain acquaintance with the rules, regulations, facilities, policies of the institution. Student handbook and SOPs for hostels, canteen, labs are maintained to ensure strict application of rules and regulations, awareness of facilities offered and safety measure. Each department undertakes self-study to assess their performances and results and departmental swoc analysis is submitted to IQAC. This ensures that each department is aware of their shortcomings and remedial measures are enforced. “Loan a Book” initiative was launched to provide text books and reference books to needy students. Students’ Welfare Fund takes care of mess fee, admission fee, hostel fees and book grants to students from financially poor backgrounds. “September Melange” is a grand creativity extravaganza launched to “earn and learn” as well as to hone the creative skills of the students. Competitions on Essay/Poetry/Short story/Article writing, Slam Poetry, Dance, Cosplay, Upcycle Creations, Food Craft, Photography, Painting, Singing, Debate, Extempore Speech, Performance Poetry, etc., are some of the activities. Food & Craft stalls are set up by students to earn. Alumni play a crucial role during this event. Incinerators have been built for waste management. The College envisages a Green Energy System by installation of solar panels and solar lamps in phase-wise manner.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	FAZL ALI COLLEGE
Address	Fazl Ali College Mokokchung- 798601 Nagaland
City	Mokokchung
State	Nagaland
Pin	798601
Website	fac.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Helen Jamir	0361-2226383	9402488006	-	iqac.fac@gmail.com
IQAC / CIQA coordinator	Lanurenla	0369-8787623758	8787623758	-	iqac@fac.ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	08-09-1959

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Nagaland	Nagaland University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	07-06-1972	View Document
12B of UGC	07-06-1972	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1626162015.pdf
If yes, has the College applied for availing the autonomous status?	No

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Fazl Ali College Mokokchung- 798601 Nagaland	Semi-urban	84.67	4539.242

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	Higher Secondary	English	450	385
UG	BA,English	36	Higher Secondary	English	40	33
UG	BA,Political Science	36	Higher Secondary	English	40	40
UG	BA,Political Science	36	Higher Secondary	English	150	150
UG	BA,History	36	Higher Secondary	English	300	217
UG	BA,History	36	Higher Secondary	English	40	40
UG	BA,Education	36	Higher Secondary	English	40	28
UG	BA,Education	36	Higher Secondary	English	150	150
UG	BA,Economics	36	Higher Secondary	English	40	18
UG	BA,Economics	36	Higher Secondary	English	150	45
UG	BA,Philosophy	36	Higher Secondary	English	150	17
UG	BA,Philosophy	36	Higher Secondary	English	40	6
UG	BA,Sociology	36	Higher Secondary	English	40	38
UG	BA,Sociology	36	Higher Secondary	English	300	206
UG	BSc,Mathematics	36	Higher Secondary	English	30	0
UG	BA,Mathematics	36	Higher Secondary	English	100	2

UG	BA,Mathematics	36	Higher Secondary	English	40	19
UG	BSc,Mathematics	36	Higher Secondary	English	100	25
UG	BSc,Geography	36	Higher Secondary	English	30	7
UG	BA,Geography	36	Higher Secondary	English	40	34
UG	BA,Geography	36	Higher Secondary	English	150	46
UG	BSc,Geography	36	Higher Secondary	English	100	0
UG	BA,Functional English	36	Higher Secondary	English	150	20
UG	BA,Ao	36	Higher Secondary	English	150	106
UG	BSc,Physics	36	Higher Secondary	English	30	6
UG	BSc,Physics	36	Higher Secondary	English	100	18
UG	BSc,Chemistry	36	Higher Secondary	English	100	78
UG	BSc,Chemistry	36	Higher Secondary	English	30	11
UG	BSc,Botany	36	Higher Secondary	English	30	22
UG	BSc,Botany	36	Higher Secondary	English	100	31
UG	BSc,Zoology	36	Higher Secondary	English	100	62
UG	BSc,Zoology	36	Higher Secondary	English	30	20
UG	BSc,Computer Science	36	Higher Secondary	English	100	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				9				64			
Recruited	0	0	0	0	4	5	0	9	26	38	0	64
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				99
Recruited	53	46	0	99
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				47
Recruited	35	12	0	47
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	2	0	7	9	0	20
M.Phil.	0	0	0	0	2	0	4	4	0	10
PG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	438	0	0	0	438
	Female	560	0	0	0	560
	Others	0	0	0	0	0
Diploma	Male	19	0	0	0	19
	Female	41	0	0	0	41
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	162	199	185	197
	Female	198	232	225	220
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	9	0	0	0
	Female	11	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		380	431	410	417

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	33	33	33	33
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	4	4	4

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
965	897	975	915	940
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
44	28	28	22	20

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
243	217	196	236	162
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
73	76	78	78	83
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
69	68	70	70	69
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 22

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1642.386	108.98583	115.12181	88.23132	68.87045

4.3

Number of Computers

Response: 115

4.4

Total number of computers in the campus for academic purpose

Response: 74

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The curriculum is planned and implemented through the following processes/steps.

1. Teachers prepare their lesson plan at the commencement of the semester and copies of these are kept in the Vice Principal's office as well as in the library for easy access for students. The same material is also shared with students using channels such as email and whatsapp.

2. The internal assessment marks (30 marks) are awarded on the basis of performance in the following categories

1. Written Class tests and/or Mid-semester exam (10 marks)

2. Home assignments (10 marks)

3. Viva/Oral presentations (10 marks)

Due to the large enrolment in many papers, oral presentations take too much time to complete thus eating into the time for conducting classes. Hence only papers with small enrolment conduct oral tests. The weight-age of marks is then adjusted accordingly from the other two categories for the other papers with larger enrollments

3. A beginning-of-term orientation program is held for all fresh students during which they are briefed on the dos and don'ts in the College and the semester system and mode of internal assessment is explained to them. The internal assessment formula is also explained in the handbook which is given to each fresh student.

4. The course coverage is monitored by the Vice Principal's office. Regular Heads of Department meetings are held and course coverage is also monitored in these meetings. This ensures that the coverage of the syllabus is on track.

5. In some papers, students undertake field work as part of their course (Sociology, EVS, Geography, Botany, Zoology).

6. If class enrolment is more than 80, then the class is divided into two shifts/sections to have better student-teacher ratio and avoid overcrowding in the classroom.

7. The class routine is so adjusted that depending on their subject combination, most students do not have more than two classes in succession but have an off-period/gap to relax in between classes,

thus reducing stress and fatigue for the student

8. Due to the covid lockdown in 2020, the College shifted to online mode using the G-Suite package from Google. Training was held for teachers to adapt to the new mode using in-house trainers (faculty members). This was not difficult because some teachers were already using Google Class prior to 2020 to supplement their physical lectures. Lectures were delivered via

1. virtual meetings/conferences (live),
2. sharing of recorded videos as well as
3. reading material in pdf and ppt formats with embedded audio; hence students did not stop their learning. Class tests were also conducted online using Google forms for MCQs and assignments. Reading material was also shared online. Whatsapp and email were used as supplementary channels wherever students faced difficulties in connecting to Google Class.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The College conducts its activities as per schedule using the following mechanisms

1. A tentative academic calendar is prepared by the College before the academic session commences and this is made known to each teacher as well as students. Lesson plans are prepared accordingly by each teacher. This is a tentative calendar because the actual date of the end-semester exam is usually not notified by the University at the beginning of the session but is declared midway through the semester.
2. Class tests in each paper are conducted at regular intervals as part of internal assessments for 30 marks, the time for which is pre-informed to students and at their convenience. Each paper has tests/assessments usually once a month.
3. Students who do not do well in tests are given the option for a re-test.
4. Marks scored are notified to students and the data is maintained by the Vice Principal's office for final tally.
5. Since 2019, a mid-semester exam is conducted for all papers (as part of internal assessment) to let students get a feel for the actual end-semester exam. An invigilation routine is also brought out for smooth implementation of this exercise. Regular classes are not conducted during this period. This exam has a weightage of 20 marks and the corresponding marks for class tests/assignments etc are reduced to 10 marks.

- 6.Regular monitoring of course coverage as well as tests/exams/assignments is done during the monthly heads of department committee meetings. This is also monitored by the Vice Principal's office.
- 7.The college academic calendar is prepared keeping in mind the University's own academic schedule so that classes conclude before the end-semester exam commences and sufficient time is given for students to prepare for their exam. Usually about a week of study break is given.
- 8.Once the semester exam concludes, the College usually has a short semester break before the next semester commences.
- 9.The academic calendar also incorporated other activities such as sports week, semester exams, commencement of session etc.
- 10.Due to the covid lockdown in 2020, the College conducted assessments in online mode using the G-Suite package from Google. Class tests were conducted using MCQs as well as assignments. For submitting assignments, a set time was given to students as the deadline by which to submit their work. Students who had difficulty logging into the Google Classroom due to network issues were allowed to submit their work using alternative channels such as whatsapp.

File Description	Document
Upload Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

- 1.Academic council/BoS of Affiliating university
- 2.Setting of question papers for UG/PG programs
- 3.Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
- 4.Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.

Response: 4

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 7

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	2	1	1

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 2.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	42	32	19	18

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

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

Professional Ethics:

Applied Ethics (PHI-601) is offered to Philosophy students. This paper is devoted to the treatment of moral problems, practices, and policies in personal life, professions, technology, and Government. Some of the distinct concerns raised are in the field of bio-ethics, environmental ethics, issues concerning human values like abortion, euthanasia, suicide. Applied Ethics addresses the moral permissibility of such actions and practices.

Another paper of Philosophy is on *Human Rights (PHI- 603(C))*. This paper addresses questions about the existence, content, nature, universality, justification, and legal status of human rights. Queries as to the existence and grounds of human rights are addressed taking into consideration the normative justifications and the political conceptions of human rights. Again, rights such as civil and political rights, social rights, rights of women, minorities and Groups, environmental rights are investigated to see whether such rights are human rights or not.

Gender Issues:

One paper of Education (**EDU-302**) is on *Trends and Issues of Contemporary India Education*. Here, the focus is on education of women and girls – in addressing their problems, need of prioritizing their education, promoting gender equity and schemes provided for its promotion. Value education is also stressed upon; role of education in inculcating values and programs for the development of values.

Environment and Sustainability:

EVS is a required paper for all students in Sem 5 and Sem 6 so all students are exposed to the problems facing our environment and sustainability of today's agricultural practices, mining and industrial production and lifestyles. Moreover, project work is also a component of this course so students are exposed to a direct first-hand study of the environment and its problems.

Economics offers a paper (**ECO-602**) called *Economics of Environment*. This course introduces students to concepts and policy options in managing the environment using tools of economic analysis. Several environmental problems are caused by economic activity (such as over-exploitation of renewable resources, air and water pollution because of industrial activity and carbon emission). The impact of economic growth on the environment is studied under sustainable development.

Also, the study of environment is integrated into the courses offered by Botany (**BOT-403** and **BOT-404**), Zoology (**ZOO-503** and **ZOO-603**) and Geography (**GEOG-503** and **GEOG-603**) as these are intimately related; hence these students study it at a more advanced and technical level. Project works and field works are also an essential part of this curriculum.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 18.18

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	6	6	6

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year

Response: 10.78

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 104

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: C. Any 2 of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 83.09

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
382	377	426	422	400

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
550	550	550	422	400

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 66.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	20	20	15	15

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Response: The learning levels of the students are assessed and identified on the basis of their classroom participation and performance in the internal assessments. Class tests, project works and assignments are all taken into account to see the learning capabilities of the students. Moreover, informal interactions outside of the classroom give the teachers the opportunity to learn more about the interests and capabilities of the students.

Orientation programmes at the beginning of the session for new students are conducted not only to orient the students regarding the course/programme that they have opted for but also to apprise the students of the various co-curricular activities and opportunities that the college offers to develop the skills and potentials of the students to the fullest.

Advanced learners:

- Given opportunities and groomed to participate in various co-curricular activities such as Essay and Creative Writing, Debates, Quiz, Extempore Speech competitions and so on organized at the College as well as the District/ State and National level. Special Awards, like Debater of the Year, are instituted to encourage the students and at the same time hone their skills.
- Encouraged to participate and present paper in seminars, lectures and workshops so as to enhance their critical thinking and research.
- The college has set up academic topper awards, which are an added incentive for the advanced learners to excel.
- Encouraged to read beyond the syllabus requirement.

Slow Learners:

- Students who lag behind in internal assessment performance are given the opportunity for retest and re-assignment.
- Departments also conduct remedial classes for the slow learners so that they can come up in their studies.
- Students who missed classes due to medical reasons are given compensatory classes
- Students with backlog are identified and given special remedial classes.
- Peer learning, Group and Pair work are encouraged so that the advanced learners can help those who are lagging behind.

The college has taken a number of special initiatives targeted to benefit the students. Of which, **Mentoring** and **Loan a Book Initiative** are elaborated here:

Mentoring: Since the faculty of the departments are allotted their respective honours students for

mentoring, the slow learners are identified by the teachers at the department level and given personal attention, monitored by the mentors. Likewise, the advanced learners are also set apart and given the necessary guidance for them to learn independently. It serves as a platform to give special attention to both.

Loan a Book Initiative: This is one of the Best Practices of the college which began as an initiative by the departments to provide reference and text books for both the teachers as well as the students. This initiative functions independently of the college library and the students can borrow book for a longer period of time. Since this is looked after by the teachers in the department, the specific needs of the student are considered more effectively. Both the advanced as well as the slow learners are given the appropriate resources and materials to cope with their studies.

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 13:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The changing scenario of education means that we move away from the traditional lecture method to a participative method where the role of a teacher is more of a facilitator enabling the learners to learn on their own. Spoon feeding with readymade notes from the teacher and rote learning on the part of the students are discouraged. Rather, teachers are encouraged to actively involve the students in the process of learning through open-ended discussions, group learning, assignment/project writing, stage presentation and use of ICT.

- Field study and practical activities are arranged by different departments- Geography, Zoology, Botany, Sociology, Environmental Studies to promote the self-learning process.
- Students are also evaluated through their performances in individual or group presentations in the classroom.
- Students are encouraged to actively take part in NSS, RRC, NCC, Eco Club, Drama Club and Cultural Club programmes whereby life Skills, social and moral responsibilities are inculcated.
- Periodic lectures, seminars, workshops and awareness programmes, are organized so as to develop

the critical thinking skills of the students.

- Involvement of students in the administrative affairs of the institution through the Students' union and representation in the IQAC
- The College Annual Magazine *The Fazlian* and the English department initiated publications *Quill* and *ColBuzz* are published with the students taking active part in writing the articles, editing and printing.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

ICT has the ability to accelerate, enrich and engage the students as opposed to the traditional system of knowledge dissemination. The role that ICT enabled tools play in the teaching learning process is becoming more and more indispensable as education aims to keep abreast of the changing times. The reformations that have taken place in the education sector in recent times and the integration of ICT into educational activities mean that institutions need to address this as a priority. With this in view, the college is committed to make all the classrooms ICT enabled. A Systems and Information Committee procures the necessary tools and equipment, monitors the installation and upkeep of the ICT in the college. The teachers were also given training on how to use ICT enabled tools to enhance the teaching-learning process. Audio-visuals, slideshows and such other multimedia tools are used to increase learner engagement.

The college has also gone for online courses during the lockdown with Google Classroom, online learning material and online assessments. This was done to see that learning does not stop for the students even when they were unable to come to the college for classes and also to ensure that they are better prepared for their End-term examination.

Teachers continue to use Google Classroom and creates Class WhatsApp groups to enable them to reach the students at all times. A student database maintained by the college also enables the college to relay information via e-mails. PPT, Audio embedded PDF docs, YouTube videos, Google Drive, WhatsApp, G Suite, Emails are some of the tools and resources used in the college.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**Response:** 13:1**2.3.3.1 Number of mentors****Response:** 73

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 112.14

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 29.16**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
20	24	24	24	21

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 13.22**2.4.3.1 Total experience of full-time teachers****Response:** 965

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

The College has a transparent mechanism of internal assessment. At the beginning of the academic session, a tentative Academic Calendar, based on University Calendar incorporating the Government/National Holidays.

In a semester, each department is required to conduct an internal assessment for 10 marks from the categories of assignment, Viva-voce, presentations, etc. and a mid-semester exam for 20 marks. The routine for the conduct of internal assessments is also prepared by the institution and timely reminders are circulated to all the departments for conduct of internal assessment and submission of marks. However, the teachers are also given the freedom to conduct any number of assessments and tests other than those scheduled by the college, if they deem fit and see that the students will benefit.

The evaluated scripts of test papers, assignments, project works, etc are given back to the students with necessary feedbacks. Those who wish to sit for improvements and those who have missed due to unavoidable circumstances are given retest. Marks are entered in a common online database developed inhouse which is printed out and displayed in the students' notice board.

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

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

Response:

As part of the internal assessment, the college schedules a mid-semester examination. The Vice-Principal's office notifies the departments the routine of the internal exam and invigilation duty list so as to ensure that the exams are conducted in a transparent manner. Question papers are set and submitted to the office for printing which is done confidentially.

Grievances related to internal examination are normally redressed by the subject teacher concerned or the head of the department or the principal depending on the intensity of the problem. The marks obtained by the students are displayed in the Department Notice Boards. Moreover, the evaluated scripts are returned back to the students within a definite timespan. The students can directly approach the teacher concerned for errors and omissions noted in their scripts which should be done within a day's time. Any change in the marks is notified to the Vice-Principal's office for redress. The Students' Assessment Committee assists the Vice-Principal in collecting, recording and organizing the internal marks for onward submission to the University. All these are done to guarantee efficiency and transparency in dealing with internal exam related grievances in a time bound manner.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The college is permanently affiliated to Nagaland University and hence follows the curricula prescribed by it. Based on the objectives given by the university, the Programme Outcomes, Programme Specific Outcomes and Course Outcomes of all the courses offered by the College is prepared and displayed in the College website. The students are made aware of the stated outcomes, the objectives of each course during the Orientation programme at the beginning of the academic session. Students are also provided with the college handbook and syllabus where the objectives of the course are highlighted.

Example of PO's, CO's and PSO's for Philosophy

PO

PO1: Philosophy and Critical thinking: To clarify concepts, distinguish between and make valid inferences, look at issues from all perspectives to make better judgments.

PO2: Ethics and Religion: To look at wider religious and moral implications of relevant issues and problems, gain knowledge of the various moral standards, widen perspective of moral responsibility and

moral action.

PO3: Culture, Gender and Environment: To create awareness and sensitivity on issues relating to these themes both at the global and local levels.

PSO

PSO1: Introduction and development of understanding of various theories of knowledge.

PSO2: Study of various philosophical problems.

PSO3: Development of comprehension of various traditions of both Indian and Western Philosophy.

PSO4: Analysis of selected philosophical texts, Western and Indian.

PSO5: Gaining of foundational knowledge of Ethics, Social and Political ideas, the Mind, Scientific methods and the Environment.

PSO6: Develop insight on various problems of major Religions of the world.

PSO7: Familiarization with traditional and modern logical procedures and inferences.

PSO8: Creation of sensitivity to concerns of Gender and Human Rights.

PSO9: Development of certain skills for life and an appreciation of the arts.

CO

CO1: Explain what Philosophy is in general, including ideas and methods of the Pre-Socratics, Ancient and Modern Philosophers, Rationalism, Empiricism, Idealism, Realism and theories of Truth.

CO2: Present Lucid explanations on ideas of prominent Existentialist, Analytic and Phenomenologist thinkers.

CO3: Explain Western and Indian Theories of Mind.

CO4: Explain Scientific Methods.

CO5: Explain what Theology is and elucidate on important Western and Indian Theologians.

CO6: Elucidate and draw comparisons on problems of Suffering, Evil, Sin and Salvation in Major Religions of the world.

CO7: Explain basic Concepts, Schools and Thought of Traditional and Contemporary Indian Philosophy.

CO8: Make Critical observations on the Social and Political ideas, ideologies, action and National Integration. Elaborate on the thought of MK Gandhi.

CO9: Explain various concerns of Ethics, Environment and Human Rights.

CO10: Solve problems in Traditional and Modern Logical exercises.

CO11: Acquire at least one Skill for living a flourishing life and Appreciation of Fine Arts.

CO12: Give a clear account of our own Culture and Traditions.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The attainment of POs, PSOs and COs is mainly measured through the internal and external assessment. The student's performance is closely monitored by the departments and remedial/ tutorial/ compensatory classes are conducted for those students who fail to keep up with the class. Result analysis is done soon after the declaration of University results to examine the performance of the students and to find measures for improvement. Departmental SWOC analysis is done so as to ensure that the goals and objectives of the course are attained. The College is sincerely working towards setting up a placement cell so as to ascertain the students' achievement of the learning outcomes and has signed MoUs with various organizations to help attain the objectives. The College also offers vocational and diploma courses to strengthen the employability level of the students. Feedbacks are collected from stakeholders and remedial measures are taken on the basis of the feedbacks. In this, the IQAC of the College plays the major role in ensuring quality and excellence in education.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 70.42

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
243	152	120	154	90

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

2020-21	2019-20	2018-19	2017-18	2016-17
243	217	196	236	162

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

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

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1337845

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	586545	300000	260000	191300

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 8.75

3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	1	1	3

3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 35

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	9	4	3	6

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Research Publications and Awards

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

Response: 0.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	5	9	12

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 0.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	1	3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Extension services

Engaging students in Community-based extension services have proven beneficial both in the personal and professional life of an individual. These skills allow an individual to meticulously plan and solve problems with confidence. Students who have been engaged in such activities are more likely to participate in such efforts if appreciated as they are made to realize the value of their contribution, essentially paving way for the development of social skills and engage in outreach and voluntary services in the future. For some, the experience may enable them to find their calling in life given the diverse experiences as well as channel their social networking skills.

Extension services of the college are diverse and have been undertaken both within and outside the district. Certain departments visited schools and interacted with students to impart innovative teaching techniques while others conducted skills enhancement programmes such as mushroom cultivation, craft making, self-sustenance among rural communities, environmental management, and social awareness programmes. This has enabled both faculty and students to work collaboratively with educational institutions and the local community resulting in a mutually beneficial experience and learning process.

Students participated in creating awareness on socially relevant issues through plays titled "Rumour" and

“End Violence against Women “. The latter was written and performed by students. Another voluntary service carried out annually is the blood donation drive organized by the Red ribbon club in collaboration with Imkongliba Memorial district Hospital in aid of the Blood bank. The NCC assisted in tent pitching during the “summer fest” held in 2018 at Mayangnokcha Government High School. The Members of the NSS also participated in the “Road Safety” and forestry week” by distributing pamphlets and planting trees in various wards of the town respectively.

In 2020, NSS members received training as volunteers for Covid 19 and donated dustbins to the Mokokchung Municipal Council as part of the “one person one dustbin” challenge. Faculty of the NSS and NCC assisted in the distribution of essential commodities to needy students during the Lockdown in 2020. The Eco-club members were actively involved in generating awareness on the problem of waste management by teaching members of the local community fun recycling projects in various wards of the town generating great interest among the youth.

For students in the college, the experience of extension services has been an eye-opener to real-life situations that may not be the norm in their everyday life; however, their experience in the field would go a long way in equipping them with strategies to solve problems. The positive experience of realizing the impact their actions have on society is perhaps the best confidence and capacity-building measure an institute can inculcate in its pupil towards an all-around development of an individual. Through these activities, the future generation is better informed, sensitized to community needs, and to form a better connection to their community.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 52

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	21	11	2	4

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 22.27

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
450	324	166	23	85

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 66

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

2020-21	2019-20	2018-19	2017-18	2016-17
24	8	9	12	13

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document
Any additional information	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 7

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	2	0	2

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The college is government owned and as such infrastructure requirements are proposed to the government for maintenance and enhancement. Of late, RUSA has been a major source of funding for infrastructure development. Over the years, the college has been augmenting its infrastructure and physical facilities. It is also advantageous that the college has sufficient campus area of 84 acres and hence can plan long term development goals. A master plan to nurture the college into a multidisciplinary institution as envisaged in the National education Policy, 2020 has been developed to be implemented systematically. At present, the college has two (2) Academic Blocks (Arts & Science) and a Computer Centre. A Commerce block is also ready for classes with the college awaiting directives from the Government.

Classrooms and Halls

19 classrooms with LCD, Wi-Fi/ LAN facilities and 2 classrooms with Smart boards.1 Seminar Hall equipped with remote controlled LCD projector and screen having a seating capacity of 100. The college has an auditorium large enough to accommodate all the students. The Lab rooms of Geography, Functional English, Chemistry and Computer Science are also used as classrooms and are equipped with LCD projectors.

Laboratories

Botany, Chemistry, Computer Science, Functional English, Geography, Physic and Zoology are the departments which require Lab work. For this, there are spacious and well designated lab rooms equipped with up to date equipment which includes an Orell Language Lab for Functional English. Separate laboratory for Vocational course on mushroom Cultivation under Botany.

Library

1 library with reading room which seats 70 and a Browsing Centre with 11 computers. It has internet connection of 10 Mbps, Wi-Fi and Power back up. The Reprography Centre attached provides Photostatting at nominal rates to students. Apart from the main college Library, many departments maintain their own libraries for ease of access and lending.

Offices

7 administrative office rooms;16 departmental rooms equipped with computer, printer with Wi-Fi/LAN; IQAC office; Teachers' Association Office; Students' Union office; NCC office; NSS office; EU Office; 1 Branch Post office; 1 Health Sub-Centre; Legal cell; 1 Computer and Network Resource Centre

Hostels and Residential quarters

4 Hostels-2 each for boys and girls, which has an intake capacity 100 boys and 70 girls at present; 24 residential quarters for the faculty and support staff

Other facilities

4 buses; Teachers' common room; Boys' common room; Girls' common room; An Archiving room; A museum; Daycare Centre; 1 Cafeteria; Ramps for People with Disabilities; Washrooms for faculty, staff and students; Wash basins, touch free hand sanitizer dispensers, Solar Power back-up, 2 Generators.

The college has installed CCTVs in various locations to provide safety and security for its affiliates and also its facilities. Adequate fire-safety measures are in place to mitigate fire disaster. Lightning arrestors have been put for lightning protection and surge protection of electronic equipment.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The college has adequate facilities for games and sports, both indoor & outdoor and other recreational and cultural activities.

Games and Sports:

- **Playground** area of 68400 sq. ft. for outdoor games like football, volleyball, Basketball, Track and field events
- **Recreational Hall** equipped with a table tennis Board and other board games like Carrom, chess etc.
- **Auditorium:** The college Auditorium serves as a multipurpose hall for indoor games like badminton, Table tennis and Cultural, social and literary activities.
- The 4 hostels in the institution also have both indoor and outdoor games facilities.

Under the guidance of the Sports committee, the Students' Games and Sports Secretary organizes Annual Sports Meet in the college and also participate in various other sporting events both in and outside the district. Thus far, the students have done the college proud in inter-college/ district games and sports events.

Playing kit and facilities available: Carrom Boards, Chess Boards, Kits for many games such as Cricket, Football, Basketball, Volleyball, Badminton, Table tennis.

The college has adequate sound equipment and gadgets including musical instruments to ensure that proper

sound set up and arrangement can be taken during programmes and events held in the college.

The NSS, NCC, RRC, EBSB, Creative Arts Committee, Cultural Club and the Eco Club are some of the bodies taking turns to organize various events and activities to help develop cultural awareness, skills, health and hygiene. Many students have successfully participated in district and state organized events.

The NSS unit in Fazl Ali College was first established in the year 1982. Since then, it has grown in strength and presently has three active NSS units under two Programme Officers. It has its own office in the college from where the functioning of the units is overseen. The adopted village is only a couple kilometres away from the campus on the main highway to Mokokchung and hence commutation is easy whenever community extension and cultural exchange programmes are organised. They have also organised the observance of Yoga day in the college which is usually held in the college Auditorium.

Under Ek Bharat Shreshtha Bharat Programme (EBSB), the college is paired with colleges in the states of Manipur and Madhya Pradesh. The college has adequate facilities to interact and engage with the partner-states in terms of stable internet connectivity, video conferencing facility and other online and offline activities.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 86.36

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 19

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 17.95

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five

years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
107.57561	6.83295	29.16482	37.88526	5.96500

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

Software for University Libraries (SOUL) is an integrated library management software designed and developed by the INFLIBNET Centre based on the requirements of college and university libraries. It is a user-friendly software developed to work under client-server environment. It was first released in 2000. The SOUL 2.0 was released in 2009 and the latest version of the software i.e., SOUL 3.0 was released in 2021.

The software consists of the following modules:

- Acquisition
- Catalogue
- Circulation
- OPAC
- Serial Control
- Administration.

Fazl Ali College library is using SOUL 2.0 since 2012. The software is used for almost all the housekeeping operations in the library. Circulation, cataloguing, OPAC, bar-coding of books and library members, etc. are all done through the software.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.29

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
1.01	.5875	.66	3.0	1.2

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 24.08

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 250

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution is fully aware of the advantages of using technology in education and therefore frequently updates its IT facilities. The Systems and Information Committee is mainly responsible for policies regarding technologies and they advise the authority on procurement and maintenance of the IT facilities in the college. An inventory of all the IT equipment is maintained along with all other college movable assets by the Property Committee.

Internet:

The institution felt that the existing High-speed Internet wi-fi (Jio Net) was not able to meet the demand of the connectivity needs of the college and hence planned for updating of Internet connection. BSNL-ILL: 2Mbps and Symbios FTTH: 10Mbps connections were taken.

Internet Connection in the library (11 Terminals) for Browsing

Classroom IT facilities:

Short-Throw Projectors with wi-fi Project large screen sizes even at close range and make presentations larger short-throw projectors. Featuring versatile projection modes and flexible positioning, you can easily deliver wide projections with minimal shadow interference even within a limited space.

With the iProjection application for both iOS and Android, wireless projection from a smart device is made possible. This feature supports various files and allows you to present your smartphone contents with ease. iProjection also corresponds with your smartphone's touch-screen operations, such as flicking to turn pages and pinching to zoom in or out.

New Short- throw Projector being installed in every classroom and phasing out the old ones (Long throw with no wi-fi).

Smart Boards: The Department of Higher Education, Government of Nagaland provided 2 Smart Boards that has touch-controlled screen with features for interactive learning, projection display and so on.

Digitization plan:

Learning Management System: In keeping pace with the changing methods of teaching and to use ICT in the teaching learning process, the college has adopted **G Suite for education** for managing its online classes. It may be mentioned that this enabled the college to easily ensure uninterrupted learning even during the pandemic.

Student's Database Management System MIS upgraded with dedicated server with online remote access. (Linux Server)

As part of the Fazl Ali college digitization process, Tally Prime Accounting software has been installed in the college with a server dedicated to accounting alone. The software is used to record all day to day transactions of different college related accounts in detail, w. e. f. 1st January 2021. Tally Prime is featured with various business functionalities and as such, all college related accounting, finance, inventory, sales, purchase, manufacturing, job costing, payroll, etc. are conveniently managed. In addition, the feature of remote access enables data collaboration between multiple systems.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 13:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 30.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
57.73571	26.72374	36.03870	33.86506	36.51300

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response:

The institution has very efficient established systems and procedures to see that its physical, academic and support facilities are optimally used and maintained. Clubs and Committees are appointed by the authority in consultation with the IQAC to regulate, supervise and monitor the utilization of facilities in the college. There are more than 50 such clubs and committees assisting the college authority. The college has also prepared a working manual for the clubs and committees, which is uploaded in our website, to maintain a uniform work ethic and smooth functioning of all the activities in the college.

Library:

In an educational institution, the library role to ensure students access to texts, references and other needful resources cannot be discounted. With this in mind, the college has been working to upgrade the college library, in spite of the limited resources. Moreover, the Library Committee of the college was made as one of the statutory committees of the college. They assist the Librarian in the formulation of library policies, rules and regulation besides preparing budget and proposal for the development of the library. On the recommendation of the committee, the College Library has upgraded ICT facilities recently.

Laboratory:

The Laboratory Development Committee was created in 2017 with the aim to keep up with the current rapid advancement in science, to enhance and develop students' scientific skills to a new and higher level. The committee works out strategies and imparts it to the different departments on how to plan and perform practical, investigations, field works and research in the right way and to sincerely analyze results. The committee meets occasionally to discuss different agendas pertaining to distribution laboratory funds, its functioning, prospects of upgrading the different laboratories in accordance with the syllabus in effect etc. The creation of the committee has brought about a drastic improvement in the functioning of the different labs in the college. All the departmental labs are expected to be state of the art in a few years through the hard work and careful planning of the committee.

Hostels:

The college has 4 hostels, 2 each for Boys and Girls. The Hostel Committee consisting of the Wardens of the hostels with Principal as the ex-officio member looks into the smooth functioning and welfare of the hostel. They monitor the functioning of the hostel employees and help frame administrative and financial policies which will be approved for implementation by the College authority.

There are SOP (Standard Operation Procedures) for laboratories and Hostels which are uploaded in the institution website: Fazl Ali College SOP link: [https://www.fac.ac.in/\(S\(hsrzeyphv2szdsgd0wc4l1nr\)\)/SOP](https://www.fac.ac.in/(S(hsrzeyphv2szdsgd0wc4l1nr))/SOP)

Infrastructure:

The college authority and the Development Committee are the main parties taking the responsibility of all the infrastructural planning, development and its upkeep in the campus. They work in tandem, under established systems and procedures for maintaining and utilizing facilities. The Systems and Information Committee plan out the digitization of the college, formulates policies regarding technologies and help its implementation and maintenance.

The Admission Committee assist in the admission process as well as in maintaining the student's database. The Uniform Committee makes policies for uniforms for students as well as for arranging, purchase and dispatch of uniforms. For the students all around development, there are the sports committee and creative Arts Committee in ensuring students participation and engaging them in co-curricular activities. The Discipline Committee also facilitates in the maintenance of decorum, by ensuring students follow the norms and rules of the college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 53.84

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

2020-21	2019-20	2018-19	2017-18	2016-17
390	400	630	515	595

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 3.03

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
73	13	19	12	27

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills

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

Response: B. 3 of the above

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 144.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
1399	974	1921	1181	1355

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

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

Response: 7.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	14	20	05	11

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 132.1

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 321

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 47

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	12	19	7	9

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

The college has a democratically elected students union (FACSU). The members of the general council of the Fazl Ali College Students Union are elected by the students of the respective classes through secret ballot. The elected representatives, in turn elect the executive council members among them. Few posts of the executive council are nominated by the principal according to the constitution of FACSU and the

election rules. A separate election commission is setup every year for the election of the students union. Fazl Ali College being a co- educational institute, the FACSU is well represented by students from both the genders. The tenure of the FACSU is one year. FACSU is affiliated to the All Nagaland College Students Union (ANCSU)

FACSU organizes and manages all the co-curricular and extracurricular activities in the college in consultation with the students' advisory committee. There are students representatives in various other committees like Magazine committee, Cultural committee, Discipline committee, Sports Committee etc. Opinions of the students are acknowledged and given due credit.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 6.4

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	11	4	6	10

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The college has a registered Alumni Association, registered on 13th March 2020, registration No HOME/SRC-7447.

The aims and objectives of the association are,

1. To promote co-operation and foster perpetual unity and close relationship among the alumni.
2. To promote cordial relationship with the College Authority, Students and Government and thereby strengthen the college in every possible aspect.
3. To keep alive the fraternity between the past and the present students of the college.
4. To contribute towards the uplift of society, through sincere participation and performance in any undertaking.

The association promotes and uplifts the welfare of the college through financial and other contributions. Many prominent members of the association have done notable contributions in the developmental activities of the college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

To develop the College into a hub of multidisciplinary studies and a Centre for indigenous research of National and International Relevance

Mission:

- *To mould students to face the challenges of contemporary society and to possess definite target goals so that they can act as catalyst for socio-economic change.*
- *To produce students who are ethically sound, creative and second to none in academics.*
- *To strive towards academic autonomy in order to maintain high academic standards in keeping with the Nation's Education policies*
- *To expose students to ICT enabled Teaching-Learning processes while maintaining relevant traditional methodologies*
- *To focus on original and need based research on indigenous resources*
- *To focus on Nation building by strengthening Community Extension Services and collaborations*
- *To build and strengthen transparency and decentralization in academic and administrative roles*

Nature of Governance:

Fazl Ali College is government institution affiliated to Nagaland University. The Principal is the Head of the institution and the Chairperson of the IQAC. All administrative decisions are taken by the Principal in consultation with the IQAC. The Vice-Principal oversees academic, admission and examination related matter. Every academic department functions under a Head of Department.

Perspective Plans:

Having set the use of ICT as one of the components of teaching-Learning, the College has installed LCD Projectors with Wi-Fi enabled connection in the classrooms. This initiative will be enhanced further under RUSA 2.0, under which the College is currently constructing IT enabled classrooms (See file uploaded. ICT enabled Classrooms building) which will augment the existing IT Infrastructure and enhance the scope for student enrollment as well.

The college has collaborated with BUGs, (Ao) Nagaland University for developing Curriculum of Honours Course in Ao-Naga Language and Literature under CBCS Course and establishment of a full-fledged Ao department is in the pipeline.

One of the main thrusts of the College Mission is to focus on original and need based research on indigenous resources. Considering the richness of the oral traditions and the variety of flora and fauna in Nagaland, Botany department has collections of wild mushroom from all over Nagaland (See file upload). Zoology also has collections of indigenous fauna.

For transparency and decentralization in academic policies, Finance and Accounts, as well as administrative functions the College had taken up the “Computerization of College” project. The GSuite for Education was developed as part and parcel of Learning Management System) LMS as well as e-governance in Student admission and examinations (Details provided in 6.3.2). The “Digitization of Finance and Accounts”, governance in administration and Digitization of Office are developed phase-wise.

Participation of teachers in decision-making bodies:

For the smooth functioning of day-to-day activities in the College, academic as well as co-curricular, teachers are appointed to discharge duties in various committees. At present, there are as many as fifty committees. Timely faculty meetings are held to discuss academic and administrative issues and decisions, resolutions, policies are formulated with the participation of all faculty. All HoDs of academic departments are members of the IQAC. This ensures faculty representation in decision-making from all the departments.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Case Study of The Creative Arts Committee showing decentralization and participative management in the institution in practice:

The Creative Arts Committee is given full autonomy to organize Literary and creative activities for the students of Fazl Ali College under the supervision and approval of the Principal. This committee also responds to the call of the College authority regarding participation in various presentations during Republic Day, Independence Day, Town Jubilee and other events. One Annual Activity that the Creative Arts Committee has been successfully implementing is the annual Literary and Creative events that culminate on the College Foundation Day, i.e., 8th September every year. The Committee members consist of a few teachers and Fazl Ali College Students Union Executives. The budget is prepared by this committee and processed for approval from Principal.

Participation:

1. The teachers participate as judges of the different competition items.

- 2.Competition items are open to all students.
- 3.The teachers sponsor the prizes at individual and departmental capacities

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

As part of the Strategic Plan of the institution, “Vocationalisation of Higher Education” has been successfully implemented. Under this project, Mushroom Cultivation, Spawn Production and Post-harvest Technology which offers two (2) certificate courses and one (1) short term training to students and women folk since 2016 as part of RUSA 0.1 under the component of Vocationalisation of Higher Education. (See file uploaded. VCMC prospectus.pdf) The Computer Centre that was established under this RUSA 0.1 project also offers certificate Course in Computer Application with effect from 2020. (See file uploaded. DCA Prospectus.pdf)

The five-year strategic plan is guided by the Vision and Mission of the College and envisages phase-wise long-term completion of projects.

1. To prepare for 3rd cycle of NAAC Assessment and Accreditation
2. To procure Fazl Ali College Alumni Association registration
3. Vocationalisation of Higher Education: To introduce vocational/diploma courses
4. To focus on Community Extension Services during semester breaks
5. Computerization of College
6. Renovation of College and Hostels
7. Draw up a Master Plan of the College
8. Organize National Seminars
9. Focus on Gender Sensitization Programmes
10. Solar Power Project

11. To obtain High Speed Internet Leased Line
12. Set up Museum
13. Set up Day Care Centre
14. Overhauling of old benches and desks
15. All classrooms to be equipped with IT enables teaching aid

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

College Advisory Committee: The College is headed by the College Advisory Committee where the Deputy Commissioner is the Chairman and the Principal is the member secretary. The role of this committee is to advise the College on its policies and action plans. The Committee also approves reports to be submitted to NAAC

Principal: The Principal is appointed by the Government of Nagaland, Higher Education as per UGC guidelines. The Principal is the administrative head of the institution and is the final authority over all matters related to the College. He/She acts as the PRO, Liaison Officer and Spokesperson for the College. The Principal is the appointing authority for the various Committees/Cells constituted for implementation of the diverse activities of the Institution. The Principal is the final authority regarding disciplinary action for violation of the rules and regulations of the College. The Principal will be the final authority regarding any interpretation relating to the rules and regulations of the College.

Vice Principal: The Vice Principal is in charge of all academic matters. For any matter regarding students' attendance, examinations, routine, etc, students may go to the Vice Principal's office. The Vice Principal is the Coordinator for Environmental Studies and Choice Based Credit Paper (CBCP). He/she is also the Supervisor of the Mentorship programme of the College.

Head Assistant (H/A) The H/A is the overall in charge of the non-teaching staff and establishment. He/she deals primarily with correspondence and files of the teachers and staff and is responsible for the maintenance of the College office and premises.

Accountants Branch: This branch is responsible for maintenance of the College accounts and to present the

required documents at the time of audit. The Accountant assists the College admission Committee in the collection of fees and issues receipts. Issue and submission of Post Matric Scholarship Forms is done through the Accountant.

Examination Branch: The Examination Branch issues Mark Sheets, Admit Cards, Registration Cards and Pass Certificates, Provisional, Testimonial and Transfer Certificates. Applications for Migration Certificates are processed through this branch.

Establishment Branch: This branch maintains all correspondence files of the College and dispatches information as per the instruction of the Principal.

Committees & Cells: The composition, activities and responsibilities of the various committees and Cells are given in detail in the Academic Manual (link to AM on website)

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Teaching Staff:

The Union of teaching staff in the college is known as the Fazl Ali College Teachers' Association (FACTA). This Association consists of the Vice Principal and the teaching fraternity of the College. At the entry level, every member contributes to the FACTA welfare fund for one time. There is a yearly membership, the amount of which is revised from time to time. The FACTA has a welfare policy whereby love tokens in cash or gifts are presented

- during the weddings of members, death or the demise of close relatives of members like spouses or parents.
- The FACTA also pays tribute to the retiring faculty of the College and shows solidarity when fellow teachers are hospitalized or meet with unforeseen disasters.
- During the Covid-19 Pandemic, the FACTA has assisted students who had been stranded in hostels and rented places to find transportation and reach their homes safely.

Non-teaching Staff:

The ministerial staff of Fazl Ali College also has a consolidated fund for the welfare of those

- Who get married
- Who retire
- Who are transferred to other colleges (Farewells)
- Demise of staff or dear ones
- Sickness or other disasters

Government welfare Initiatives as it is permissible to the government employees of Nagaland:

1. Casual Leave: 12 days in a year
2. Semester breaks: 15 – 20 Days as per University directive
3. Medical Allowance
4. House rent Allowance
5. Reimbursement of Medical Expenses
6. Faculty & Staff quarters
7. Residential quarters for Principal
8. Canteen facilities
9. Sports facilities
10. Recreation facilities
11. Group Insurance Schemes
12. General Provident Fund

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**Response:** 1.32**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	0	1	0

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 0**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 56.71**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
45	51	54	47	21

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The College has an Internal Feedback Monitoring Committee (earlier called Assessment Committee), which frames questionnaire for performance appraisal of the teaching staff. The questionnaire is based on the following metrics:

- 1.Regularity: On assessing the leave aspect of the teacher
- 2.Course Coverage: On assessing the amount of time dedicated to teaching
- 3.Communication Skills: On assessing the approachability of the teacher
- 4.Classroom Management: The ability to maintain discipline and decorum in the classroom
- 5.Sincerity
- 6.Knowledge Base: Knowledge of core course
- 7.Innovative Teaching Methods: Use of ICT and other teaching aids
- 8.Guidance and Advice: mentoring capacity of teacher
- 9.Punctuality
- 10.Comments/suggestions from the student: Extra remarks from students which are not covered in the above

The College is also assessed annually by the Higher Education, Government of Nagaland through the Annual Performance Assessment report (Uploaded) submitted by each faculty. Besides this for placement and career enhancement, the Annual Performance Index (Uploaded) of all the faculty are maintained and processes by the IQAC of the College through verification of certificates and other such related documents. This Performance Based Appraisal System ensures quality performance among the faculty

The College has also brought up a Performance Appraisal System Concept note for the non-teaching staff only during 2020 but has been delayed approval by the General Faculty due to the Pandemic, the details of which are self-explanatory in the document uploaded.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal Audit: A three-member committee including the faculty and staff forms the internal audit Committee, this committee which has been appointed by the IQAC conducts all internal audit for the College. The auditing which was done annually is now being conducted quarterly, the audit committee conducts the audit as per the norms, check and verify the vouchers of all type of accounts for every quarter. The internal auditors seek clarification for any inadvertent anomaly and writes audit comments for any rectification required thereof. The audit report is thereafter shared with the faculty and staff for the final approval.

External Audit: External Audit is done by the Office of the Accountant General, Nagaland. Some of the external audit for specific project is done through the Department of Treasuries and Accounts, Government of Nagaland and through a chartered accountant.

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

Response: 42.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
37.7479	.495	.92	1.53	1.79

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Annual statements of accounts	View Document

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

Response:

The college is a non-profit institution of Higher Education and is funded by the State Government. The Government meets the recurring revenue expenditure towards salary and allowances from the non-plan fund. A small amount is sanctioned every year by the Government for office expenses.

On certain years, as per the approval of projects, the UGC sanctions funds for infrastructure development. RUSA funds have also augmented the infrastructure as well as Vocationalization of Higher Education in Fazl Ali College.

In order to raise funds for mobilization of financial resources, the IQAC constituted a Fundraise Committee. This Committee has worked diligently by meeting:

1. The two primary land donor villages i.e., the Chuchuyimpang Village Council, who constructed a building for learning Indigenous Skills and
2. The Mokokchung Village Council, who donated towards Ao books for College Library
3. Church leaders who donated 1 LCD projector for classroom teaching and ₹30000/- towards College development
4. Alumni who donated towards Covid-19 Pandemic Welfare and Relief and towards Solar Power Installation
5. Fazl Ali College Land Donors Association Chuchuyimpang who donated towards College Development
6. NGOs and many more

The College has a Student Welfare Committee in place to mobilise funds among teachers and well-wishers who desire to contribute to the welfare of needy students. The College has generated an amount of ₹1032000/- till date. (Documents are uploaded as additional information)

The College generates fund from the College Canteen which is leased to interested parties.

Various stakeholders and retiring faculty have constituted Awards for Academic Excellence and have donated handsome amounts as endowment funds for Awards as well as Student Welfare Fund

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

1. Transparency in Finance and Accounts: In order to bring about transparency in Financial Management, under the initiative of the IQAC, ₹400000/- was budgeted from IQAC Fund to purchase Tally Gold Prime software for accounting. One of the faculty was sponsored by IQAC to undergo online training on the accounting software.
2. Introduction of LMS: The IQAC has set up the Systems and Information Committee to undertake

IT related projects. In this connection, the committee has introduced “GSuite for Education” as the LMS for the College. Each faculty, student has college generated email for the purpose of online learning and teaching transactions. Each department in the college has Google classrooms that are utilized side by side with offline classes.

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

1. Teacher Assessment: The teacher assessment mechanism is in place in the College . Individual teachers are assessed by the students on teaching-learning, mentoring and innovative teaching. The files are maintained by the authority and the Committee supervising the feedback read the responses and compile them according to departments. Then the feedback analysis is worked out. The authority addresses individual teachers based on the excellent/good/fair/poor responses of the students and teachers who underperform are immediately made aware of their weaknesses so that timely improvements can be made. (Samples of student feedback and feedback analysis are provided as additional information)

2. To keep abreast of the importance of ICT in teaching-learning process, IQAC introduced IT enabled teaching Aids in the classrooms. The College has installed 2 smartboards for interactive classroom teaching. 18 classrooms and 5 labs are equipped with WiFi enabled LCD projectors. Teachers are enabled through this to engage the students with the use of powerpoint presentations, video clippings, lectures from renowned universities, etc. IQAC, in this respect has streamlined modules/lesson plans to be implemented by each teacher in their individual Google classrooms for online teaching as well. Teachers impart education in the following ways.

- A. Powerpoint slides with voice recording
- B. Pdf with audio embedded
- C. Audio lectures
- D. Scanned materials
- E. Module tests on Google Forms
- F. Live lecture through Google Meet/Zoom/Skype, etc

An analysis of the 2nd Cycle NAAC Peer Team Report on Teaching-Learning Process and Improvements made thereupon.

CRITERIA	2ND CYCLE NAAC PEER TEAM OBSERVATION	POST ACCREDITATION IMPROVEMENTS
2.2.2: Catering to student diversity	2.2.2: Formal and structured system to identify slow and advanced learners yet to be put in place	1. Departments identify academically slow students as well as students who have backlogs and remedial classes are conducted 2. Under the mentoring programme, all teachers are instructed to counsel and take extra efforts to improve academic performances of their mentees by monitoring classroom attendance, discipline and performance in exams
2.2.3: Teaching-Learning Process	1. Generally traditional lecture method of teaching is being used 2. Use of modern technology in teaching need to be introduced	1. LCD projectors with wifi facility are installed in all the classrooms and most of the teachers use interactive teaching-learning 2. LMS "GSuite for Education" has been introduced. All classrooms are monitored through Google Classrooms. 3. Teachers make use of powerpoint presentations, video lectures, pdf with audio embedded material, online live classes, etc to engage students 4. Almost all the teachers have undergone various trainings/faculty development programmes on technology aided classroom teaching
2.2.4: Teacher Quality	1. 14 out of 77 faculty hold P.hD 2. More FDPs and IT workshops could be organized for teachers	1. 20 out of 73 faculty hold P.hD 2. The participation of teachers in various workshops has increased
2.2.6: Learning outcomes	Structured procedure to measure learning outcomes may be put in place	1. Departments review their results annually with SWOT analysis in order to make necessary improvements in the learning outcomes 2. Teacher assessment is in place to receive feedback on the performance of teachers in the classroom

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**

2. Collaborative quality initiatives with other institution(s)
 3. Participation in NIRF
 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Fazl Ali College being a coeducational institution maintains utmost importance to the safety and security of the girl students and female personnel too.

Safety and Security:

Our college is one distinct place of institution wherein girl student and female faculty members outnumber the boy-male fraternity in the last five years. The College Disciplinary Committee act as a monitoring body for the overall healthy behaviours of the student community. Complaints related to the non-observance of laid down disciplines are reported to the Principal. Numerous seminars, workshops, lectures are conducted in order to boost the confidence among students and staff towards promotion of gender equity to generate legal awareness and strong personality.

The college has Internal Complaint Committee (ICC) and Sexual Harassment of Women Employee and Students to take befitting measures on sensitive issues of the females that helps to ensure their vibrant equity. In addition, the college has an Anti-Ragging Committee to prevent and effectively monitor of any suspicious ragging activities in the college. The college has CCTV installations in prominent locations to monitor of any suspicious activity. Besides, the college has also a night security watchman to thwart away any untoward incidence in the girls hostels and college campus too. For the record, there have been no untoward incidents or any cases being reported to the above two committees.

Counselling

Our college mentorship program has been effectively functioning since 2007. Every faculty member is assigned with 12-15 students under the mentor-mentee policy. The Mentor regularly meet their ward in order to nurture the academic, social and cognitive maturation of the students. The Mentor give a report to the college authority with regard to their ward's performance in class attendance as well as internal weekly/monthly tests.

The college has a vibrant Students Advisory Committee to guide as well as motivate the students to enhance their inclusive character alongside part take in various activities within the college and beyond. The college also has an Evangelical Union which mainly cater the spiritual, personal and emotional needs of the students. The fellowship regular conducts service and programs to reach out the needs of young minds while eminent resource persons provides personal counselling during such events.

Common Rooms

The college has common room facilities separately for boys and girls. In both girls and boys common room have an adequate restroom facilities. These common rooms serve the purpose of spending quality free time for discussion and also in case of emergency.

Day Care Centre for young children

The Day Care Committee, which is relatively a new committee has initiated a Day Care Centre for the welfare of the young parents belonging to both the teaching as well as to the non-teaching staff of the College and also for the regular students who might be in need of such facility.

A well maintained Medical Sub-Centre is established by the Department of Health and Family Welfare, Government of Nagaland within the college campus for any emergency or medical attention of both young and elderly members.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The college is located amidst a beautiful sprawling and natural greenery tucked few kilometres away from the main hustle urban settings. This gives the college a perfect opportunity with top responsibility to keep the campus clean and eco-friendly zen place of learning. The college has an established robust waste management approach to efficiently deal with varied nature of wastes of the college campus. The college has a centrally managed waste management system managed by a dedicated team of students, academic and administrative staff supported by a dedicated workforce of sweepers and cleaners etc.

Incineration plays a vital role in making waste management easier and more efficient. Incineration can burn up to 90% of the total waste generated and sometimes even more. Use of incinerator has shown reduction of pollution comparing to landfills, saves on transportation cost of the waste, provides better control over odour, smell and contamination of groundwater, eliminates harmful germs and chemicals, operates in any weather.

The college has since then managing the wastes taking these strong proven advantages approach with the use of incinerators.

In accordance with the green protocol, the college minimizes the consumption of paper by using technology for dissemination and documentation of information. Our ongoing Office Automation, Office Tally and the Computerization of Office is immensely projected towards reducing paper waste.

In fact, under the Chemistry Department Green Lab Program, the department has established an integrated sustainable waste management approach that minimizes waste production and provides environment benefits through scientific waste management. Each lab waste category is handled and managed according to established procedures and work practices [Attached Document].

Property Committee

This committee maintains an inventory of all the college property. Listing of all moveable assets, marking and updating the inventory is the primary task of this committee.

The committee comprise of appointed members of the faculty and non-teaching staff.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

- 1.Restricted entry of automobiles
- 2.Use of Bicycles/ Battery powered vehicles
- 3.Pedestrian Friendly pathways
- 4.Ban on use of Plastic
- 5.landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit
- 2.Energy audit
- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: C. 2 of the above

File Description	Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Disabled-friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for persons with disabilities (Divyangjan) accessible

website, screen-reading software, mechanized equipment
5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

FAC is a pioneering first college in the entire state of Nagaland. This is the only government co-educational under-graduate institution offering dual stream of studies in the district. The College maintains strict adherence for admission process of the students as per the laid down provisions of the government. As such adequate attention is taken for certain assigned seats of students during admission. While majority of the students taking admission are scheduled tribes yet there is a healthy presence of students from other districts with diverse culture and linguistic distinctiveness.

The college undertakes special endeavour by imparting an inclusive environment for all the students, faculty and non-teaching staff. Tolerance and harmony to cultural, regional, linguistic, communal socioeconomic and other diversities is best exhibited through all the important events that is consistently conducted by the college. With the involvement of faculty members and students forms varied cells and clubs at the institute level which positively carry and disseminates the idea of cultural heterogeneity.

The college belongs to one of the most literate district in the state. On this given progression our institute act as a potent mantle of thrust for nurturing peace, unity and societal integration far and wide of the town. The college routinely organizes various programmes for fostering the principles of tolerance and harmony towards cultural diversities. This activities are producing an immense promising influence on the society's cultural and communal thoughts clearly. For instance, our college adopts a Model Village in order to bring the cohesive connectedness beyond academics. Currently, the college NSS has adopted "Tsusapang Sector" under Mokokchung District Administrative Headquarter for the year 2020-2025. The main objective of the project is to extend community services in the adopted model location.

Cultural Day celebration an annual event.

One prominent way to inculcate students the very essence of tolerance and harmony is through cultural expressions. The college has since then following every Wednesday as "Traditional Attire Day" for the entire college fraternity. By adorning one's own indigenous dress have brought in the real-best vibrancy across the varied local as well as regional communities. While the college Cultural Club initiates in organising major tribal cultural festivals and are observed by arranging expert lecture of the day. Cultural Day has become absolutely paramount valued event of the college. To maintain the linguistic importance

the college also observes Matribhasha Diwas [Mother Tongue Day] keeping in mind the objective of the Ek Bharat Shreshtha Bharat. And the most crucial yielding beauty lies whereby different stakeholders constantly involve while conducting such imbibing diversified occasion.

Social bonding with local populace inhabiting in and around the town is also encouraged respecting the cultural, communal, socioeconomic and linguistic values of locals. Through numerous programs the college regularly interacts with the district administration, civil society organisations, land donors and local Churches. Thus, the college establishes a positive representation for all the communities. As such they come forward in assisting and acknowledge towards the whole round developmental activities and shared vision of the college.

File Description	Document
Any other relevant information.	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

FAC is an exemplary embodiment potent of excellence and fairness. Beyond the college fraternity, the Institute is highly revered by near and far citizens for its contribution to multi-dimensional progress. The objective of the College 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”. It signifies the College’s constant endeavour to mould the young minds and give the guidance towards the unfoldment of the intellectual faculty latent in them.

Apart from preparation and deliberation of systematic academic fundamentals, our college take pride for persistently striving upon the student community to thrive them as better and just citizens of our nation. While continuing with this spirit, skilful legal education practices, activities and programmes are regularly conducted to inculcate a feeling of oneness among the student community. The college guarantee that each students mandatorily participate earnestly in every such activities. Keeping in mind the constitutional goals of freedom, equality, rights and liberty, our resilient faculty member shoulders an exemplary works by reaching out to the citizens beyond the classroom walls. The college is striving forward with its fullest sincerity to strengthen the intensity of awareness and suitable application for a good citizen student-centric. Since the last five years, the college has been able to sensitize the students on the aforesaid ideals with regard to the following areas:

-Readings/Pledge of the Preamble in the classrooms

-Constitution Day

- Quiz Competition on the Constitution of India
- RTI Week
- Legal Awareness Campaigns
- Unity Run
- International Yoga Day
- Seminars and Workshops on Human Rights and Professional Ethics
- Vigilance Week

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Our Nagaland State is well-known as “land of festivals”. Keeping this fervour alive, our college fully supports students to impart with the rich cultural legacy and heritage of our descendants. This is taught carefully by promoting the greatness of protection, preservation and propagation in tune with our national culture. The Institution organizes and participates in various national and international commemorative days, events and festivals through-out the year:

- Observance of Naga Major Festivals
- National Voter’s Day, 25th January
- Republic Day, 26th January
- Mother Tongue Day, 21st February
- International Women’s Day, 8th March
- World Environment Day, 5th June
- International Yoga Day, 21st June
- Independence Day, 15th August
- Gandhi Jayanti, 2nd October
- RTI Week, 2nd Week October
- UN Anniversary Day, 24th October
- National Education Day, 11th November
- Constitution Day, 26th November
- Statehood Day [Nagaland], 1st December
- World AIDS Day, 1st December
- Human Rights Day, 10th December

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

1. Title of the Practice: “September Melange”

Objective:

The College maintains certain traditions, of which one is the Creative Arts Competitions held in commemoration of the College Foundation Day. In order to enhance the curricular activities of students

and also to help in developing certain skills, the Creative Arts Committee decided to launch the “September Melange” which was based on the following concepts:

1. That it would be a three (3) days affair with the finale culminating on the College Foundation Day, i.e., 8th of September. September Melange is organized with the main objective to enhance the curricular activities of students in the college and to help them in develop different aspects of their lives.
2. That all activities would be inclusive of teachers as well as students. A regular feature is debate on different topics at two levels- faculty and students. Exhibitions are also conducted by both faculty and students.
3. Alumni also participate in various capacities during the September Melange.
4. Literary Competitions are held in various categories and cash prizes of ₹2000/-, ₹1000, & ₹ 500 for all the items are sponsored by the faculty.
5. To encourage skill development, exhibitions and sales produced by students were held such as handicraft, painting, face painting, photo kiosk, food stalls, pastry stalls, pickles stalls, etc.
6. Students who cannot participate in the competitions are given a platform for talent exposition in the auditorium where poems are recited, inspirational talks are delivered and musical pieces are played followed by singing.

The Context:

September Melange was launched in the year 2018, initially started as a Three-day event of various competitions and festivities. The idea is to make it the annual festival of the college where students are given the platform to explore and showcase their talents.

The Practice:

Ever since its inception, the college had successfully organized the event twice, i.e. “September Melange-I” (from 6th to 8th September 2018) and “September Melange-II” (from 5th to 7th Sept. 2019). The first two days of the festival is filled with various literary competitions, talent expositions, exhibitions and stalls by the students. There is so much fun, and relaxation among the entire Fazl Ali College community as it normally falls after the first internal assessments and enough co-curricular activities where maximum students get the platform to participate. It is also gradually turning out to be an event where we see the family members coming to participate and meet and revel in the fun. The third day usually coincides with the college foundation day and in this fashion, the festivities culminate with a formal program while observing the foundation day.

Evidence of Success:

An umpteen number of hidden talents are tapped, which has in fact given a great moral boost to both the students as well as the college in general to have further opportunities for participation in higher levels.

Problems encountered and resources required:

One major issue in organizing the event is the limited financial resource. Since there is no separate budget allocation, managing the three days event on minimum financial resource is a major constraint.

2. Title of the Practice: “Maintenance of Departmental Library”/“Loan a Book Initiative”

Objective:

To implement, enrich and support the educational system. To provide materials that will stimulate student’s acquisition of factual knowledge, development of literary appreciation, aesthetic values and ethical standards.

The Context:

The FAC Departmental libraries is managed independently from the main library. Materials originally came from faculty donations as well as faculty and student recommendations.

The Practice:

Initially, the departmental library came into being when the teaching staffs decided to purchase books and reading materials with the remuneration money from the teaching faculty. Later more donations came from former teachers and alumni and that is how it casually became a trend for the other departments to follow. At present, seven Departments have their own departmental libraries.

Evidence of Success:

1. Saves money instead of buying the same book for every faculty who might need to reference it. This goes a long way for technical books which are expensive most of the time.
2. Consistent information - The assurance that the team is using the same resource information and therefore not conflicting information while working on a collaborative project.

Problems Encountered and Resources Required:

Since this is a purely teacher’s funded program, the accumulation of books is gradual.

File Description	Document
Any other relevant information	View Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:**GLOBALISATION AND CULTURE SURVIVAL MISSION**

The greatest social and environmental effects of globalisation remain out of view of most of the world, in the heart of our indigenous societies. Culture form a people's national identity. Indigenous cultures are regarded as the Mother Earth's greatest stewards and defenders and this Culture extends to language, literature, art, philosophy, religion, law, ethics, scientific knowledge, cultural facilities, cultural industries, political culture, economic culture, social culture, environmental culture and culture of individual behaviors. This complex of knowledge, systems and ideas affects different mode of thinking and shapes a lifestyle.

Civilization's development, transformation and competition is a worldwide phenomenon bringing a primitive society to a knowledge society through a non linear multi route system intensifying the inter-linkages and interdependencies between modern and traditional societies.

The deepening incorporation of indigenous peoples into global economic systems, has serious ramifications for the diversity of economies and livelihoods. Indigenous peoples are at the cutting edge of the crisis in sustainable development and has evolved as concrete examples of sustainable societies. Today, they face the challenge of extinction or survival and renewal in a globalized world.

Nagas as indigenous people are determined to preserve, develop and transmit to future generations their ancestral territories, and their ethnic identity, as the basis of their continued existence as peoples, in accordance with their own cultural patterns, social institutions and legal system

THE GOAL:

1. An integrated education strategy providing educational opportunities to indigenous students adequately prepare them for a life in the wider national society while at the same time fostering and strengthening indigenous cultures, community and goals. The value of cultural heritage isn't in cultural manifestation itself but in the wealth of experience and skills passed down from generation to generation.

The burden of providing an array of multicultural skills and knowledge is heavy and will challenge contemporary conceptions and understanding of both state education systems and indigenous communities.

The college has started to recover culture education and language renewal facilitated by the **Department of Ao**. This will be further augmented through the main objectives of the newly established **Language Translation Center** which aims to collaborate with local writers and publishing houses promoting the Ao vernacular and literature. Working alongside, is the **College Museum** which aims to curate both tangible and intangible cultural heritage thereby preserving culture and strengthening identity.

2. Traditional education alone does not sufficiently prepare students for participation and competition within the national and global economy.

At FAC we have commenced to translate knowledge gained from formal education into knowledge that is relevant to indigenous communities and essential for its sustainability. Programmes on **Skill based crafts, folklores, folksongs, traditional instruments, indigenous sports, cuisines etc** will form a dynamic process as part of the informal learning and assist the student community to build a stronger local

economy.

3. Globally, Indigenous Peoples safeguard 80% of planet's biodiversity. Indigenous lands hold unquantified megatons of sequestered carbon. Their sophisticated knowledge of the natural world means that where Indigenous Peoples have control of the land, forests and biodiversity flourish, fights climate change and builds resilience to natural disasters.

Nagas as indigenous peoples carry millennial knowledge founded in generations of hunting and agricultural practices, land management and sustainable water use, and agriculture-related engineering and architecture.

The forest cover of the state of Nagaland is 75.33% of the State's geographical area and features under the priority Global 200 Ecoregion. A social, cultural and environmental perspective is vital in understanding biodiversity conservation and management issues. The village councils are still revered by the villagers and serve as important vehicles for conservation.

Extractive industries such as mining, oil exploration, logging, and agro-industrial activities causes biodiversity loss and violates people's rights by governments and MNC's operating in their territories without Prior and Informed Consent. Awareness among the students, can give them a voice and prepare them for decision-making platforms to ensure that their best interests are represented.

The college aspires to provide a foundation for enhancing biodiversity management by bringing indigenous knowledge on board alongside science. The **Departments of Botany, Zoology and Geography** will play an important role in this alongside the **Social Sciences**.

4. Recognition of the fundamental importance of the Indigenous peoples rights for self-determination, Political representation and participation, economic marginalization, discrimination and protection of rights as distinctive peoples and communities are intricate and burning issues that can be discussed in an informal setting bringing in experts as well as local stakeholders.

The UNDRIP [2007] underlines the right for Indigenous communities to be active participants in their children's education and explicitly define the educational rights of Indigenous People specifying their rights to further their own languages, cultures, traditions and knowledge through management of their educational systems, institutions and the right to participate in these institutions without discrimination.

This is where **KETSANGRIJU** and Culture Survival comes in.

The Ariju or Morung was one of the most significant social institutions of the Nagas explained better in terms of a modern university or military headquarters because of its functions, nature of training and propagation of ideas .

The Ketsangriju at FAC stands symbolic of the voice of the Naga indigenous people. A voice to advocate their inherent rights; the right to practice their dynamic cultures and speak their languages, the right to access the same opportunities as others, find their artistic expression and the right to control and sustainably manage their assets and resources so that they determine for themselves the future they will lead.

Ketsangriju emblemize a rich and varied tapestry to mark a Culture renaissance influencing what this

generation chooses to teach the next generation engendering an aspiration for knowledge which is valued; skills, ethics, languages and worldviews that provides wisdom from the past to inform the future.

This distinctive mark of cultural and social relationships with the natural world and the dominant world will be key to the Indigenous survival as peoples or civilizations for Leaders of the future and the sustainability leaders of the future are one and the same.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Fazl Ali College has the following institutional distinctiveness given its Cultural and Geographical milieu:

1. The College has a strong contingent of students from Eastern Nagaland as well as from other districts with diverse culture and linguistic distinctiveness. The tapestry of the institution is colourful because of the various talents of the students and they learn from each other by sharing their diversity in one institute which gives them the platform to showcase their culture and talents.
2. Ao Department: At present Fazl Ali College is the only institution offering Ao language in the whole of Nagaland. Ao is taught presently as an MIL subject in lieu of Alternative English.
3. Translation from English to Ao and vice versa: The English and Ao Department in collaboration has started translation works.
4. Documentation of available local bio resources and traditional knowledge
5. Depository of Naga history in the form of Newspaper clippings collected by History Department

Concluding Remarks :

The IQAC was established on 3rd September 2006. The College underwent the first Cycle of NAAC Assessment and Accreditation in 2019 and was the first Government College in Nagaland to be accredited. The 1st Cycle grade was B (CGPA 2.29). The 2nd Cycle of Assessment was accredited by the NAAC in 2015 with 'B' grade (CGPA 2.50). The recommendations of the 2nd Cycle NAAC Peer Team were an eye opener for the College to prepare for the 3rd Cycle. Within the last five years, the College has attained the following milestones:

1. The Award of the prestigious MHRD funded **RUSA-I Project on “Vocationalization of Higher Education” as well as infrastructure grant for construction of Computer Centre**
2. The Award of **RUSA-II Project on “Infrastructure Development” for construction of technologically enabled classrooms.**
3. The introduction of two (2) vocational courses on Mushroom Cultivation on Different Substrate and Post-harvest Technology (3 months), Mushroom cultivation, Spawn Production and Post-Harvest Technology (6 months)
4. The establishment of Computer Centre and Introduction of Certificate course on Computer Application
5. Introduction of Learning Management System (G-Suite for Learning) for Learning-Teaching Process
6. Collaboration with District Administration during the Covid-19 pandemic whereby hand sanitizers were produced in the College lab and distributed to various offices, shops, institutions and churches; thousands of face masks were insourced for UV treatment in the College lab and dispatched; hostels were utilized as quarantine centres; welcome packages were prepared by the College for indigenous people returning from other states
7. Fazl Ali College Alumni Association registration was completed
8. Two National Seminars were organized.

Sustaining these programmes and Centres are great tasks that the College is determined to undertake. The College also has a planned roadmap for the future in the following areas:

1. A Master Plan of the College
2. Digitalization of the College Accounts
3. To strive for academic autonomy in curriculum development
4. To utilize the College campus to the maximum
5. More collaborations with Governmental and non-governmental agencies
6. Introduction of PG courses
7. Introduction of multidisciplinary courses
8. Introduction of Indigenous and modern skills learning courses
9. Green Campus
10. Introduction of Commerce Course

NAAC