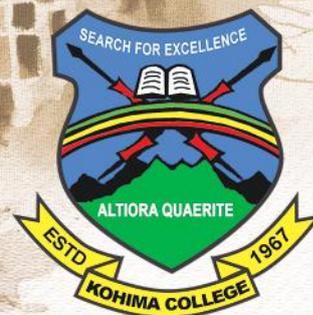


KOHIMA COLLEGE KOHIMA

Affiliated to Nagaland University-Lumami
Recognised under Section 2(f) and 12(B) of UGC

Estd. 1967

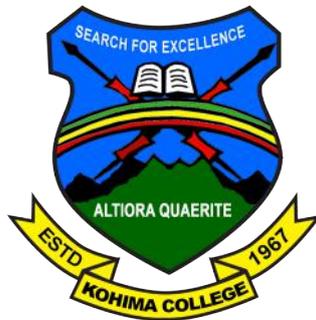


Self Study Report **2017** Cycle-2

Submitted to
National Assessment and Accreditation Council
P.O. Box No. 1075, Nagarbhavi, Bangalore - 560072

KOHIMA COLLEGE KOHIMA

Affiliated to Nagaland University-Lumami **Estd. 1967**
Recognised under Section 2(f) and 12(B) of UGC



SELF STUDY REPORT 2017 CYCLE-2

Submitted to
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**GOVERNMENT OF NAGALAND
OFFICE OF THE PRINCIPAL, KOHIMA COLLEGE
KOHIMA: NAGALAND**

Ref. No. UGC/KCK/NAAC/2012/82

Dated, Kohima the 28th March 2017

To,

The Director,
National Assessment and Accreditation Council (NAAC)
Bangaluru: Karnataka

**SUB: SUBMISSION OF SELF STUDY REPORT (SSR) FOR
ACCREDITATION (2ND CYCLE) IN RESPECT OF KOHIMA
COLLEGE, KOHIMA.**

Sir,

I have the honour to submit herewith, the Self Study Report (SSR) for Accreditation (Cycle-2) in respect of Kohima College, Kohima.

Affiliated to Nagaland University, Kohima College, Nagaland was Accredited with CPGA of 2.56 on four point scale -'B' Grade dated 05.07.2012. With improvement and enhancement of all directed areas fulfilling the recommendations made as per the Report of the 1st Peer Team, the college is ready to submit the SSR for the Cycle-2.

I certify that the data included in the Self Study Report (SSR) for the Cycle-2, are true to the best of my knowledge.

This SSR has been prepared by the institution, and no part thereof has been outsourced.

The Self Study Report of Kohima College for the 2nd Cycle, is hereby submitted for your kind perusal and necessary action.

Yours' faithfully,


(Dr. WATIJUNGSHI)
Principal,
Kohima College, Kohima
Kohima : Nagaland

Certificate of Compliance

(Affiliated/Constituent/ Autonomous Colleges and Recognized Institutions)

This is to certify that **Kohima College, Kohima** (Name of the Institution) fulfils all norms.

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

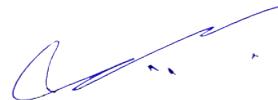
In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be send.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its university affiliation or recognition by the regulatory council, as the case may be.

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

Date : **28-March-2017**

Place : **Kohima**



Principal/Head of the Institution

(Name and Signature with office seal)

EXECUTIVE SUMMARY

THE SWOC ANALYSIS OF KOHIMA COLLEGE

Kohima College, located in the scenic hillock of Kruoliezou, Kohima, was established on the 9th August 1967. This educational institute holds the distinction of being the first private college offering higher education in the branch of Humanities for the first time in Kohima, the capital of Nagaland. The College owes its existence to the founding members; four far sighted individuals from Kohima Village, who shared a common concern which was the need for an Academic Institution in Kohima. This pressing need was especially felt for youths from economically weaker sections of the society, who did not possess the means to travel outside the state for further studies. This requirement was all the more urgent since there was no institution offering Higher Studies program/s in the field of Humanities in Kohima at that point of time. In light of this predicament, Dr. Neilhoushü Kire, Dr. Satuo Sekhose, Mr. Vibeilie Solo and Mr. Vilalhoulie Belho together rose to the challenge and created history by establishing the College.

Kohima College during the initial years offered only evening classes and these classes were held at the old Middle English School building and Union Baptist Church, Kohima. In 1969 however, the College was asked to vacate the aforementioned school building whereupon classes were shifted to an old dilapidated Primary School building located at the Mission Compound. Towards the close of 1971, the college was once again allowed to conduct classes at the Middle English School and the site, along with the school building was allotted to the College.

It was through the initiative of Dr. Shürhozelie Liezietsu that the Education Department was persuaded to part with its quarters located at the present site Ura College of Teachers' Education. These quarters, along with Dr. Setou Liegise's building and a house belonging to Mr. Aguo Zeliang, were officially handed over to the College. With the possession of these buildings, the College was finally able to solve the problem of space. However, due to lack of funds, the college was often unable to pay salaries to the teachers. The founding members were nevertheless, unrelenting in their efforts to ensure the proper functioning of the college.

With the course of time, the problem of accommodation arose with the rise in student enrolment. Besides the need for expansion, the existing infrastructure was also highly dilapidated and had to be renovated to make room for the ever

increasing student population. Mr. H Gupta assumed charge of the College in 1979 and Mr. H. Saiborne was made the Vice Principal. Both of them developed a deep concern for the college's lack of permanent infrastructure. Finally, they approached the University Grant Commission (UGC) and received a substantial amount for building grants. With this fund and some material assistance from the State Government, a modest building complex was constructed.

The Government of Nagaland took over Kohima College with effect from 1st February 2006. With the subsequent completion of the construction of a new building complex in 2009, the College was shifted to its present site during the 2009-2010 session. An Inauguration Ceremony to commemorate the new complex for Kohima College was held on 12th May 2009. The Inaugural address was pronounced by the Chief Guest for the momentous occasion, Dr. Shürhozelie Liezietsu, the then Minister of the Department of Higher & Technical Education, Government of Nagaland. Lt. Dr. Satuo Sekhose, the only living founding member then was present to share the collective vision which gave birth to the college. It may be mentioned Mr. C Khalong became the first Principal to head the college since government take over.

The college began its journey in 1967 with 127 students on its roll. The subjects offered then were English, Alternative English, Economics, History, Philosophy and Political Science. Later on, Philosophy was dropped for lack of students and Education and Sociology were added instead. In 1972, M.A. in Political Science was granted affiliation by Gauhati University. When the College came under North Eastern Hill University (NEHU), this Post Graduate program had to be done away with as NEHU did not permit colleges to run Post graduate courses. Kohima College achieved another milestone when in 1988, Tenyidie was introduced as a subject of study at the Pre University level. Gradually, Tenyidie was upgraded to the Degree level. On 10th June 2013, the Government of Nagaland made the bold decision to physically de-link 10+2 academic level from the College. Kohima College, a Co-educational institution affiliated to Nagaland University now offers three year Graduate Degree course in a multitude of Humanities program, including both General and Honours courses. The Commerce stream was successfully introduced in 2016.

Aside from academics, the achievements of the students in the field of games and sports have also been praiseworthy and by no means, negligible. The students have brought laurels to the College by winning several trophies at various inter college tournaments under Nagaland University and erstwhile North Eastern Hill University (NEHU). It may be mentioned that Kohima College has

remained champion for three successive years in the State Parliamentary Quiz competition. The performance of the students in the National Cadet Corps (NCC) and National Service Scheme (NSS) activities have done the College proud. The college has on its roll, sportspersons who are state sponsored residents of Indira Gandhi Stadium Sports Academy, Kohima. These National level sportspersons have brought laurels to the state in the field of Boxing, Football, Archery and Taekwando.

Kohima College is fortunate to have had some dedicated personalities to tend to its growth. The first Principal was Mr. Horam, who joined in late 1969, followed by Mr. T Chuba who took charge in early 1972. Mr. H. Gupta joined in December 1979 and Mr. H. Saiborne, towards the early part of 1992. The first Lecturer-in-charge was Lt. Jonathan Chakhesang and after him came Mr. Bikstarwell Wanniang. Dr. Watijungshi Ao presently heads the College as Principal.

It may be mentioned that Kruoliezou, where the college is presently located, is one of the fastest developing sectors in Kohima Town. The present campus covers a total area of 28.27 acres; the College has a three-storied building constituting three blocks with 15 classrooms, 1 Language Laboratory, 1 Seminar Hall and an Auditorium. The college has a digitized Library with internet and wifi-facility, and also a Book Bank funded by the University Grants Commission. Within the last 5 years, Kohima College has made positive and conscious decisions to acquire and increase infrastructural facilities so as to enable students to enjoy a wider spectrum of educational experience. A 50 accommodation capacity Girls' Hostel alongside the College building is operating presently. Construction of a 100 bedded Boys' Hostel is nearing completion. Furthermore, construction of a UGC funded Indoor Stadium Sports Complex is on the verge of completion as well as additional rooms for the newly introduced Commerce wing. There are also plans for constructions of new classrooms to facilitate more intake capacity of students; staff quarters and more hostels for both boys & girls are in the pipeline.

The Admission policy of the College is transparent and it has been doing yeoman service giving admission to students from economically weaker sections of society, regardless of race or tribe. It is mandatory for the College to take in Kohima District Higher Secondary School, i.e., Class 12 pass outs from Kohima District Government Schools into the Bachelor's programme. Despite the fact that the majority of the students hail from families with low academic and poor financial backgrounds, their performance at the university examination is good and many have bagged university ranks in various subjects.

Over the years, the College has produced over 8000+ graduates and over 1,200+ Honours Graduates. It is a matter of great satisfaction that most, if not all, of the Alumni of this college are successfully employed in various government departments, semi government and other private organizations. Currently, the college has faculty strength of 39 Assistant Professors and 15 Associate Professors. There are also 15 permanent and 25 temporary/ contingency Ministerial staff under the college payroll. The colleges can hence rightfully boasts of being one of the biggest colleges in Nagaland, catering to more than 2000 students. Making tremendous strides since the early years of inception, Kohima College is now one of the premier educational institutions in the state of Nagaland.

SWOC ANALYSIS

Strengths:

- The college by being one of oldest college in the state, teachers are well experienced in their profession.
- Students with bare minimum marks, who otherwise would have no access to higher education due to high cut-off percentage eligibility criteria for admission in private colleges, find a space here due to the admission policy of the college of 100% intake of all Government school pass outs from the district.

Such students form a majority of the students' population of the college and they come from interior rural areas, belonging to low income and BPL category. We provide them opportunity to pursue higher education at negligible fee structure.

These students acquire a college degree which opens up avenues to graduate to higher level of learning or even find gainful employment. Here our strength lies in the fact that most of the alumnae of our college have found placement in Government offices in varying degrees of status and position. This has proved beneficial to the college by way of their cooperation and prompt execution of official works of the college.

- Majority of the legislators, including the past two Chief Ministers of the state, the lone standing Members of Parliament (Rajya Sabha) and the lone standing Member of Parliament (Lok Sabha) and about twenty legislators of the state are our alumnae. Also, the present Chief Minister of the state is member of the college Advisory Board. Since inception of the college.

High ranking officials of central services and state services have passed through the portals of our college. One of the past Chief Secretary of the state, and a number of the present Commissioners and Secretaries of the state heading various Departments, a number of previous Deputy Commissioners of the capital and many senior administrative officers, legal officers, prominent businessmen and NGOs bigwigs comprises the gallery of our alumnae.

Such a galaxy of eminent personalities have and continue to support the college morally, materially and financially thus boosting up the morale of the college community at all times.

- There is co-operation and good rapport among the faculty, non-teaching staff and student community. A homely ambiance pervades the campus and students stay back in the campus long after class hours to play games, practice songs and other healthy hobbies. In the history of the five decades of its existence, the college is happy to record that there has never been any instance of unfortunate or unpleasant incidents.
- The location of the college is another strength of the college. Situated in a peaceful site of scenic beauty and calm surroundings, the far distance from the town provides a congenial atmosphere conducive to teaching and learning.
- The college also enjoys a vibrant and supportive PTA, Alumni Association and community who eagerly participate in all important events of the college.
- Students of the college are disciplined and participates in all activities, academic and non-academic. They shed off their inhibitions after a few months of their stay in the college and takes initiatives in many undertakings of the college activities. All responsibilities allotted to them are executed to the fullest satisfaction of the college authority.

Weaknesses:

- The admission policy of the college that entails 100% intake of students from Government Schools hailing interior rural areas of the district forms more than 70% of the student community of the college. Such students with poor schooling background and securing bare pass percentage enroll themselves in the college and continue to have problems in coping up with their studies even in the college. The remaining seats are filled up

by students passing out from Private Schools of the District. As such, the college has very limited opportunity to enroll students on merit basis.

The above stated admission policy is the root cause of our inability to compete result-wise with private colleges whose cut-off percentage for admission to their colleges are high.

- The hectic semester system with its vast curriculum impede implement more activities with stakeholders of the college.
- Expansion of infrastructure and learning resources, introduction of new streams and departments is not within our control due to the college being a Government run institute, subject to approval and sanction of the Government. It may be cited here that our request to the Government for opening up Commerce Stream and additional departments since 2006 could be materialized only in 2016.
- Another weakness of the college lies in the fact that there are only two college buses of which one is used to ply non-teaching staff. With a student strength of over 1500, and the college being located far from residential areas, students face acute transportation problems. No public transportation ply in the area and private taxis are expensive.
- A major set-back of the college is the running of a Government school in one block of the college building. The activities of the college disturb the school as much as theirs disturb the college.

Opportunities:

Many bright and promising students from other Districts seeking admission in the college are denied admission due to the earlier stated admission policy. The college is unable to even accommodate all the Private School students of the District due to space constraints.

If infrastructure is expanded, bright students from other Districts can be enrolled. With experienced teachers in its payroll, the college has bright prospects to make the institution a centre of excellence for higher education.

- If more Streams and Departments are sanctioned by the Government, the college will be in a position to cater to the educational needs of the economical deprived section of the society from interior rural areas, by giving them multiple options of Streams and Departments. Many such

young people are compelled to give up their higher studies because of financial constraints to enroll themselves in Private Colleges offering more subject/stream options.

- The college has the potential to run Post Graduate classes as faculty members are experienced. Also, motivated by the previous NAAC Peer Team, many faculty members have earned and some on the verge of completion of their Ph.D. This would also help the economically weaker section of the students' community to earn a Masters' degree, as the Nagaland University has very limited seats in the existing Departments.
- The college has the potential to produce noted sportspersons if provisions for proper facilities, gears and food supplements are provided. The college has in its roll national and state level sportsperson in cricket, boxing, archery, wrestling, football and taekwon-do. These students are Government sponsored sportspersons residing at the Indira Gandhi Sports complex, Kohima.
- Even in the co-curricular and extra-curricular activities, the college has the prospect to excelling higher with better facilities and financial aids. It may be cited here that two of our NCC cadets piloted the Hon'ble Vice President of India and the Chief Minister of Delhi during the guard of honour at the Republic Day parade at Delhi on 26th January 2016.

Challenges:

- The admission policy formulated by NGOs, noble as it may be, compels the college to take in students with pathetic marks. The greatest challenge faced by the college year after year is the struggle to make these academically weak students to earn a degree, which in itself is a Herculean task. The college has never had an opportunity to compete for University ranking.
- Owing to excessive pressure from various quarters, the college takes in excessive enrollment of students. Due to scarcity of classrooms, each semester can be divided only upto four sections, with every section accommodating 160-170 students. The student-teacher ratio far exceeds the one prescribed by the UGC. Under such circumstances, individualized attention to students in the classroom becomes impossible and can be augmented only during mentoring sessions.

1. PROFILE OF THE COLLEGE

1. Name and Address of the College:

Name :	Kohima College, Kohima	
Address :	Billy Graham Road, Kruoliezou, Kohima	
City : Kohima	Pin : 797001	State : Nagaland
Website :	www.kohimacollege.ac.in	

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. Watijungshi	Off:0372-2280356	09436010148	0372-2280356	watijungshi@gmail.com
Vice Principal	Smti. Thinuokhrienuo	Off:0372-2280357	09436005434		khrienuo_t@yahoo.com
Steering Committee Coordinator	Smti. Moanungla Kevichusa		08575775899		moanunglajk@yahoo.com

3. Status of the Institution:

- Affiliated College
- Constituent College
- Any other (specify)

4. Type of Institution:

a. By Gender

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

b. By Shift

- i. Regular
- ii. Day
- iii. Evening

5. It is a recognized minority institution?

Yes
No

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

6. Sources of funding:

i. Government
ii. Grant-in-aid
iii. Self-financing
iv. Any other

7. a. Date of establishment of the college: 09.08.1967

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

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	09.08.1967	Compulsory affiliation for colleges Est. prior to 1972
ii. 12 (B)	09.08.1967	Compulsory affiliation for colleges Est. prior to 1972

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

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

Under Section/ clause	Recognition/Approval details Institution/ Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

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

Yes No

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

Yes No

9. Is the college recognized

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

Yes No

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

b. for its performance by any other governmental agency?

Yes No

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

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

Location *	Rural, Tribal, Hilly Area
Campus area in sq. mts.	14,105.75 sq. mts. (28.27 acres)
Built up area in sq. mts.	

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

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

Auditorium/seminar complex with infrastructural facilities:

The college has a 1500 seating capacity auditorium with a podium and changing rooms on both sides of the wings. This facility is utilized for all functions as well as seminars. In addition, a smaller seminar room of 50-60 seating capacity is utilized for smaller gatherings. This seminar room is fitted with a white board, projector screen and audio-visual facilities.

Sports facilities:

- Play ground:
The play ground is used for all outdoor games. A basket ball court and volley ball court is also located within it. Indoor games are played in the auditorium. The courtyard which is the parking lot is used for indoor games during sports events.

A multipurpose sports complex is under construction on completion of which the college proposes to set up a gymnasium.

- Swimming Pool: None
- Gymnasium: None

Hostel:

- *Boys' Hostel*
 - i. Number of hostel : A 100 bedded UGC boys' hostel under construction.
 - ii. Number of inmates: N/A
 - iii. Facilities (mention available facilities): N/A
- *Girls' Hostel*
 - i. Number of hostels:1
 - ii. Number of inmates : 50
 - iii. Facilities (Mention available facilities):
Well furnished and ventilated rooms, washrooms, common room with TV, visitors' area in the foyer, furnished kitchen, dining room, filters, night and day chowkidars.
- *Working women's hostel: N/A*
 - i. Number of inmates
 - ii. Facilities (mention available facilities)

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

Principal -01
Grade IV -03
Warden - 01 (attached to Girls' hostel)

Cafeteria -02

The two cafeterias serve healthy and hygienic food at reasonable price to faculty, staff and students.

Health Centre-01 ME room:

The Medical Emergency room is well stocked with emergency first aid kits. The college has a tie up with Oking Hospital & Research Centre, Kohima that facilitate doctors, nurses and ambulance services on call.

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

Health centre staff

Facilities like banking, post office, book shops:

ATM booth and stationary shops at the college entrance gate.

Transport facilities to cater to the needs of students and staff:

Qualified doctor	<input type="text"/>	Full time	<input type="text"/>	Part-time	<input type="checkbox"/>
Qualified Nurse	<input type="text"/>	Full time	<input type="text"/>	Part-time	<input type="checkbox"/>

02 college buses for staff and students.

Animal House: None

Biological Waste Disposal: N/A

Generator or other facility for management/regulation of electricity and voltage: 10 KVA generator and 5 nos. of Invertors

Solid waste management facility:

Solid waste is picked up by the town Municipal Council Sanitation pick- up trucks.

Waste Water Management:

Proper water drainage system is maintained.

Water Harvesting :

Rain water harvesting reservoir of 1,00,000 lts. capacity is constructed.

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

Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
Under-Graduate	BA General Sociology (pass course) BA (Hons.) <ul style="list-style-type: none"> • Economics • Education • English & Alternative English • Functional English • History • Political Science • Tenyidie • Environmental Studies 	3 yrs.	cl. 12 +	English		1559 (2016)
Post-Graduate	N/A					
Integrated Programmes PG	N/A					
Ph.D.	N/A					
M.Phil.	N/A					
Ph.D	N/A					
Certificate course	- ITE, English & Soft Skill - Functional English	3 months	cl. 12 +	English	College & NIELIT	37
UG Diploma	N/A					
PG Diploma	N/A					
Any Other (specify and provide details)	Certificate course in Floriculture in collaboration with Dept. of Horticulture, Govt. of Nagaland to be started shortly.					

13. Does the college offer self-financed Programmes?

Yes No

If yes, how many?

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

Yes	√	No	Number	<p>01 - Commerce Stream (pass course)</p> <p>02 - Departments:</p> <ul style="list-style-type: none"> - Functional English (the University awards certificate to students opting this as an elective subject) - Sociology(general) <p>Certificate courses:-</p> <ul style="list-style-type: none"> - ITE, English & Soft Skills - Functional English(A dept that also awards certificate by the University) - Floriculture to be launched shortly in collaboration with Dept. of Horticulture, Govt. of Nagaland.
-----	---	----	--------	--

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	N/A	N/A	N/A	N/A
Arts	- Economics, Education, English, Functional English, History, Political Science, Sociology, Tenyidie	08	N/A	N/A
Com-merce	- B.com	01	N/A	N/A

Any Other (Specify)	Certificate courses:- - ITE, English & Soft Skill - Functional English (A dept that also awards certificate by the University) - Floriculture to be launched shortly in collaboration with Dept. of Horticulture, Govt. of Nagaland.	02		
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16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com): 02

- a. Annual System
- b. Semester System
- c. Trimester System

17. Number of Programmes with

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

Certificate courses:

ITE, English & Soft Skill
 Functional English (A dept that also awards certificate by the University)
 Floriculture to be launched shortly in collaboration with Dept. of Horticulture, Govt. of Nagaland

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

Yes No

If yes,

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

b. NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:

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

Programme separately?

Yes No

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

Yes No

If yes,

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

b. NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:.....

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

Programme separately?

Yes No

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

Positions	Teaching faculty						Non teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government Recruited			3	11	9	31	21	15		
Yet to recruit										
Sanctioned by the Management/ society or other authorized bodies Recruited										
Yet to recruit										

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.			-	1	-	3	4
M.Phil.			-	-	-	2	2
PG			3	10	8	16	37
Temporary teachers							
Ph.D.					-	1	1
M.Phil.					-	3	3
PG					1	6	7
Part-time teachers: N/A							
Ph.D.							
M.Phil.							
PG							

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

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

Categories	Year 2012		Year 2013		Year 2014		Year 2015	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	-	-	-	-	06	08	05	05
ST	551	621	601	665	596	701	597	736
OBC	-	-	-	-	02	01	02	-
General								03
Others	07	10	07	11				

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

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	1546	-	-	-	-
Students from other states of India	13	-	-	-	-
NRI students	-	-	-	-	-
Foreign students	-	-	-	-	-
Total	1559	-	-	-	-

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

UG PG

Dropout ratio as per AQAR 2016 - 0.42%.

Dropout ratio based on results of B.A 6th Semester result 2016 - 40.07%
(out of 287 students, 115 failed).

26. Unit Cost of Education

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

(a) Including the salary component

(b) Excluding the salary component

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

Yes No

If yes,

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

Yes No

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

c) Number of programmes offered

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

Yes No

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

-Kindly refer to departmental profiles

29. Is the college applying for

Accreditation: Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

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

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

Cycle 1: 05.07.2012 Accreditation Outcome/Result: Grade- B; CGPA- 2.56

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

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

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

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

260

32. Number of teaching days during the last academic year

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

180

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

IQAC : 12.03.2007

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

AQAR (i) 2012-13 submitted to NAAC on 31.08.2013

AQAR (ii) 2013-2014 submitted to NAAC on 02.09.2014

AQAR (iii) 2014-2015 submitted to NAAC on 04.09.2015

AQAR (iv) 2015-2016 submitted to NAAC on 20.08.2016

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

None

2. CRITERIA - WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

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

Vision Statement

The college pledges not only to strive for excellence, but also to prepare and nurture integrated personalities-men and women whose intellectual, mental, moral and physical faculties have been harmoniously developed to become ideal persons and citizens who understand the meaning of life and what it demands from them.

Mission Statement

- To kindle and nurture the intellectual aspect of the students to make them intelligent, independent, resourceful and capable individuals.
- To instill in the mind of the learners the value of academic excellence and pursuit of knowledge and learning.
- To train them to become not only informed leaders but also to shape them into agents of social change and prepared for concerned social action.
- To inculcate in them strong moral values and disciplined habits resulting in individuals with impeccable character and towering and enduring personalities.
- To mentor them into developing healthy attitudes to life, humanity and the universe through a proper understanding of the self and the world.
- To encourage self-learning and self-evaluation and to harness this for optimal productivity.

Kohima College, Kohima, was founded 50 years ago by four large hearted persons of Kohima Village, LT. Dr. Neilhouzu Kire, Lt. Dr. Satuo Sekhose, Lt. Mr. Vibeilie Solo and Lt. Mr. Vilalhoulie Belho. The noble vision, mission and objectives with which the college was instituted had always been, and continue to be the guiding light that makes the college aspire for all round excellence.

The vision, mission and objectives enumerated is communicated to students, teachers, staff and other stakeholders through:

- The college website and prospectus and college Annual Magazine.
- Morning assembly conducted by the Principal for new entrants on their first day of college wherein they are enlightened on the goals and aspirations of the college as enshrined in the vision and mission statement of the college and accountabilities expected of them.

The same is further elaborated and reiterated in the orientation class for new entrants on their first day of college.

- On Fresher's Day, Parting Social, Sports Week and events of the college.
- Formal meetings and interactions with alumni, parents, and elders of the area provides a platform to disseminate the same.

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

The college has developed the following strategic action plans which are deployed for effective implementation of the university prescribed curriculum:

- At the commencement of every semester the academic calendar and framework structure of routine is prepared by the authority of the college. Thereafter, Department HoDs fill in the class distribution per faculty for their respective departments.
- HoDs monitors lesson plans, course coverage, revision classes, remedial classes for academically weaker section of students, compilation of Internal Assessment marks and monthly submission of students' attendance to the authority.
- The Examination Committee comprising of the Principal, the Vice-Principal and all HoDs of the departments conducts series of meetings before and after declaration of results of every internal and external University examination to deliberate on the performance of students and collectively explore and initiate effective implementation of the curriculum.
- Upgradation of library by the Library Committee of the college, conduct of IT training workshops and seminars for faculty and staff, conduct of research seminars and exam related seminars and workshops by the University are initiated for faculty.

- To cultivate and foster writing and speaking skills of the students, curricular and co-curricular activities such as arts, poetry, essay and story writing competitions, debates, extempore, quiz competitions are conducted annually during the Literary Day of the college.
- Conduct of test, assignments, paper presentation, seminars, peer teaching and peer evaluation, group discussions, project works, field trips and study tours are organized.
- Feedback on curriculum from parents, alumni and students are analyzed and action taken upon areas wherever possible and within our control.

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

Support from the University:

- The University makes periodic revision of the syllabi with inputs from members of the Board of Undergraduate Studies (Bugs) comprising of senior college teachers and subject experts spread across the state.
- The University provides guidelines for course specifications, internal assessment and examinations. Date sheets for conduct of term end examinations is prepared by the University. Setting of question papers for term end examinations, evaluation of answer scripts, scrutiny and chief examining of scripts are allotted by the University to teachers of its affiliated colleges across the state.
- In the event of revision of syllabi, the University organizes workshops for faculty to formulate the framework of the syllabi. Workshops on examination system and process is also organized the university.

Support from Institution:

- Teachers are given freedom to initiate innovative method of teaching suitable to classroom situation.
- Relevant information received from the University, Government and other agencies are notified.
- Duty Leave is granted to faculty for faculty capacity building programmes, participation in curricular, co-curricular and extra-curricular activities organized outside the college.

- Each department is provided desktops. Laptops are made available as per teachers' requirement. The campus is Wi-Fi enabled and a number of class rooms are equipped with smart class room facilities. All these aid in improving teaching practices.

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

The college has a rich work culture and faculty strive to the utmost for a comprehensive and effective curriculum delivery through:

- Principal's meeting with faculty at regular intervals to deliberate on the efficient curriculum delivery and other academic activities.
- Each department maintains lesson plan register. Course progression and coverage is discussed during periodical departmental meetings. Remedial and tutorial classes are conducted for academically weaker section of the students. Special attention is paid to wayward students during mentoring sessions.
- Innovative teaching methods are used to retain students' interest. Peer teaching, peer evaluation, group discussions, paper presentations in class seminars, creative project works, field trips, study tours and in some departments, lecture and talk series by authors whose writings are prescribed in the syllabi.
- Students are encouraged to develop research interest by allocating them assignment writings.

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

Since inception of the college till 2016 the college was catering only to arts stream so the necessity to network with industries or any such set up never presented itself. It may also be mentioned here that the state does not have any major industrial enterprises or major business house. However with the introduction of Commerce stream in July 2016 session, the college plans to set up linkage with the few business establishments located within the town.

It being one of the oldest institutions in the state, the college plays a vital role in the university in various capacities. External examination question paper setting, external script evaluation, scrutiny, chief examining of scripts, and designing of curriculum in the capacity of BUGS (Board of Undergraduate Studies) members are some of the assignments that faculty of the college involve themselves with.

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

The Nagaland University initiate revision of curriculum periodically in keeping with the changing global trends and the institution plays a vital role in this process through their valuable inputs in the capacity of being members of BUGS (Board of Undergraduate Studies) of the University.

Smti. Ameu Kire, HoD	: Department of Education
Smti. Moanungla Kevichusa HoD	: Department of English
Smti. Dorothy Swuro, Assoc. Prof.	: Department of Education
Smti. Lily Angami, HoD	: Department of Economics
Dr. Kekhrieseno Christina, HoD	: Department of Sociology
Dr. Eunice Alinger, Asst. Prof.	: Department of History
Medongulie Tseikha, Asst. Prof.	: Department of Tenyidie
Smti. Theyieseno Keditu, Asst. Prof.	: Department of English

Feedback on curriculum is annually collected in a specifically designed format from students, alumni, and parents is analyzed and transmitted in the BUGs meetings and the same incorporated in curriculum framing.

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

The college is not authorized to develop curriculum independently. However, the college runs Certificate Course in ITE and Soft Skill based on curriculum designed by the National Institute of Electronic

and Information Technology (NEILIT). Preparations are on to introduce Certificate Course in Floriculture based on curriculum frame by the Department of Horticulture, Government of Nagaland.

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

At the close of every semester the time table for the ensuing semester is given out to the department heads. The department heads allocate course and classes to their respective teachers to ensure sufficient preparation time for the forthcoming semester. The teachers prepare their individual lesson plans in such a manner that course is covered as per the given timeline for submission of all internal assessment marks and revision classes well before the term end examination conducted by the university.

- At the commencement of every semester departmental meetings are conducted to discuss and plan out teaching strategies and curricular activities of the department. Monthly meetings are held to discuss progress of course coverage, departmental activities and any other matters that may crop up. So also, towards the end of every semester departmental meetings are called to review course coverage and performance of students in internal assessments. On declaration of term end result by the university, respective departments meet to assess the result and action plan to be taken up in the coming session.
- Attendance of students is strictly monitored through submission of attendance percentage to the authority on the first week of every month. Students failing to acquire the University prescribed attendance percentage are made to bring their parents to meet the college authority.
- Internal assessment is a continuous process ensuring curriculum coverage from every angle-through assignment writings, project works, field trips, class tests, group discussions, seminars, peer teaching and peer evaluation, study tours, talks and lectures by authors whose books are prescribed in the curriculum, as in the case of English department, where the writers of the course Naga Writings in English presents lectures and conducts exhaustive interaction with the faculty and students of the department.
- Teachers give due consideration to annual feedback from students on curricular aspects.

1.2 Academic Flexibility

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

- **Functional English:** This is one of the optional elective subjects introduced in 2014. It is a multifocal vocational course formulated to improve the learners' communicative skills in written and spoken English. This is done through extensive simulated practice in the classroom and in the language laboratory. It seeks to build foundational know-how of basic Linguistics that is important to fluency and competency in language speaking. 'Remedial Grammar', a component of the course lays grammatical foundations aids in the 'Writing Skill', another paper in the course. Oral Communication, Mass Communication and Broadcasting, Programme Presentation in News, Radio & Television are the other components of the course. In this subject students are required to apprentice in two workplaces such as TV Station, Radio Station after which they are to compile a 2000 words Project Report. This course is spread throughout the six semesters of the Undergraduate studies. On completion of the course, the University awards certificate.
- **ITE, English and Soft Skill Certificate Course:** This certificate course introduced in 2016 in collaboration with National Institute of Electronic and Information Technology (NIELIT) is designed to enable learners to be competent and realize their communication abilities. It also aims at learners to master the fundamentals of writing, speaking and listening traits and aid them to develop proficiency in basic computer concepts. This certificate course would equip students to deal with day to day business/social operations confidently as they enter the professional world.
- **Floriculture:** Flower culture has taken the global market in a big way. The Nagas are great flower lovers. Local flower growers with little or no knowledge of floriculture have embarked upon flower growing business with commendable success and are unable to meet the local demands. Sensing this need, a floriculture unit was started in 2015. This unit supplies sufficient harvest for all the various functions and events observed in the college and surplus is sold to

faculty, staff and students of the college. The fund thus generated is used for the maintenance of the unit. The success of this unit has emboldened the college authority to expand the unit and initiate a certificate course in Floriculture collaboration with the Horticulture Department, Government of Nagaland, in preparation for which a DPR for a Demonstration Centre along with two Poly Green House has been submitted to the Government. This course is expected to be launched on completion of the Demonstration Centre and setting up of the Green Poly unit.

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

The college does not offer such programmes as the college is an affiliated institution to Nagaland University and the university has no provisions for twinning/dual degree.

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

Range of Core / Elective options offered by the University and those opted by the college:

Elective options offered by the University in humanity stream:

Economics, Education, Functional English, Geography, History, Philosophy, Political Science, Sociology and Tenyidie.

Elective options opted by the college:

Economics, Education, Functional English, History, Political Science, Sociology and Tenyidie.

(Compulsory subjects: English, Alternative English/Tenyidie and Environmental Studies).

Elective options offered by the University in commerce stream:

B.com pass course and B.com honours in Accounting & Finance, management, Banking & Insurance

Elective options offered college in commerce stream

Commerce introduced in 2016 with pass course. Honours in Accounting & Finance is expected to be introduced in 2017 session.

Choice Based Credit System and range of subject options:

Nagaland University has provision for choice based credit system, but the college is yet to introduce it.

Courses offered in modular form:

The Nagaland University introduced the semester system in 2012. Accordingly, the Undergraduate Studies/BA programme is modular in form spread over six semesters of six months each.

Credit transfer and accumulation facility:

N/A

Lateral and vertical mobility within and across programmes and courses:

N/A

Enrichment programmes:

The Nagaland University offers a number of Core /Elective subject options for the Undergraduate studies. Taking into consideration the local needs, the college has opted the subjects as listed below:

BA General/Pass course:

A Student opting for BA General/ Pass course can select three subjects from:

- i. Education or Sociology
- ii. Economics
- iii. Elective English
- iv. Functional English
- v. History
- vi. Political Science
- vii. Tenyidie

- For a student opting for English Honors, in addition to Honors papers, Elective English is compulsory. They are also required to take up two elective subjects from the above listed subjects, except the two language subjects- Tenyidie and Functional English.

- For students taking up Honors in any of the above listed subjects, students are to opt two optional subjects besides the Honors subject.

In addition to these, students are to compulsorily take up two papers of General English in 1st and 2nd semester; two papers of Alternative English in 3rd and 4th semester and Environmental Studies in 5th and 6th semester respectively.

- Functional English subject is a multi-focal vocational course spread over six semesters to improve the learners' communicative skills in written and spoken English through building up the foundational know-how of Linguistics, Remedial Grammar, Oral Communication Skills, Mass Communication and Broadcasting, Programme Presentation in News, Radio and Television. In the final semester, learners will be required to apprentice in two work places and compile a 2000 word Project Report on the occupational job they want to take up in future. This extensive course is done through simulated practice in the classroom and the language laboratory and visits to Radio stations and TV Studio prior to the apprenticeship in the two workplaces. Colleges offering this subject have applied to the University for awarding certificates to students opting this subject.
- The college also offers ITE, English and Soft Skill Certificate Course. This course is a collaborative enterprise between National Institute of Electronics and Information Technology (NIELIT) and the college.
 - Certificate Course in Floriculture in collaboration with the Horticulture Department, Government of Nagaland, will be launched shortly. A DPR has been submitted to the Government for a construction of a Demonstration Centre and two Poly Green House to enhance the existing floriculture unit of the college.

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

The college does not offer any self-financed programmes.

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

The college offers:

- i) Functional English, a skill oriented elective subject which also awards a certificate by the university.
- ii) Certificate course in ITE, English and Soft Skill.
- iii) Certificate Course in Floriculture to be launched shortly.

These skill oriented programmes may not guarantee employment opportunity, but would ensure them an edge above others in the job market.

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

The Nagaland University has no provision for Distance Mode of Education.

1.3 Curriculum Enrichment

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

- Field trips, mini research project works, study tours, lectures by eminent writers, seminars and workshops, group discussions, debates, peer teaching and peer evaluations etc are organized in order to augment the university curriculum.
- Remedial classes are conducted for academically weaker students.
- A vibrant extra-curricular life is a hallmark of the college wherein students under the guidance of teachers-in-charge organize various activities annually- Sports Week, Literary Day, Cultural Day, Fresher’s Day, Parting Social, Fete Day, Cooking Classes, Life-Skill trainings etc are all designed to add to the classroom teaching.

- Students' participation in Blood Donation Camps, Swatchh Bharat Abhiyan, World Environment Day, Earth Day, World Indigenous Day, NCC and NSS activities proves effective in sensitizing students into community consciousness.

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

With a view to enhance the chances of students in penetrating the employment market the institution has introduced courses relevant to the local job market.

- Students opting Functional English as an elective subject is awarded certificate by the University. This subject is a multi-focal vocational course spread over six semesters to improve the learners' communicative skills in written and spoken English through building up the foundational know-how of Linguistics, Remedial Grammar, Oral Communication Skills, Mass Communication and Broadcasting, Programme Presentation in News, Radio and Television. In the final semester, learners will be required to apprentice in two work places and compile a 2000 word Project Report on the occupational job they want to take up in future. This is extensive course is done through simulated practice in the classroom and the language laboratory and visits to Radio stations and TV Studio prior to the apprenticeship in the two workplaces.
- The college also offers ITE, English and Soft Skill Certificate Course. This course is a collaborative enterprise between National Institute of Electronics and Information Technology (NIELIT) and the college.
- Certificate Course in Floriculture in collaboration with the Horticulture Department, Government of Nagaland, will be launched shortly. A DPR has been submitted to the Government for the construction of a Demonstration Centre and two Poly Green House to enhance the existing floriculture unit of the college.

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

Gender:

- Gender denotes both boys and girls. The institution gives equal opportunity to both genders to participate in all academic, curricular, & co-curricular activities of the college. For instance, Student representatives both boys and girls are in the Students' council body.
- To further support their healthy development & to augment their educational experiences an anti-ragging cell, anti-discrimination cell, grievance redressal cell & women's cell have been set up by the institution.
- Faculty members are given training opportunities on Gender issues in order to help and assist the students.
 - i. 26-28/3/15 Training on Gender Equity in collaboration with RGNIYD with NSS –dept. of Youth Resources and Sports Nagaland, attended by one faculty member, Shri. Keduolhoulie.
 - ii. 21-23/5/14 Training on Gender issues in Disaster Management conducted at ATI attended by two faculty members, Dr. Konei Nakho and Temjeninla.
- Although Gender Studies is not included in the curriculum per se, in order to sensitize students on this issue regular discussions are held in the classrooms/ within the institution through seminars on Gender issues.

Environmental Education/Climate Change:

- In our bid to spread awareness on the importance of preserving environment in the community, World Environmental Days and Earth Days are observed with massive tree plantation programmes. Kohima College students' Union (KCSU) in collaboration with NSS unit of the college organized a tree plantation drive on World's Environment day, 7th June 2014.
- The NSS of the college also came up with the novel idea of polythene bag collection competition and on 19th Sept. 2015 polythene bags littering outside the campus vicinity were collected and prize money was awarded to 3 winners who collected the most. Such events are organized by NSS, Friends of Nature club (FON) and Kohima College Students' Union (KCSU) alternately.

- The Swatchh Bharat Abhiyan Cell of the college is accountable for maintaining cleanliness within the campus and the surrounding areas through regular social works.
- In commemoration of World Environment Day, a massive plantation drive was conducted with saplings procured from Forest Department and Soil and Water Conservation Department, Government of Nagaland, on 4th June 2016.
- Nagaland University has introduced Environmental Studies as a compulsory part of the curriculum for the Vth and VIth semester students.

ICT:

- In order to acquaint the students with e-technology, a number of teachers have begun to encourage students to use power point presentation during their seminar presentations. Besides this, several seminars organized have made emphasis on current issues confronting the youth such as: prudent use of social media, the importance of e-technology, latest educational software's available etc. This has been taken as a cumulative and integral part of the curriculum.

Human Rights:

Students are given all opportunities to participate in programmes on Human Rights thereby incorporating this as a part of the curricular experience. For instance:

- Observation of World Indigenous Day, 9th August 2016 organised by the United Nations & Naga Peoples Movement for Human Rights (NPMHR), along with the Alumni Association. Various Human Rights issues pertaining to Indigenous people were addressed in this event.
- On 15th March, 2017, 1 faculty member & 4 students attended a National seminar on “Gender, Social Justice & Human Rights: with reference to North-East” organized by the National Human Rights Commission, India & Nagaland University.

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

Moral and ethical values

The college aspires to inculcate an awareness of fair play, honesty and integrity and also instill strong moral value and disciplined habits. To meet this end, the college has an Evangelical Union (EU) cell that imparts moral education through prayer meetings and fellowship every Wednesday after classes. Noted preachers and evangelists are invited to address students and faculty during such fellowship.

Besides, imparting moral and ethical values forms a part of day to day classroom teaching and during mentoring sessions.

Employable and Life Skills

Please refer to 1.3.2

Better Career options

Please refer to 1.3.2

Community Orientation

The institution strives for harmonious development of all faculties of the students to help them become ideal persons and citizen. All efforts are made to imbibe in them the importance of community services among student community through a number of committees. The Kohima College Students' Union (KCSU), the NCC, the NSS, Swatchh Bharat and Friends of Nature club (FON) plays a vital role in this aspect. Some of the activities in this regard are as follows:

- i) 44 Students donated blood during Blood Donation Day programme organized by Voluntary Blood Donation Association (VBDA), Kohima on 1st Oct. 2013 with leut. Co. Joy Prakash Sharma, Commandant, Girls' NCC chief guest.
- ii) Miss Keyakhrienuo Solo, 2nd semester was accorded Guide's Award in recognition of her service towards community, by His excellency, Shri Pranab Mukherjee, President of India at Rashtrapati Bhawan on 16 Feb. 2015.
- iii) Two of our students volunteered as tourist guide of Nagaland organized by India Trail in May 2015.
- iv) The NSS pays periodical visits to its adopted village Pheza, 15 kms away to the north of Kohima. Camping programmes where

social works, sanitation drives, cleaning the village, painting of the village school, donation of dustbins, distribution of snacks and sweets to children and interactive sessions with the teachers and students of the village school are some of the highlights of the activities conducted by the NSS as part of its community service.

- v) Mass social works are also organized regularly by the NSS, Kohima College Students' Union (KCSU), Swatchh Bharat Committee and Friends of Nature club (FON) whereby faculty and students conduct cleanliness drive within and outside the campus, the highway leading to and from the college, jungles and streams surrounding the campus area.
- vi) The UGC Girls' hostellers visit the Kohima Orphanage annually with food provisions, clothing and miscellaneous items for the inmates of the orphanage.

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

- The college has developed a mechanism of annual questionnaire feedback from various stakeholders which are collected annually.
- Important feedbacks are acquired from students during classroom discussions.
- Suggestions on curriculum enrichment during HoDs, faculty and departmental meetings are given due importance.
- Meetings and interaction with stakeholders like alumni, parents, academic peers visiting the college, various student bodies of the state and community is another important source of attaining valuable feedback in this matter.
- Complaints or suggestions collected from Suggestion Boxes.
- The college annual magazine is another source of obtaining feedback from faculty and students on various matters.

All such feedback inputs from the above forums are analyzed by the IQAC and necessary steps taken to put into practice suggestions that are applicable and within the control of the college. Matters coming under the purview of the University are conveyed through official documentations and representations through the Principal. Redressal of grievances or feasible suggestions for improvement of curriculum is also made for appropriate inclusion to the concerned Departments/

Board of Studies of the University whenever meetings are called or through representations.

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

The IQAC put together feedback inputs from all sources and meticulously analyze the same. The findings are discussed at the IQAC meetings and taken up at the HoDs and faculty meetings for discussion and approval for implementation.

1.4 Feedback System

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

The institution being an affiliated college, has no autonomous authority in the design and development of the curriculum prepared by the University. However, faculty members who are members of Board of Undergraduate Studies (BUGS), Nagaland University provide suggestions and inputs in the preparation of the curriculum.

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

The feedback on curriculum obtained from students and various stakeholders are analyzed by the IQAC and taken up in its meetings as well as faculty and HoDs meetings. The outcomes of such meetings are conveyed through official documentations and representations through the Principal.

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

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

- 01 stream: Commerce Stream (pass course) introduced in 2016
- 02 departments introduced:
 - i) Functional English (the University awards certificate to students opting this as an elective subject) in 2014
 - ii) Sociology(general) in 2016
- Certificate courses:
 - i) ITE, English & Soft Skills in 2016
 - ii) Functional English (A department in process to award certificate by the University)
 - iii) Floriculture to be launched shortly in collaboration with Dept. of Horticulture, Govt. of Nagaland.

The college, though one of the oldest in the state and the oldest in humanity stream in the district, had been running just a selected range of subjects in the humanity. Ever since the taking over of the college by the Government in 2006, all efforts were made by the college to introduce more subjects in humanity stream under the purview of the University to enable students to have a wider choice of subjects. The certificate courses were introduced with a view to enhance the chances of students in penetrating the employment market.

The college also felt the need to introduce Commerce stream as there was no Government college in the district offering the stream. The relentless efforts of the college have been fulfilled with the introduction of commerce stream in 2016.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

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

- i) Prospectus
- ii) College website
- iii) Publication in local papers.

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

- The college adheres to a transparent admission policy that is in conformity with an agreement made with the Government of Nagaland and the Angami Students' Union (ASU), Kohima. As per the guidelines of this agreement, the college gives priority to students coming from Government Schools under Kohima District regardless of tribe, race, religion or background.
- Candidates from Private schools of Kohima District, regardless of tribe, race, religion or background are given the next preference.
- Entry into Honours course is 45% as per University rules and merit selection is done based on marks obtained by the student in the subject opted for.
- There are no cut-off marks for entry to Pass course. Students' intake depends on the availability of seats.

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

- The minimum and maximum percentage marks at entry level varies from year to year depending on the Higher Secondary School results of the given year.

- The admission policy of the college is peculiar to our college alone in the state. Hence, record of comparison in this regard is not maintained.

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

- The Admission Committee headed by the Principal, all HoDs and a selected number of faculty monitors the overall admission process annually. Prior to onset of every new academic session the committee conducts a number of meetings to discuss improved approach, if any, for the forthcoming admission session.
- Help Desk consisting of Grievance Redressal Cell, designated faculty and student’s body assist students and respond to their queries.
- Admission forms are reviewed in minute details prior to segregation into different departments as per students’ options and seats are allotted in keeping with admission policy as detailed in 2.1.2.
- List of selected students are placed on notice boards for admission within a given time frame failing which, a second list or more is notified subject to seat vacancy.

This system of admission process has worked out effectively thus far. Based on the experience of that year, changes or refinement of the process is made from time to time which is incorporated for the coming year’s admission policy.

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

SC/ST-OBC

- SC/OBC applicants for admission comprises of less than 2%. Admission to the college is assured if such categories are Government school pass-outs from Kohima District.
- The Nagas belong to the ST category; hence admission is assured if applicants are pass-outs from Government schools of Kohima District.

- Subject to availability of seat, admission is given merit wise to the all the above categories if they are passed outs from schools (private) of Kohima District.

Women

- In the field of education women enjoy equal rights and opportunities as their male counterparts. As the table provided below will indicate, in the past four years, more than 55% of the students admitted happened to be females.

Differently abled

- There is no special provision in the admission procedure for differently abled students. Though presently there are no such students, in the past they were not denied admission due to their disability provided they fulfill the policy of admission criteria as stated in 2.1.2. Further, there was some degree of exemption in their admission and extra-curricular activities.

Economically weaker sections

- The guidelines of the agreement in the admission policy signed between the Government of Nagaland and the Angami Students' Union (ASU) as specified in 2.1.2 ensures cent percent seat assurance to students passed out from Government schools of Kohima District. That such students belong to the economically weaker section of society is evidenced from the very fact that they are Government school pass outs where cost of education is nominal. Such students have very weak schooling foundation as majority of them hail from interior rural areas of the District. They are denied access to many of the Private institutions of repute for the sole reason that they pass in third division. Over the five decades of its existence the college has been doing yeomen service by providing them opportunity to pursue higher education for a nominal fee.

Minority community

- The college is a minority (Religious) institution and Nagaland being a Christian state; more than 98% of the student community belongs to the minority (Religion) community.

Any other

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

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG	2012-2013 - 2284	2012-2013 - 1797	1.28
1. BA	2013-2014 - 2087	2013-2014 - 1593	1.32
	2014-2015 - 1850	2014-2015 - 1314	1.41
	2015-2016 - 2040	2015-2016 - 1348	1.52
	2016-2017 - 1965	2016-2017 - 1517	1.30
2. Commerce	2016-2017 - 08	2016-2017 - 08	1
PG			
M.Phil.			
Ph.D.			
Integrated PG/PhD			
Value added			
Certificate	2016-17 - 38	2016-17 - 38	1
1. Computer	2014-15 - 12	2014-15 - 12	1
2. Functional English	2015-16 - 21	2015-16 - 21	1
	2016-17 - 15	2016-17 - 15	1
Diploma			
1			
2			
PG Diploma			
Any Other			
1. Certificate course in Floriculture	2017 - 50	2017 - 50	1

2.2 Catering to Student Diversity

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

Presently the college has no such category of students; however, the college has constructed ramps to ensure safety and easy movement for them. There also exists special washroom for their use. The Department of Social Welfare, Government of Nagaland has also visited the college in 2016 for survey and site inspection for installation of elevator for the use of such students. Further action is awaited.

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

- The college sets up Help Desk during admission sessions under the supervision of designated teachers and students body to provide counseling to prospective entrants on the choice of subject combinations and skill enhancement courses.
- The college organizes a special orientation programme on the opening day of new academic session wherein the Principal and the Vice Principal address the student and provide necessary information regarding all important aspects of the college.
- In the event of students' inability to adept to a subject combination opted for, provision is made for change of subject combination within a given limited time frame.

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

The institution conducts Remedial Classes for academically weaker section of the students are conducted after regular class hours. Enrichment courses on life skills, computer literacy and communication are on offer is as detailed in 1.4.3.

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

Kindly refer to 1.3.3

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

Advanced learners are encouraged to excel through special mentorship and providing extra reading materials. Such students are encouraged to contribute in the college Annual Magazine. They are also deputed to represent the college in various forums to participate in academic events, co-curricular and extra-curricular activities.

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

- Attendance percentage of every student is monitored monthly. Parents/guardians of regular absentees are called by the Principal for counseling and to ascertain the reason for irregularity.
- Performance of students is discussed at the regular Departmental meetings and suggestions for improvement are discussed and implemented.
- Poor learners are made to attend remedial classes and extra attendance given during mentoring sessions.
- General/SC/OBC forms a negligible percentage of the students of the institution. The rest belong to ST category who are eligible to apply for Post Matric Scholarship (PMS) provided by the Government. Also, Kohima College being a Government college, fee structure is nominal and affordable. Hence no case of drop-out due to financial constraints has been known.

2.3 Teaching-Learning Process

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

The University prepares the University examination schedule and the broad framework of the academic calendar. Based on this framework, the institution fills in the finer details of the day to day activities in its own devised academic calendar.

For details kindly refer to 1.1.2 and 1.1.4

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

The IQAC is the nodal cell that co-ordinates with all committees set up to ensure quality benchmark in all aspects of the institution. It organizes seminars, workshops and trainings for quality enhancement of faculty, staff and students of the college. Programmes and activities leading to quality are charted out, implemented and documented. It also designs feedback questionnaires for various stakeholders and the response of such feedback is analyzed and suitable corrective measures are explored to remedy lapses. It also prepares AQAR as per a NAAC guideline which is submitted annually to NAAC.

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

- In its attempt to make learning more student-centric, the college applies unconventional and innovative learning methods. Peer teaching and peer evaluation is used for smaller classrooms consisting of Honours students. Class seminars, group discussions, debates, presentations, group assignment writings, education tours, field trips and screening of films augments the conventional classroom teaching. These methods have proved beneficial and effective in developing skills in interactive, collaborative and independent learning among the students.

- In addition to catering to academic needs of the students, steps are taken for the development of students in social, ethical and personal values linked with basic management skills for community participation. They are encouraged to take part in extension activities through voluntary enrollment in the NSS, NCC and other units whereby a wide range of generic skills relating to survival, environmental education, health issues, oral and ethical education and social responsibilities are instilled.
- Various activities like Sports week, literary Day, cultural Day, Freshers' Day, Parting Social and Prize Distribution Day are organized by the students themselves. Such events help develop students' leadership and initiative skills, confidence and engagement in cooperative activity. This also helps them learn decision making, time management and shouldering responsibility.
- Students are given opportunity to participate in literary and art competition within and outside the confines of the college. They are encouraged to contribute creative writings in the college Annual Magazine and are included in the Editorial Board.

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

It is the endeavour of the college to nurture critical thinking, creativity and cultivate a questioning spirit. And to this end all possible efforts are made to supplement classroom teaching with stimulating activities to attract the attention of learners.

- Project works on concerns of common interest like environmental issues, gender issues, Naga issues etc are assigned to students.
- Literary Day is conducted annually and class wise competitions are organized on creative writing consisting of poetry, short story and essay writing on a given topic. The three best winning poems, short stories and essays is published in the college Annual Magazine. Similarly, in the category of painting competition, the winners art is used as the cover for the year's college Annual Magazine and the runners up art is used in the back page of the magazine. Debates are also conducted in this event.
- Seminars, workshops and lecture series are organized for students

with eminent persons in various fields as resource persons. During such occasions students are encouraged to participate in the interactive sessions.

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

Located in the North East, the college is still fraught with challenges to keep up with latest technology & e-educational resources.

- However, being fully conscious of the need of the faculty to engage in technology to be used for effective teaching, 4 smart classrooms has been fitted with complete ICT equipments, plus 7 other classrooms are also ready to be used.
- Availability of free Resources from National Mission on Education through Information and Communication Technology (NME-ICT) with List of Sakshat e-Content Repositories, National Programme on Technology Enhanced Learning (NPTEL) and other portals are announced and promoted on intervals to both teachers and students through the notice board in the Library and by dissemination of related materials.
- Educational content are shared by several faculty members to students through personal pocket devices such as PDAs, smartphones and mobile phones.
- However, to hold virtual classrooms with interactive Skype facility is still a challenge and has not yet been activated in any given form as connectivity of internet is a major problem in the hilly ridges of the North East region.

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

- The college organizes seminars, workshops and lectures for faculty and students for knowledge and skill enhancement.

- The college encourages faculty to attend seminars and workshop and present papers.
- Leave is granted to enable faculty members to attend Orientation Courses, Refreshers Courses, Summer/Winter Schools and other training programmes. For details please refer to 2.4.3
- Educational tours and field trips are organized every year.
- Films are screened to supplement classroom teaching.

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

- The Principal practices the Open Door policy for students to approach and interact freely on any issue at any time of working hours.
- Students have easy access to teachers. The homely ambience of the common staff room and friendly nature of teachers makes students feel comfortable to approach and interact with teachers.
- Mentoring of students, adopted as one of the best practices by the college has helped strengthen the tie between the teacher and the taught. Every single student comes under the mentorship of a faculty starting from the first semester.
- Remedial classes are conducted for academically weaker section of students.
- The college decided to engage a psychiatrist from the Government Mental Hospital, Kohima, to address and interact with students on psychological health of the students, accordingly an eminent psychiatrist was invited in 2016 to address and interact with the students.

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

For details kindly refer to 7.2.1

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

To enhance and augment the teaching learning process, the utilization of resources is explained below:

- More than 17,000 library texts and reference books are available. It also provides Inffibnet- N-List facilities, internet facility, and reprography facilities. Etc.
- CD's /DVD available cover subjects on Right to Information (RTI), and other Social/ Economic/ Environmental issues- problems. These are projected in classrooms to engage the faculty-students in active discussions and thereafter suggestions are made for remedial measures.
- National and International magazines, journals/ periodicals and local and national dailies, current affairs magazines subscribed, helps the students in their preparation of Public Service / other exams creating an awareness and keeping them updated on current affairs.
- Every semester students have compulsory assignment papers and independent research papers to write and the facilities provided in the library supports them in this task.
- All help is rendered to research scholars from outside in accessing relevant materials of importance.

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

With the introduction of the semester system in 2012 by the University, the college faced the challenge of completing the bulky curriculum within a limited period. Each semester is interlaced with numerous extra-curricular activities and striking a balance between the two activities posed additional challenge. However, with strategic planning of academic calendar and judicious time management, the institution has been able to cross the hurdle. Some of the measures adopted were:

- Meticulous preparation of lesson plan.
- Conduct of internal assessment activities on designated days.
- Submission of Internal assessment marks on designated days.
- Arrangement of extra classes for unfinished course after or before

class hours, or during free periods when a teacher is on leave or the course of a particular subject is completed.

- When a teacher is on leave for an extended leave, workload is divided among faculty of the Department to ensure no class goes unattended and course coverage is done within the given time frame.

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

- Through feedback from students.
- Through Departmental meetings.
- Through faculty meetings.
- Through IQAC meetings.
- Through Examination Committee that conducts meeting before and after declaration of every internal assessment results and after declaration of every University result wherein results analysis is reviewed and measures adopted for future improvement.

2.4 Teacher Quality

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

- The faculty members are appointed by the Nagaland Public Service Commission (NPSC) as per the norms laid down by the UGC, the State Government and Nagaland University.
- In the event of introduction of new stream/departments/courses, the Government also makes arrangements for attachment posting of senior faculty from Government colleges of other districts as a stop gap measure to take charge of new courses/stream. The Government appoints faculty fulfilling necessary eligibility criteria on contract basis through rigorous selection procedure.
- Further, as per requirement, the Government appoints candidates fulfilling necessary eligibility criteria on contract basis through rigorous selection process to assist newly created stream/departments/ courses.

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.			-	1	-	3	4
M.Phil.			-	-	-	2	2
PG			3	10	8	16	37
Temporary teachers							
Ph.D.					-	1	1
M.Phil.					-	3	3
PG					1	6	7
Part-time teachers: N/A							
Ph.D.							
M.Phil.							
PG							

- Since Kohima College is a government college, the faculty is recruited directly by the state government in accordance with the rules and norms laid down the UGC. As per the government rules, services of the faculties are transferable and hence, the college has no authority over recruitment and retention process.
- To meet the changing requirements of the curriculum, the faculties are deputed to participate in the workshops on revised syllabi. The faculties are deputed to orientation and refresher courses/summer / winter schools, seminars and conferences.

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

The college had been running only Humanity Stream since its inception. In 2014 Department of Functional English was introduced. In 2016 Department of Sociology and Commerce Stream were introduced. A few certificate courses were also introduced during this period. In all these faculty members were appointed applying the appointment procedure as referred to in 2.4.2.

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

- Study leave is granted to teachers desiring to pursue PhD research.
- Academic leave is granted to faculty members to enable them to attend refresher courses, orientation courses, summer/winter schools, workshops, seminars and other professional trainings conducted within and outside the state.

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	18
HRD programmes	
Orientation programmes	04
Staff training conducted by the university	
Staff training conducted by other institutions	40
Summer / winter schools, workshops, etc.	18
	17

For details kindly refer to 6.3.1. In addition, it may be pertinent to mention here that due to absence of Academic Staff Colleges in the state, faculty wishing to attend Refresher Course, Orientation Course, Summer/Winter Schools are required to go outside the state for such courses.

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

• Teaching learning methods/approaches

Lecture method, Seminars Assignments/ group discussions, and Project work/ field trip. The college maintains a daily work diary to keep academic records of teachers. The students are encouraged to give classroom seminars, make presentation and participate actively in group discussions. Teachers can avail of audio-visual aids, well-furnished library, and computer-based teaching-learning method to enhance clarity on various topics of interest to the students.

- ***Handling new curriculum***
 To meet the changing requirements of the curriculum, the faculties are deputed to participate in the workshops on revised syllabi. All HODs attended workshop on “Question Setting Pattern and Students Profiling” on 19th August, 2014 at St. Joseph’s college, Jakhama, organised by the Nagaland University.
- ***Content/ Knowledge management***
 The course syllabus is prepared by the Nagaland University. The college has the following members in the BUGS (Board of undergraduate studies) Ameü Kire (Education), Moanungla Kevichusa (English), Dorothy Swuro (Psychology), Dr. Eunice Alinger (History) Lily Angami (Economics), Medongulie Tseikhanuo (Tenyidie) and Theyiesinuo Kreditsu (English). The faculty members and students are encouraged to access e-resources in the form of journal and reference books available in the college library.
- ***Selection, development and use of enrichment materials***
 The college organizes inter departmental seminars, to enrich all practices and aspects of teaching and learning process. Further the faculty members receive invitation from various institutions to act as resource persons. They also present paper in national conferences. Apart from the text books, teachers prepare their own notes.
- ***Assessment***
 The self appraisal Annual Performance Assessment Report (APAR) is one of the major yardsticks used for the promotion of the faculty.

• ***Cross cutting issues***

Environmental study is a part of the college curriculum. The institute provides facilities to those students who wish to participate in inter college competitions.	
State Level Consultative Meet on Women & Children, organised by UNICEF, OKD Institute of Social Change and Development, Guwahati in collaboration with Kohima College	27/05/2016
Work shop on Research Methodology for Research Scholars at Kohima College organised by OKD Institute of Social Change and Development, Guwahati in collaboration with Kohima College.	23-26/01/2016
Workshop on Nagaland University Examination Process organised by Nagaland University in collaboration with Kohima College.	27/10/2015
A Lecture on “The Human Element in Our Crisis” organised by Research Cell of the college, with Dr. Niketu Iralu, Social Activist.	21/04/2015
Kohima college women cell along with KCSU women cell observed Women’s Day. A debate on the topic “Naga Women are empowered” was conducted and Fashion Show by The Global Open University was showcased.	17/04/2015
Staff Selection Commission organised at Kohima College by the SSC Regional Centre, Guwahati and SSC New Delhi.	21/01/2015
Seminar on Research Process organised by Research Cell, Kohima College.	22/10/2014
Seminar on World Day Against Child Labour on the theme, “No to Child Labour in Domestic Work” at Kohima College organised by the Labour and Employment department.	12/6/2013
Seminar entitled “The Bark weaver Lectures on a Terrible Matriarchy by Easterine Iralu” organised by English department, Kohima College.	14/06/2013
Legal awareness campaign on statutory Rights of women organised at Kohima College by Nagaland State Commission for Women with Lydia Yeptho and Jatila Jamir as resource persons.	4/5/2013

• ***Audio Visual/ Multimedia***

- One day training for Library Staff on SOUL 2.0 software on 24/7/2015.
- Orientation on Digitalisation of the Library and the Know – How of it, at Kohima College conducted by the Ramietech Solutions, a Pvt. IT firm for faculty and staff on 20/9/2014.
- Social Media Awareness Programme organised by Media Cell Kohima College on 10/4/2015 with Yanpvuo Kikon I.T. Programme Consultant, Government of Nagaland.

- The teachers of our institute are given access to internet. This helps them collect learning material from the internet, etc. College has a well developed library which contains thousands of books both reference and text books of various subjects.
 - The college has some smart classrooms to enable teachers to make use of Audio Visual facilities.
- **OER's**
Some popular Portals used by teachers and students include
 - National Mission on Education through Information and Communication Technology (NME-ICT) with List of Sakshat e-Content Repositories
www.nmeict.iitkgp.ernet.in
www.sakshat.ac.in
epgp.inflibnet.ac.in/NME-ICT.php
 - National Programme on Technology Enhanced Learning (NPTEL)
nptel.iitm.ac.in/index.php
 - FlexiLearnIndira Gandhi National Open University
www.ignouflexilearn.ac.in
 - eGyanKosh
www.egyankosh.ac.in
 - TESS- India
www.tess-india.edu.in
 - Teaching learning ,material development, selection and use
Teachers can avail of audio-visual aids, well-furnished library, and computer-based teaching-learning method to enhance clarity on various topics of interest to the students.

c) Percentage of faculty

Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies

Faculty	Programme	Date
Dr. Avinuo Kire <i>Dept. of English</i>	Resource person at a dialogue and interaction on 'Education Sustainability' - as part of the Wipro Earthian Award 2016, held at Wipro, Bangalore organised by Wipro, Bangalore	4 th February 2017
Ms. Moanungla Kevichüsa <i>Coordinator IQAC</i> <i>HoD, Dept. of English</i> & Dr. Eunice Alinger <i>Asst. Coordinator IQAC</i> <i>Dept. of History</i>	Resource persons to Pfutsero College for Consultative service on NAAC.	22 nd November 2016
Ms. Lily Angami <i>HoD, Dept. of Economics</i>	Resource person to Nagaland Civil Service Probationers Training at Administrative Training Institute.	2016-2015
Ms. Moanungla Kevichüsa <i>HoD, Dept. of English</i> & Dr. Konei Nakhro <i>Dept. of Political Science</i>	Resource person on National Panchayati Raj Day, at Kohima Village.	2016
Ms. Zeneinuo Solo <i>HoD, Dept. of Political Science</i> Dr. Eunice Alinger <i>Dept. of History</i> Mr. Evothung Ezung <i>Dept. of Economics</i>	Resource persons at the State Level Youth Parliament and Quiz Competition, organized by the Parliamentary Affairs Department, Government of Nagaland	2016, 2015, 2009-2013.
Dr. Konei Nakhro <i>Dept. of Political Science</i>	Interviewer at D.C. office for Driver, Peon and L.D.A. posts	2016
Mhalezolie Kire <i>HoD, Dept. of Tenyidie</i> & Dr. Kekhrieseno Christina <i>HoD, Dept. of Sociology</i>	Subject experts for regularization of assistant professors, Department of Higher Education, Govt. of Nagaland.	14/09/2016
Sungjeminla Changkija <i>Dept. of English</i>	Subject expert for faculty recruitment at National Institute of Electronics & Information Technology (NIELIT), Kohima, Nagaland.	25/07/2016
Ms. Khriezenuo Vizo <i>Dept. of English</i>	Interviewer at Raj Bhavan, for Sectt. Staff selection.	13/07/16

Ms. Khriezenuo Vizo <i>Dept. of English</i>	Interviewer for Office Staff recruitment at National Institute of Electronics & Information Technology (NIELIT)	6/06/2016
Ms. Moanungla Kevichüsa <i>HoD, Dept. of English</i> & Ms. Khriezenuo Vizo <i>Dept. of English</i>	Subject experts for faculty recruitment at National Institute of Electronics & Information Technology (NIELIT), Kohima, Nagaland	13/04/2015
Dr. Konei Nakhro, <i>Dept. of Political Science</i>	Subject expert for faculty recruitment at Model College, Kohima	2015
Dr. Avinuo Kire, <i>Dept. of English</i>	Resource Person at Panel Discussion on 'Crossover Narratives: Women's Voices from the North East'- as part of New Delhi World Book Fair held at Delhi, Organised by National Book Trust of India (NBTI), Ministry of Human Resource Development, Govt. of India.	19/02/2015
	All HODs and some senior faculty conducted viva interviews for selection of secondary teachers under RMSA, as subject experts.	2014
Dr. Konei Nakhro, <i>Dept. of Political Science</i>	Resource person in Gender issues in Disaster management at Administrative Training Institute.	20-22/05/ 2014
Ms. Buno Angami <i>Dept. of Tenyidie</i>	Resource person for coaching classes for Entry into Service.	March to May 2014.
Dr. Avinuo Kire <i>Dept. of English</i>	1. Resource Person at Dialogue on 'Politics of Writing- Young & New Voices'- as part of Kala Ghoda Arts Festival- held at David Sasoon Library Gardens, Mumbai, organised by Zubaan, Delhi, in collaboration with Kala Ghoda Arts Festival committee. 2. Resource Person at Dialogue on 'Literature, Politics & Poetry' – as part of the Cultures of Peace Festival- held at Symbiosis College, Pune, Maharashtra University, organised by 1. Zubaan, Delhi 2. Heinrich Boll Stiftung, Germany 3. Khublei, Meghalaya	02/02/2014 30/01/2014
Dr. Konei Nakhro, <i>Dept. of Political Science</i>	Resource person to Nagaland Civil Service Probationers Training at Administrative Training Institute.	2013
Ms. Ameü Kire, HoD <i>Dept. of Education</i>	Subject expert, Nagaland Public Service Commission lecturers' interview	2013
Abeni Zuchamo <i>Dept. of History</i>	Subject expert, for recruitment of contract assistant professors under Department of Higher Education.	16/10/12

Participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies.

National Level:

Presented Paper/Participated:

Dr.Kekhrieseno Christina <i>HoD, Dept. of Sociology</i> & Dr.Eunice Alinger <i>Dept. of History</i>	Participated in National seminar on “The Best Practices in Higher Education for Quality Management”, sponsored by NAAC, at St. Joseph’s College, Jakhama.	24 th - 25 th March, 2017
Dr.Eunice Alinger <i>Dept. of History</i>	Participated in National seminar on “Gender, Social Justice & Human Rights: with reference to North-East” organised by the National Human Rights Commission, India & Nagaland University, Kohima Campus, Meriema at SIRD Conference Hall, Kohima.	15 th March, 2017
Dr. Avinuo Kire <i>Dept. of English</i>	Gave a Poetry Reading at the Inaugural Session, Festival of Letters, held at Rabindra Bhavan Lawns, Delhi, organised by the Sahitya Akademi, Delhi.	23 rd February 2017
Kevilenuo Kemp <i>Dept. of Education</i>	i. Participated and presented a paper on “ICT Enabled Education” in an ICSSR sponsored Two Day National Seminar organized by Department of Education & Department of Education held at Nagaland University, Kohima Campus, Meriema.	7 th & 8 th Nov. 2016
	ii. Participated and presented a paper on “Traditions, Customs and Culture of the Rengma Nagas and its gender implication” in a National Seminar organized by North Eastern Social Research Centre(NESCR), Cotton College State University (CCSU) and Tata Institute of Social Sciences (TISS), at NIPCCD, Guwahati.	20 th & 21 st March, 2015
Kelhokhrienuo Sekhose <i>Dept. of Tenyidie</i>	Participated in the Seven-Day Workshop on Natural Language Processing organised by Linguistic Data Consortium for Indian Languages, CIIL, Mysore in collaboration with Department of Tenyidie, Nagaland University, Kohima.	21 st to 28 th October, 2016
Ms. Lily Angami <i>HoD, Dept. of Economics</i> & Kelhokhrienuo Sekhose <i>Dept. of Tenyidie</i>	Participated in Course on Sociology of Labour and Globalisation for North Eastern States organised by the V.V. Giri National Labour Institute, Noida.	11 th -15 th Jan. 2016

Ms. Lily Angami <i>HoD, Dept. of Economics</i>	Participated in Workshop on “Official Statistics in North Eastern States” held at the Kohima Science College (KSC) organised by the Department of Statistics, KSC under the sponsorship of the Indian Statistical Institute (ISI), Kolkota.	2 nd to 4 th Nov. 2014
Dr. Avinuo Kire <i>Dept. of English</i>	Presented Paper at Symposium held at Department of Tenyidie, Meriema Campus, Nagaland University, organised by Sahitya Akademi, North East Centre for Oral Literature, Agartala, in collaboration with Department of Tenyidie, Nagaland University.	4 th -5 th April 2014 <i>(Presented Paper on the 4th April)</i>
Theyiesinuo Kreditsu <i>Dept. of English</i>	Participated and presented a paper on “Politics of location with special reference to NE India” in National Seminar held at Sazolie College, Jotsoma.	2014
Dr.Kekhrieseno Christina <i>HoD, Dept. of Sociology</i>	National Workshop on Women in Traditional World views and Institutional Practices at Japfu Christian college at Kigwema.	10-11/12/2013
Dr.Eunice Alinger <i>Dept. of History</i> & N. Nzanbeni Yanthan <i>Dept. of Economics</i>	Participated in National seminar on “The impact of Violence on Women and Children in Conflict Areas in India with particular reference to the Northeast” organised by St. Joseph’s College, Jakhama, Nagaland in collaboration with Tata Institute of Social Sciences (TISS), Guwahati.	21 st & 22 nd Sept. 2012
International Level: Neikehienuo Mepfhuo	Presented a paper on “storytelling in Louise Erdrich’s Love Medicine and Tracks” at the 12th MELUS/MELOW (Multi Ethnic Literatures of the United States and Multi Ethnic Literatures of the Worlds) International Conference at Punjab University, Chandigarh.	February 8-10, 2013
Shri. Keduolhoulie Belho	Participated in International Symposium- Himalayan Language Symposium at IIT Guwahati.	2016

Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies

Dr. Avinuo Kire <i>Dept. of English</i>	Resource Person for Humanities Stream, Career Guidance program, held at Govt. Higher Secondary School, Seikhazou, Kohima Village. Organised by Dapfhütsumia Students’ Union, Kohima village	25 th March 2017
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<p>Dr. Avinuo Kire <i>Dept. of English</i></p>	<p>1. ‘Author Reading’ at the Bookworm Festival 2016 held at Angami Public Organization Hall, organised by Kohima Barkweaver Publications, Crossword and De Oriental Grand</p> <p>2. Poetry Reading at the Bookworm Festival held at Kuochiezie Ground, Kohima organised by Kohima Barkweaver Publications, Crossword and De Oriental Grand</p> <p>3. Resource Person at a session ‘Conversation with Writers’- as part of Literature Fest 2016- held at Baptist College, Kohima, Department of English, Baptist College.</p>	<p>30th November 2016</p> <p>3rd May 2016</p> <p>25th May 2016</p>
<p>Mr. Keneilesa Neikha <i>HoD, Dept. of History</i></p>	<p>Resource person in Southern Angami Students Union(SASU) and Southern Angami Gazetted Officers Krotho(SAGOK) conferences</p>	<p>2015-2016</p>
<p>Dr.Kekhrieseno Christina, HoD, <i>Dept. of Sociology</i></p>	<p>Resource person in Angami Catholic Union, Cathedral (ACU) and Angami Women Cathedral programmes.</p>	<p>2014, 2015</p>
<p>Dr. Konei Nakhro <i>Dept. of Political Science</i></p>	<p>Resource person in Jotsoma Women’s organisation conference.</p> <p>Resource person in Western Angami Gazetted Officers Krotho, General conference.</p> <p>Resource person in Jotsoma Student’s Union Fresher’s Day</p>	<p>7/1/2017</p> <p>29/10/2016</p> <p>5/6/2015</p>
<p>Mhalezolie Kire <i>HoD, Dept. of Tenyidie</i></p>	<p>Resource person in seminars organised by the Ura Academy.</p>	<p>2015, 2014</p>
<p>Medongulie <i>Dept. of Tenyidie</i></p>	<p>Resource person for writers and editors of Tenyidie journals under Angami Baptist Church Council (ABCC).</p>	<p>3/12/2016</p>

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

Kindly refer to 3.1.3

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

Prior to 2012, three faculty members received awards/recognition from the Department of Higher Education, Government of Nagaland in recognition of their contribution for the upliftment of Higher Education in Nagaland. From 2012 on, two more faculty members received the same award/ recognition in 2012 and 2013 by Kevilenuo Sakhrie and Ameu Kire respectively.

Faculty members of the college are dynamic and committed to their profession. It may be noted here that many youth of the district and even beyond, would have been deprived of pursuing higher education for lack of financial support to seek education outside the state. The timely establishment of the college five decades ago has done yeoman service by bringing higher education to the doorstep of the local people. Thousands have passed the portal of the college to scale greater heights in life and contributing to society in various capacities. Two alumni have been Chief Ministers of the state in succession. Presently, two of our alumni are standing Members of Parliament. Besides, the college can boast of many incumbent legislators, an ex-Chief Secretary, high ranking central and state service officials, successful businessmen, and social workers.

This proves well of the faculty and their commitment to the high calling of their profession.

The congenial and homely atmosphere of the college that nurtures a sense of belongingness, the rapport among faculty members and supportive authority have attributed to the dedicated performance and achievement of the faculty.

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

Analysis of feedback on evaluation of teachers from students, parents and alumni through feedback questionnaire is conducted annually. Inputs from feedback is analyzed by the IQAC and discussed at faculty, HoDs, Departmental and IQAC meetings. Improvement measures are discussed and adopted for improving the quality of teaching learning process.

2.5 Evaluation Process and Reforms

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

- A general orientation programme is organized at the onset of every academic session which is followed by orientation in the respective classroom on the first day of class. Students are informed of the examination and evaluation schedule and the norms involved.
- The Academic Calendar of the college delineates the schedule of academic, co-curricular and extra-curricular activities.
- Relevant information and updates from the University is notified by the Principal to the teaching, non-teaching staff and students through notifications and circulars which is further displayed in the college notice board.
- All curricular activities for internal evaluation are carried out on the date specified in the Academic Calendar of the college.
- The Internal Assessment is carried on in the college as per the norms laid down by the University. The result is displayed in the college notice board.

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

Within the evaluation directives laid down by the University, the college tries to make its assessment system as innovative as possible. Written assignments and class tests, presentation in classroom seminars, oral tests, project works, field trips, peer teaching and peer evaluation are the various methods of assessing students with a view to enhance their writing skills, presentation skills and sense of confidence.

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

Series of meetings are conducted at the faculty, Departmental, HoDs and IQAC level to develop measures for effective implementation of evaluation reforms of the University and those initiated at the institutional level. In the event of major evaluation reforms, the University conducts workshops for faculty to acquaint with the changes.

The steps taken by the institution to ensure effective implementation of evaluation reforms is referred to in 2.5.2. Additional information is furnished in 1.1.2.

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

The mechanism adopted for formative assessment include classroom interaction, oral and written test, assignment writing, project work, seminar, presentation, peer teaching and peer evaluation, field trip and group discussion. This ongoing assessment of students generates information on students' learning and teachers' teaching. The internal assessment carries 30% per theory paper for each subject.

The marks obtained at the end term University examination conducted at the end of every semester together with the marks obtained in the internal assessment forms the suative assessment.

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

- The Academic Calendar of the college prepared by the authority based on the broad framework of the University's Academic Calendar demarcates specific dates for all internal assessment activities.
- Marks obtained by students in the internal assessment are submitted on the designated dates.
- To ensure transparency in the internal assessment, students are informed of their performance in the classroom and areas that need improvement are pointed out.
- The Examination Committee sits for series of meetings to review and analyse the tabulated marks of internal assessment.
- For those students who fail to obtain qualifying marks, some grace mark is given if the average of their monthly attendance percentage is 75% and above.

- The internal assessment result is displayed on the college notice board.

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

The college is guided by the vision and mission statement of the college (please refer to 1.1.1) in its endeavour to emphasize on all round development of learners. The institution combines academic enrichment with add on certificate course to inculcate and train in life skills for better chances of employability after graduation. The institution also encourages students' participation in co-curricular and extra-curricular activities by organizing numerous events in the college, and, by making allowances in their attendance percentage and internal academic activities where necessity arises for students to partake in events outside the college.

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

- At the institutional level, students can seek redressal for internal assessment marks through Grievance Redressal Cell and RTI Cell of the college.
- At the University level, students with guidance by the respective teacher can route through the Principal of the college for re-evaluation of external marks.

2.6. Student performance and Learning Outcomes

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

The college was founded with the vision of imparting holistic development of the student. Within the prescribed curriculum of the University the college has made every possible attempt to incorporate activities to mould, enrich and bring all round development to transform students into being assets to society.

- College website and College Annual Magazine, vision and mission statement of the college reflected in the prospectus, mentoring sessions, meetings at different levels, orientation day and orientation classes at the beginning of each academic session are mediums employed to communicate this creed to students and staff of the college.
- Committees set up by the college have been formed to this end. During mentoring session where fresh entrants are mentored under designated mentors, students are made aware of what to expect from the courses and subjects on offer. The same is communicated on orientation day and during orientation classes. Help desk are set up during admission time to address to queries relating to the same and other issues.
- Further, students are made known of the outcome benefits of enrolling for unconventional subjects like Functional English and other skill enhancement and job oriented certificate courses offered by the college.
- Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.
- The college follows the prescribed curriculum and assessment policy of the University. The result of internal assessment as also the external University result is analyzed by the Examination Committee as well as at the Departmental level through series of meetings. Suggestions for improvement is discussed and devised and communicated to students.
- Monthly attendance is submitted to authority. Parents/guardians of errant students are called and counseled by the authority.
- Result of internal assessment is displayed on college notice board.

In Faculty meetings and departmental meetings the progress of the students are discussed and monitored. And for transparency the result sheets are put up on the students' notice board.

2012

Result Analysis in Respect of Kohima College, Kohima (B.A 2nd & 3rd Year Examination 2012)

CLASS		TA	TP	1 st Div.	2 nd Div.	SP	1 st Div. %	PASS %
B.A II	HONOURS	151	97	-	-	-	-	64%
	PASS COURSE	196	119	-	-	-	-	61%
	OVER ALL	347	216	-	-	-	-	62%
B.A III	HONOURS	179	128	02	68	58	1.20%	72%
	PASS COURSE	188	94	01	30	57	0.62%	47%
	OVER ALL	367	222	03	98	121	0.92%	60%

Result Analysis of B.A. 3rd Year, Honours (Subject-Wise) in respect of Kohima College, Kohima

SUBJECT		TA	TP	1 st Div.	2 nd Div.	SP	1 st Div. %	PASS %
ENGLISH	B.A II	16	10	-	-	-	-	63%
	B.A III	33	31	NIL	19	12	NIL	94%
POLITICAL SCIENCE	B.A II	56	33	-	-	-	-	89%
	B.A III	24	17	NIL	05	12	NIL	71%
HISTORY	B.A II	17	12	-	-	-	-	71%
	B.A III	35	28	NIL	17	11	NIL	80%
EDUCATION	B.A II	36	24	-	-	-	-	67%
	B.A III	42	23	NIL	05	18	NIL	55%
ECONOMICS	B.A II	04	04	-	-	-	-	100%
	B.A III	15	12	01	08	03	7.14%	80%
TENYIDIE	B.A II	22	14	-	-	-	-	64%
	B.A III	30	17	01	14	02	3.45%	57%

2012

Merit List of Students in Degree Examination, Kohima College, Kohima under Nagaland University 2012

Name	Roll No.	Course	Total Marks	%	Position / rank Secured	Contact no.
Mr. Simon Loli	B1005062	Pass Course	870	62%	2 nd	9856682924 8974995811
Miss. Ruvuotuonuo Ruth	A1005248	Economics	497	62%	2 nd	8575192714
Miss. Lesenu Thakro	A1005275	Tenyidie	487	61%	4 th	9612845323

2013

Result Analysis in respect of Kohima College, Kohima (B.A. 3rd Examination 2013)

CLASS		TA	TP	1 st Div.	2 nd Div.	SP	1 st Div. %	PASS %
B.A III	HONOURS	160	89	NIL	50	39	NIL	55.63%
	PASS COURSE	184	83	NIL	37	46	NIL	45.11%
	OVER ALL	344	172	NIL	87	85	NIL	50%

Result Analysis of B.A. 3rd Year, Honours (Subject-Wise) in respect of Kohima College, Kohima

SUBJECT	TA	TP	1 st Div.	2 nd Div.	SP	1 st Div. %	PASS %
ENGLISH HONOURS	14	03	NIL	02	01	NIL	21.43%
POLITICAL SCIENCE HONOURS	47	33	NIL	13	20	NIL	70.21%
HISTORY HONOURS	23	15	NIL	11	04	NIL	65.22%
EDUCATION HONOURS	43	28	NIL	14	14	NIL	65.12%
ECONOMICS HONOURS	07	04	NIL	04	NIL	NIL	57.14%
TENYIDIE HONOURS	26	06	NIL	06	NIL	NIL	23.08%

2013

Detailed Result Analysis of HSSLC Examination 2013

TOTAL ENROLLED	GEN- DER	CATE- GORY	NO. OF STU- DENTS	TOTAL APPEARED		GEN- DER	CATE- GORY	NO. OF STUDENTS	TOTAL PASSED		GEN- DER	CATE- GORY	1 st Div.	2 nd Div.	3 rd Div.	TO- TAL
				MALE	FE- MALE				MALE	FE- MALE						
		ST	124				ST	122				ST	2	9	63	74
		SC	3				SC	2				SC	1	-	1	2
	MALE	GC	2			MALE	GC	2			MALE	GC	-	1	1	2
		OBC	-				OBC	NIL				OBC	-	-	-	-
		TOTAL	129				TO- TAL	126				TOTAL	3	10	65	78
		ST	108				ST	104				ST	2	12	46	60
		SC	1				SC	1				SC	-	-	1	1
	FE- MALE	GC	1			FE- MALE	GC	1			FE- MALE	GC	-	1	-	1
		OBC	-				OBC	-				OBC	-	-	-	-
		TOTAL	110				TO- TAL	106				TOTAL	2	13	47	62
	OVERALL TOTAL		239			OVERALL TOTAL		232			OVERALL TOTAL		5	23	112	140

2014

Result Analysis in Respect of Kohima College, Kohima (B.A. 3rd Examination 2014)

CLASS	Course	TA	TP	1 st Div.	2 nd Div.	SP	1 st Div. %	PASS %
B.A III	HONOURS	132	117	01	75	41	0.76	88.64%
	PASS COURSE	255	226	NIL	104	122	NIL	88.63%
	OVER ALL	387	343	01	179	163	0.23%	88.63%

2014

Result Analysis of B.A. 3rd Year, Honours (Subject-Wise) in Respect of Kohima College, Kohima

SUBJECT	TA	TP	1 st Div.	2 nd Div.	SP	1 st Div. %	PASS %
ENGLISH HONOURS	29	24	NIL	12	12	NIL	82.76%
POLITICAL SCIENCE HONOURS	13	13	01	11	1	7.7%	100%
HISTORY HONOURS	23	20	NIL	14	6	NIL	86.96%
EDUCATION HONOURS	31	25	NIL	15	10	NIL	80.65%
ECONOMICS HONOURS	13	12	NIL	09	03	NIL	92.31%
TENYIDIE HONOURS	23	23	NIL	14	09	NIL	100%

2015

Result Analysis of B.A. 6th Semester Examination 2015

Course	TA	TP	PASS %
HONOURS	176	126	71.59%
PASS COURSE	109	71	65.14%
OVER ALL	285	197	69.12%

Result Analysis of B.A. 6th Semester, Honours (Subject-Wise)

SUBJECT	TA	TP	PASS %
ENGLISH HONOURS	41	31	75.60%
POLITICAL SCIENCE HONOURS	36	32	88.89%
HISTORY HONOURS	15	09	60.00%
EDUCATION HONOURS	33	24	72.73%
ECONOMICS HONOURS	33	24	72.73%
TENYIDIE HONOURS	18	06	33.34%

2015

Result Analysis of B.A. 4th Semester 2013 Batch Examination 2015

COURSE	TA	TP	PASS %
HONOURS	189	138	73.02%
PASS COURSE	97	84	86.6%
OVER ALL	286	222	77.62%

2016

Result Analysis of B.A. 6th Semester Examination 2016

Course	TA	TP	PASS %
HONOURS	183	118	64.48%
PASS COURSE	104	54	51.92%
OVER ALL	287	172	59.93%

Result Analysis of B.A. 6th Semester, Honours (Subject-Wise)

SUBJECT	TA	TP	PASS %
ENGLISH HONOURS	38	25	65.79%
POLITICAL SCIENCE HONOURS	38	32	84.21%
HISTORY HONOURS	21	16	76.19%
EDUCATION HONOURS	25	15	60.00%
ECONOMICS HONOURS	35	22	62.86%
TENYIDIE HONOURS	26	08	30.77%

Result Analysis of B.A. 4th Semester 2013 Batch Examination 2015

COURSE	TA	TP	PASS %
HONOURS	189	138	73.02%
PASS COURSE	97	84	86.6%
OVER ALL	286	222	77.62%

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

The college follows the prescribed curriculum and assessment policy of the University. A blend of conventional and innovative strategies is deployed in the execution of teaching, learning and assessment process for optimum facilitation of achieving the intended learning outcomes. Such strategies are devised at the faculty meetings with the Principal, Departmental meetings, HoDs meetings, Examination Committee meetings and IQAC meetings.

- Serious note is taken of for students failing to achieve the University prescribed 75% in monthly class attendance and parents/guardians are called for counseling by the authority.
- Classroom teaching is augmented by seminars, project works, field trips, study tours, assignment writings, peer teaching and peer evaluation etc the outcome of which is assessed for internal assessment marks.

Please refer to 1.3.1 for more details.

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

- The college had been running Humanity Stream since inception in 1967 which entailed students either to opt for higher studies or seek jobs with preference for Government service. There has been no avenues for tie-ups with any agencies for students placement as entry to Government service at any level is through qualifying exams and interviews.
- Though unfortunately, the town has no industry, big business enterprises or set-ups, with the introduction of Commerce Stream in 2016, the institution plans to forge ties with the few shopping complex for students' placement.
- As detailed in 1.3.2, a number of skill enhancing certificate courses have also been introduced with a view to equip students to cope with the needs of the employment market.

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

- In the process of classroom teaching.
- Through the performance in internal assessment activities.
- Through the performance at external University examinations for gradation to higher class.
- Through inputs from Student Feedback form.
- Through mentoring sessions.

Analysis of data collected through this mode forms the basis for discussions and devising improved strategies for overcoming barriers of learning.

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

For details kindly refer to 2.6.1, 2.6.3 and 2.6.5

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

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

Assessment outcomes arrived at through mechanism as mentioned in 2.3.11 is used as basis for providing extra care to academically weaker and slow learners through remedial classes, re-test, re-writing of assignments, mentoring etc.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

N/A

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

Yes, the Institution has a research committee to monitor and address the issues pertaining to research activities.

Composition of the committee:

Dr. Eunice Alinger (coordinator)

Dr. Konei Nakhro

Dr. Bweyhunle Khing

Dr. Kekhrieseno Christina

Dr. Avinuo Kire

Mr. Evothung Ezung

Mrs. Theyiesinuo Kreditsu

Ms. Neikehenuo Mepfhuo

Ms. Kelhoukhrienuo Sekhose

RECOMMENDATIONS	IMPACT
To encourage the teachers to apply for minor and major research projects under ICSSR, UGC etc.	Mr. Keduolhoulie Belho, Assistant Professor & research scholar, Department of Tenyidie, has been actively involved as a Research Assistant in a major research project “State Society Interface: Autonomy and Governance in India’s North East”, 2016. Dr. Watijungshi Jamir, Principal, Kohima College & Leading Investigator on “Cultural History, Ethnography and the Physical Characteristics of the Naga’s of Nagaland: A study on Somotometric and Somotoscopic Characteristics in the Districts of Peren and Kiphre, Nagaland”, 2014-2015.
To encourage the teachers to go for short term courses such as Refresher and Orientation courses to reputed universities, so as to update and keep themselves abreast with the latest developments in the academia.	Refer 2.4.3

<p>Recommended the institution to organize a state, regional or national seminar annually, so that, the teachers and the scholars would also get the opportunity to be part of.</p>	<p>2017: 13-14th February 2017, Regional Seminar postponed due to unstable political situation in Nagaland. To be rescheduled at the earliest.</p> <p>UGC National Seminar scheduled to be held in November 2017.</p> <p>Two Regional seminars 2016 have been organised in collaboration with Omeo Kumar Das Institute of Social change.</p> <ul style="list-style-type: none"> - State Level Consultative Meet on Women & Children, organised by UNICEF, OKD Institute of Social Change and Development, Guwahati in collaboration with Kohima College on 27/05/2016 - Work shop on Research Methodology for Research Scholars at Kohima College organised by OKD Institute of Social Change and Development, Guwahati in collaboration with Kohima College, 23-26/01/2016 - Workshop on Nagaland University Examination Process organised by Nagaland University in collaboration with Kohima College on 27/10/2015 <p>Number of seminars has been organised for the faculty with eminent personalities from various fields</p>
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3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects

Autonomy to the principal investigator

N/A

Timely availability or release of resources

As and when UGC grants are availed

Adequate infrastructure and human resources:

- a) The institution is equipped with a library which has a good number of books to facilitate the students and the teachers for research activities.
- b) Internet facility is provided for accessing e-journals and other materials.
- c) Facilities for organizing and attending seminars, workshops and conferences are provided.

Time-off, reduced teaching load, special leave etc. to teachers

A faculty member needs permission from the Government to avail Study leave (upto 3 years, can be extended by further 2 years) for research work. A few faculty members have availed this leave to complete their doctoral study.

The administration is sensitive to reduce teaching load or give time off to those teachers involved in research activities. This includes teachers who take students on research based study trips (for sensitization of students).

Support in terms of technology and information needs

Facilities like INFLIBNET NLIST of more than 13500+ e-books and 6000+ e journals are supported.

Kindly refer to 2.3.5

Kindly refer to 2.4.3 under ***Audio Visual/ Multimedia & OER's***

Facilitate timely auditing and submission of utilization certificate to the funding authorities

N/A

Any other

None

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

As a part of internal assessment, the students are assigned compulsory independent mini projects to develop research culture amongst the students.

Study tours are also organised to get first hand information to collect primary data. Other activities include exposure trips to places of historical importance, followed by mandatory report writing.

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

Guiding student research:

Dr. Kekhrieseno Christina, HOD, Dept of Sociology.

Name of the re-search scholar	Research and status	Status	Title of the research under-taken
Viraho Hibo	Regd. No AZ-0-2012-000296, Dept. of North East India studies, Assam Don Bosco University, Taparia Sonapur.	Ongoing	Change and continuity of Taboos among the Southern Angami Nagas
Charles Ezung	Admission 14.03.14 Dept. of North East India studies, Assam Don Bosco University, Taparia Sonapur	Ongoing	Socio-political status of contemporary women

Dr. Konei Nakhro, Dept. of Political Science

Name of the research scholar	Research and status	Status	Title of the research undertaken
Zhasalie Naprantsu	Masters thesis Regd. No PG/004/CRM/2008-2012 The Global Open University	Completed (2012)	Customary law of the Angami Nagas

Leading Research Project:

Name	Project	Title:	Status
Dr. Watijungshi Jamir Principal Kohima College	Major Project under Dept. of Art & Culture, Govt. of Nagaland.	Cultural History, Ethnography and the Physical Characteristics of the Naga's of Nagaland: A study on Somotometric and Somotoscopic Characteristics in the Districts of Peren and Kiphere, Nagaland", 2015.	Completed
Ase Yalie, Dept. Of Political Science	Major Project under UGC	Study of State Legislative Assembly(2009-2013)	Completed
Mr. Keduolhoulie Belho, Assistant Professor & research scholar, Department of Tenyidie,	Research Assistant, in a major research project , under ICSSR	"State Society Interface: Autonomy and Governance in India's North East", 2016.	Completed

Engaged in Individual Research Activity:

Name of the Research Scholar	Course and University	Status	Title of the work
Theyiesinuo Kreditsu <i>Dept. of English</i>	PhD regd. no. 2011 DP045; Tata Institute of Social Science, Mumbai.	Submitted, result awaited	Cultural Identity & Tourism in Nagaland.
Emisenla Jamir <i>Dept. of English</i>	Ph.D regd. no. 573/2014 Nagaland University	Ongoing	Phenomenology of Alienation and Eco-Ethics: A study of N.Scott Momaday, Leslie Marmon Silko, Tamsula Ao and Easterine Kire.
Evothung Ezung <i>Dept. of Economics</i>	PhD regd. no. 629/2014, Nagaland University.	Ongoing	Public Distribution system in Nagaland
Kelhoukhrienuo <i>Dept. of Tenyidie</i>	Ph.D.regd.no. 672/2015, Nagaland University	Ongoing	Socio-cultural reformative attempt in the literary Works of Shurhozellie.
Keduolhoulie Belho <i>Dept. of Tenyidie</i>	Ph.D.Regd.no. 673/2015, Nagaland University	Ongoing	Interrogatives and negatives: A comparative study between Tenyidie and some select languages of Naga groups

Kevilenuo Kemp <i>Dept. of Education</i>	PhD regd. no. 619/2014 Nagaland University	Ongoing	A comparative Study on management and administration of government and private colleges in Nagaland.
Neikehenuo Mepfhuo <i>Functional English Dept.</i>	PhD regd. no. AZ-0- 2014-000115 Assam Don Bosco.	Submitted, result awaited	Narrativization of the Historical and the Autobiographical: The question of Tribal identity in the novels of Louise Edrich and Easterine Kire

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

Kindly refer 6.3.1

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

Name/ Designation	Teaching experience (Till Feb. 2017)	Qualification	Research expertise area
Dr. Watijungshi Jamir <i>Principal Kohima College</i>	Principal-5 Years	M.Sc., PhD	Megalithic remains in Nagaland (an ethno-archeological study)
	28 years teaching	Post-Doctoral Study	A study on Somotometric and Somotoscopic Characteristics in the Districts of Peren and Kiphre, Nagaland”, 2015.
Dr. Bweyhunle Khing <i>Associate Professor Dept. of Education</i>	21 yrs 9 months	M.A., PhD	Learning disabilities of primary school tribal children in Nagaland
Dr. Kekhrieseno Christina <i>Asst. Professor, HoD Dept. of Sociology</i>	17 years 4 months	M.A., PhD, NET	Land Relations in an Angami Village
Dr. Konei Nakhro <i>Assistant Professor Dept. of Political Science</i>	12 yrs 7 months	M.A., PhD, NET	Socio- Political Institutions of the Angami Naga’s: A Study of Continuity and Change.
Dr. Eunice Alinger <i>Assistant Professor Dept. of History</i>	12 yrs 7 months	M.A., PhD NET	Environmental History of Nagaland with Special reference to Water Resources (1881-2005)
Dr. Avinuo Kire <i>Assistant Professor Dept. of English</i>	1 year	M.A., M.Phil, PhD	Fictional Narratives of Kiran Desai and Jhumpa Lahiri: A Psychoanalytic Study

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

National and International awardees have been invited by the institution to seminars and workshops held in the campus.

Easterine Kire, a Novelist, poet and writer of children books, visited on 14.06.2016

The Hindu Prize winner, 2015, for her novel When the River Sleeps. Her first novel, A Naga Village Remembered (Ura Academy 2003) was also the first Naga novel in English to be published. Her poetry and books have been translated to German, Croatian, Uzbek, Norwegian and Nepali.

Prof. Dr. Temsula Ao Poet, short story writer and ethnographer, visited on 15.10.2015

Sahitya Akademi Award winner 2013. Governor's Gold Medal 2009 from the government of Meghalaya. Padma Shri Awardee 2007. One of the major literary voices in English to emerge from Northeast India; her works have been translated into German, French, Assamese, Bengali and Hindi.

Dr. K. B. Veio Pou, Writer and literary critic.

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

The Department of Higher Education has no provision for Sabbatical Leave. The faculty members can avail 3 years of study leave for doctoral work, extending it by another 2 years if necessary.

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

N/A

3.2 Resource Mobilization of Research

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

N/A

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

N/A

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

N/A

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

N/A

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

Interdepartmental seminars for faculty and students are held periodically in order to encourage research culture in the institution. All available reading resources, plus additional data accessed online are utilized for preparation of papers.

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

N/A

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

Nature of the Project	Duration Year from to	Title of the project	Name of the funding agency	Total Grant		Total grant received till date
				Sanc-tioned	Received	
Minor projects						
Major projects	2014-2015	A study on Somoto-metric and Somotoscopic Characteristics in the Districts of Peren and Kiphery, Nagaland", 2015.	Dept. of Art & Culture, Govt. of Nagaland.	1 crore	1 crore	1 crore
Interdisciplinary projects						
Industry sponsored						
Students' research projects						
Any other (spec-ify)						

3.3 Research Facilities

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

Students and research scholars have access to a mini library specialized in North East India which is maintained by the Research Cell and all other library materials (17,0000+ books, journals, reference books, others); e-library facilities like INFLIBNET NLIST consisting of more than 13500+ e-books and 6000+ e- journals.

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

The college as a Government institute by itself cannot make any new infrastructural changes without consulting its parent department; however, in terms of planning and research up gradation, it has undertaken a few steps to tie up with several research based institutes. For instance:

1. UGC grant has been received to host a National Seminar at the earliest.
2. Two regional seminars have been organised in Kohima College, with OKDISCD, Guwahati, and ICSSR as the funding agency
3. Two Faculty members completed major research project, funded by ICSSR and UGC.
4. Faculty members are encouraged to take up research studies for which study leave with the permission of the government is granted.

Emerging areas of research:

A Tribal museum, an initiative of History Department, has been set up to generate interest and awareness among the faculty and students to take up research studies. Monetary contribution has been made by all faculty members of the institution to develop this tribal museum.

Dr. Eunice Alinger from History Department has been awarded a PhD degree in Environmental history which is a new and emerging trend of research in History subject.

Other faculty members working on the emerging trends of research are:

1. Ms. Emisenla Jamir is undergoing PhD on “Phenomenology of Alienation and Eco-Ethics: A study of N.Scott Momaday, Leslie Marmon Silko, Temsula Ao and Easterine Kire”.
2. Ms. Neikehenuo Mepfhuo is pursuing a PhD degree on “Narrativization of the Historical and the Autobiographical: The question of Tribal identity in the novels of Louise Edrich and Easterine Kire”.

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

N/A

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

The Research facilities made available are:

Any Research scholar coming to the institution for a research purpose is given full cooperation and help; i.e. library resources for references / interviews /Questionnaires.

From the last few years, the institution has been collaborating with Omeo Kumar Das Institute of Social Change & Development, Guwahati, to conduct programs to generate research interest among the faculty and the students.

Opportunity is given to a few scholars from outside the college to publish their research papers in the annual Research Journal (with ISSN no.) of the college.

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

All Library Resources is made accessible for any scholars coming from outside and within the state.

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

N/A

3.4 Research Publications and Awards

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

- Patents obtained and filed (process and product): N/A
- Original research contributing to product improvement: N/A
- *Research studies or surveys benefiting the community or improving the services*

Dr. Bweyhunle Khing, Department of Education, has done extensive work on the issue of “Learning disabilities of primary school tribal children in Nagaland”. Her study has been widely acknowledged as one of the first in Nagaland to identify the parameters within which primary school going children with learning disabilities function in Nagaland. She has published papers on the said theme and acted as a resource person on many platforms. She has also authored a number of books and written articles on the subject.

Dr. Konei Nakhro of Political Science Department has done an extensive study on the Traditional institutions of the Angami Nagas. Traditional institutions to the Nagas were considered very important,

because the entire administration revolved around it. But the coming of the Britishers disturbed the whole system ushering in a different kind of system which the people still debate upon. It is because of such importance, Nagaland University has added a chapter on the Traditional Institutions of the Nagas in the undergraduate level of Political Science department. Her research inputs is not only appreciated but also referred to by the under graduate students and research scholars pursuing higher studies.

- ***Research inputs contributing to new initiatives and social development***

Dr. Eunice Alinger from History Department has been awarded a PhD degree in Environmental history which is a new and emerging trend of research in History subject, particularly in the North East. Her PhD thesis “An Environmental History of Nagaland with Special Reference to Water Resources (1881-2005)” is the first work from Nagaland University with particular emphasis on Water History of Nagaland.

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

Yes, the institution has an Annual Journal “Impressions” with the following members in the Editorial Board.

Dr. Eunice Alinger

Dr. Bweyhunle Khing

Dr. Konei Nakhro

Dr. Kekhrieseno Christina

Dr. Avinuo Kire

Evothung Ezung

Mrs. Theyiesinuo Kreditsu

Ms. Kelhoukhrienuo Sekhose

Ms. Neikehenuo Mepfhuo

Publication policies:

The Research journal is published with an endeavor to provide a platform to Kohima College faculty members to publish research papers. However, a small percentage of the journal is devoted to research papers from outside the college.

3.4.3: Give details of publications by the faculty and students:

Publication Per Faculty	
Number of papers published in peer reviewed journals (National/International)by faculty and students	4
Number of publications listed in International Database(for eg Web of science, Scopus, Humanities International Complete, Dare Database-International Social sciences Directory, EBSCO host, etc)	NIL
Monographs:	NIL
Chapter in Books	2
Books Edited	NIL
Books with ISBN/ISSN numbers with details of Publishers	6
Citation Index	NIL
SNIP	NIL
SJR	NIL
Impact Factor	NIL
H-Index	NIL

Papers published in peer reviewed journals(National/International) by faculty and students:

International Journals:

Dr.Bweyhunle Khing

A study of the Learning Disabilities of primary school tribal children in Nagaland, An International Journal of Educational and social development, learning community, Volume 3. No.3, Dec 2012, New Delhi publishers, New Delhi. Print ISSN No. 0976-3201, Online ISSN No. 2231-458x.

Neikehienuo Mepfhuo

‘Oral Tradition of Storytelling in Native American and Naga Literature’, Anthology Today: an International Peer Reviewed NEIRA (North East Institute for Research in Anthropology), Volume 1, No. 1. Shillong (ISSN 2454-2709)

Dr. Avinuo Kire

1. ‘Diasporic Predicaments and Crisis of Identity in Jhumpa Lahiri’s Unaccustomed Earth’, Published in Labyrinth Journal (International) Vol. 5/No.1 ISSN 0976-0814
2. ‘ The Power o Forgive’ Short Story, Published in Caravan 2014(International Journal) Vol. 6 Issue 4 ISSN 0971-0639

3. 'The Retirement' Short story, Published in The Hindu Blink 2015 (International) ISSN 0971-7528

National Journals:

Dr. Avinuo Kire

1. 'Of Names and Identity: A Psychoanalytical Interpretation of Jhumpa Lahiri's Namesake'. Published in *Metaphysics of Redemption* (2014) Anthology Edited by Dr. Nigamananda Das, ISBN 978-81-8435-400-3
2. 'Sashi Deshpande's The Dark Holds No Terror: A Psychoanalytical Interpretation'. Published in 'Celebrating Literary Diversity' (2015) Anthology Edited by Dr. Chandra Mouly, ISBN 978-93-82630-58-6

Dr. Kekhrieseno Christina

1. The Politics of Gender in Tribal Societies in Easterine Iralu-Kire's A Terrible Matriarchy, *The Journal of Northeast Indian Cultures*, Volume 2, number 2, Guwahati. (ISSN 2322-0988) Christina, Kekhrieseno and Hibo Viraho, 2015, "Flow of taboos: A study of Southern Angami Culture" in a National Seminar on, "ORALITY AND FOLKLORE: A LOOK INTO THE NAGA ARENA". Sponsored by The University Grants Commission, At Japfü Christian College, Kigwema and Kerünyü Ki, Zubza. Kohima. Published in *Journal on Frontiers Studies* Vol. 4, Nagaland Institute of Development Studies (NIDS) ISSN.No. 2319-5096.
2. Christina Kekhrieseno and Nokhwenu Kharutso. 2014, " Conflict Strategies and Solution for Naga Society" in a National Seminar on " Conflict to Peace Trap: The Naga Story" sponsored by Indian Council for Social Science Research- North East Regional Center Shillong, Held at Japfu Christian College, Kohima. Published in *Journal on Frontiers Studies* Vol 3, Nagaland Institute of Development Studies (NIDS) ISSN. No. 2319-5096.
3. Christina, Kekhrieseno and Hibo, Viraho. 2014. " Dynamics of Exclusion in an Egalitarian Society- the case of the Angami Nagas" in an International Conference on "Looking Beyond the State: Changing Forms of Inclusion And Exclusion in India", sponsored by Indian Council for Social Science Research-North

East Regional Centre, Shillong, Meghalaya, India and National Museum of Ethnology, Japan, held at Japfü Christian College, Kohima, Nagaland, India. Published in Journal on Frontiers Studies Vol 2, Nagaland Institute of Development Studies (NIDS) ISSN. No. 2319-5096.

4. Christina, Kekhrieseno and Hibo, Viraho. 2012. “Taboos and Rice Cultivation” in VisakhonuHibo and R.Chumbemo Ngullie (eds) “Taboos, Myths and Legends” published by Nagaland Institute of Development Studies, Model Village (Medoma), 5th Mile Dimapur. ISBN: 978-81-925168-0-6.

Kevilenuo Kemp

ICT Enabled Education (Bi-annual and Bi-lingual) Peer group reviewed Journal of Educational Research Vol-7, November 2016, ISSN: 0976-1160

Theyieseno Kreditsu

Prohibition and The Hornbill Festival, Published in Sub /Versions Journal of the School of Media and Cultural Studies, TISS. Vol 2. Issue 2.2014 (ISSN 2347-9426)

Dr. Konei Nakhro

‘Traditional institutions of the Angami Nagas’. Published by A journal of the All India Local Self Govt; Local Government Quarterly- ISSN 0024-5623, October-December 2012.

Number of publications listed in International Database (for eg. Web of science, Scopus, Humanities International Complete, Dare Database-International Social sciences Directory, EBSCO host, etc)

N/A

Monographs:

N/A

Chapter in Books:

1. Christina, Kekhrieseno and Hibo, Viraho. 2012. “Taboos and Rice Cultivation” in Visakhonu Hibo and R. Chumbemo Ngullie (eds.) “Taboos, Myths and Legends” published by Nagaland Institute

of Development Studies, Model Village (Medoma), 5th Mile Dimapur. ISBN: 978-81-925168-0-6.

2. Christina, Kekhrieseno, 2015, "Implications of Customary Laws on Angami Naga Women" in Women And Gender: Emerging Voices From North East India, (eds) Temjensosang, Athungo Ovung and A. Lanununsang Ao. Published by HPH Books Heritage Publishing House, Dimapur. ISBN 978-93-80500-10-2.
3. Jamir, Emisenla , 2014, 'Deliberate Delirium' Short story in collection of Stories in 'Raconteurs from Hills' Published by Pen Thrill, ISBN 978-81-927403-3-1

Books Edited:

N/A

Books with ISBN/ISSN numbers with details of Publishers:

Dr. Bweyhunle Khing

1. Identification and Remedial programmes of Learning Disabilities. B.ED, M.ED degree course, first edition 2012, Gwanyu Khing publishers, printed at Japfu printing press, Kohima, ISBN: 978-81-930776-0-3
2. A complete Guide book on psychological bases of education, B.A. Education, Semester-1, first edition 2014, Nagaland university, New Delhi publications, New Delhi, ISBN: 978-93-81274-07-1
3. A complete guide book on Educational measurement and Evaluation, B.A. Education (Honours) Semester-IV, first edition 2015, Gwanyu Khing publishers, printed at city printing press, Kohima, ISBN13: 978-81- 930776-2-7
4. Learning Disabilities: Identification Remedies and teaching strategies, B.ED, M.ED degree and Research Scholars, first edition June 2014, Gwanyu Khing publishers, printed at city printing press, Kohima, ISBN: 978-81-930776-10
5. A complete guide book on Education in Modern India, B.A. Education, Semester-V, first edition 2016, Gwanyu Khing publishers, printed at city printing press, Kohima. ISBN13: 978-81-930776-4-1
6. A Complete guide book on Psychological bases of Education, B.A. Education, Semester-1, Second edition 2016, Gwanyu Khing publishers, printed at city printing press, Kohima, ISBN13: 978-81-930776-3-4.

Dr. Avinuo Kire

1. The Power to Forgive and Other Stories
Zubaan Books (2015), ISBN 978-93-83074-92-1
2. Where Wildflowers Grow
Barkweaver (2015), ISBN 978-82-93324-84-1
3. People's Stories: Volume One (Co-authored)
Pen Thrill (2016), ISBN 978-81-927403-6-2

The English dept. has given for publication a collection of poetry titled "Woven words" by its faculty members ISBN no. is being awaited.

Citation Index:

N/A

SNIP:

N/A

SJR:

N/A

Impact Factor:

N/A

H-Index:

N/A

3.4.4 Provide details (if any) of

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

N/A

3.5 Consultancy

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

N/A

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

- The institution has launched consultancy services from 2016. As per the Government policy, NAAC assessed colleges are made to adopt non-assessed colleges to extent consultancy services in their NAAC activities and during preparation for NAAC accreditation. Following this directive, Kohima college has adopted Pfutsero Government college to render consultative service.
- The faculty members themselves, by rendering their services whenever needed by governmental, Non-governmental, university and general public agencies have publicized their own proficiency and competency. There is an expectation that consultancy services will further expand and that it will play a key role in the near future making accessible the available expertise of the faculty of the institution.

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

Many staff members are actively engaged in services both societal and institutional. The institution is aware that for healthy overall growth, it is vital that its staff utilizes their expertise and make use of available facilities for consultancy services.

- Time is given off from classes/ classes' adjusted or special leave granted to those members who are involved in consultative service.
- In some instances, the institution provides conveyance for the faculty members involved in special consultative services.

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

N/A

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

N/A

3.6 Extension Activities and Institutional Social Responsibility (ISR)

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

The college gives priority to personality development of students, social service and promoting social awareness. The college has a number of extension activities to promote the participation of the students and teachers in social and community concerns. There are some students' organizations and societies dedicated to such initiatives:

- NSS: The college has a vibrant NSS unit that tirelessly promotes the cultivation of the spirit of social and civic sensibility among students, instilling in them work culture and commitment to community service.

It participates in various programmes:

- i. 16 Students of NSS unit of the college participated in Janvani programme organized by Doordarshan Kendra, on 18th Feb.2013.
- ii. NSS organized Polythene bag collection competition on 19th Sept. 2015 to spread awareness on clean environment. Polythene bags littering within the campus and in the neighbourhood was collected.
- iii. The NSS organizes camping programmes, from time to time, at its adopted village Pheza, 14 kms away to the north of Kohima. During such campings, the unit conducts literacy awareness campaigns, organizes health check-up camps for villagers as well as cattle, water conservation campaigns, HIV/AIDS awareness programmes etc.

They also paint the village school, teach its students, distribute food items and interact with the school teachers. Cleanliness and sanitation drives through massive social works are also conducted

within the village and surrounding areas. The term of adoption of the village expired on completion of 3 years and the unit has identified and adopted a new village Chakhabama for its next phase of village adoption from 2016. A special camp was held from 6-8 Oct.2016 in Chakhabama. A cleanliness and sanitation drive through massive social work was conducted in the new adopted village on 18th March, 2017.

- iv) The NSS participates in awareness campaigns, environment issues, voluntary blood donation camps, Runs for peace and other events organized by various organizations, Government and NGOs.
 - v) The unit participates in social works, cleanliness drives, plantation drives etc organized by Government organizations and NGOs. In the college, they organize social works involving all students, staff and faculty of the college at regular intervals. Cleaning of college building, the campus, roadside, jungles and streams surrounding the college etc are done during such social works.
 - vi) The NSS along with Friends of Nature club (FON) of the college undertakes plantation drives from time to time.
- NCC: The NCC unit of the college is one of the most active units of Kohima group. The cadets participate in Independence Day, Republic Day, and Cultural parades and have been adjudged the best marching contingent a number of times. They annually attend National Integration camps held within and outside the state and undergo training programmes, leadership camps, blood donation drives, Peace walks and Runs and de-addiction rallies. Some have passed best cadet examinations, the B and C certificate Examinations and some have won the Best Cadets Award. They also participate in various community services and social works organized by NSS and Friends of Nature club (FON).
 - Red Ribbon Club: This club is a voluntary on-campus intervention society for the college. The main objective is to reduce new HIV infection among the youth by raising their risk perception through seminars that sensitize students and teachers on Sex, Sexuality and HIV/AIDS. A related aim is to induce the youth to help and support people living with HIV/AIDS. It encourages and promotes voluntary non-remunerated blood donation among the youth.

Towards these ends, the members of the club organize awareness programme with Government organizations and participate in advocacy programmes with NGOs. In the past they have participated in the Government organized International Youth Day, World Blood Donation Day and in state level slogan competitions on National Voluntary Blood Donation and in Rock Reach Concert organized by Nagaland State Aids Control Society (NSACS).

- Youth Red Cross Society: The YRCS has been formed with the objective of rendering humanitarian and welfare services to the poor and to victims of natural calamities. In order to develop in the students the value of rendering service, civic sense, health and friendship, the society members have held awareness building seminars, attended World Red Cross Day functions, and participated in poster competition organized by the Indian Red Cross Society (IRCS), Nagaland.
- Evangelical Union (EU): The campus EU is a cell of the Nagaland Evangelical Fellowship that seeks to impart moral and ethical values to the students that they may serve the church as well as society. The Union networks with other EU units in the capital in organizing worship services, discipleship camps and retreats where resource persons are invited from different part of the state and country to cater to their spiritual and moral well-being.

Extension services include the setting up of prayer cells in different parts of the capital to facilitate co-ordination among its members with their peers in raising funds for their outreach programmes such as visit o inmates of old age homes, orphanages, prisons or sponsoring poor students desirous of entering the mission fields.

- Friends of Nature Club (FON): The College has set up this club to generate awareness on bio-diversity. The objective of forming this unit was to awaken in the students their sense of community's obligation towards each other and towards the future generation by safeguarding the planet earth. They involve themselves in various environmental related extension services like plantation drives in collaboration with Kohima municipality and Global University, celebrating World Environmental Day and spreading environmental

awareness to community such as deforestation, climate change and air pollution. The NSS and FON spearhead every cleanliness and sanitation drive of the college through social works. The floriculture unit of the college is also maintained by this club.

- The Skill Development Cell: The Cell aims to promote and nurture the skills and potentials of the students through various programs like Art and craft training for the students to promote their interest and enhance their skills. As such, one day training programs were organized on a) Paper Craft and b) Basketery.

The cooking cell also annually conducts cooking classes for the faculty and the students too.

- The Kohima College Students Union (KCSU): The student body of the college, apart from organising numerous co-curricular and extra-curricular activities throughout the year, also engages in community services. One of its members, Miss Keyakhrienuo Solo, 2nd Sem. Economics Hons. received the Guide Award on 16th Feb. 2015 in recognition of her service to community from His Excellency, Shri Pranab Mukherjee, President of India, at Rashtrapati Bhawan, New Delhi.
- The fund generated from fines imposed on absentee students for nonattendance at co-curricular and extra-curricular activities are used for noble causes. Such funds are donated to hospitalized student friends and funerals. In the month of June 2016, a part of this fund was donated to Miss Imtinenla, a 14 year old girl of class 7 from a poor family, suffering from brain tumour (intracranial neoplasm) for the past two years. The amount was donated to aid her in brain surgery.
- The UGC Girls' hostellers also participate in community service by visiting the Kohima Orphanage Home with food provisions and cloths, on an annual basis.
- The Nagaland Election Commission selects students as campus ambassadors to spread awareness on Clean Election among students community.

- Students participate as volunteers and participants in programmes and events organized by Youth Net, Nagaland, an NGO that helps youth to acquire knowledge, develop life skills and form healthy attitudes to life.

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

- The Kohima college students union maintains record of all activities they involve themselves in. These meticulously recorded events are submitted to the IQAC at regular intervals, hence enabling the institution to keep track of students' activities.
- Chat groups and other social media are also effectively used for the same purpose.
- They students welfare comm. Headed by the Principal, Vice-principal and a senior faculty as convenor along with several other faculty members also monitor every activities other students, be it activities which promote citizenship roles or any other co-curricular and extra-curricular activities.

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

- Through Annual Questionnaire feedback.
- Through Grievance Redressal Cell.
- Through Suggestion Boxes.
- Through mentoring session.
- Through open door policy of the administration and faculty staff room that facilitate easy access to all stakeholders to air any feedback, grievance or suggestion.

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

Each committee/Cell is headed by a senior faculty in the capacity of Convenor who is assisted by several teachers. At the beginning

of each academic session, each committee's charts out at least one activity for the year and the details of the action plan is submitted to the IQAC. Each activity is implemented within the given time frame in the academic calendar of the college earmarked for co-curricular and extra-curricular activities.

Income and Expenditure Statement for 2013-14	
Fund: Rs. 101,157/- Expenditure: Rs. 100,557/-	
Miscellaneous	Rs.33,500
Stationary	Rs. 15000
Transportation	Rs.18000
Paint, brush etc.	Rs. 12,000
Fooding and lodging	Rs. 14,600
Tools and implements	Rs.2000
Refreshment	Rs.5857
Miscellaneous	Rs.33,500
Income and Expenditure Statement for 2014-15	
Fund: Rs 87186/- Expenditure: Rs. 88186/-	
Waste-bin	Rs. 24500
Transportation	Rs. 11000
Banner/Signage	Rs. 25500
Fooding and lodging	Rs. 3500
Refreshment	Rs.15500
Tools and implements	Rs. 1806
Miscellaneous	Rs. 6380

2015-2016: Funds not yet sanctioned.

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

Faculty members are put as teachers' in-charge of each of the units/ clubs of NSS, NCC, YRC and RED Ribbon Club of the college. At the onset of every academic session the teachers' in-charge charts out plans of action to be implemented during the year. The plan of action is submitted to IQAC. Based on designated days for co-curricular and extra-curricular activities in the college academic calendar, dates are allotted for implementation of activities.

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

As detailed 2.1.2 and 2.1.5, the admission policy of the college and strategies adopted to ensure access for the under-privileged, including vulnerable sections of society.

No instances of ragging or discrimination on under-privileged and vulnerable section of students of the college have ever been reported. However the college has set up an Anti-Ragging/Anti-Discriminatory Cell and Mentoring Cell to look into such situations if and when the need arises.

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

Through the various extension activities organized annually by the institution, the institution takes care to see that, these activities are integrated with the academic curricula in that they

- Make the students and the community aware of the havoc of AIDS and its preventive measures and to motivate volunteers into participating in various activities aimed at preventing aids.
- Instill among the students a work culture and to inculcate in them the dignity of labour.
- Strengthened amongst students the sense of national integrity.
- Awaken the students to the fatal consequences of addiction and to awaken the students to the significance of an addiction free life.
- Spread the message of literacy and the dangers of population explosion.
- Motivate the students into realising the vitality of donating blood as a means of showing social commitment.
- Instill the values of cleanliness among the students and to contribute to total sanitation of villages.
- Inculcate the message of national development through empowering villages.
- Help the government relieve work by supplying money among food grains and clothes particularly in times of national disasters etc.

- Spread the message of nature conservation and trained students in environmental preservation.
- Awaken the students to the skills involved in crisis management and leadership development.
- Orientate the students in women empowerment.
- Enhance presentation and debating skills.
- Promote and nurture skills and potentials of the students through various programs like Art, craft and cooking training.

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

- Community members are invited to participate in all major events of the college. They have played a supportive role while inaugurating the new campus in 2009, during the NAAC Peer Team visit for assessment in 2012, during Pre-Christmas event held annually and in all important functions.
- The NSS unit of the college networks with the community in the surrounding areas and villages within the district through their community service to under privileged section of society.
- Swatchh Bharat Abhiyan Cell, a recently constituted cell, concerns itself with community service through cleanliness and sanitation drives within and outside the campus. The community members inhabiting in the surrounding areas of the campus volunteers whenever such drives are organized.
- A number of teachers involve in community service by holding various posts of responsibilities such as Secretary of Family Planning Association of India (FPAI), Nagaland Branch, Vice-President of Hockey Nagaland, Member of state level Selection Committee for Governor's Award (Literature), Nagaland, Board Members of colleges and schools, societies and churches etc.

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

- HoDs and senior faculties are appointed as subject experts for conduct of interviews for teachers under RMSA.
- Senior faculty members are regularly invited to conduct trainings or serve as resource persons at the state Administrative Training Institute (ATI), Government of Nagaland, Kohima.
- Senior faculty members serve as subject experts during interviews for appointment at National Institute of Electronics & Information Technology, (NEILIT), Kohima.
- Senior faculty members served as external examiner for UGC JRF upgradation to Senior Research Fellow by Nagaland University (on 8.02.2016).
- Senior faculty members are inducted as members of various boards of colleges situated in the capital or even outside the district.
- As per the Government policy, NAAC assessed colleges are made to adopt non-assessed colleges to extent consultancy services in their NAAC activities and during preparation for NAAC accreditation. Kohima college has adopted Pfutsero Government college.
- Nagaland University utilizes the service of the college for external question paper setting, evaluation of term end scripts, scrutiny and chief examining of scripts. A number of senior teachers assist the University in contributing inputs in framing the syllabi periodically, in the capacity of being members of Board of Undergraduate Studies (BUGS)
- Faculty members also conduct job interviews for appointment to various posts under Government and non-Governmental agencies.

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

- Miss Keyakhrienuo Solo, 2nd Sem. Economics Honours received the Guide Award on 16th Feb. 2015 in recognition of her service to community from His Excellency, Shri Pranab Mukherjee, President of India, at Rashtrapati Bhawan, New Delhi.

3.7 Collaboration

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

The institution has been collaborating with Omeo Kumar Das Institute of Social Change and Development (OKDISCD), Gauhati and ICSSR since 2015. This collaboration has resulted in research activities such as workshops, seminars, etc. (Refer 3.1.2) The active interactions and dialogue on issues of importance by different stakeholders from government and non governmental sector has highly benefitted the people and bridged the communication gap, improving coordination and resolving problems.

Example: Keduolhoulie Belho from Tenyidie Deptt. has done a National project on, “State Society Interface: Autonomy and Governance in India’s North East” Sponsored by OKDISCD and completed in 2016.

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

MOUs have been signed with the following:

- With National Institute of Electronics & Information Technology, (NEIET), Kohima to run certificate course in ITE & Soft Skill, this course was launched in 2016
- With Ramietech Solutions, a Pvt. firm, for up-gradation & management of Library resources, and upgradation of e-technology.
- With Jio-Net to provide Wi-Fi service in the college.

These collaborative arrangements have aided and enabled the teachers as well as students to upgrade their soft skills by making technology more accessible and are in line towards attaining the goal of digitization.

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

The institution gives priority to community involvement. Community leaders, concerned alumni and parents are often invited for free dialogue, interactions and suggestions are taken into consideration before the implementation of new educational programs/projects/schemes.

The college has a strong alumni base that regularly extends support through donations and contributions in the form of books, furniture, infrastructural developments including IT facilities.

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

N/A

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

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

Curriculum development:

Eight faculty members are members of the 'Board of Under Graduate Studies' (BUGS) which is under Nagaland University. They are responsible for the curriculum development and enrichment of the syllabus.

Faculty exchange:

Formal MoU's have been signed with

a) B.ed college (SCTE) and b) Kros College to share resources through faculty exchange and professional development programmes.

Consultancy & Extension:

The institute has signed an agreement to give Consultancy (NAAC) and Extension services to Pfitsero Government college, Phek District. As such, services have been rendered.

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

For the purpose of holistic education, the institute has tied up with NEILIT and Horticulture Department, Government of Nagaland, to offer Diploma/ Certificate courses in Soft Skills and other such skill development courses.

This collaboration is implemented by joining resources with the institute providing infrastructural facilities and the other party, providing technical input as well as human resource.

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include: None

4.1 Physical Facilities

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

Being a Government College, for any proposal leading to creation and enhancement of infrastructure within the campus (to facilitate effective teaching and learning), permission is required from the Department of Higher Education, Government of Nagaland.

Apart from Government grants-in –aid; two other main agencies to sponsor and aid the college through funding for augmentation of its infrastructure are the UGC and RUSA.

4.1.2 Detail the facilities available for a) Curricular activities and co-curricular activities

Classrooms:

15 classrooms are utilised for conducting classes and other academic related activities; plus additional 3 newly constructed rooms are used for the Commerce stream.

Technology enabled learning spaces:

3 smart classrooms fitted with complete ICT equipments.
+7 other classrooms are also ready to be used.

Seminar halls:

1 seminar hall fitted with LCD projector and screen, having enough space to conduct seminars, workshops and other academic activities.

Tutorial spaces:

All tutorial classes are conducted in the normal classrooms itself. This is made possible because tutorial classes are held after regular classes or when any classroom is free.

Laboratories: NIL

Botanical garden: NIL

Animal house: NIL

Specialized facilities & equipment for teaching:

1 language-cum-computer lab with internet facility. This is a multipurpose facility attached to the library, used as a language lab and a computer lab with access to internet.

Learning and research:

1 Research Monitoring Cell room with computer; printer; and internet facility to manage all research based activities of the college.

Others:

1 General library fully digitalized and automated with Soul 2.0 software. It has subscription to NLIST programme with access to e-journals and e-books. It is equipped with textbooks, reference books, journals, magazines, national newspapers, news magazines, CD and Video's, encyclopedias and competitive exam materials.

1 RUSA funded floriculture unit for vocational programme on horticulture.

b) Extra-curricular activities

Sports, outdoor and indoor games:

1 spacious playground is available with the following facilities for sporting activities: Football field; Basketball Court; Badminton Courts; Volleyball Courts and space for other outdoor games such as athletics; javelin and shot put arenas.

1 unique indoor arena for indoor games and other extra-curricular activities; the space has been used to host Naga Wrestling matches; table tennis and badminton matches; and programmes related to Art & Culture, music & dramatics to augment & enhance the student educational experience and to create oppurtunities for student participation and personality development.

1 multipurpose indoor sports complex is presently under construction, with plans to have a gymnasium; besides hosting other indoor games.

Gymnasium: NIL

Auditorium: 1 Auditorium with capacity to seat the whole strength of the college.

Cultural activities, Public speaking, Communication skills development:

The auditorium is frequently utilized to hold programmes to promote culture (national & local); and other events such as competitions on extempore speech; debates; essay writing; poetry writing and painting competitions.

NSS:

Basic training activities and meetings of the NSS members and NCC cadets are held within the readily available spaces of the College; whether the auditorium or indoor arena (during monsoon season) or in the open playground (during dry season).

NCC:

1 room

Yoga:

NIL

Health & Hygiene:

The College has concrete waste bin structures for proper disposal of waste. Waste materials are periodically collected by the Kohima Municipal Corporation sanitation truck. To maintain a clean and healthy environment, plantations in and around the campus are nurtured and maintained by Friends of Nature (FON) club of the college.

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

The College Development Committee members headed by the Principal; Vice-Principal, and HODs are entrusted with the responsibility to plan out ways to ensure optimum utilization of available infrastructure and to make plans for future infrastructural growth.

Existing infrastructural facilities: The institution has augmented the infrastructure to keep pace with its academic growth during the last four years.

Ongoing projects	Source of Funding/Approx. Amount	
100 Bedded Boys Hostel	UGC	
	80 lakhs	72 lakhs received
Indoor Stadium Complex	UGC	
	70 lakhs	35 lakhs received
Vocationalization: Floriculture (Temporary fencing with Alstroemeria started)	RUSA	
		3.75 lakhs received
Infrastructure grants	50% central share 10% state share	Rs. 10,71,562/- Rs. 2,37,500/- Rs. 13,09062.00/-

2015-2016

Facility	Source of Funding	Approx. Amount
Extension of 3 classrooms for Commerce stream; one staff room and foot-path veranda	State Govt. funding Internal funds(Students' admission-development fee)	7 lakhs+8 lakhs=15 lakhs
Equipments <ul style="list-style-type: none"> • 2 Xerox machines • 1 camera with tri-pod • Complete ICT equipments for 3 classrooms 	State Govt. & Internal fund	6.61 lakhs
Miscellaneous expenses: maintenance & repair works <ul style="list-style-type: none"> • ICT: N/A • Campus infrastructure and facilities: <ul style="list-style-type: none"> -Painting of College and Auditorium: 4 lakhs -Replacement of roofing: 37 lakhs(RUSA) Equipments: 5 lakhs (miscellaneous expenses: maintenance & repair works)		46 lakhs

Girls and Boys Toilet construction completed	RUSA	80,000/-
Sitting area in the college compound completed		1,20,000/-
Library reading room expanded		50,000/-
ATM (SBI) booth installed	SBI	
Principals Quarter, Type-V completed	UGC	

2014-2015

Facility	Source of Funding	Approx. Amount
No. of important equipments purchased during the current year.	Students' Fund	
Equipments purchased during the year		1.22 lakhs
Miscellaneous expenses: maintenance & repair works <ul style="list-style-type: none"> • ICT: 1.7 lakhs • Campus infrastructure and facilities: 2.2 lakhs • Equipments: 3 lakhs • Others: 1.1 lakhs 		8 lakhs
Horticulture project-poly unit for Floriculture	RUSA	3.75 lakhs

2013-2014

Facility	Source of Funding	Approx. Amount
Equipments purchased during the year	UGC & NEC	15 lakhs
Miscellaneous expenses: maintenance & repair works <ul style="list-style-type: none"> • ICT: 2 lakhs • Campus infrastructure and facilities: 1.5 Crores • Equipments: 15 lakhs • Others: 1.2 lakhs 		1,73,20,000/- (One crore, seventy three lakhs and twenty thousand)
Language laboratory	State Govt. Funding	

2012-2013

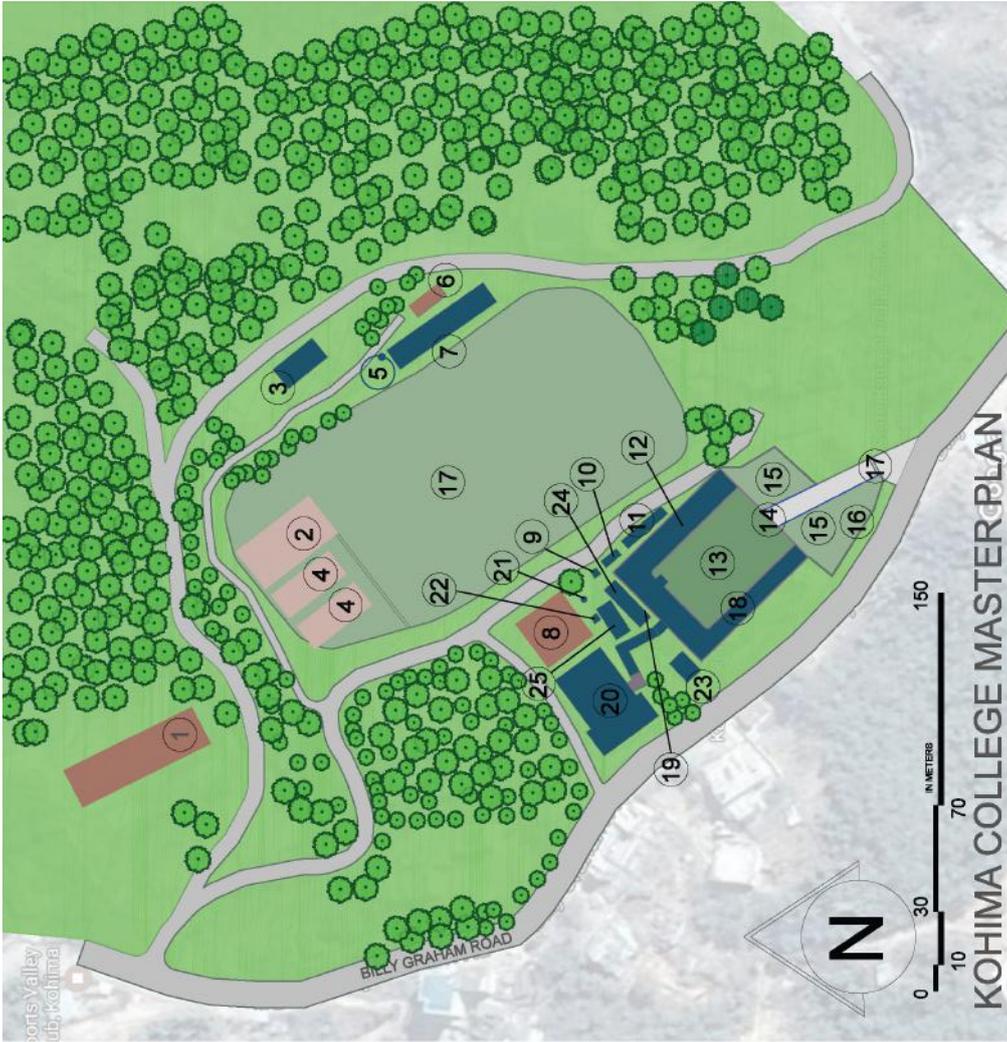
Facility	Source of Funding	Approx. Amount
Construction of Principal's official residence completed	UGC	Not confirmed
Construction of standard sized basketball court completed	Internal fund	2 lakhs approx.
Construction of standard sized volleyball court completed	Internal fund	2 lakhs approx.
Construction of brick walling of boundary completed	Director, Higher Education	Not confirmed
Construction of a college canteen on the terrace of the college completed	Internal fund	2.5 lakhs approx.

Enclose the Master Plan of the Institution/campus and indicate the existing physical infrastructure and the future planned expansions if any.

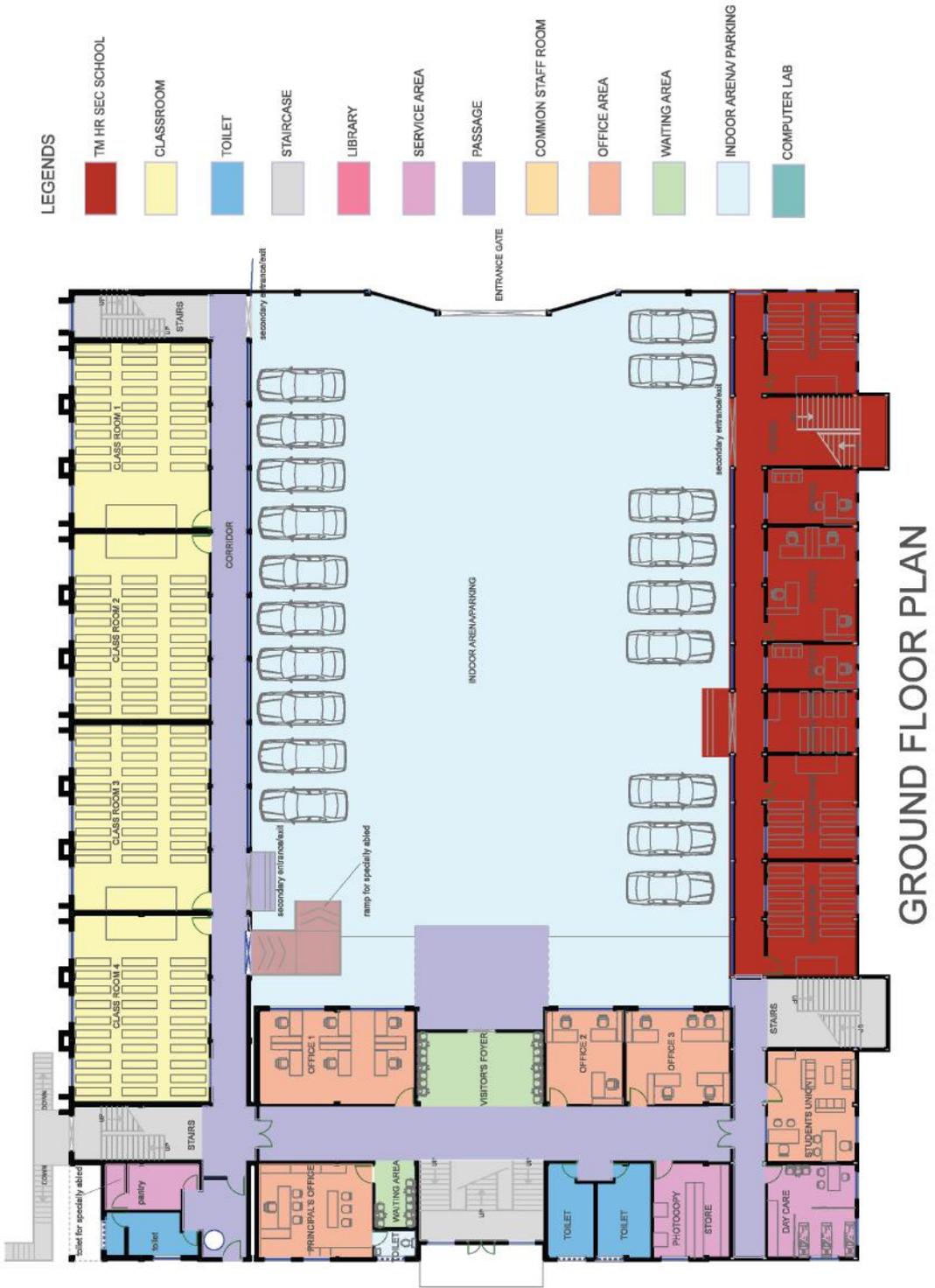
The College is located in the scenic hillock of Krouliezou, a fast growing sector in Kohima town. It has a total area of 28.27 acres in one of the most prime locations of the capital town. It is one of the largest colleges of Education in Nagaland; with a high rate of enrollment having all modern amenities and state of the art set-up.

The College has a three-storied building covering a total area of 10,680(in sq.m.) having 3 blocks with the rooms mentioned below:

Floor	Class Rooms	Other Rooms	Toilet facilities
Ground Floor	4 rooms	Principal's office with A.C – 1 room Small wait area outside Principal's office Visitor's foyer- 1 open space Administrative Office- 3 rooms Store & Xerox room- 1 room Day care centre-1 room Kitchen cum pantry area- 1 room Students Union -1 room Store- 1 room	Toilet attached Staff toilet: 2 toilet+ 2 urinals for gents/ 2-ladies 1 toilet for the differently abled
First Floor	5 rooms	Vice-Principal's office with A.C – 1 room Small wait area outside Principal's office Common staff room with A.C.- 1 room Confidential room for examinations & admissions- 1 room RUSA project – 1 room IQAC Office – 1 room Research Monitoring Cell Office cum library – 1 room Legal Aid Clinic – 1 Room Store-1 room	Toilet attached Staff toilet: 2 toilet+ 2 urinals for gents/ 2-ladies
Second Floor	5 rooms + 1 class room-cum-seminar hall	General Library- 1 large hall Language –cum-computer lab- 1 large room Sports/ store- 1 room Evangelical Union- 1 room Medical Emergency-1 room Store-1 room	Staff toilet: 2 toilet+ 2 urinals for gents/ 2-ladies Students' toilet: 2 toilet+ 2 urinals for gents/ 2-ladies
Third Floor	3 rooms	includes staff room Tribal museum Canteen – 1 room	

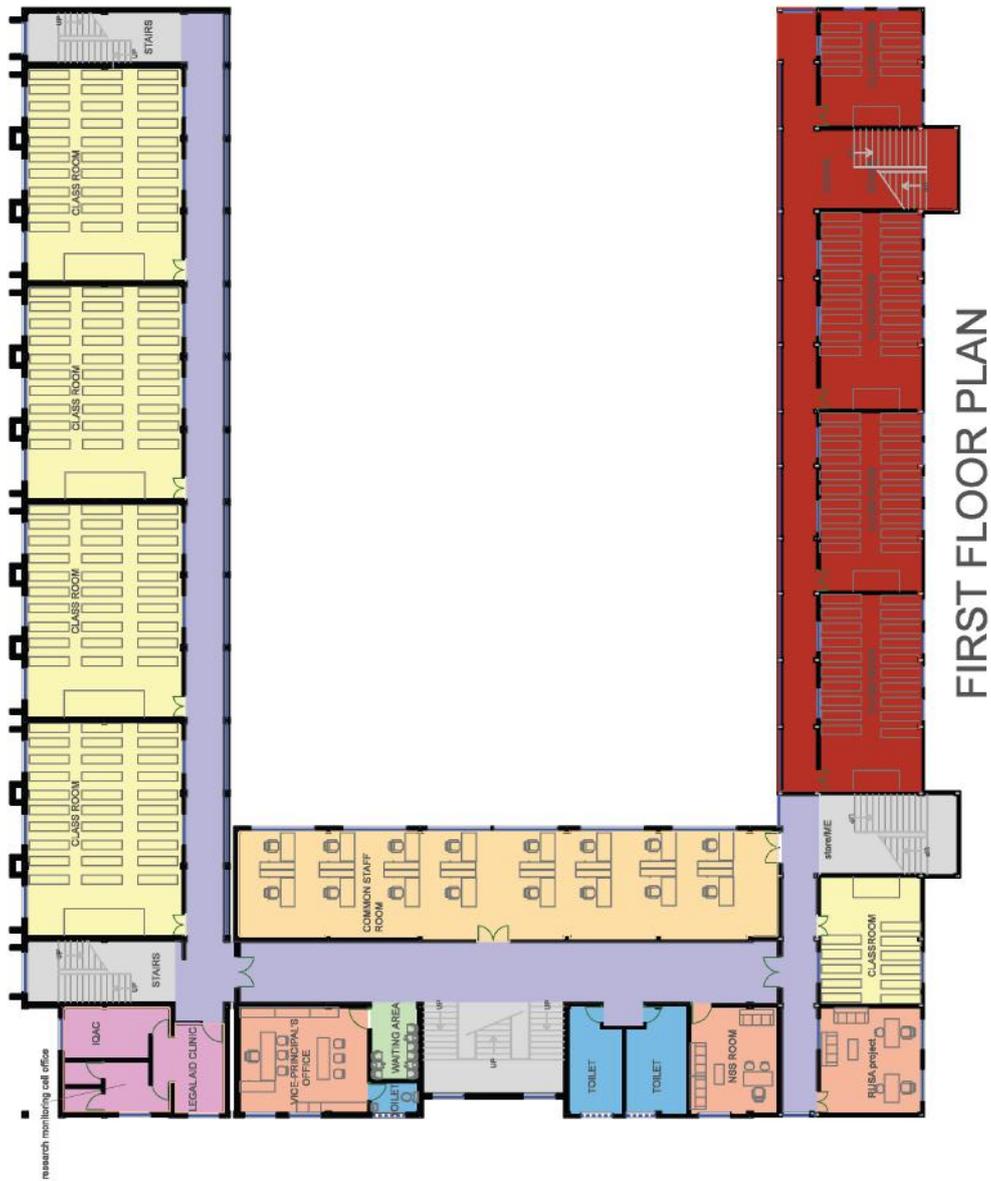


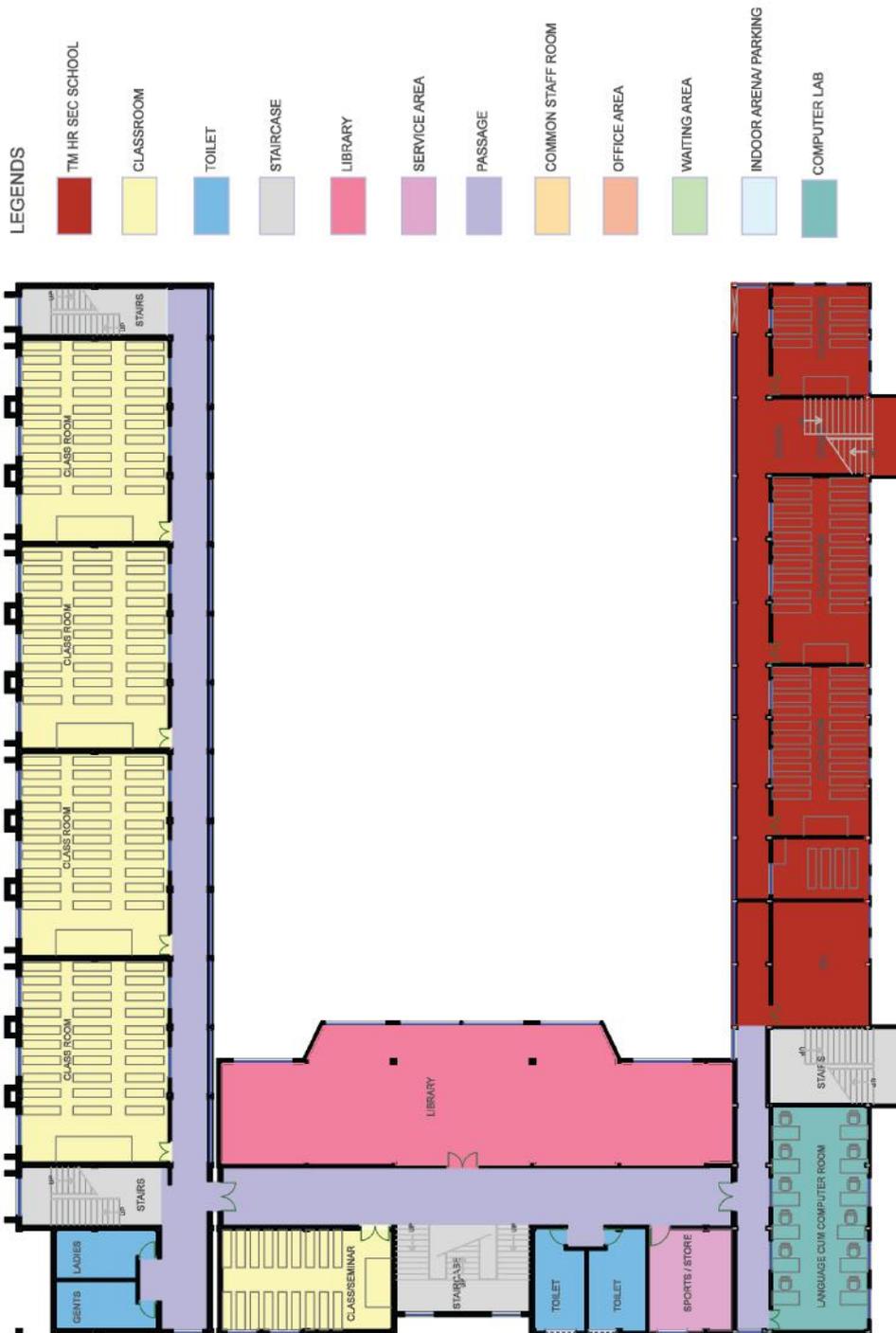
- 1 Boy's Hostel (Under Construction)
- 2 Basketball Court
- 3 Principal's Quarter
- 4 Volleyball court
- 5 Ring Well
- 6 Proposed Floriculture Centre
- 7 Girl's Hostel
- 8 Indoor Stadium Complex(Under Construction)
- 9 Waste Disposal Unit
- 10 RUSA Project Toilet
- 11 Toilet Block with water harvesting
- 12 College Block
- 13 Indoor Parking cum Arena
- 14 Entrance Gate
- 15 Outdoor Parking
- 16 Outdoor Sitting Area
- 17 Sports Field
- 18 TM School
- 19 Covered Pathway
- 20 Auditorium
- 21 Ring Well
- 22 Tube Well
- 23 UGC Girls Toilet
- 24 Canteen
- 25 Chowkidaw's Quarter



LEGENDS

	TM HR SEC SCHOOL
	CLASSROOM
	TOILET
	STAIRCASE
	LIBRARY
	SERVICE AREA
	PASSAGE
	COMMON STAFF ROOM
	OFFICE AREA
	WAITING AREA
	INDOOR ARENA/PARKING
	COMPUTER LAB

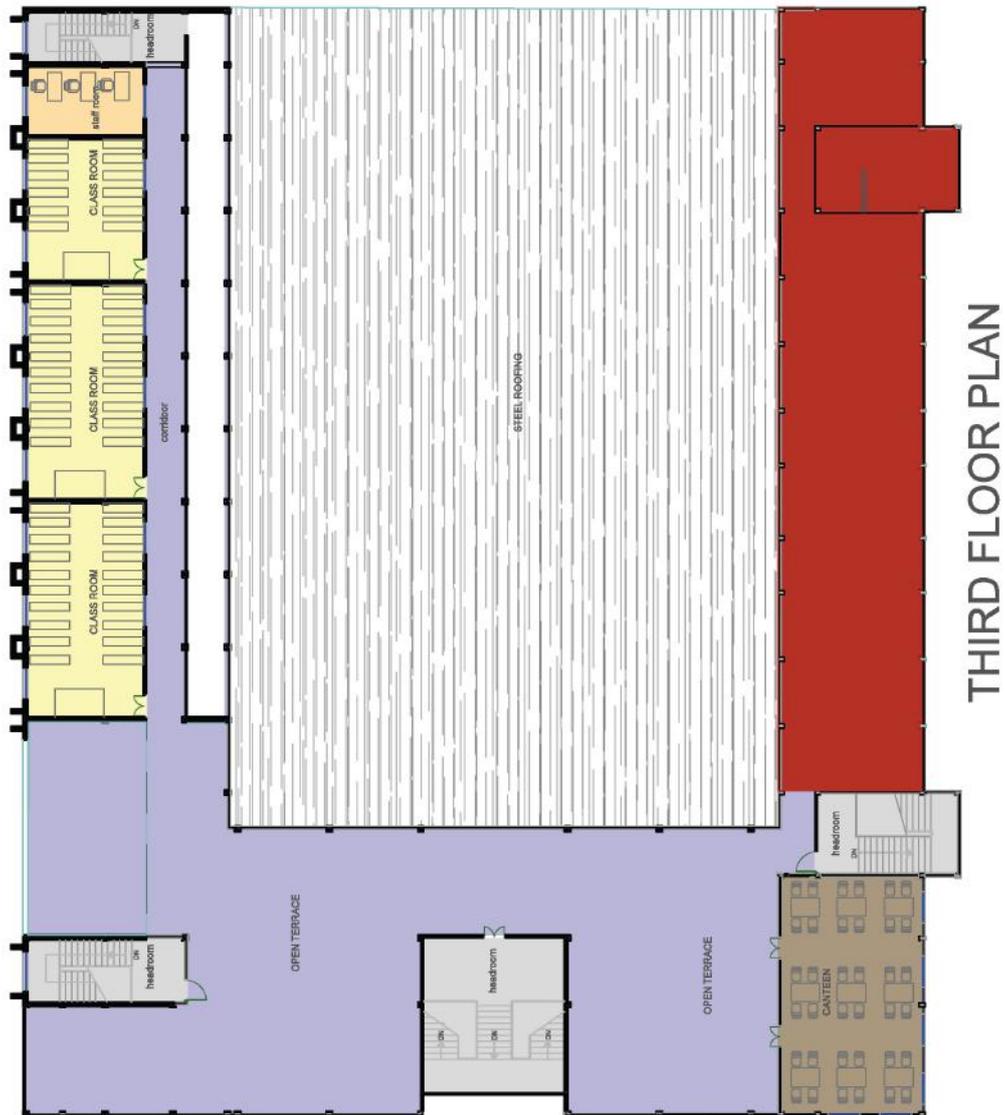




SECOND FLOOR PLAN

LEGENDS

	TM HR SEC SCHOOL
	CLASSROOM
	TOILET
	STAIRCASE
	LIBRARY
	SERVICE AREA
	PASSAGE
	COMMON STAFF ROOM
	OFFICE AREA
	WAITING AREA
	INDOOR ARENA/PARKING
	COMPUTER LAB



THIRD FLOOR PLAN

Other buildings & infrastructure:

1 sports field
1 indoor arena for sports & extra-curricular activities
1 auditorium
2 canteens
Staff Quarters
- Principals Quarter, Type-V
- 1 warden's quarter attached to the hostel
- 4 (night/day chowkidar)
Compound for vehicle parking
UGC Girls' Hostel with intake capacity of 50
UGC Girls' toilet
RUSA Girls' & Boys' toilet
Waste disposal unit
2 Ring wells
1 Bore well
2 College buses
- NL-11-2334 Regd.date 03/05/2013
- NL-11-1517 Regd.date 15/11/07
1 Bolero for Principal
- NL-10-8897 Regd.date 23/04/2013
10 KVA Generator set
Furniture: Office & Classrooms
Colour copiers
- Ricoh MP C2011/ dated 12.01.2016

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

The infrastructure of the institution was designed in the previous decade without provision for the differently-abled as such cases were rare and few. However, in the last few years efforts have been made to accommodate the needs of any student with physical disabilities.

- A ramp has been constructed leading to classes in the ground floor.
- A toilet in the ground floor for students with physical disabilities.
- Proposal for construction of a lift in the existing building for the physically disabled (social welfare)

4.1.5 Give details of the residential facility and various provisions available within them.

UGC Girls' hostel:

Accommodation:

- A 50 bedded girls' hostel is available with all modern facilities.
- 28 rooms in total are available for occupancy.
- Single and double occupancy are both available.
- Furniture includes study tables, chairs and cloth racks for each occupant.
- 1 common visitor lounge, common kitchen and dining hall, toilets and bathing room.

Recreational facilities:

- 1 recreational hall which is used for all hostel activities such as post-dinner talk, prayer meetings, quiz competitions, and so on and so forth.
- A color television with cable connection is available.

Computer facility with access to internet in hostel:

- Personal laptops with internet connection are allowed in the hostel, however due to paucity of funds the institution is not in a position to provide common computer facility.

Facilitates for medical emergencies:

- A first Aid box is always kept ready for any emergency.
- The tie up with Oking Hospital, Kohima, enables a doctor to be on call and available in case of medical emergencies.

Library facility in the hostels:

- Reading materials such as books, newspapers and magazines are readily available.

Internet and Wi-Fi facility:

- N/A

Residential facility for the staff & occupancy, constant supply of safe drinking water:

- 1 warden's quarter attached to the girls' hostel.
- 1 chowkidar's quarter.
- Water scarcity is a reality in Kohima town; however, the college engages water tankers to supply water to the hostel.

Security: 1 Day/ 1 Night chowkidar

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

- The suggestion of empanelling a hospital for availing medical facilities at subsidized rate for faculty, staff and students was approved. A MoU was duly signed with a well established hospital- Oking Hospital and Research Centre, Kohima.
- 1 Medical Emergency room with basic amenities is available within the campus. Serious cases are referred to Hospitals outside the campus.

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

IQAC: 1 room -toilet attached, with 1 computer set, 2 printers' (Xerox facility), necessary furniture's, book shelves.

Grievance Redressal unit/ Women's Cell / Counseling and Career Guidance, Placement Unit: N/A

Health Centre: 1 small Medical Emergency (ME) room stocked with necessary medicine and equipped with a bed and other necessary furniture.

Canteen: 2 canteens to accommodate the demands of the staff and students.

Recreational spaces for staff and students:

The College has a huge and well furnished common room for teachers with cable connected 2 flat colour televisions. The auditorium is also used as a recreational facility both for the students and staff; during breaks it is used for indoor games such as table tennis and badminton.

Safe drinking water facility:

The college provides clean drinking water facilities; water filters have been placed in every floor for the students and the staff.

Auditorium: Kindly refer to 4.1.2

4.2 Library as a Learning Resource

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

Yes, the library has an advisory committee headed by the coordinator
The following member staffs constitute the advisory committee

1. Principal : Ex-Officio Member
2. Evothung Ezung : Member
3. Dr. Eunice Alinger: Member

The Library Advisory Committee serves as an active and collaborative forum to foster strategic planning, sustained continuous improvement in Library services. Some significant initiatives implemented by the committee are:

- Formulation of policies and procedures for efficient use of Library resources.
- Adoption of measures to enhance leadership.
- Training programmes held for faculty and staff in Soul 2.0 software.
- Frequent meetings to guide the Librarian in formulation of general library policies and regulations which govern the functions of the library; to provide for proper documentation services and updating of library collection.
- In addition the committee's purview includes guidance provided to the learning support services provided by the Learning Resource Center.

4.2.2 Provide details of the following:

Total area of the library (in Sq. Mts):

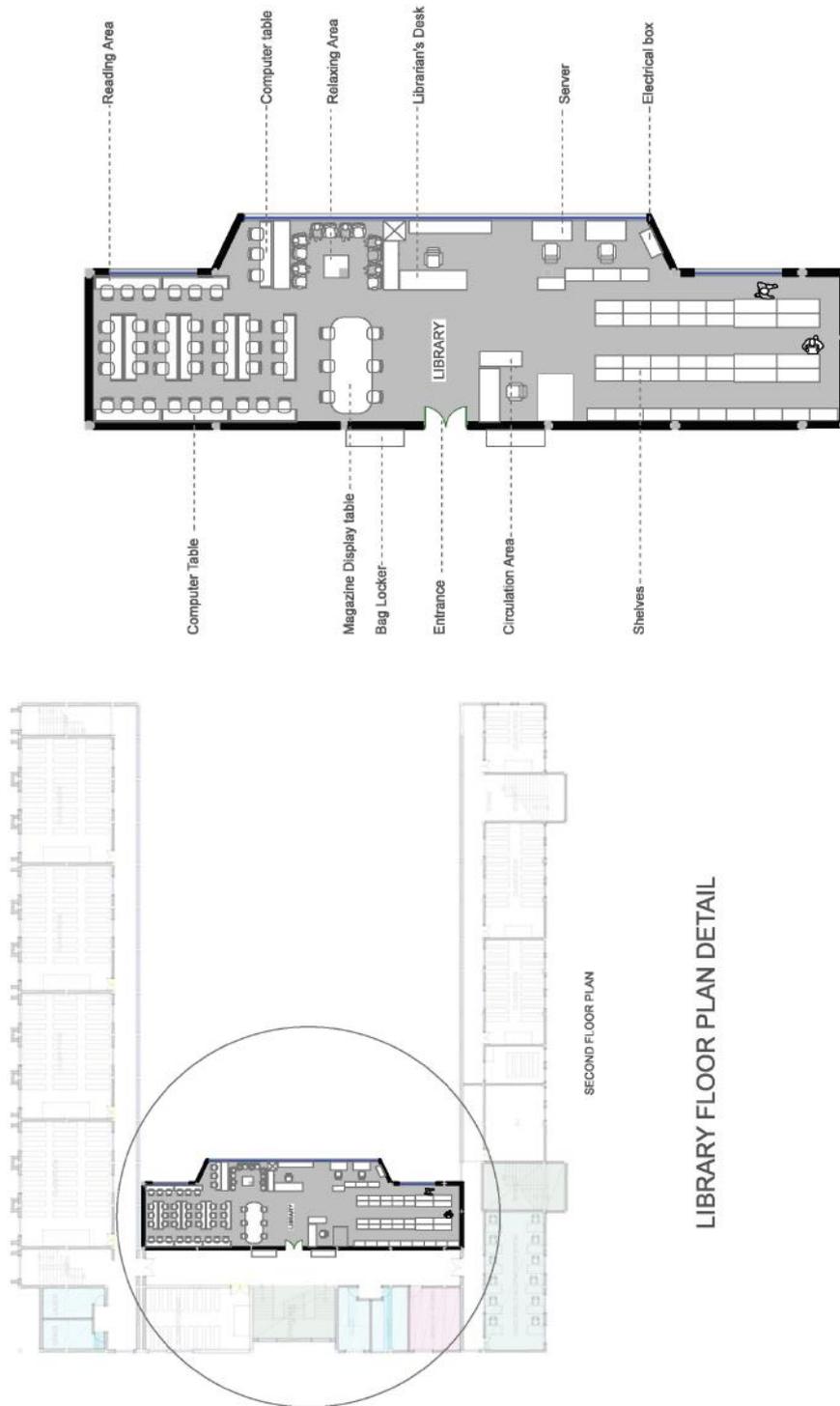
89' (L) X 24' (B) X 10' ½ (H)

Total seating capacity:

60 (sixty) exclusively for reading.

Working hrs (on working days, on holidays, before examination days, during examination days, during vacation)

- The Library remains open from 9 a.m. – 4 p.m. on all working days.
- The library remains closed on Sundays and other Holidays.
- It remains open on 2nd & 4th Saturday, both being working Saturdays.
- Librarian has within her discretion the right to provide Library facilities before examination and during examination days (even on non-working days).



Layout of the library (Individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

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

The Library committee sits for a meeting before the start of each new semester. It liaises with the academic departments to ascertain their requirements and thereby with the consent of each department; the committee finally approves the procurement of the materials for the library.

The institution through the department of Higher Education, allots an amount of Rs 20.000 (Twenty Thousand Only) in one academic year to each department to purchase books. Faculty members, Alumni, and well-wishers are also encouraged to donate print and e- journals and other reading materials.

Library Holdings	Year-1 2013-14		Year-2 2014-15		Year-3 2015-16		Year-4 2016-17	
	Number	Total Cost in Rupees	Number	Total Cost in Rupees	Number	Total Cost	Number	Total Cost
Text books	204	85045/-	249	61504/-	97	34705/-	643	231751/-
References			18		1		46	
Journals/Periodicals	36		36		36		15	
e-resources	10 GB	10,000/-	15 GB	10,000/-	20 GB	10,000/-	10 GB	10,000/-
Any other (Specify)	10,000/- News magazines/ current affairs/ national /local news papers, mags.		10,000/- News magazines/ current affairs/ national /local news papers, mags.		10,000/- News magazines/ current affairs/ national /local news papers, mags.		10,000/- News magazines/ current affairs/ national /local news papers, mags.	

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

OPAC: Yes

Electronic Resource Management package for e-journals: Yes

Federated searching tools to search articles in multiple databases: Yes

Library website: No

In house/ remote access to e-publications:

In-house/remote access to e-resource is available

Total no of printers for public access: 6 Nos

Internet band width/ Speed:

10 mbps from two different links, one from NIC and another from Symbiosis

Institutional Repository: No

4.2.5 Provide details on the following items:

Average number of walk-ins: 150-200 per day

Average number of books issued/returned: 75 issued per day- 40 returned per day

Ratio of library books to students enrolled: 13:1 (19450 books: 1525 students per semester)

Average number of books added during last three years: 352

Average number of login to opac (OPAC): Negligible

Average number of login to e-resources: Negligible

Average number of e-resources downloaded/printed: 10 per month average

Number of information literacy trainings organized: Kindly refer to 2.4.3 under Audio Visual/ Multimedia

Details of “weeding out” of books and other materials: Old Books are regularly “weeded out” due to fungal growth, dampness, and damage caused to termites infestation.

4.2.6 Give details of the specialized services provided by the library

Manuscripts: N/A

Reference: Yes

Reprography: 2 Xerox machines are available.

ILL (Inter Library Loan Service): N/A

Information deployment and notification (Information Deployment and Notification):

Kindly refer to 4.2.6

Download: Downloading of resources is available in the Library and in the computer lab.

Printing: Facility for printing of study materials is available in the library at a concession rate of Rs.2 per page for students.

Reading list/ Bibliography compilation: Registers is maintained for this purpose.

In-house/remote access to e-resources: In-house/remote access to e-resource is available.

User Orientation and awareness: Kindly refer to 2.4.3 under Audio Visual/ Multimedia

Assistance in searching Databases: The two library advisory members; the library staff offer assistance to both the faculty and students in searching databases.

INFLIBNET/IUC facilities: The institution is a regd. member of the INFLIBNET programme.

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

- New titles or journals that arrive are displayed in the rack of the library for a period of 15 days.
- The Library staff sends out a list to the departments concerned informing them of the latest acquisitions.
- A list of the same is also forwarded to the IQAC for information
- A notice board is maintained whereby the students are notified of the availability of new books and journals.
- Clear instructions of rules and regulations of Library have been put up in a banner outside the Library.

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

The college is prepared to give special care and provide facilities of library to the visually impaired and physically challenged students if the need arises, but so far no such person has sought admission in the college.

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

Yes. Feedback is sought from the users through questionnaires. After looking into the grievances of the users through the feedback

questionnaire, the Librarian and staff together with the Advisory committee sit together for meetings and various remedial steps are taken.

4.3 IT Infrastructure

4.3.1 Give details on the computing facilities available (Hardware and software) at the institution

Number of computers with configuration (Provide actual number, with exact configuration of each available system)

10 computers : windows 3

27 computers : windows 7

Four laptops : windows 8

(6 no's are defective)

Computer students' ratio: 40:1

Stand alone facilities: Yes

LAN: Yes

Wi-Fi facilities: Yes

Licensed software: Anti Virus- Kaspersky / Windows

Number of nodes/ computers with internet facilities: 37 no's

Any other: The College has 4 smart classrooms fitted with complete ICT equipments, plus 7 other classrooms are also ready to be used. The College has two projectors, camera, as an additional tool which is being used often.

4.3.2 Details on the computer and internet facilities made available to the faculty and students on the campus and off the campus:

The College campus is well connected with internet facilities from two different sources, one from National Informatics Centre (NIC) Govt. of India with the speed of 10Mbps and another from Symbiosis with 10 mbps speed. These two sources is made proxy server and internet connection is made available to all 37 computers in the college.

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

The plan of the college is to introduce phase wise the following facilities:

- a. To introduce smart class rooms.
- b. Fully automation of the library with barcode for issue and return, to have book bank and to have national knowledge network connectivity with other universities and some research institutes

4.3.4 Provide details on the provision made in the annual budget for procurement, up gradation, deployment and maintenance of the computers and their accessories in the institution (Year Wise for Last Four Years):

2013	2014	2015	2016
Rs 1 lakh	Rs 1 lakh	Rs 1.70 lakh	Rs 1.70 lakh

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

In order to acquire and adapt to emerging ICT tools & technology, the college has signed a Memorandum of Understanding (MOU) with the Ramietech Solution (Computer & Technology Services Firm). This firm comes to the college from time to time to give technical assistance to the teachers and staff at large.

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

The role of a teacher is certainly changing into a facilitator.

- With the availability of technology the teacher selects a topic for discussion in the classroom, however all project preparation is done by students themselves accessing online resources. This provokes the student to think independently and work within and outside a space granted by the facilitator.
- ICT enabled classrooms are also a boon, as the students are given opportunities to present and project their prepared research materials in the classroom. This participatory role gives them a sense of purpose and generates confidence among the students.

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

N/A

4.4 Maintenance of Campus Facilities

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

		2013	2014	2015	2016	Remarks
a.	Building			7 lakhs		Developmental fund from Directorate HE
b.	Furniture					
c.	Equipment					
d.	Computers					
e.	Vehicles	1.15	1.29	1.45	1.46	
f.	Any other					

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

The Principal, the College Development Committee and Mass Media Committee looks after the maintenance and upkeep of the infrastructure, facilities and equipments of the college. The college has signed an MOU with Ramietech Solutions, a Pvt. firm, for maintenance & upgradation of library resources & maintenance of language lab.

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

N/A

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

- The Institution has a 10 KVA backup generator set for use during power cuts. Invertors/ UPS are used as backup power in case of fluctuations.
- The Mass Media Committee along with local technicians checks all sensitive equipments from time to time. Maintenance and upkeep of equipment is done on a monthly basis by staff, specially assigned for this task. An electrician is available on call.
- A store keeper proficient in computer skills also keeps record of all equipments and authorities are notified in case of any maintenance issues.
- The institution has both bore wells and ring wells. In case of any excess need, water is supplied by local water vendors directly to the college. A water purifying system is also in place for providing safe drinking water.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include: None.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

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

The institution annually publishes its updated prospectus. Extensive information is provided on the following:

Vision and Mission statement and history of the college, description of moto and emblem, programmes and courses on offer, introduction to addition of new programmes, admission, academic rules, rules and regulations of the college and the UGC Girls’ hostel, fee structure, faculty profile, committees of the college and college ministerial staff

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

Meritorious students in the University examination are awarded with an incentive of Rs. 5000 with Scholars’ batch and citation at the institutional level. Merit scholarship is given to meritorious students from the Government. 98% of the students been tribal, they entitled to ST Post Matric Scholarship from the Government.

Records of scholarship disbursed to students is maintained by the Department of Higher Education, Government of Nagaland.

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

98% of the students being tribals, they are eligible to ST Post Matric Scholarship from the state government, as awarded by all North Eastern States for tribal students.

Details and records of scholarship awarded by the state Government and other agencies, if any, is maintained by the Department of Higher Education, Government of Nagaland.

There is no record of central government and other agencies giving financial assistance to students.

5.1.4 What are the specific support services/facilities available for

Students from SC/ST, OBC and economically weaker sections:

Since most of the students are the tribal community, they are eligible for post matric scholarship. 100% assurance is given to students who pass out from government schools of the district.

Students with physical disabilities:

Efforts are undertaken to make the college friendly for disabled students. There is a ramp and a special toilet set up specifically for the disabled. The department of Social Welfare has already conducted a survey for providing lift and other facility to make the campus friendlier for students with disabilities.

Overseas students:

Till date, the college has no record of overseas students.

Students to participate in various competitions/National and International:

As an impetus for excellence, the college gives financial assistance to those students that excel in various activities representing the college and the state at large. It also grants special leave to students participating in such activities.

Medical assistance to students: health centre, health insurance etc:

The college has concerns for the physical and mental well being of the student fraternity. There is an Medical Emergency room in the college. The college has signed an MOU with Oking , a prominent hospital in the city so that as the need arises, a doctor is always on call and the hospital facilities extended to tackle any medical emergencies.

Organizing coaching classes for competitive exams:

The college nurtures the passed out graduates by conducting coaching classes for civil service aspirants and entry to services. Lately, the college has not been able to continue this noble activity since there is time and classroom constraints with the introduction of commerce stream and remedial classes.

Skill development (spoken English, computer literacy, etc.):

As a part of enhancing skill development, the college has introduced functional English and a language lab and has also introduced crash course in computers, ITE and soft skills.

- Support for “slow learners”
Remedial classes are conducted after 3pm everyday to assist the slow learners and enable them to catch up with the peers. The college has constituted a mentoring cell from amongst the teaching faculty to cater to the specific needs of this challenging group of students.
- Exposures of students to other institution of higher learning/ corporate/business house etc.
Students from the institute visit other colleges for participating in events.
- The college also was involved in a student’s exchange program in collaboration with the SNDT University, Mumbai.
- The college has links with the nongovernmental organization named Students Experience in Interstate Living (SEIL) for students to experience interstate living.
- A group of students comprising of the class representatives and the students executives visited the Wazeho cement plant at Kiphre district, Nagaland to get firsthand knowledge of the working of an industry.
- The Economics honors and Environmental Studies students also went on a visit to North Eastern Electric Power Corporation Limited assisted Doyang Hydel project, Wokha district, Nagaland as part of environmental economics field trip.

Publication of student magazines:

The annual college magazine carries articles and the likes from the student community to encourage the students and also further develop their creative abilities. The editorial board consists of some members from the student community as well. The Evangelical Union of the college also publishes weekly editorials.

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

Additional academic support, flexibility in examinations:

Efforts are on to make horticulture as a fully fledged course in the college. Besides that, it also has cooking cell and the skill development cell. These cells conduct cooking, baking and craft classes from time to time for the students and these classes witness a lot of keen participation. Students also participate in many entrepreneurial activities supervised by the Youth Net.

Special dietary requirements, sports uniform and materials:

Various co-curricular activities enrich the campus life of the students. The College has an active NCC unit. Several of its cadets have won awards and have received advanced training. The college gives cash awards to any student that wins a literary or sport event in the state or represents the state in any activity as an incentive and encouragement. There is flexibility in internal assessment conducted by the college so that the students who participate in such activities are not deprived.

Any other: None

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

Many eminent academicians, politicians and ecclesiastical dignitaries, professionals and businessmen who are policy makers and persons of influence are past pupils of Kohima Arts College though there is no formal record of student progression. The college receives very good support from the entire alumnus in place.

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

The college has constituted several committees that provide counseling services to the students. The mentoring cell, anti ragging cell, grievance cell takes care that attention is given to each individual student that requires help. It conducts career counseling programs for the outgoing students every year. The college also takes the support of a psychiatrist when required. There have been seminars on mental health in the institution. Two teachers were deputed to attend a workshop on mental health initiated by the district mental health association.

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

The college has a career guidance cell that provides counseling service in this area. It conducts programs on career counseling and related activities especially for outgoing students every year. Since there are no prominent enterprises or giant corporate sectors in the state, the college has no links to tie up for placement for the graduates. However, trends shows that most of the students prefer to opt for higher studies after their graduation from the college

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

The College does have a grievance cell that caters to the grievances of the students. The student complains are mostly about commuting to and fro from college, limited library facility and classroom. Most of the grievances are reported and redressed. The college has already bought an additional bus and the alumni association has pledged to provide two more buses in the near future. The institute has also inaugurated Wi-Fi connection in the campus and an ATM booth also set up.

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

The college has an anti grievance cell to resolve issues pertaining to any form of harassment.

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

An anti ragging committee comprising of the senior teaching faculty has been constituted to address any issues relating to ragging. The college has a good record and so far no ragging instances has been reported

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

As specified in the earlier paragraphs, since most of the students are tribal, they receive post- matric scholarship from the state of Nagaland. The State of Nagaland offers merit scholarships and other monetary awards too. Some other bonuses for the students are bus facility for commuting, Wi-Fi, cash awards for outstanding students etc.

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

The institution has an active Alumni Association they meet from time to time and their presence is seen in most of the college special events. They participate and conduct seminars with the teaching faculty and the students too. They have aided in computerizing the library and have contributed books and shelves. The alumni association has pledged to provide two additional buses for the college in the near future.

5.2 Student Progression

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

Student progression	%
UG to PG	Records not maintained
PG to M.Phil.	
PG to Ph.D.	
Employed Campus selection Other than campus recruitment	

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

Kindly refer to 2.6.2 for programme wise pass percentage and completion rate for the last four years.

	Sazolie College, Jotsoma						Kohima College, Kohima					
	Honours			General			Honours			General		
	6 th Sem	4 th Sem	B.A. Final year	6 th Sem	4 th Sem	B.A. Final year	6 th Sem	4 th Sem	B.A. Final year	6 th Sem	4 th Sem	B.A. Final year
2011 (2008 Batch)									N/A			N/a
2012 (2009 Batch)			80.59			65.15			72			47
2013 (2010 Batch)			71.51			46.07			55.63			45.11
2014 (2011 Batch)			91.34			86.39			88.64			88.63
2015(2012 Batch)	82.02			67.58			71.59	73.02		65.14	86.6	
2016							71.59	73.02		65.14	86.6	
<i>Kohima College has the largest number of annual enrollment rate among Humanities/ Arts stream in the State. A comparative figure is listed below:</i>												
	Sazolie College, Jotsoma						Kohima College, Kohima					
	2013 Total enrollment: 99/ Passed: 89 2012 Total enrollment 89/ Passed: 74						2013 Total enrollment: 334/ Passed: 172 2012 Total enrollment 367/ Passed: 222					

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

Though the institution has not developed any mechanism to aid students progression to higher level of education and/ or towards employment, the record of all passed out students with detailed contact information maintained by the institution enables faculty to keep in touch and monitor their progress through social media.

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

The category of students who are at the risk of failure and drop out are given special mentoring and remedial classes to help them catch up with the rest of the class. The authority also issues call notices to the such students and parents as well and provide required counseling from time to time. The track record of the last four years shows of the college that the drop out rate has decreased over the years and is very negligible as of now.

5.3 Student Participation and Activities

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

Marathon race, high jump, long jump, shot put, arm wrestling, Naga wrestling, basket ball, volley ball, foot ball, table tennis, badminton and carom.

Details of participation and program calendar

1. Sixteen students attended the Janvani program on the 18th of Feb'2013 at New Secretariat plaza organized by Doordarshan Kendra, New Delhi
2. Career Guidance and social skills was held on 26th April 2013, at the auditorium, sponsored by University Grant Commission (UGC) and organized by Career Guidance Cell, Kohima College, Kohima.

3. K.C.S.U Women's Welfare Department organized a debate competition on the theme:
 - a. Participation of Naga Women in decision making can measure real development in Naga society.
 - b. Naga women are as good as other women.
4. On 12 June 2013, a seminar was organized by the Dept., of Labor Government of Nagaland, in collaboration with Kohima College under the theme "World Day Against Child Labor", with Dr. Nicky, Parliamentary Secretary for Labor and Employment, Justice and Land Revenue Dept., Nagaland, as Chief Guest.
5. Kohima College students (131) participated in the Choir Presentation on 28th July 2013 at the Students' Spiritual Conference which was held in the NBCC Convention Centre.
6. Three Students participated in the 2 Spelling Bee Championship, Extempore and Elocution Competition on 24th -27th September 2013, organized by Fountain Club in collaboration with SCERT at Capital Convention Centre, Kohima.
7. One hundred Students participated in the Sustainable Mountain Summit-111 Nagaland, 2013 from 25 to 27th September 2013 at NBCC Convention Centre.
8. Kohima College participated in the 14th NSF Martyrs Memorial Football Trophy 2013, which was held from 20th September to 19th October 2013.
9. Blood Donation Program was held on 1st October 2013 at College Auditorium Hall where Leut. Joy Prakash Sharma, Commandant Girl's NCC was the Chief Guest.
10. Thirty five student including the executive of KCSC attended the 16 ANCSC Biennial Conference at Phek Government College from 2nd-5th October, 2013, where students participated in cultural song, dance, debate and song.
11. Annual College Week was held from 24th—29th October 2013.
12. The college celebrated 50 years of Statehood on 31 October 2013, by organising a debate and essay writing on the topic "Is progress in Nagaland at par with 50 years of Statehood."
13. Six students represented Nagaland State in the North East Youth Festival 2014 at Aizawl University from 3 to 7 Feb.2014 which was organized by the department of Youth Resource and Sports, Government of Mizoram, in collaboration with Ministry of youth resource and sports, Government of India.

14. Miss Asano and Miss Ralu of B.A 2 Semester participated in Declamation Competition on international Women's day on March 7, where Asano won the first consolation prize on the theme Global Empowerment Local Responsibility.
15. Mr. Zensinlo Tep and Kekhrie of B.A 3 semester, participated in the National level Essay competition on April 2014 on the theme "Dr Ambedkar Annihilation of Caste". The essay was posted to Aligarh University.
16. Kohima College Students Union, Women Department organized a debate, quiz and extempore speech competition on 25 April 2014 at auditorium hall K.C.K.
17. Mr. Merithung of B.A 3 semester, K.C.K represented the N.C.C unit Nagaland, in the Republic Day on the 26 Jan 2013 at New Delhi.
18. Kohima College students' Union organized a Tree Plantation Drive on World Environment Day in collaboration with N.S.S members on June 7 2014.
19. One day programe on Career Guidance, Social Skills and Career process was organized on 25 July, 2014 for B.A Semester 1 and 4 students. The resource person for the session was Miss. Nouné and Mr Lezo Putsure from Youth Net. A panel discussion was conducted in the session 2 with Yanfo Kikon, LT. Col .S .Gahlawat, Mr. Zaren Odyuo, Mr. Sekhose, and Mr.V. Doulo as resource person.
20. Legal awareness program was conducted on 2 August 2014 by Kohima Law College and Kohima College Students Union, President Nagaland Voluntary Consumer Organization (NVCO) was the resource speaker.
21. Kohima College Students' Union organized quiz and extempore speech competition on 30 August 2014.
22. Kohima College Students' Union organized a talk show on 20 September, 2014. Various topics such as Facebook, IB, NSDZ act, NLTP act, were discussed.
23. Fifty students attended a seminar on how to crack civil service exam on 10 October, 2014, organised by SAMKALP, New Delhi at Global Open University, Kohima.
24. Eight students with professor in-charge attended a program on 17 November 2014 on Mental Health, organized by Nagaland Peace Café at Japfu Christian College.

25. Kohima College participated in the Inter-Collegiate Debate competition at Sazolie College, Jotsoma. Miss Jevika (3 Sem) won the consolation prize.
26. Kohima College went for an Educational Tour from 5 to 18 Jan, 2015. Delhi, Agra, Nainital and Jaipur were visited. Shri. Keduo, Asst, Professor was the tour guide.
27. One day programme on SSC (Staff Selection Commission) was organized on 21 Jan, 2015 at Kohima College by SSC Regional Centre, Guwahati and SSC, New Delhi. Various Schools and college from Kohima attended the programme.
28. Two days Youth Conclave was held on 6 and 7 Feb.2015 on the theme '*Education and Employability Skill Development*'. It was jointly organized by Kohima College and Rajiv Gandhi National Institutional Youth Development, Ministry of Skill Development Entrepreneurship Youth Affairs and sports in collaboration with Film and Cultural Society of North East.
29. Ten students participated in the Inter-Collegiate Entrepreneur Competition on 7 Feb. to 3 March, 2015 jointly organized by Youth Net and the Department of Youth Resources and Sports, Kohima, Nagaland.
30. Mr. James Tikhir of BA 2 semester represented Nagaland State in the National Taekwondo Championship at Kolkata and won the Gold medal. He also won the Silver Medal at the North East Senior Taekwondo Championship at Imphal and Silver Medal in the Senior Taekwondo Championship at Arunachal Pradesh, bronze medal at Senior Taekwondo Championship in Mizoram.
31. e-Marathon race was organized on the 3rd of July 2015 commemorating Digital India Week at secretariat plaza. Students of BA 3 semester attended the marathon race.
32. Kohima College NSS unit organized polythene collection competition on 19 September 2015. First prize of Rs 3000 won by the BA 5 semester section D, 2th prize of Rs 2000, BA 1 Sem. (B) 3rd prize Rs 1000 won by BA 1 Sem. (D).
33. Kohima College Students Union organized Literary Day cum Sports Week from 28th September to 1st October 2015 under the theme: "Redefining Challenges".
34. The ANCSU 17th Biennial General Conference 2015 was held on 21th -24th October 2015 under the theme: '*Excel Beyond Boundary*' at Indira Gandhi Stadium, Kohima. 25 students attended

the conference from Kohima College. In the Essay competition under the theme: '*Professional and hard work towards achieving sustainable economy*', Miss Temjenchila won the 3rd position and was rewarded Rs 5000 cash prize with certificate. On 23th Oct, ANCSU office Bearers general election was held. Miss Aren and Mr. Vepfupra were elected as Social and Cultural secretary and Asst Finance secretary respectively.

35. Twenty one students attended International Day of Non –Violence Peace Marathon organized by Nehru Yuva Kendra (NYK) Kohima district and Directorate of Youth Resources on 2th Oct.2015.
36. On 23rd November 2015 four students attended the poster campaign against the delay of scholarship organized by ANCSU.
37. Ten students from participated in the Hornbill First Cut Entrepreneurship competition organized by Youth Net from the 1st Dec to 8th Dec.2015.
38. Kohima College, organized cooking class on 5th December 2015 at college campus, Madam Kashili Joseph w as the resource person.
39. Study tour of two teams for students were allowed. One team went to Darjeeling on 12th to 22th December 2015 and the other team went to Kolkata, Mumbai and Goa from 9th to 25th of January 2016.
40. One hundred fifty one Students attended the Torch Relay of South Asian Games at Kohima on 1st feb.2016 along with professors-in-charge Madam Lily.
41. 2nd semester students participated in National De-worming Day on 10th Feb.2016 organized by Department of Health and Family Welfare Society , Govt. of Nagaland.
42. Career Guidance program was held on 9th Feb. 2016 for the 6th semester students with North East India Tribal Students Development and Welfare Society.
43. 982 students and 54 volunteers (1036) from Kohima College attended Nagaland Youth Summit program held on 26th to 27th February 2016 which was organized by Youth Net. Kohima College collaborated in the conference as education partner.
44. KCSC attended the Carnival program at Mountain View College on 27th February 2016.
45. Legal awareness program held on 3rd March 2016, organized by Kohima College NSS unit.
46. Department of Higher Education, Govt. of Nagaland conducted Kohima District Inter College Poster Painting competition (Swatch

- Bharat) on the theme” Cleanliness in the Education Sector” which was held at Kohima College on 9th of November 2015.
47. Seminar on Higher Educational Study for B.A 6th semester was held on 17th of March 2016 with Northeast India Tribal Students Development and Welfare Society.
 48. Kohima College Kohima Students participated in Earth Day program under the theme “Caring Mother Earth” organized by Govt. Poly technique Kohima, from 20th--21st march 2016 . Slogan Writing, Painting and Quiz competition were held where Mr. Nukedu Dawhuo secured 1st position in slogan writing, Mr. Thorhu Movi secured 2th position in slogan writing and Mr. Rokolhou secured 4th position in Painting.
 49. Career Guidance program for B.A 5th Sem. Was held on 27th of June 2016 at college auditorium.
 50. Miss Asenuo Terhuja represented the college in the 10th Inter-College Debate competition on the topic: ‘Naga Sovereignty is a Myth’ on 3rd October 2015 organized by Sazolie college, Kohima and won the 3rd position.
 51. Mr. Veyito and Miss. Ralu represented the college on a debate competition on the topic:”Clean Election is Possible in Nagaland” organized by District Election Officer Kohima on 9th October 2015 at D.C conference Hall. Miss Ralu and won the First position. Lecturer in charge Sir Mato.
 52. Observance of vigilance awareness week 2015 was held on 26th October at State Academy Hall Kohima. Inter-college debate competition under the theme: *‘Preventive Vigilance as a Tool of Good Governance’* was held where Mr. Eangchi represented Kohima College and won 1st position received cash prize of Rs. 5000 and certificate. All the executive and Class Representatives attended the program.
 53. Marathon race organized by Border Roads Organization Kohima on the theme, *‘Run for Republic day’* on 24th January 2016. Kohima college students participated in the race and Miss. Vekuvolu had won the first position.
 54. Miss. Vekuvolu has participated in the marathon race securing 1st position organized by Digital India Week on 3rd July’ 2015 at Kohima.
 55. Kohima College students participated in N.S.F Martyr Trophy on 18th September 2015.

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

Kindly refer to 5.3.1 as supplement to 5.3.2 data

State Level/Intercollegiate Competition

1. Miss HUTULU CHUZHO - 2nd consolation in the annual inter-collegiate debate competition held on 28th September 2016.
2. Miss DOVIKALI TSEPU-Best Player in women volleyball during All Nagaland College Students' Union (ANCSU) Sports Meet 2016.
3. Mr. KEVIWELHOU ZUMU-Gold medalist in senior category of All Nagaland Shaolin Kung fu Association 29th State level annual tournament.
4. Mr. NUKEDU DAWHUO and Mr. THORHU MOVI won 1ST and 2nd in slogan writing respectively and Mr. ROKOLHOU WON 4th position in drawing under the theme, 'CARING MOTHER EARTH' organized by Government Polytechnic in collaboration with Key Foundation DELHI on 20th -21st March 2016.
5. Miss THENON KONYAK-winner Naga Orpheus Hunt season-10 2015.
6. Miss VEKUVOLU LOHE-1st Marathon race organized by Border Road Organization Kohima under the theme, 'Run for Republic Day '2016.
7. ETHNICITY TEAM from Kohima College under First Cut Entrepreneurship competition organized by YOUTHNET 2016 was awarded as the 'MOST INNOVATIVE' team.
8. Mr. EANGCHI KONYAK-1st in debate during intercollegiate Debate competition 2015 under the topic, 'Preventive vigilances as a tool of good governances '.
9. Miss ASENSO TERHUJA -3rd in debate during 10th Intercollegiate Debate competition 2015 under the topic, 'Naga Sovereignty is a Myth'.
10. Miss RALU KEYHO -1st in debate during Debate competition 2015 organized by District Election Officers.
11. Miss TEMJENCHILA-3rd during All Nagaland College Students' Union (ANCSU) 17th Biennial General Conferences Essay Competition 2015.

12. Mr. KENATHONG KATH, Mr. IMNASUNGKUM WALLING, Mr. SENGCHILO KATH and Mr. METHAVI ZHOTSU - Gold medal in 4×100m relay race.(combined annual training camp) Indira Gandhi Stadium Kohima 2013.
13. Mr. IMNASUNGKUM WALLING –Gold medal in individual drill competition. (Combined Annual Training Camp)Indira Gandhi Stadium Kohima 2013.
14. 3 girls participated in inter group-vice group song competition and bagged the first position (National Integration Camp), Silchar December 2014.
15. Miss VISIEU – Gold medal in firing (Combined Annual Training camp 3) Mokokchung, March 2015.
16. Miss NILOTOLI and Miss ABISHAG – Gold medal in volleyball. (Special National Integration Camp) Dimapur January 2017.
17. Miss VISIEU-bagged MOST VALUABLE PLAYER in Basketball (Combined Annual Training Camp 4) Medziphema December 2015.

National/International Level

1. Mr. IMNASUNGKUM WALLING and MUGHATOLI WOTSA under NCC participated at Republic Day camp at Garrison Parade Ground Delhi from 1st January to 28th January 2016.
2. Mr. NUKEDU DAWHUO and MEDOLEU TALE under NSS participated at Pre-Republic Day camp Kolkata from 9th to 19th November 2016.
3. 6 boys and 3 girls participated in inter group-vice group song competition and bagged the second position. (Basic Leadership Camp) Agartala, November 2016.
4. Miss THEJAKHRIENUO – Runners up in inter Directorate Costume cum Ramp walk competition. (National Integration Camp) Gujarat, January 2017.
5. Mr. SHORUNO TEP – Silver medal in Map reading competition (Pre-Thal Sainik camp) Jorhat, August 2015.
6. Miss KHROLO-U T MERO and Miss H. SHANGKI KONYAK – Silver medal in 57th SUBROTO CUP international football tournament held at Delhi in 2016. Silver medal at 27th National Level North Eastern Games 2016 held at Imphal. Participated in 55th SUBROTO CUP international football tournament held at Delhi 2014. Participated in 56th SUBROTO CUP international

football tournament held at Delhi 2015. Participated in National level Khelo India held at Chennai 2017.

7. Miss VEKUVOLU LOHE-Bronze medal at 26th National Level North Eastern games held at Arunachal Pradesh 2014. Silver medal at sub-junior National Level held at Andhra Pradesh 2015. Participated in junior archery tournament held at Bangalore 2016.
8. Mr. KEZHALEZO Participated in taekwondo at Northeast games held at Mizoram 2016, Northeast games held at Arunachal Pradesh 2014, PYKKA 2013 and Assam Youth games 2015.

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

The feedback inputs obtained from alumnae through the feedback format devised by the IQAC is analyzed by the IQAC. The findings are taken up at the faculty meetings, HoDs meetings, Departmental meetings and the various Committee/Cell meetings. Constructive solutions arrived at during such deliberations are put to use if within the control of the institution.

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

The college conducts literary day during its annual college week. Competitions on essay writing, poetry, debate, painting are held and the winners are acknowledged. The articles are published in the college annual magazine. The college magazine cover at times carries the award winning paintings. The list of materials published written by the students is available in the college annual magazine. The editorial board of the college magazine also consists of members from the student community.

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

The college has a student's council headed by the Principal. It has a constitution and the election process strictly follows the guidelines

laid down in the constitution. The executive body is elected through a proportionate representation system on the basis of the strength of the college. The funds come from the contribution of the students. The students council is responsible for all the major activities of the student community within the college and any related activity outside the college that require students participation.

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

The academic IQAC cell of the college has student representatives.

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

An Alumni Cell had been established within the college to collaborate with the Alumni Association (autonomous) of the college. Alumni Association of the college has been formed since the 28th Aug'2011, to keep in contact with the Alumni members. Various programs and activities are organized under their initiative and supervision.

In order to seek their participation and involve them to actively participate in all major events; Alumni meetings are held at least twice a year. Information is disseminated through social media and many of the alumni members have been placed as members of current extension programmes of the college. For instance, in the upcoming Golden Jubilee Programme, July, 2017 they have been placed as members of various committees.

Any other relevant information regarding Student Support and Progression which the college would like to include: None

6.1 Institutional Vision and Leadership

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

Vision Statement:

The college pledges not only to strive for excellence, but also to prepare and nurture integrated personalities-men and women whose intellectual, mental, moral and physical faculties have been harmoniously developed to become ideal persons and citizens who understand the meaning of life and what it demands from them.

Mission Statement:

- To kindle and nurture the intellectual aspect of the students to make them intelligent, independent, resourceful and capable individuals.
- To instill in the mind of the learners the value of academic excellence and pursuit of knowledge and learning.
- To train them to become not only informed leaders but also to shape them into agents of social change and prepared for concerned social action.
- To inculcate in them strong moral values and disciplined habits resulting in individuals with impeccable character and towering and enduring personalities.
- To mentor them into developing healthy attitudes to life, humanity and the universe through a proper understanding of the self and the world.
- To encourage self-learning and self-evaluation and to harness this for optimal productivity.

The institute, the first humanity stream college in the capital was set up to cater to the weakest section of society who lacked the means to pursue higher studies outside the state. The founding fathers of the

college had lofty ideals and visions to mould and shape young minds of these deprived section of society to be agents of social change. In keeping with the noble dreams of the founders, the institute has kept the banner flying high over the five decades, producing leaders in all fields. From top ranking central and state service bureaucrats, academicians, writers, businessmen, legal service, the media, social workers and politicians including two state chief ministers and an MP, the institute has served well the objective of the founding fathers and continue to be guided by the principles envisioned five decades ago in our endeavour to provide quality education to the weakest section of society who would otherwise never have availed of higher education elsewhere for lack of means.

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

The college is guided by the principles of quality policy and plans of NAAC, UGC and Nagaland University. The Principal heads the management at the institutional level and is the link to the Government and the college and takes up the responsibility of ensuring effective and efficient involvement of all stakeholders in implementation of quality policy and plans.

The Vice- Principal prepares the annual calendar, timetable framework, conduct of university exams and monitors the smooth functioning of the academics. Power is delegated to HoDs for practical and effective functioning of academic activities at the department level concerning class and course allotment, course coverage, compilation of monthly attendance percentage, internal marks, department faculty leaves, departmental student problems and other curricular and –co-curricular activities of the department.

A number of committees/cells composed of the faculty members set up by the Principal for various activities of the college assist him. The IQAC plays a vital role in this regard to ensure efficient and smooth transaction of the institution's programmes.

6.1.3 What is the involvement of the leadership in ensuring:

The policy statements and action plans for fulfillment of the stated mission.

The Principal holds faculty meetings at the onset of every academic session to plan for the year ahead, likewise, at the end of every academic session the Principal meets faculty to review the activities of the closing semester. Deliberations thus carried out in such meetings forms the policy and future plans of academic, administrative and infrastructural aspects of the institution.

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

The HoDs of every department conducts periodical departmental meetings. All action plans for curricular and co-curricular activities of the department for the subsequent semester are chalked out at the close of current semester. Periodic meetings are held to take stock of the progress made on all planned activities. Action taken on such plans are reviewed and recorded and reflected in the AQAR to be shared with stakeholders.

Interaction with stakeholders

- Periodic meeting of stakeholders are conducted. Parents, alumni, Advisory Board and other stakeholders provide support by taking keen interest in all activities, by participating in all major events, by providing suggestions and advises.
- The Principal is accessible to all stakeholders for sharing information to further the interest of the college. Verbal feedback is directly obtained from students through interactions during regular rounds of the college by of the Principal.

Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders

Professional consultants are hired for maintenance of website, digitization of library, language laboratory and other ICT equipments. Inputs and feedback on various aspects of the college from stakeholders are analyzed by IQAC and steps and measures to be taken in areas of weaknesses are sorted out through faculty, departmental, HoDs and IQAC meetings.

Reinforcing the culture of excellence

- No pain is spared to foster the culture of excellence, not only in the intellectual sphere but in co-curricular and extra-curricular activities. The thirty four committees/cells set up for this purpose works tirelessly to this end.
- Maintenance of attendance register for faculty and staff ensures regularity. Decentralization of responsibility in the administrative and academic spheres ensures sense of accountability and smooth functioning.
- Innovative ideas and methods in the area of teaching-learning is encouraged by the management, hence the college is ever evolving towards refinement and betterment in its search for excellence.

Champion organizational change

The college believes in change, initiatives and innovations and open to learning and absorbing the good practices of other institutions whenever and wherever applicable and productive. New faculty are entrusted with responsibilities in a bid to train them to take over the mantle when the older ones phase out of the college. This nurtures in them a sense confidence, seriousness and attachment to the college.

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

Periodic faculty meetings, HoDs, IQAC and committee/cell meetings convened by the Principal, the frequent departmental meetings called by the HoDs, are all aimed at monitoring and evaluating the policies and plans of the institution. Such meetings form a suitable platform for deliberating upon new initiatives, innovations and measures for improvement of the college.

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

- Vice-Principal: A senior faculty is appointed Vice-Principal to oversee the smooth functioning of all academic aspects of the institution and other matters that concerns students.
- Department HoDs: The senior most faculty carries the mantle of

the HoDs. Each Head takes charge of distribution of work load of its departmental faculty like class and course distribution. Compilation of monthly percentage attendance, internal assessment marks obtained by students, progress and coverage of course and lesson plans are also monitored by the HoDs. Periodic departmental meetings are conducted to deliberate on all issues pertaining to academic related as well as non-academic

- Faculty members: All faculty members are involved in all the committees and cells in the capacity of conveners, co-conveners and members.

6.1.6 How does the college groom leadership at various levels?

- New faculties are entrusted with responsibilities in a bid to train them to take over the mantle when the older ones phase out of the college. This nurtures in them a sense confidence, seriousness and attachment to the college.
- Faculty are given the responsibility to be convenors of committees/ cell on rotation basis.
- The position of IQAC co-ordinator is allotted on a tenure ship basis.
- Mentoring of students is mandatory for all faculty
- A. faculty member represents the faculty fraternity in the Advisory Board of the college.
- All faculty members are given independence to set question papers and opt for their choice of modes of internal assessment activities.

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

- Major administrative decisions are taken by the Principal in consultation with the appropriate Government departments. Matters relating to appointments, transfer, funding etc, is the Government's concern. In all else the college enjoys autonomy in its functioning. Activities are decentralized to the maximum extent possible and its functions are carried out in a participatory manner through various committees.
- Various committees are empowered to oversee the details and execution of works involved under the supervision and guidance of

the Principal.

- Student leaders are given portfolios in accordance with their responsibilities.
- Each department is provided fund per semester to stock up their respective departmental library.
- The Kohima College Teachers' Association (KCTA) functions independently but guidance and support of the Principal is sought in matters pertaining to teachers' welfare.
- The HoDs are empowered by the Principal to supervise the affairs of their respective departments in matters of workload allotment, class distribution and all curricular, co-curricular and extra-curricular activities of the department.

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

The college promotes a culture of participative management that ensures representation of all stakeholders of the college. All faculty members are involved in the various committees/cells in the capacity of Conveners. All faculty members mentors mentees allotted to them. The Principal, Vice-Principal, all HoDs along with some faculty members are part of the IQAC team. Student leaders of the student body are allotted well defined portfolios and are also members of various committees/cells of the college. Faculties are represented in the Advisory Board of the college through their role as members of the board.

6.2 Strategy Development and Deployment

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

The institution does not have a formally stated quality policy as such, but being a NAAC assessed institution, we are committed to the guidelines of NAAC that ensures consistent adherence to a high standard of quality to the utmost of our ability which is effectively monitored via the administration, departmental HoDs and the various committees for this purpose.

- The administration prepares the academic calendar and distribute at the beginning of every semester. The main frame of the time table is given out to the HoDs for the subsequent semester before the close of current semester to facilitate allotment of classes well in advance. Likewise, workload of the subsequent semester is distributed to teachers before end of current semester to facilitate them to prepare their course during the semester break.

Compilation of attendance percentage and internal assessment marks obtained by students, progress and coverage of course and lesson plans are also monitored by the HoDs. Periodic departmental meetings are conducted to deliberate on all issues pertaining to academic related as well as non-academic.

- The Examination Committee monitors the examination process-conduct of examinations, compilation of results, and analysis of results and students' performance therein. The committee tirelessly formulates strategies for improved and effective delivery of quality education.
- The Principal convenes faculty meetings after declaration of University results to deliberate on students' performance and adopt measures for improvement of teaching-learning.
- The Advisory Board of the institution takes keen interest in the academic activities of the college and performance of the students in the University examinations.
- Annual questionnaire feedback from stakeholders are compiled, analyzed and deliberated upon and appropriate steps are taken to improve upon shortcomings wherever relevant and within our power.
- The IQAC plays a vital role in monitoring the functioning of all the committees set up for the sole purpose of delivery of quality assurance in different spheres of the institutions.

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

The immediate plans for development of the college is as mentioned below:

- The college has submitted a Detailed Project Report (DPR) to the Government for setting up of a Demonstration Centre for its

existing floriculture unit. On approval and completion of which the college plans to introduce a Certificate Course in Floriculture in collaboration with the Department of Horticulture, Government of Nagaland.

- The College plans to construct a girls' hostel in addition to the existing 50 bedded UGC Girls' Hostel. Funding source is being explored for the purpose.
- The college proposes to construct more staff quarters.
- The college plans to construct lift for PwD students. The Department of Social Welfare, Government Nagaland, has conducted a survey and spot verification for this purpose in 2016. Further action from the Department is awaited.
- The Library of the college faces acute space constraints due to the huge number of student population. The college therefore is drawing plans for library extension through RUSA funding.

6.2.3 Describe the internal organizational structure and decision making processes.

<ol style="list-style-type: none"> 1. Department of Higher Education, Nagaland 2. Dr. Watijungshi Jamir, M.Sc., PhD, Principal 3. Thinuokhrienuo Tseikhanuo, M.A, Vice-Principal 4. HoDs of all Departments. 	Advisory Board
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6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

Teaching & Learning

- Continuous assessment through class tests, assignment writings, class seminars, peer teaching, peer evaluation, debates, project works and field trips.
- Workshops, seminars, trainings, and talks by eminent writers are organized at regular intervals.
- Smart class rooms to enhance students' learning.
- Library that is replenished every semester, language laboratory, monitored wi-fi facility, photocopy facility and use of computer in the library.
- Tribal museum to encourage tribal studies.
- Short story writing, essay and poetry writing competitions, quiz and debate competitions are conducted annually to enhance writing, speaking and presentation skills of the students.

Research & Development

- Quality being the catchphrase for education, the institution encourages faculty to take up research studies. Since assessment of the college by NAAC in 2012, one of the faculty member has been awarded Ph.D and seven faculty members are pursuing their Ph.D research, some of whom are on the verge of completion.
- With the objective of promoting and nurturing research culture, the IQAC has initiated annual cycles of Inter-departmental seminar for the faculty fraternity since 2014. Each inter-departmental seminar provokes debates and discussions and the papers presented in such seminars is catalogued by the Research Cell of the college. Some of the papers thus presented have been published in the college annual journal Impressions. The enthusiasm of the faculty has filtered down to the student community as well and students' seminars are conducted as part of their internal assessment activities.
- Regional and state level seminars and workshops are conducted frequently for faculty for sustaining research atmosphere in the institution.
- Besides, faculty are granted leave to participate in refresher and orientation courses, summer/winter schools, skill developments trainings, seminars, workshops and training programmes conducted elsewhere within and outside the state.

Community engagement

For details please refer to 1.3.3 (Community Orientation)

Human resource management

In its attempt for continuous quality growth in human resource management, the college takes all measures to adopt improvement strategies through conducting skill enhancement seminars, workshops and trainings within the college. Faculty and non-teaching staff are granted leave to attend professional up gradation programmes and trainings conducted by both governmental and non-governmental agencies within and outside the state.

Industry interaction

Due to lack of industrial and big business enterprises in the town, the college does not have any link-up with such setups.. However, the Student Counselling and Career Guidance Cell of the college

organize programmes annually and locally available resources like banks, successful entrepreneurial organisations, and professionals from various fields are invited to the college to address and interact with students and faculty.

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

- All teaching and non-teaching staffs are assessed annually by filling up the Annual Performance Assessment Report (APAR) which is reviewed and evaluated by the reporting officer and forwarded to the Government.
- Data on performance of the faculty and non-teaching staff through students' questionnaire feedback are annually assessed and analyzed by the IQAC. The data analysis is reflected in the AQAR annually submitted to NAAC. Copies of the same is made available to all stake holders.
- All relevant informations are posted in the college website and printed in the prospectus.
- Important informations are circulated through circulars and notices.
- Important events and activities are disseminated through print media.

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

Suggestions and inputs of the staff is put forth in faculty meetings, IQAC meetings, departmental meetings and committee meetings are taken into account and all such inputs deemed constructive and helpful in improving the effectiveness and efficiency of the institution are adopted.

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

The Management Council, termed as the Advisory Board, takes keen

interest in all affairs of the college. Valuable suggestions and advices on the improvement of the college offered by them is taken into account and implemented to the utmost. In the last conducted Advisory Board meeting dated 15th Dec. 2016, the members suggested to approach the Government for introduction of Science stream to commemorate the Golden Jubilee of the college scheduled for 9th August 2017. They have assured all possible help to pursue the matter at the Government level. Fortunately for the college, one of the board members Dr. Surhozelie Leizetsu is the current Chief Minister of Nagaland. It is our sanguine hope that he will necessary action for realizing this plan.

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

The affiliating University makes provision for according the status of autonomy to its affiliated institutions. The college intends to introduce more streams and more programmes before considering for autonomy status.

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

The institution has set up a Grievance Cell to entertain grievances of all stakeholders. Suggestion boxes are placed at strategic locations in the college. Filled up annual feedback questionnaires are collected and analyzed by the IQAC. Grievances are also aired at faculty meetings, IQAC meetings. Departmental meetings, HoDs meetings and committee meetings. All grievances are taken into account and promptly sorted out collectively at HoDs meetings, IQAC meetings and other meetings at various level headed by the Principal.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?: No

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

The IQAC analyzes student feedback on all matters including institutional performances. Steps to rectify weaknesses are worked out through consultations in faculty meetings, HoD meetings, IQAC meetings. Departmental meetings and committee meetings chaired by the Principal

6.3 Faculty Empowerment Strategies

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

In the past four years since the first cycle of NAAC accreditation, a number of faculty have been granted leave to pursue Ph.D. Faculty members are also encouraged to attend academic enhancement through Refreshers Course, Orientation Courses and Summer/Winter Schools.

Further, the institution organizes seminars, workshops, training programmes to enhance professional development of the teaching as well as non-teaching staff. Whenever opportunity arises, teaching and non-teaching staff are given leave to attend all such professional enhancement programmes conducted by other agencies.

Listed below are details of such initiatives:

1. Seminar on Statutory Rights of Women organized by Nagaland State Women Commission (NSWC) in partnership with Kohima College, Kohima on 4th May 2013.
2. The English Department organized a Talk Series ‘*The Barkweaver Lectures*’ on the novel *A Terrible Matriarchy* by Easterine Kire on 14th June 2013. The resource person was the author herself, Easterine Kire.
3. The Librarian was deputed to attend training programme on ‘*Library Management for Librarians and Information Professionals*’ at the Administrative Training Institute (ATI), Government of Nagaland, Kohima from on 29th -31st August 2013.

4. Two faculty members were deputed to attend a training programme on '*Gender issues in Disaster Management*' at Administrative Training Institute (ATI) Government of Nagaland, Kohima from 21st -23rd May 2014
5. All Hods and three ministerial staff were deputed to attend a workshop on '*Question Paper Setting Pattern*' organized by Nagaland University on 19th August 2014 and held at St. Joseph College, Jakhama, Nagaland.
6. Two faculty members were deputed to attend a '*Training of Trainers on Disaster Safe Hill Area Development*' conducted at Administrative Training Institute (ATI) Government of Nagaland, Kohima, from 8th -12th Sept 2014.
7. Orientation Programme on '*Digitization of the Library and the Know of It*' was organized by the college and conducted by Rameitech Co. for the faculty, library and ministerial staff on 20th Sept. 2014.
8. Asst. Librarian was deputed to attend a training programme on '*Library Management and Automation*' conducted at Administrative Training Institute (ATI) Government of Nagaland, Kohima, from 8th -10th Oct. 2014.
9. Seminar on '*Research Process*' was organized by the Research Cell of the college on 22nd Oct. 2014. The resource persons were Dr. Mimi Ezung from Nagaland University and Dr. Visakhonu Hibo, Principal, Japfu Christian College, Kigwema, Nagaland.
10. A faculty member was deputed as paper presenter at the national seminar on '*Politics of Location with Special Reference to North East India*', at Sazolie College, Jotsoma in 2014.
11. Two days '*Youth Conclave on Education, Employability and Skill Development*' for faculty and students of the college was jointly organized by Kohima College and Rajiv Gandhi National Institutional Youth Development, Ministry of Skill Development, Entrepreneurship, Youth Affairs and Sports in collaboration with Film and Cultural Society of North East India.
12. A faculty was deputed to attend a three day training programme of '*Training of Trainers on Gender Equity*' in collaboration with RGNIYD with NSS, Department of Youth Resources and Sports, Government of Nagaland from 26th -28th March 2015.
13. The media Cell of the college organized a '*Social Media Awareness Programme*' on 10th April 2015 with resource person

Shri. Yanpvuo Kikon, IT Programme Consultant, Government of Nagaland.

14. The Research Cell of the college organized a lecture programme on *'The Human Element in Our Crisis'* on 21st April 2015 with eminent Shri. Niketu Iralu, Social Activist as resource person.
15. One faculty member was deputed as paper presenter and all faculty of Tenyidie Department as participant at the *'Tenyidie Annual Seminar cum Ura Academy 75 Years Post Lude'* celebration from 28th-29th May 2015.
16. The college conducted a *'One day software training programme on SOUL 2.0'* for library staff on 24th July 2015.
17. The Principal and IQAC Co-ordinator along with faculty as moderators and presenter of special song attended a one day workshop on *'Quality Enhancement Initiatives for Principals and Co-ordinators of Secular Colleges'* organised by the department of Higher Education, Government of Nagaland on 29th Sept. 2015.
18. An annual talk programme- *'Naga Writers Speak-1st Series'* organized by the Department of English was held on 15th Oct. 2015 with renowned writer and poet Prof. (Dr.) Temsula Ao.
19. Nagaland University in collaboration with Kohima College organized a workshop on Nagaland University Examination Process on 27th Oct. 2015.
20. One day *'Orientation programme for ministerial staff'* was organized on 4th Nov. 2015.
21. Three day workshop on *'Research Methodology for Research Scholars'* was organised by OKD Institute of Social Change and Development, Guwahati, in collaboration with IQAC of the college from 23rd -26th Jan. 2016.
22. A faculty along with five students were deputed to attend a Consultative Meet on *'Smart City Mission'* at Kohima Municipal Council Office on 19th March 2016.
23. One day workshop on *'Digital Literacy Training'* was organized jointly by National Digital Mission and Skill Development and Kohima college on 29th March 2016.
24. Two faculty were deputed as resource persons at district level and Block level commemoration programme of *'Birth Anniversary of Dr. Ambedkar and Foundation of Panchayat Raj'* on 18th and 21st April 2017.

25. The Principal and Co-ordinator along with four faculty members attended a two day workshop on '*Roadmap of Higher Education in Nagaland*' held at the Directorate of Higher Education, Government of Nagaland from 21st-22nd April 2016.
26. The Principal and Co-ordinator attended a workshop on '*API Requirement at the Directorate of Higher Education*' on 13th May 2016.
27. State Level Consultative Meet on '*Situational Analysis of Women and Children (in context of UNICEF's Country Programme for 2018-2022)*' was jointly organized by Omeo Kumar Das (OKD) Institute of Social Change and Development, Guwahati, and UNICEF in collaboration with IQAC of the college on 27th May 2016.
28. Two faculty members were deputed to attend a training on '*Mental Health Awareness-cum-training*' at the State Mental Hospital, Kohima on 20th April 2016.
29. Departmental Interaction program with Dr. Behera, External Member IQAC was organized by IQAC on 24th June 2016.
30. '*Demonstration programme on Use of Wi-Fi*' was organized with officials of Reliance Jionet as resource persons.
31. An awareness programme was organized by the Alumni Association of the Kohima college in collaboration Naga People's Movement for Human Rights (NPMHR) and the college on International Indigenous Day on 9th August 2016.
32. IQAC organized '*Annual cycles of Inter-departmental Seminar since 2014*'. The 3rd Cycle completed in 2016. The 4th Cycle is slotted to commence from June 2017 session.

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

Faculty periodically attends Orientation and Refreshers courses, workshops and other training programmes. Faculty share their learning with their colleagues through internal Inter-departmental seminars conducted in cycle mode annually.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

- All teaching and non-teaching staffs are assessed annually by filling up the Annual Performance Assessment Report (APAR) which is reviewed and evaluated by the reporting officer and forwarded to the Government.
- Data on performance of the faculty and non-teaching staff through students' questionnaire feedback are annually assessed and analyzed by the IQAC. To maintain dignity and privacy, the outcomes of the analysis is conveyed confidentially by the Principal to the concerned teachers with suggestions for improvement.
- Faculty meetings, Kohima College Teachers' Association (KCTA) meetings, HoDs meetings, IQAC meetings and Departmental meetings offers good platforms for discussions and suggestions for rectification of weaknesses and shortcomings and exploring more effective methods of teaching.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

In the event of negative remarks on the performance appraisal, the management issues explanation calls, and disciplinary action is taken on the errant person concerned. This is communicated through official notices or through personal interaction conducted in privacy.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Welfare scheme for faculty:

- i) General Insurance Scheme (GIS)
- ii) General Provident Fund (GPF)
- iii) National Pension Scheme (NPS)
- iv) Loan facilities from the bank through recommendation and forwarding to the bank by the college.
- v) Medical reimbursement for those who apply for it.

vi) Maternity Leave.

2012	2014	2015	2016
10%	5%	5%	5%

vii) Day care centre for children of faculty and staff.

viii) Wi-Fi facility.

Welfare scheme for non-teaching staff:

i) General Insurance Scheme (GIS)

ii) General Provident Fund (GPF)

iii) National Pension Scheme (NPS)

iv) Loan facilities from the bank through recommendation and forwarding to the bank by the college.

v) Children Education Allowance (Applicable for Grade IV staffs)

vi) Medical reimbursement for those who apply for it.

vii) Maternity Leave.

viii) Day care centre for children of faculty and staff.

ix) Wi-Fi facility.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Kohima College being the only Government Arts and Commerce stream college in the capital, is in itself an attraction for teachers posted in Government colleges in other remote districts to vie for posting to Kohima College. Hence, only the best minds gets an opportunity to teach in the college and no effort is necessary to attract and retain eminent faculty.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

All financial matters are monitored by the Principal and the College Development Committee. The Principal keeps the faculty updated on financial position during faculty, HoDs and IQAC meetings.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Internal audit is conducted from time to time by the department of Higher Education, Government. External audit is conducted by the office of the Accountant General (Audit), Nagaland. The last audit was done in December 2016. Any audit objections/observation reports during the inspection is awaited.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The major sources of institutional receipts/funding is from Government, UGC, Students fee and when the need arises, from donations from faculty.

Sl.No	Heads		2012-13	2013-14	2014-15	2015-16
1	Salaries & Wages	Plan	-	-	-	-
		Non-Plan	451.00	722.00	467.00	503.00
2	Office Expenses	Plan	4.00	-	-	-
		Non-Plan	2.25	2.00	1.80	2.50
3	Motor Vehicles	Plan	0.80	-	-	-
		Non-Plan	1.00	1.15	1.29	1.45
4	Material/Supply	Plan	2.00	-	-	-
		Non-Plan	3.00	1.50	1.50	1.70
5	Machinery & Equipments	Plan	-	-	-	-
		Non-Plan	1.50	1.00	1.00	1.70
6	Library	Plan	-	-	-	-
		Non-Plan	-	-	-	-
7	Excursion/Field Trips	Plan	-	-	-	-
		Non-Plan	-	-	-	-
8	Rent/Rate/Taxes	Plan	-	-	-	-
		Non-Plan	-	0.65	0.65	0.60
Total			465.55	728.00	473.00	511.00

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

College development fee and library development fee is collected from students during every semester admission and the same is utilized for college maintenance and procuring of books.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

The Internal Quality Assurance Cell (IQAC) of the college established on 12th March 2007 is the nodal agency for conceptualizing plans, implementing quality initiatives and evaluating the same for ensuring quality in the college. Various committees have been set up for the express purpose of assuring and maintaining quality and each committee activities are monitored by the IQAC. The committees constituted are:

Admission Committee, Examination Committee, Research Cell, Library Committee, Mentoring Cell, Student Welfare Committee, Magazine Editorial Board, College Development Committee, Student Counseling/Career Guidance Cell, Alumni Committee, Parent Teachers Association, Grievance Cell, Women Cell, Friends of Nature Club (FON)/Campus Green Project (Higher Education), Anti-Ragging/Anti-Discrimination Cell, Music/Drama Committee, Canteen Committee, Uniform Committee, Evangelical Union (EU), Disaster Management Cell, Cooking Cell, Skill Development Committee, Mass Media Cell, RUSA Committee, UGC Committee, Tender Purchase Board, Jubilee Planning Committee, NSS, NCC, Red Cross, Red Ribbon, RTI and Swatchh Bharat Abhiyan.

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

- The decision to adopt Mentoring Programme and Inter-departmental seminar as the two best practices of the college have been approved and implemented with great success from 2012 1 and 2014 respectively.
- The resolution for publication of an Annual Journal was approved and the college is preparing the fourth volume for publication.
- The decision to conduct seminars, workshops and training programs for faculty and ministerial staff at regular intervals and to depute faculty to participate in such programmes was approved. For details of such activities conducted for the past four years please refer to 6.3.1
- Introduction of Commerce stream, additional departments in Arts stream and certificate courses was suggested. The management approved and through Government sanction introduced:
 - i) *Functional English department in 2014.*
 - ii) *Sociology department in 2016*
 - iii) *Commerce Stream in 2016.*
 - iv) *Certificate Course in ITE, English and Soft Skill.*
- The need for additional canteen as suggested was opened in addition to the existing one.
- Formation of College Choir was suggested and it was formed in 2014.
- The request by the Department of English for conduct of Annual Talk Series programme was approved by IQAC and the proposal put up to the management. The same was approved of and the said programme has ensued since 2013.
- The IQAC decided to set up a Legal Aid Clinic in the college. The management permitted and a Legal Aid Clinic has been set up in 2016.
- The suggestion of empanelling a hospital for availing medical facilities at subsidized rate for faculty, staff and students was approved. A MoU was duly signed with a well established hospital-Oking Hospital and Research Centre, Kohima.

- The IQAC proposed setting up of a floriculture unit and introduction of certificate course in floriculture. With the approval and initiative of the management a floriculture unit has been set up in 2015 and flourishing. The certificate course in Floriculture is being formulated in collaboration with the Department of Horticulture, Government of Nagaland and a Detailed Project Report (DPR) for a Floriculture Demonstration Centre has been submitted to the Government. The course will be introduced on completion of the Demonstration Centre.
- The decision of IQAC for installation of sanitary pad vending machine and LCD screen for communicating notices to faculty, staff and students is put on hold till a suitable avenue of raising fund is determined
- On the decision of the IQAC for construction of lift for the disabled, the management approached the Department of Social Welfare, Government of Nagaland. The department has carried out the initial survey and site verification for the construction of the lift and further action is awaited.
- The long felt desire of the IQAC to set up a gym is held in abeyance due to non completion of the multipurpose sports stadium.

c. Does the IQAC have external members on its committee?

If so, mention any significant contribution made by them.

The following are the external members of IQAC of Kohima College:

- Dr. Behera, Dean Patkai Christian College, Seithikema, Dimapur.
- Dr. Mimi Ezung, University Representative, Nagaland University.
- Dr. Kevileno Sakhrie, Ex- IQAC Co-ordinator and Retd. HoD, English Department, Community Representative.

The external members are experienced academicians and contribute invaluable inputs by way of suggestions and advices.

d. How do students and alumni contribute to the effective functioning of the IQAC?

The Alumni Association of the college plays a proactive role in all important events of the college. To commemorate the NAAC Peer team visit for the 1st cycle accreditation in 2012, the alumni in their individual capacity and in the form of the association as a whole has contributed generously in cash and kind. To commemorate the Golden Jubilee of the College on 9th August 2017 and NAAC Peer Team visit for the 2nd cycle of accreditation scheduled this year, the association is raising fund to contribute two college buses.

The input garnered from feedback questionnaires circulated annually to the alumni provides invaluable suggestions which are incorporated whenever and wherever practical in the effective functioning of the IQAC.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC being the most high powered committee of the college, it plays a significant role in maintaining quality in all aspects through close collaboration with the administration, the library, the ministerial and maintenance staff of the college. Meetings are held with these various wings of the college and skill enhancing short term trainings are organized to keep them updated for smooth functioning of their respective assignments.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

Academic and administrative activities of the institution are monitored by the various committees sat up under the IQAC.

- Academic Calendar given out at the start of every academic session by the administration streamline all academic, administrative and other activities.
- The Admission Committee supervises the admission process in its entirety.

- The HoDs monitors the normal functioning of classes, compiles monthly attendance percentage of students and marks obtained by students for their internal assessment activities through class tests, assignment writings, project works, field trips, seminars, group discussions, peer teaching and peer evaluation. Marks thus obtained are submitted to the university.
- Likewise, the College development committee, Tender purchase Committee, Canteen Committee, Uniform Committee, RUSA Committee, Library Committee and UGC Committee are the mechanism through which the quality assurance in academic and administrative activities is operationalised.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.

- The teaching staff is encouraged to attend Refreshers/Orientation courses, Summer/Winter Schools, seminars, workshops and trainings within and outside the state. The institution organizes regional and state level seminars and workshops wherein resource persons of the region eminent in various fields are invited. Even within the college circle inter-departmental seminars are conducted in annual cycles.
- The non-teaching staffs are made to undergo up -gradation training programmes in software and soft skill periodically.

Please refer to 6.3.1 for more details.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

The institution does not have any mechanism to undertake Academic Audit by an external agency. However all academic activities are effectively monitored by the various committees for this purpose.

- The Admission Committee supervises all admission process. The Examination Committee monitors the examination process-

conduct of examinations, compilation of results, and analysis of results and students' performance therein.

- The Principal convenes faculty meetings after declaration of University results to deliberate on students' performance and adopt measures for improvement of teaching-learning.
- The HoDs of the departments allocates classes and course divisions among the faculty of the department. Compilation of attendance percentage and internal assessment marks obtained by students, progress and coverage of course and lesson plans are also monitored by the HoDs. Periodic departmental meetings are conducted to deliberate on all issues pertaining to academic related as well as non-academic.
- The Advisory Board of the institution takes keen interest in the academic activities of the college and performance of the students in the University examinations.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

- The college being a Government set up, it is answerable to the Government for the systematic functioning of the college, quality wise in terms of academic as well as administrative, and in this respect it is mandatory for each member of the college to submit APAR annually to the Government.
- The college being affiliated to Nagaland University, guidelines and quality assurance mechanism prescribed by it is adhered to. With the onset of the second cycle of NAAC assessment scheduled by middle of the current year, the college is well aware of the parameters of quality assurance prescribed by the UGC and NAAC and great care is taken to fulfill them.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

- Academic calendar prepared by the administration is given out to all faculty members at the commencement of every new academic session. Deadlines for internal tests department wise, assignment

writings, and other academic activities, submission of compiled internal marks etc are indicated and strictly adhered to. Schedule for all co-curricular and extra-curricular activities are also specified.

- Class timetable and course load department-wise for the subsequent semester is given out to all faculty before current semester break to facilitate faculty prepare lesson plans and lectures.
- Hods of all departments convene departmental meetings to set timeline for course completion, revision and remedial classes and to constantly monitor academic quality of their respective departments.
- Faculty furnishes course completion certificate to the HoDs after which revision classes are conducted.
- Attendance percentage is collected, compiled and submitted to administration by the 5th of every month. The Principal conducts Parents Call and interact with parents of students failing to achieve the prescribed attendance percentage.
- Principal's meetings with faculty, departmental meetings are conducted on a regular basis to discuss course progression and students' results in the internal as well as university examinations.
- To ensure transparency, results of internal assessments are displayed in notice boards.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders? Any other relevant information regarding Governance, Leadership and Management which the college would like to include.

- A detail of activities, performance and achievements of the institution is displayed in the website for public information. All important information is communicated to faculty and students through social networking media. Prospectus, College Annual Magazine, circulars and notices.
- The same is communicated to alumni, parents and Advisory Board through meetings conducted at regular intervals.
- The institution also prepares Annual Report and APAR which is submitted to the Department of Higher Education, Government of Nagaland.
- Copies of AQAR which is submitted to NAAC is made available to all stake holders.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The college does not conduct a formal Green Audit in the strict sense of the term. However, nurturing, maintenance of tree saplings and tree census is carried out on social work days and working Saturdays after class hours. The college proposes to continue to make efforts towards making the college campus greener, clean and an environmentally sustainable space.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

Energy conservation:

- Classrooms, faculty room and library well ventilated and sufficient windows allowing availability of natural light to minimize usage of electrical lighting and air condition/fans.
- The electrical boards carry notices reminding the users to switch off all electrical appliances when not in use.
- Use of college bus, car pooling and public transportation while commuting is encouraged among faculty and students.

Use of renewable energy:

- The college plans to install solar energy panels.

Water harvesting

- The college has a rain water harvesting reservoir of 10,000lts capacity.

Check dam construction: N/A

Efforts for Carbon neutrality:

- The college is gradually shifting to use of LED lights.
- The college encourages students and faculty to use college bus, public transportation and car pools.
- Plans are on to install LCD screens to communicate with teachers and students to minimize use of paper in printing official notices.
- To minimize air pollution burning of garden waste is prohibited in the campus. All such waste and other organic matters are collected in a compost pit for conversion to manure for use in

the floriculture unit of the college, thereby checking the use of chemical fertilizers.

Plantation:

- Tree saplings and flower plantations are frequently carried out. Earth Day and World Environment Day are generally observed with plantation drive under the aegis of the NSS unit and Friends of Nature Club (FON) of the college. Saplings are procured at a very nominal and subsidized rate from Forest Department and Soil Department, Government of Nagaland. NSS, Friends of Nature Club (FON) student volunteers and faculty members nurture and maintain the plants on social work days and working Saturdays after class hours.

Hazardous waste management:

- Being an Arts and Commerce stream, Kohima college does not have any department that uses chemical or hazardous materials.

e-waste management:

- To minimize wastage, all electronic parts are repaired for reuse and irreparable parts are collected in separate bins allocated specifically for it for collection by Town Municipal.

Other Environmental Initiatives:

- Usage of eco friendly paper cups for all college functions and get-togethers.
- Sanitation trucks of Kohima Municipal Council (KMC) removes all solid waste from the campus on appointed days.
- Environmental studies (EVS) is a compulsory subject for the 5th and 6th semester students. Awareness on importance of environmental issues is instilled among student community through project works in their neighbourhoods and findings of solutions to environmental issues as a part of their internal assessment. A field study trip to Doyang River, Wokha district, to conduct a field study of i) migratory habitats of the Amur Falcon and also of ii) Biodiversity Changes in Structure of Landscape.

Another such trip was made to Shilloi Lake, Phek district, on 11th Sept. 2014 and 28th April 2016 respectively, for a study on biodiversity, led by faculty members teaching the subject was also organized

- 4 students represented the college in a workshop Sustainable Development and Waste Management on 22nd April 2015 to commemorate Earth Day, organized by the Dept. of Higher Education, Govt. of Nagaland.

- Nurturing of plantation and floriculture unit on social work days and every working Saturdays after class by NSS, Friends of Nature Club (FON), student volunteers and faculty.
- Cleanliness drive through mass social works within and outside the campus, roadside, streams and jungles around the periphery of the campus several times a year.
- Observation of Swatchh Bharat Abhiyan by the NSS unit and officer-in-charge by organizing marathon race on 16th Oct 2014 and subsequent years it is observed through mass social work involving faculty and students.
- Use of plastic and other environmentally hazardous materials are restricted in the campus area. To sensitize students in this endeavour, the NSS unit of the college organized a 'Polythene and plastic bags collection competition' on 19th Sept. 2016. Such litters outside the campus area and its vicinity were collected. 5th semester sec D/ 1st semester sec B and 1st semester sec D were adjudged 1st, /2nd and 3rd with cash award of Rs 3000/2000 and 1000 respectively.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

1. Mentoring Programme as one of the best practice of the college introduced in 2012.
2. Launching of Annual Talk Series-Naga Writers Speak, by the English Department with Easterine Kire, eminent poet, novelist and writer of children's book as the resource person, on 14th June 2013.
3. 'Keep Left' campaign for students, staff and faculty off the college to avoid congestion along the corridors and stairs off the college.
4. The policy of 'responsibility rather than control' adopted, hence decentralization of authority in areas of functioning of classes, leave of faculty and other such matters to be monitored by HoDs.
5. Annual cycles of Inter-departmental seminar as one of the best practice of the college introduced in 2014.
6. Prompt redressal of students' grievances through grievances input

garnered through Grievance Redressal Cell, Suggestion Boxes placed at strategic locations and through mentoring programme.

7. Recurrent workshops and orientation programmes on:
 - a) Digitization of library for library staff and faculty by Ramietech Solutions, a Pvt. IT firm on 20th Sept. 2014.
 - b) Training on Library Management and Automation for library staff at Administrative Training Institute (ATI), Govt. of Nagaland, Kohima on 8th Oct. 2014
 - c) IT Skill Development through Social Media Awareness Program for faculty on 10th April 2015.
 - d) SOUL 2o Software Training for library staff and faculty of Functional English Department on 15th July 2015.
 - e) Orientation programme for ministerial staff on Office Procedure and Responsibility of Ministerial Staff towards IQAC organized by IQAC of the college in collaboration with Department of Higher Education, Government of Nagaland on 4th Dec.2015.
 - f) Training Programme in Library Management at Administrative Training Institute (ATI), Govt. of Nagaland, Kohima, 2nd-4th Feb. 2016.
 - g) Workshop on E-Payment organized by ICICI Bank attended by library staff and LDA-cum-tech Asst. on 22nd Feb 2016.
 - h) Participation of LDA-cum-Tech Asst. in One Day Training Programme on Basic Office Management organized by Model College, Kohima on 5th March 2016.
 - i) Digital literary workshop–cum-training for faculty and staff by National Digital Mission in collaboration with Skill Development Cell of the college on 29th March 2016.
 - j) Participation of 2 faculty members in mental Health Awareness -cum- Training at the Government Mental Hospital, Kohima on 20th April 2016.
 - k) Relaunching of college website on 23rd May 2016.
 - l) Demonstration on use of Wi-Fi by Reliance Jio-Net for faculty and students on 24th June 2016.
 - m) Counselling of students and interactive session with noted Government Psychiatrist on 30th June 2016. Such sessions will be conducted annually.
 - n) Legal Awareness programmes on 4th May 2013, 3rd March 2016 and 1st Dec 2016 and inauguration and installation of Legal Aid Clinic in the college on 12th Sept. 2016.

These are the innovations that has had a positive impact in the smooth functioning of the college and benefited students in many areas.

7.3 Best Practices

7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Title of the Practice: Mentoring

Goal:

The priority of the college is to make students academically and socially integrated, emotionally and psychologically stable. Sensing that this need can be fulfilled by devising a systematic mentoring program, the institution initiated this practice in 2012 with certain aims and objectives:

- To help students maintain a balance between academic excellence and personal growth.
- To retain students by meaningful involvement thereby minimizing dropout rate.
- To encourage increased participation in co-curricular and extracurricular activities.
- To strengthen student-teacher relationship.
- To encourage and assure that every student has a faculty to fall back on or consult in times of need.
- To help them discover new options and opportunities, set goals by making good future plans for educational and vocational choices.
- To help them have a better understanding of themselves vis-a-vis the society so as to enable them to cope effectively with life after they step out from the institution after graduation.

The Context:

The college has a unique admission policy conceptualized to aid and promote economically disadvantaged aspirants to achieve their educational dreams and to give academically weaker students a chance to find and develop their potentials.

The college is a destination for all Govt. Higher Secondary Schools pass-outs from the district who apply for admission are to be admitted in toto, irrespective of marks they obtained in their qualifying examination. 80% of the seats are normally filled up by this category of students most of whom are from rural areas with economically disadvantaged and illiterate backgrounds, some even from dysfunctional homes.

A noticeable common trait among many of such students was a sense of inhibition, low self esteem, lack of confidence, poor study habits and unrealistic future goals. Further, displaced from their rural homes and environs, many such students faced frustration and adjustment problems with their new surroundings, their peers and faculty members. Compounding these problems were also students with risky habits like substance abuse which contributed to decline in class attendance, lack of seriousness in their studies, and a general sense of de-motivation.

Keeping in the mind the noble vision and mission that the institution enshrined, the need to develop a systemic one-on-one mentoring program to deal with the gargantuan predicament was deeply felt. A mentoring structure was developed and put into practice in 2012 and ever since then innovative ideas are added to enhance and refine this structure for effective mentoring of wards.

The Practice:

Formal mentoring begins soon after enrollment of new entrants to the college to help them settle down comfortably. Mentoring structure is strategized to provide the students with emotional and psychological support as well as information, guidance and encouragement.

The Mentoring Cell of the institution caters to the entire functioning of the program. The total number of the 1st semester students which is usually 600-650 students varying from year to year, is divided among the 50 plus faculty members, thereby each faculty is assigned 12-13 mentees. A common mentoring format devised by the Mentoring Cell is used by the mentors to record details of their respective mentees and keep track of their progression during the duration of stay in the college.

Mentors take the role of a counsellor and confidante and mentoring is always conducted on a one-on-one basis to maintain strict confidentiality. The formal sessions are held on Saturdays and free periods when class of a particular subject the mentee has not opted for is running. Should the need arise a mentee can approach the mentor at any free time during working hours.

Formal mentoring last for the entire 1st semester and is intensive in nature. Thereafter as mentees progress to subsequent semesters, the mentors keep track of their mentees and regular interaction is encouraged and maintained throughout their stay in the college.

In addition to mentor-mentee interactive sessions, a unique feature of the college regarding its mentoring system is the role played by the Principal himself who gives counseling and guidance to erring students individually and encouragement to others.

The mentoring Cell is linked up with the Student Counselling Cell. Two of our faculty members have undergone Mental Health Awareness-cum-Training for Teachers at the State Mental Hospital, Govt. of Nagaland. Problematic mentees needing special attention are referred to this cell. Also, the institution has resolved to invite Psychiatrists of the State Mental Hospital, Govt. of Nagaland, to address students on mental health once a year. The first of such talk program was held on 30th June 2016 with Dr. Viketoulie Pienyu, a renowned local Psychiatrist as the resource person.

When the mentees reach the final semester, it is mandatory for them to fill up an Alumni form furnishing all contact details. This mechanism has been developed to maintain mentee-mentor relationship even after they graduate from the college. Social networking tools like Facebook and Whatsapp Chatgroups has proved effective for this purpose.

Evidence of Success:

This program has had positive impact on students, specially the demotivated ones to change their attitude to academic pursuits. It has helped them develop better study habits by working out a plan for them to maintain a healthy balance between study and leisure. Class attendance has improved significantly in the case of students having

high rate of absenteeism, self-esteem and confidence level has been buoyed up. This has helped them in coming out of reservation and timidity and have greater involvement in co-curricular and extra-curricula activities of the college.

Ever since the introduction of this program, there has been a gradual decline in drop-out rate as is evidenced the drop-out rate which was recorded at 2.44% in 2014-15 and a drastic decline of 0.42 in 2015-16.

Being conscious of the fact that many students have lofty and sometimes unrealistic aims, irrelevant to their interest, aptitude or financial situations, one of the thrust areas of mentoring was to help students make informed choices for their future, academically as well as vocationally. It is heartening to see our passed-out students venturing out into hitherto unchartered fields and excelling in their chosen vocations and being productive citizens of society.

Mentoring is an ongoing process in the form of counseling, consultation and discussion even outside formal mentoring sessions. This has helped create a homely ambience in the college fostering a relaxed relationship between the teachers and the taught, not only during the students' tenure of college life but even beyond. Social networking tools like Facebook and WhatsApp is effectively utilized to stay in constant touch with graduated mentees.

Problems Encountered and Resources Required to Implement the Practice:

Space constraint is a major problem encountered in implementing this practice. Mentoring sessions are conducted in the faculty room which is an open hall with little privacy. Often a number mentors conduct mentoring sessions simultaneously which is disturbing and at the same time hinders a free and frank interaction with the mentees.

The class time table stretches from 9am till 3.45 pm which is followed by choir practice and other extra-curricular activities, hence, time constraint is another issue. However, periods where a particular subject which is not an elective subject of the mentee is being held are identified for conducting such sessions.

Another setback lies with the mentees themselves. Many of them are reserved and reluctant to divulge their problems and such students require multiple sittings before they open up, thus entailing loss of time and slowing down the progress of the mentoring process.

All faculty are involved in the mentoring program and implementation of this practice does not require any financial resources.

Title of Practice: Inter-Departmental Seminar

Goal-Aim of Practice-Principles or Concepts:

Quality being the buzz word for defining education in modern times, the institution felt the need to garner research based knowledge from the faculty. To this end the IQAC has played a vital role in organizing cycle based inter-departmental seminar on annual basis with the following aspirations:

- To make the faculty and students more research oriented.
- To encourage interaction and collaboration among faculty of all departments.
- To create wide ranging vision in all aspects of knowledge which may help in administrative and developmental works database that can be useful in policies, help in assessment of social, political, economic status/disparities of our state.
- To generate a knowledge bank which can source materials for college annual journal.

The Context:

The present system of imparting education to undergraduate students in Nagaland is chiefly to transfer established text based knowledge and information. Teachers also do not give much effort to investigating and exploring their subject matters. Faculty, for the most part are indifferent towards research and lacked experience and procedural know-how of conducting seminars, workshops, conferences etc.

One of the ways in which institutions of higher education can meet the challenges thus posed is through research based knowledge and the prime source of such knowledge could be derived from research works carried out within the academic circles and this must be made an integral part of the education system.

Kohima College too was faced with the challenge of stimulating the research oriented bend of mind among its faculty members. If students' minds are to be opened up and be encouraged to have a spirit of enquiry, teachers needed to first prepare themselves to guide them. The concept of annual cycles of Inter-departmental seminar thus germinated and was adopted as one of the best practice of the college since 2014.

The Practice:

The Research Cell of the college charts out the roster of the inter-departmental seminar. Every 3rd Saturday of the month is allocated to this practice. An annual cycle is rounded up when all departments complete their turn of presentation. Each department is expected to present at least two academically inclined papers on topics deemed relevant and of common interest to all departments. The proper procedure of a formal seminar is simulated to train faculty to conduct seminars and conferences on a bigger scale outside the confines of the college. All logistical preparations of the seminar are undertaken by the concerned department whose turn it is to conduct the seminar on the appointed day.

The existing departments in Arts stream of the college being English, Economics, Education, Functional English, History, Political Science, Sociology and Tenydie and the Commerce stream, the topics of the seminar are inter-disciplinary and wide ranging, covering not only syllabus based themes but as varied as culture studies, social problems, the Naga political scenario and other such issues are articulated with the hope that these issues would further generate interest among the faculties to take up research in inter-disciplinary areas.

The interactive discussions are recorded and the papers are catalogued by the Research Cell for publication in the annual journal of the college-Impression. Further, it is used as reference for class room teaching as well as source materials for notes and assignment writings of the students and their own class room seminars.

Bolstered by the success of this practice and realizing the fundamental importance of promoting research culture even among student community, seminars on a smaller scale is conducted in the class room whereby students are made to organize the entire proceedings and they

are made to present papers on a given topic. This forms a part of the students' internal assessment activities and marks are allotted based on their performance. In this manner foundation is laid by teaching them the basics of doing research work for them to pursue it at higher level as they progress academically after graduation.

As a part of this practice on a larger scale, the college has organized and conducted a number of state level and regional level seminars in the past few years

The 3rd cycle of this annual feature was concluded in 2016 and the Research Cell will release the roster of the 4th cycle of the inter-departmental seminar shortly.

Evidence of Success:

The inter-departmental seminar initiated with an objective to nurture research culture has seen rich dividends in the past few years. There is a marked change in the response of the faculty towards research based activities. Majority of the faculty has written at least one research paper, a number of which has been published in the college annual journal-Impression.

There is more co-ordination between the various departments of the college as this initiative has helped to develop strategies to foster research collaborations within the faculty members and agencies outside the college. Each such seminar has facilitated active and constructive interaction and discussion and the enthusiasm of the faculty has filtered down to the student community as well. The students of 5th and 6th semester of 2016 batch has done excellent research based micro-project work in their own neighbourhoods on environmental issues.

Ever since the inception of inter-departmental seminar as one of the best practices of the college, seminars/ workshops on state and regional level was organized on 5 occasions. Two of our faculty members have presented papers in national seminars and few others spoke as resource persons in district level seminars and other events and a number of faculty members have also published books. This practice has ignited the drive and desire in faculty to do research work and a number of them have registered for PhD.

Problems encountered and Resources Required:

When this practice was initiated, the greatest challenge was to remove intellectual indifference and fogginess among majority of the faculty members. The languid atmosphere has now give way to something promising and intellectually fruitful.

Financial resources entailed by this practice by way of printing certificates, programmes and refreshments was initially borne by the institution. The IQAC of the college started operating its own bank account from 2016, henceforth all research related expenses are sponsored through this source.

At the student level, conduct of seminars in the general classes is not feasible due to the magnitude of student numbers, total number of students in each of the four sections ranging between 150-170 students, hence entailing massive consumption of time in the tight packed semester schedule. Except for Economics, Functional English, Sociology and Commerce stream, this practice is exclusive for the Honors students which is manageable in size. No financial implication is incurred for conducting seminars at the students' level.

Contact details:

Name of the Principal: Dr. Watijungshi

Name of the Institution: Kohima College

City: Kohima

Pin Code: 797001

Accredited Status: Accredited on 05.07.2012

Cycle 1: Grade-B: CGPA-2.56

Work Phone: Off: 0372-2280356 Fax: Off: 0372-2280356

Website: www.kohimacollege.ac.in

email: watijungshi@gmail.com

kohima_college_kohima@yahoo.com

Mobile: 09436010148

1. EVALUATIVE REPORT OF EDUCATION DEPARTMENT

1. **Name of the Department**
Education
2. **Year of Establishment**
1967
3. **Names of the Programmes/Course offered**
UG-BA (Honours)
4. **Name of interdisciplinary courses and the department/unit involved**
N/A
5. **Annual/Semester/Choice based credit system (programme wise)**
Semester
6. **Participation of the department in the courses offered by other departments:**
Students of Education Honours study:
 - Honours : 8 papers
 - General paper: 1- VI Semester: 1 paper each
General English – Compulsory for all 1st and 2nd Semester students of all departments.
Alternative English – Compulsory for all 3rd & 4rd Semester students of all departments except for Tenyedie students.
Environmental studies – Compulsory for all 5th and 6th Semester students.
 - 2 elective subjects of 6 papers each to be opted from
Economics
History
Elective English
Political Science
7. **Courses in collaboration with other universities, industries, foreign institution etc:**
Not applicable.
8. **Details of courses/Programmes discontinued (if any) with reasons:**
Annual system was discontinued and semester system commenced from June 2012 with revised syllabus.

9. Number of teaching posts

	Sanctioned	Filled
Professors	N/A	N/A
Associate Professors	05	05
Assistant Professors	03	03
Asst. Profs appointed on contract service	Nil	Nil

10. Faculty profile with name, qualification, designation, specialization (D.Sc/D.Litt/Ph.D/M.Phil etc):

Name	Qualification	Designation	Specialization	No. of Years of Experience (till Feb.2017)	No. of Ph.D students guided for the last 4 years
Smti. Ameü Kire	M.A.	Associate Prof.	Guidance and Counselling.	34 Yrs 11 months	N/A
Smti. Thinuokhrienuo	M.A.	Associate Prof.	Sociological foundation of Education.	30 yrs 9 months	N/A
Dr. Bweyhunle Khing	M.A, Ph.D	Associate Prof.	A study of Learning disabilities of primary school tribal children in Nagaland.	21 yrs 9 months	N/A
Smti. Kaholi	M.A.	Associate Prof.	Philosophical foundation of education.	22 yrs 2months	N/A
Smti. Dorothy	M.A.	Associate Prof.	Psychological basis of education.	21 yrs 9 months	N/A
Smti. Kevilenuo Kemp	M.A/PhD Scholar	Assistant-Prof.	Educational technology.	21 yrs 5 months	N/A
Shri. Ketholelie	M.A.	Assistant Prof.	Educational thought and practice.	17 yrs 7 months	N/A
Smti. Lona Katiry	M.A/NET	Assistant Prof.	Educational management.	12 yrs 8 months	N/A

11. List of senior visiting faculty

None

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

Not applicable

13. Students-Teacher Ratio (Programme wise):

Honours: 30:1

General: 95:1

(For Semester 2016 – 17)

14. Number of academic support staff:

Not applicable

15. Qualification of teaching faculty with DS/D.Litt/Ph.D / MPhil /PG

Smti.Ameü Kire	MA
Smti.Thinuokhrienuo	MA
Dr.Bweyhunle Khing	MA, PhD
Smti.Kaholi	MA
Smti.Dorothy Swuro	MA
Smti.Kevilenuo Kemp	MA, PhD Scholar
Shri.Ketholelie	MA
Smti.Lona Katiry	MA/NET

16. No. of teachers with ongoing projects from (a) National (b) International funding agencies and grants received

None

17. Departmental projects funded by DST-FIST,UGC,DBT,ICSSR etc and total grants received

None

18. Research Centre recognized by the University

None

19. Publication:

Publication per faculty	Number of papers published in peer reviewed journals (national/ international) by	Number of publication listed in international Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database-International Social	Monographs	Chapter in Books	Books with ISBN/ISSN numbers with details of publishers	Citation Index	SNIP	SJR	Impact factor	H-Index
Smti.Ameü Kire										
Smti.Thinuokhrienuo										
Dr. Bweyhunle Khing	1				5					
Smti.Kaholi Chishi										
Smti.Dorothy										
Smti. Kevilenuo Kemp	1									
Shri. Ketholelie										
Smti.Lona Katiry										

Ameu Kire

Papers in Journals

1. Applications of psychology to behavioral problems. , Impressions Journal 2011, vol.1. 2011, published by Research and Monitoring cell, Kohima college, Kohima. ISSN:2278-4624

Dr. Bweyhunle Khing

Papers in Journals

International Journals

1. A study of the Learning Disabilities of primary school tribal children in Nagaland, An International Journal of Educational and social development, learning community, Volume 3. No.3, Dec 2012, New Delhi publishers, New Delhi. Print ISSN No. 0976-3201, Online ISSN No. 2231-458x.

Institutional Journals

2. Importance of Research, Impressions Journal 2011, vol.1. 2011, published by Research and Monitoring cell, Kohima college, Kohima. ISSN:2278-4624
3. Aphasia, Impressions Journal 2015, vol. 3. 2015, published by Research and Monitoring cell, Kohima college, Kohima. ISSN: 2278-4624.

Books authored

1. Identification and Remedial programmes of Learning Disabilities. B.ED, M.ED degree course, first edition 2012, Gwanyu Khing publishers, printed at Japfu printing press, Kohima, ISBN: 978-81-930776-0-3
2. A complete Guide book on psychological bases of education, B.A. Education, Semester-1, first edition 2014, Nagaland university, New Delhi publications, New Delhi, ISBN: 978-93-81274-07-1
3. A complete guide book on Educational measurement and Evaluation, B.A. Education (Honours) Semester-IV, first edition 2015, Gwanyu Khing publishers, printed at city printing press, Kohima, ISBN13: 978-81- 930776-2-7
4. Learning Disabilities: Identification Remedies and teaching strategies, B.ED, M.ED degree and Research Scholars, first edition june 2014, Gwanyu Khing publishers, printed at city printing press, Kohima, ISBN: 978-81-930776-10
5. A complete guide book on Education in Modern India, B.A. Education, Semester-V , first edition 2016, Gwanyu Khing publishers, printed at city printing press, Kohima. ISBN13: 978-81-930776-4-1
6. A Complete guide book on Psychological bases of Education, B.A. Education, Semester-1, Second edition 2016, Gwanyu Khing publishers, printed at city printing press, Kohima, ISBN13: 978-81-930776-3-4.

Kevilenuo Kemp

Papers in Journal

1. ICT Enabled Education (Bi-annual and Bi-lingual) Peer group reviewed Journal of Educational Research Vol-7, November 2016, ISSN: 0976-1160
2. Definition of 'praise' and how it can be used effectively in the classroom. Impressions Journal 2011, vol.1. 2011, published by Research and Monitoring cell, Kohima college, Kohima. ISSN:2278-4624

20. Areas of consultancy and income generated

Not applicable

21. Faculty as members in

- (a) National Committees
 - (b) International Committees
 - (c) Editorial Boards
- None

22. Students projects:

(a) Percentage of students who have done in-house projects including interdepartmental/ programme:

100%. It is mandatory for students to execute all in-house projects and interdepartmental programs assigned to them to qualify for appearing in the end semester examination of the University.

(b) Percentage of students placed for projects in organization outside the institution i.e. in Research laboratories/Industry/other agencies:

20-30 % of students of the department involves in projects organized by Youth Net, a renowned NGO of the state, at regular intervals.

23. Award recognition received by faculty and students:

Smti. Ameu Kire received Teacher's meritorious award 2012 from Higher Education, Government of Nagaland.

24. List of eminent academicians/Visitors to the department

None.

25. Seminars/Conference/Workshops organized and the source of funding:

a) National

b)International:

None.

26. Students profile programme/course wise:

Name of the course/Programme (Refer to question no.4)	Application received	Select-ed	Enrolled		Pass per-centage
			M	F	
Education honours 2016		25	08	17	60.00%
Education honours 2015		33	10	23	72.73%
Education honours 2014		31	09	22	80.65%
Education honours 2013		43	16	27	65.12%
Education honours 2012		42	14	28	55%

27. Diversity of Students:

Name of the course	% of students from the same state	% of the students from other states	% of students from abroad
BA Honors Education 2016	25 (92%)	(8%)	Nil
BA honors Education 2015	33 (94%)	(6%)	Nil
BA Honors Education 2014	31 (93%)	(7%)	Nil
BA Honors Education 2013	43 (93%)	(7%)	Nil
BA Honors Education 2012	42 (92%)	(8%)	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Service, etc?

Many alumni are holding high ranking central and state civil services, and many in teaching profession in college and universities. However a comprehensive record has not been maintained.

29. Student progression:

Student progression	Against % enrolled
UG to PG	57%
PG to M.Phil.	Information not available
PG to Ph.D.	Information not available
Ph.D. to Post-Doctoral	Information not available
Employed Campus selection Other than campus recruitment	Not applicable Information not available
Entrepreneurship/Self-employment	Some students are self employed and a few are working in government establishments and private sectors

30. Details of Infrastructural facilities

- a) **Library:** The economics department section of the library has 2679 books. The college sanctions Rs. 20000 every semester for procuring additional books.
- b) **Internet facilities for staff & students:** The college is wi-fi enabled. Desktops and laptops with internet facility is provided for faculty and students in the library as well as faculty room.
- c) **Class rooms with ICT facility:** No
- d) **Laboratories:** No

31. Number of students receiving financial assistance from college, university, government or other agencies:

Most of the students receives scholarship grants from the government

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts.

Special Quantitative technique classes with OSD Higher Education

33. Teaching methods adopted to improve student learning

- Orientation courses for fresh students
- Conduct seminars and paper presentations
- Remedial classes
- Participation in co curricular activities
- Colored chalks while drawing and explaining diagrams

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

- A faculty in charge of NSS
- Faculties of the department involved in committees in overseeing Students welfare, swatchh bharat abhiyan, women welfare, eco green club etc
- Board members in interviews conducted by the government and different agencies.

35. SWOC analysis of the department and Future plans

Strength:

The Department has at present seven young teachers specializing in the various branches of economics such as Development, Environment, International Trade, Quantitative Technique and Public Finance. The

teaching experiences of the faculty members ranges from 10 to 30 years and two are undergoing the PhD Programme and expected to finished by 2018. All the teachers are sincere, hard working and dedicated. There is complete trust and faith among the faculty members. There is also close co-operation and co-ordination in the discharge of any duty or responsibility. Any difficulty or problem that arises is solved through discussion and consensus. There is a lot of teamwork and sharing of responsibilities and duties. All these qualities and attributes have helped the department to improve its performance over the years especially in terms of students' performance which is indeed very satisfactory. The teachers in the department continue to assist in Nagaland Public Service Commission in the conduct of examination, assist the department of Parliamentary Affairs Government of Nagaland in conducting State Level Youth Parliament Programmes. The department of Economics has attracted talented and highly motivated students. Many have shown the capability and willingness to range well beyond the confines of the college. The honors itself has developed overtime. Environmental economics have been introduced. This has given the students some up to date basic information in tackling new problems and issues. The primary aim of the department is to encourage the students to be more research oriented and tackle problems well outside the formal curricular structure, carefully forming hypothesis and testing them.

Weakness

- Maximum students are from rural backgrounds and do possess poor communicative skills.
- Most of the students are from economically and weaker background and thus adaptability is the main hindrance in the learning process.
- Not many opportunities are made available to students because, no campus recruitment, no industrial ties up are there.

Opportunity

- Many Opportunities in Competitive Examinations
- Opportunities in Economical Fields
- Opportunities in Post Graduation in Economics
- Opportunities in creation of Employment in industries, banking, insurance, Statistical and Government Section
- Opportunities in becoming entrepreneurs

Challenges

- Competition with the other colleges in the state and country
- Updating and adopting the recent trends
- Nurture them to face the fast changing technological world

Future Plans

- The department plans to have more exposure trips and regular talks and seminars
- Facilitating research activities by both faculty and students.
- To organize the International and National Conference
- To develop the Departmental Library
- To submit the Minor Research Project to the UGC
- To create the Industrial and Business awareness to the Students
- To built quality consciousness of the rural young generation for leading the Business
- To maintain the quality and give assurance to the rural students so that they may be the successful Economist

2. EVALUATIVE REPORT OF ECONOMICS DEPARTMENT

1. **Name of the department:**
Economics
2. **Year of Establishment:**
1967
3. **Names of Programmes / Courses offered:**
UG BA Honours.
4. **Names of Interdisciplinary courses and the departments/units involved:**
 - Economics General optional for all students of all departments.
 - HOD of the department as coordinator of CCC and Soft Skill Certificate Course
 - Environmental Studies- A faculty of the department takes charge of the subject for one section for 5th and 6th semester as it is a compulsory subject and there is no separate department for EVS
 - A faculty member is in charge of NSS
5. **Annual/ semester/choice based credit system (programme wise):**
Semester
6. **Participation of the department in the courses offered by other departments:**
Students of economics Honors study:
 - Honours :8 papers
 - General Economics :one paper in each semester
 - Environmental Studies :5th and 6th Semester
 - General English
 - Alternative English/MIL
 - 2 elective subjects
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**
Not applicable
8. **Details of courses/programmes discontinued (if any) with reasons:**
Annual system discontinued, Semester system commenced from June 2012.

9. Number of teaching posts

	Sanctioned	Filled
Professors		
Associate Professors	1	1
Asst. Professors + 1 on attachment	5	5

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience (Till Feb. 2017)	No. of Ph.D. Students guided for the last 4 years
Smti. Sashimenla Jamir	MA	Associate Prof.	Agriculture Economics	30years 8months	N/A
Smti. Lily Angami	MA/NET	Assistant Prof.	Industrial Economics	19 years	N/A
Smti. Diesino	MA	Assistant Prof.	III.D.Indian Economy	12 years 4 months	N/A
Smti. N.Nzanbeni Yanthan	MA	Assistant Prof.	Monetary Economics	14 years 10 months	N/A
Shri. Evothung Ezung	MA/PhD Scholar	Assistant Prof.	International economics	12 years 7 months	N/A
Shri. Vikhozolie	MA	Assistant Prof.		14 years	N/A
Meyisangla	MA PhD Scholar	Assistant Prof.	Monetary Economics	16 years	N/A

11. List of senior visiting faculty:

Marco Sachu, OST Directorate of Higher Education

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

N/A

13. Student -Teacher Ratio (programme wise)

- 1st Semester General 92:1
- 1st Semester Honors 33:1
- 4th Semester General 101:1
- 4th Semester Honors 31:1
- 6th Semester General 82:1
- 6th Semester Honors 48:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

N/A

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG.

Name	Qualification
Smti. Sashimenla Jamir	M.A.
Smti. Lily Angami	M.A/NET
Smti. Diesino	M.A.
Smti. N.Nzanbeni Yanthan	M.A.
Shri. Evothung Ezung	M.A/PhD Scholar
Shri. Vikhozolie	M.A.
Meyisangla	M.A/PhD Scholar

16. Number of faculty with ongoing projects from

- a) National
- b) International funding agencies and grants received:
None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

None

18. Research Centre /facility recognized by the University:

None

19. Publications:

Publication per Faculty	Sashi- menla	Lily	Nzan- beni	Evothu- ng	Diese- no	Vikho- zolie
Number of Papers published in peer reviewed journals (national/international)		01				
Number of publication listed in international database						
Monographs						
Chapter in Books						
Books with ISBN/ISSN Number details of publishers						
Citation Index						
SNIP						
SJR						
Impact Factor						
H-Index						

a) Publication per faculty

Number of papers published in peer reviewed journals (national / international) by faculty and students.:

Lily Angami

Illegal immigration in North East India with special reference to Nagaland. Impressions Volume 2, 2014. ISSN 2278-4624

- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Monographs
- Chapter in Books
- Books Edited
- Books with ISBN/ISSN numbers with details of publishers
- Citation Index

- SNIP
 - SJR
 - Impact factor
 - h-index
- N/A

20. Areas of consultancy and income generated:

Not applicable

21. Faculty as members in

- a) National committees
 - b) International Committees
 - c) Editorial Board
- None

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme:

None

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies.

None

23. Awards / Recognitions received by faculty and students

1. Ralu of 6th semester honors got the 1st position in inter college debate competition on clean election organized by the Election Department.
2. Student of the year 2016: Ralu Keyho

24. List of eminent academicians and scientists / visitors to the department:

None

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National b) International:

None

26. Student profile programme/course wise:

Name of the Course/pro-gramme (refer question no. 4)	Applications received	Select-ed	En-rolled		Pass percentage
			*M	*F	
Economics 16		35			62.86
Economics 15		33			72.73
Economics 14		13			92.31
Economics 13		07			57.14
Economics 12		15			80.00

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA Honors 2016	100	-	Nil
BA Honors 2015	100	-	Nil
BA Honors 2014	100	-	Nil
BA Honors 2013	100	-	Nil
BA Honors 2012	100	-	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

No concrete information available

29. Student progression

Student progression	Against % enrolled
UG to PG	57%
PG to M.Phil.	Information not available
PG to Ph.D.	Information not available
Ph.D. to Post-Doctoral	Information not available
Employed	Not applicable
Campus selection	Information not available
Other than campus recruitment	Information not available
Entrepreneurship/Self-employment	Some students are self employed and a few are working in government establishments and private sectors

30. Details of Infrastructural facilities

- a) **Library:** The economics department section of the library has 2679 books. The college sanctions Rs. 20000 every semester for procuring additional books.
- b) **Internet facilities for staff & students:** The college is wi-fi enabled. Desktops and laptops with internet facility is provided for faculty and students in the library as well as faculty room.
- c) **Class rooms with ICT facility**
- d) **Laboratories**

31. Number of students receiving financial assistance from college, university, government or other agencies:

Most of the students receives scholarship grants from the government

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts.

Special Quantitative technique classes with OSD Higher Education

33. Teaching methods adopted to improve student learning.

- Orientation courses for fresh students
- Conduct seminars and paper presentations
- Remedial classes
- Participation in co curricular activities
- Colored chalks while drawing and explaining diagrams

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

- A faculty in charge of NSS
- Faculties of the department involved in committees in overseeing Students welfare, swatchh bhara abhiyan, women welfare, eco green club etc
- Board members in interviews conducted by the government and different agencies.

35. SWOC analysis of the department and Future plans

Strength:

The Department has at present seven young teachers specializing in the various branches of economics such as Development, Environment, International Trade, Quantitative Technique and Public Finance. The teaching experiences of the faculty members ranges from 10 to 30 years and two are undergoing the PhD Programme and expected to finished by 2018. All the teachers are sincere, hard working and dedicated. There is complete trust and faith among the faculty members. There is also close co-operation and co-ordination in the discharge of any duty or responsibility. Any difficulty or problem that arises is solved through discussion and consensus. There is a lot of teamwork and sharing of responsibilities and duties. All these qualities and attributes have helped the department to improve its performance over the years especially in terms of students' performance which is indeed very satisfactory. The teachers in the department continue to assist in Nagaland Public Service Commission in the conduct of examination, assist the department of Parliamentary Affairs Government of Nagaland in conducting State Level Youth Parliament Programmes. The department of Economics has attracted talented and highly motivated students. Many have shown the capability and willingness to range well beyond the confines of the college. The honors itself has developed overtime. Environmental economics have been introduced. This has given the students some up to date basic information in tackling new problems and issues. The primary aim of the department is to encourage the students to be more research oriented and tackle problems well outside the formal curricular structure, carefully forming hypothesis and testing them.

List of Teaching Faculty in the Department

S I No	Name In Block Letter	Educational Qualification	Working Since	Contact No	Email ID
1	Smti. Sashimenla Jamir	M.A.	1987	9436435354	amenlaalinger@gmail.com
2	Smti. Lily Angami	M.A/NET	1998	9436015001	lilyangami@rediffmail.com
3	Smti. Diesino	M.A.	2002	943611095	Yathan13@gmail.com
4	Smti. N.Nzanbeni Yanthan	M.A.	2004	943663970	diesinonien@gmail.com
5	Shri. Evothung Ezung	M. A./PhD Scholar	2005	9402489940	evolotha@yahoo.com
6	Shri. Vikhozolie	M.A.	2003	9402026216	vikho-zolie@gmail.com
7	Meyisangla	MA PhD Scholar	2017 on attachment		

Weakness

- Maximum students are from rural backgrounds and do possess poor communicative skills.
- Most of the students are from economically and weaker background and thus adaptability is the main hindrance in the learning process.
- Not many opportunities are made available to students because, no campus recruitment, no industrial ties up are there.

Opportunity

- Many Opportunities in Competitive Examinations
- Opportunities in Economical Fields
- Opportunities in Post Graduation in Economics
- Opportunities in creation of Employment in industries, banking, insurance, Statistical and Government Section
- Opportunities in becoming entrepreneurs

Challenges

- Competition with the other colleges in the state and country
- Updating and adopting the recent trends
- Nurture them to face the fast changing technological world

Future Plans

- The department plans to have more exposure trips and regular talks and seminars
- Facilitating research activities by both faculty and students.
- To organize the International and National Conference
- To develop the Departmental Library
- To submit the Minor Research Project to the UGC
- To create the Industrial and Business awareness to the Students
- To built quality consciousness of the rural young generation for leading the Business
- To maintain the quality and give assurance to the rural students so that they may be the successful Economist

3. EVALUATIVE REPORT OF TENYIDIE DEPARTMENT (MIL)

1. **Name of the department:**
Tenyidie
2. **Year of Establishment:**
1988
3. **Names of Programmes/Courses offered:**
UG BA Honors
4. **Names of Interdisciplinary courses and the departments/units involved:**
 - MIL/ General optional for all students of all departments.
 - Environmental Studies- A faculty of the department takes charge of the subject for one section for 5th and 6th semester as it is a compulsory subject and there is no separate department for EVS
 - Faculty members are in charge of NSS, NCC.
5. **Annual/ semester/choice based credit system (programme wise):**
Semester
6. **Participation of the department in the courses offered by other departments:**
Students of Tenyidie Honors study:
 - Honors : 8 papers
 - General Tenyidie : one paper in each semester
 - Environmental Studies : 5th and 6th Semester
 - Tenyidie/MIL
 - 2 elective subjects
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**
Not applicable
8. **Details of courses/programmes discontinued (if any) with reasons:**
Annual system discontinued, Semester system commenced from June 2012.

9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	5	5
-do-	On attachment	1
-do-	Contract appointment	1
	Total	7

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.),

Name	Qualification	Designation	Specialization	No. of Years of Experience (Till Feb.2017)	No. of Ph.D. Students guided for the last 4 years
Shri. Mhalezolie Kire	M.A.	Assistant Prof., HoD		19 years	N/A
Smti. Buno Angami	M.A.	Assistant Prof.		21years	N/A
Shri. Dziesevituo Sachu	M.A.	Assistant Prof.		17years	N/A
Shri. Medongulie Tseikha	M.A.	Assistant Prof.		13years	N/A
Smti. Ako Savi	M.A.	Assistant Prof.		14years	N/A
Shri. Keduolhoulie Belho	M.A Research scholar	Assistant Prof.		13years	N/A
Smti. Kelhoukhrienuo	M.A., Research scholar	Assistant Prof.		02 years	N/A

11. List of senior visiting faculty:

None

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

N/A

13. Student -Teacher Ratio (programme wise)

- 1st Semester General 120 : 1
- 1st Semester Honors 20 : 1
- 4th Semester General 100: 1
- 4th Semester Honors 20 : 1
- 6th Semester General 80 : 1
- 6th Semester Honors 20 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

N/A

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

Name	Qualification
Shri. Mhalezolie Kire	M.A.
Smti. Buno Angami	M.A.
Shri. Dziesevitu Sachu	M.A.
Shri. Medongulie Tseikha	M.A.
Smti. Ako Savi	M.A.
Shri. Keduolhoulie Belho	M.A.
Smti. Kelhoukhrienuo	M.A.

16. Number of faculty with ongoing projects from

- National
- International funding agencies and grants received:
None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

None

18. Research Centre /facility recognized by the University:

None

19. Publications:

N/A

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

20. Areas of consultancy and income generated:

N/A

21. Faculty as members in

- a) National committees**
- b) International Committees**
- c) Editorial Boards:**

N/A

22. Student projects:

N/A

- a) Percentage of students who have done in-house projects including inter departmental/programme
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

23. Awards / Recognitions received by faculty and students:

N/A

24. List of eminent academicians and scientists / visitors to the department:

N/A

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National**
- b) International:**

N/A

26. Student profile programme/course wise:

Name of the Course/ programme (refer ques- tion no. 4)	Applications received	Select- ed	Enrolled		Pass percent- age
			*M	*F	
Tenyidie16		30			57.00%
Tenyidie15		26			23.80%
Tenyidie14		23			100.00%
Tenyidie13		18			33.34%
Tenyidie12		26			30.77%

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of stu- dents from other States	% of stu- dents from abroad
BA Honors 2016	100	-	Nil
BA Honors 2015	100	-	Nil
BA Honors 2014	100	-	Nil
BA Honors 2013	100	-	Nil
BA Honors 2012	100	-	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?:

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	Information not available
PG to M.Phil.	Information not available
PG to Ph.D.	Information not available
Ph.D. to Post-Doctoral	Information not available
Employed Campus selection Other than campus recruitment	Not applicable Information not available
Entrepreneurship/Self-employment	Some students are self employed and a few are working in private sectors

30. Details of Infrastructural facilities

- a) **Library:** The Tenyidie department section of the library has 1966 books. The college sanctions Rs. 20000 every semester for procuring additional books.
- b) **Internet facilities for staff & students:** The college is Wi-Fi enabled. Desktops and laptops with internet facility is provided for faculty and students in the library as well as faculty room.
- c) **Class rooms with ICT facility:** Common smart rooms
- d) **Laboratories:** N/A

31. Number of students receiving financial assistance from college, university, government or other agencies

Most of the students receive scholarship grants from the government

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts.

Special lecture for students of Tenyidie Honours on literary criticism was taken up by Prof. D. Kuolie, Dept. of Tenyidie, Nagaland University.

33. Teaching methods adopted to improve student learning.

- Orientation courses for fresh students
- Conduct seminars and paper presentations
- Remedial classes
- Participation in co curricular activities

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Subject experts in interviews conducted by the government and different agencies.

35. SWOC analysis of the department and Future plans

The department of Tenyidie has attracted talented and highly motivated students. Many has shown the capability and willingness to range well beyond the confines of the college. The honors itself has developed overtime. This has given the students some up to date basic information in tackling new problems and issues. The primary aim of the department is to encourage the students to be more research oriented and tackle problems well outside the formal curricular structure. The department plans to have more exposure trips and regular talks and seminars, facilitating research activities by both faculty and students.

4. EVALUATIVE REPORT OF POLITICAL SCIENCE DEPARTMENT

- 1. Name of the department:**
Political Science
- 2. Year of Establishment:**
1967
- 3. Names of Programmes/Courses offered:**
UG- BA (Honours)
- 4. Name of Interdisciplinary courses and the departments/ units involved**
1st to 6th semester-One (1) paper each
- 5. Annual/ semester/ choice based credit system (programme wise)**
Semester
- 6. Participation of the department in the courses offered by other departments Students of Political Science Honours study:**
 - Honours: 8 papers
 - Political Science General in 1st Semester to 6th Semester: 1 paper each
 - General English in 1st and 2nd Semester: 1 paper each
 - Alternative English in 3rd and 4th Semester: 1 paper each
 - Environmental Studies in 5th and 6th Semester: 1 paper each
 - Two elective subjects of 6 papers each to be opted from
 - Economic
 - Education/ Sociology
 - History
 - Elective English/ Elective Tenyidie
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc.;**
Not applicable
- 8. Details of courses/ programmes discontinued (if any) with reasons**
Annual system was discontinued and semester system commenced from June 2012 with revised syllabus

9. Number of teaching posts

	Sanctioned	Filled
Professors	N/A	N/A
Associate Professor	01	01
Asst. Professors	04	04
# 01 Asst. Prof appointed on contract service		

10. Faculty profile with name, qualification, designation, specialization,(D. Sc./D.Litt./ Ph.D/ M.Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience (Till Feb. 2017)	No. of Ph.D Students Guided for the last 4 years
Smti. Zeneinuo Solo	M.A.	Associate Prof.		26 years, 9 months	-
Smti. Dziesebeinuo Yhome	M.A.	Asst. Assistant		19 years	-
Dr. Konei Nakhro	M.A., PhD, NET	Assistant Prof.		12 years, 7 months	-
Smti. Kevingonu Rose Rolnu	M.A., NET	Assistant Prof.		14years, 5months	-
Smti. Ase Yalie	M.A., NET	Assistant Prof.		13 years, 5 months	-
Smti. Vengotalu Vero	M.A.	Assistant Prof.		6years, 4 months	-

11. List of senior visiting faculty:

None

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

Political Science 2nd Semester	25%
“ 4th Semester	25%
“ Honours	75%

13. Student –Teacher Ratio (programme wise)

Political Science 2nd Semester 100:1

4th Semester 92:1

6th Semester 78:1

Honours 30:1

(For Even Semester 2016-2017)

14. Number of academic support staff:

Not applicable

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D / M.Phil / PG

Smti. Zeneinuo Solo	M.A.
Smti. Dzieisebeinuo Yhome	M.A.
Dr. Konei Nakhro	M.A.,PhD, NET
Smti. Kevingonu Rose Rolnu	M.A., NET
Smti. Ase Yalie	M.A.,NET
Smti. Vengotalu Vero	M.A.

16. Number of faculty with ongoing projects from

a) National

b) International funding agencies and grants received:

None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

None

18. Research Centre / facility recognized by the University:

None

19. Publications:

N/A

- a) Publication per faculty
- Number of papers published in peer reviewed journals (national / international) by faculty and students
- Number of publications listed in International Database (For Eg: Web

of Science, Scopus, Humanities International Complete, Dare Database
- International Social Sciences Directory, EBSCO host, etc.)

- Monographs
- Chapters in Books
- Books Edited
- Books with ISBN / ISSN numbers with details of publishers
- Citation Index
- SNIP
- SJR
- Impact factor
- H – index

Papers in Journals

1. Dr. Konei Nakhro
The term tradition and its usage, Published by Impressions , Vol. 2, 2014. ISSN 2278 4624.
'Traditional institutions of the Angami Nagas'. Published by A journal of the All India Local Self Govt; Local Government Quarterly- ISSN 0024-5623, October-December 2012.
2. Ase Yalie – Ethnic Conflicts and Peace: The idea of Conflict Management Through Reconciliation in Nagaland, Published by Impressions Vol. 2, 2014. ISSN 2278 4624.
3. Kevingonu Rose Rolnu – Look East Policy and The Northeast: A Reflection, Impressions Vol.3, 2015. ISSN 2278 4624.

20. Areas of consultancy and income generated:

Not Applicable

21. Faculty as members in

a) National committees

b) International Committees

c) Editorial Boards....

1. Dr. Konei Nakhro, editorial member of the “ Impressions” an annual journal of Kohima College with ISSN 2278 4624.
2. Ase Yalie, editorial member of the “ Impressions” an annual journal of Kohima College with ISSN 2278 4624(2014-15)
3. Kevingonu Rose Rolnu, editorial member of the “ Impressions” an annual journal of Kohima College with ISSN 2278 4624(2014-15)

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme:
100%. It is mandatory for students to execute all in-house projects and interdepartmental programs assigned to them to qualify for appearing in the end semester examination of the University.
- b) Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories / Industry / other agencies:
30-40% of students of the department involves in projects organized by Youth Net a renowned NGO of the state, at regular intervals.

23. Awards/ Recognitions received by faculty and students:

Asenuo Terhijja won 3rd position in Debate on “Naga Sovereignty is not a Myth” in 2016

24. List of eminent academicians and scientists/visitors to the department:

None

25. Seminars/ Conferences / Workshops organised & the source of funding:

a) National

b) International:

None

26. Student profile programme/ course wise:

Name of the Course/ programme (refer question no. 4)	Appli- cations received	Selected	Enrolled		Pass Per- centage
			*M	*F	
Pol. Sc. Hons 2016		38	23	15	84.21%
Pol.Sc. Hons 2015		36	24	12	88.89%
Pol.Sc. Hons 2014		13	8	5	100%
Pol. Sc. Hons 2013		47	29	18	70.21%
Pol. Sc Hons 2012		24	15	9	71.00 %

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other states	% of students from abroad
Pol.science Hons 2016	100%	-	Nil
Pol.Science Hons 2015	100%	-	Nil
Pol.Science Hons 2014	100%	-	Nil
Pol.Science Hons 2013	100%	-	Nil
Pol.Science Hons 2012	100%	-	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?

Many alumni are holding high ranking central and state civil services, and many in teaching profession in college and universities. However, a comprehensive record has not been maintained.

29. Student progression

Student progression	Against % enrolled
UG to PG	Information not available
PG to M.Phil.	Information not available
PG to Ph.D.	Information not available
Ph.D. to Post-Doctoral	Information not available
Employed Campus selection Other than campus recruitment	Not applicable Information not available
Entrepreneurship / Self-employment	Many of our students have entered the fields of academia, creative writing, administrative services, media, politics and hospitality services, and other entrepreneurial enterprises.

30. Details of Infrastructural facilities:

- a) Library:* The political science department section of the library has 2698 books of various genres, INFLIBNET with e- journals and e- books. The department also subscribes to journals such as “The Indian Journal of Political Science”.
- b) Internet facilities for Staff & Students:* The college is Wi-Fi enabled. Desktops and laptops with internet facilities is provided for faculty and students in the library as well as faculty room.
- c) Class rooms with ICT facility:* ICT facilities are available in some of the classrooms which is utilised by the department when the need arises
- d) Laboratories:* Not applicable.

31. Number of students receiving financial assistance from college, university, government or other agencies.

1. The Govt. provides merit scholarships for meritorious students and post matric scholarships (PMS) for all ST students who apply. Record of number of students receiving financial assistance is maintained by the department of Higher Education.
2. Students securing highest marks in subject/subjects is awarded Rs. 5000 as an incentive by the college.
3. Faculty donations during students fund raise for study tours, field trips and other activities.

32. Details on students enrichment programmes (special lectures/ workshops / seminar) with external experts: None.

33. Teaching methods adopted to improve student learning

1. Orientation classes at the onset of every semester to mentally gear up and familiarize students on the prescribed course of the syllabus.
2. Participation of students in academic and syllabus related seminar and workshops and project works, assignment writing, group discussions and presentations to encourage self expression.
3. Peer teaching and evaluation of peer presentations.
4. Remedial classes for academically weaker students.
5. Curricular activities like debates, extempore speeches, quiz, essay writing competitions.
6. Poster competition on Environmental issues and challenges before the UN with each odd semester.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

There are 34 committees set up by the college to oversee various curricular, co-curricular and extra - curricular activities. Committees such as the Disaster Management, Swatchh Bharat Abhiyan, Women Cell, NSS, Red Ribbon and Red Cross involves in Institutional Social Responsibilities (ISR) through various activities.

In the sphere of extension activities , faculties engage themselves by contributing their services to government as well as non- governmental agencies as subject experts for recruitment to various services , as invigilator in NPSC, Banks exam , master trainer for conducting census, counting supervisors, as resource persons in annual State Level Parliamentary Quiz and Youth Parliament competition. Every year, a faculty from the department is sent as guest lecturer to Administrative Training Institute (ATI) for Nagaland Civil Service (NCS) probationers.

In the University assignment works, the faculties play an essential role by setting question papers, evaluation, Scrutiny, Chief examiners and moderators of Question Papers.

Faculties of the department also extend community service as executive members of various NGOs.

35. SWOC analysis of the department and future plans:

Strength:

The Pol. Science Department is an under staffed department with only 6 female faculty members. Never the less, through varied talents and potentials, sincere and dedicated, the willingness to help each other and share resources, the department has been able to produce good results for the last five years in the university final Examinations.

Good co-ordination and commitment of its faculty members, and willingness to shoulder any responsibility has added to the strength of the department.

Weakness:

A conspicuous weakness of the department lies in the admission policy of the college itself. As per university norms, minimum eligibility criteria for admission to honors course stands at 45% in the last qualifying exam. The college being a Governmental institution, it is mandatory to admit all students without any bar which creates inconveniences and poor scholastic students not being able to cope with the rest which brings a big gap within the classroom itself. The hardship faced by the faculties is that they are unable to give personal attention to weak students.

Opportunity:

Pol. Science being a course subject for civil service exam, the faculties is often invited as resource persons to various platforms as guest lecturers etc. Faculty members are also engaged in coaching classes for civil service exam.

Challenges:

High discrepancy in teachers and students ratio, insufficient teachers since the inception of the department, maximum is 6; the faculty members efficiently manage the daily classes.

The glaring challenge is when any of the members goes for maternity leave (no male teacher) over and above of less faculty, they need to shoulder the responsibility.

Besides class-room teaching, the faculty members realising the important aspect of interaction in understanding and handling different problems faced by students, give special time to weak students and encourage them to interact.

Future Plans:

The department has future plans to organize the followings events in the ensuing semester.

1. An exposure trip
2. A visit to the Legislative Assembly
3. Conduct Parliament quiz
4. Panel discussion related to the current trends.

5. EVALUATIVE REPORT OF THE HISTORY DEPARTMENT

- 1. Name of the Department:**
History
- 2. Year of Establishment:**
1967
- 3. Names of programmes/ courses offered (UG, PG, M.Phil, Integrated Masters, Integrated Ph.D., etc.):**
UG-BA(Honours)
- 4. Names of Interdisciplinary courses and the departments/units involved:**
N/A
- 5. Annual/ Semester/ Choice based credit system (programmes wise):**
Semester
- 6. Participation of the department in the courses offered by other departments:**

Students of History Honours study:
 - Honours : 8 papers
 - General paper: 1-VI Semester: 1 paper each.
 - General English- compulsory for all 1st and 2nd Semester student of all departments.
 - Alternative English- Compulsory for all 3rd and 4th Semester students of all departments except for Tenyidie students.
 - Environmental Studies-Compulsory for all 5th and 6th Semester students.
 - 2 elective subjects of 6 papers each to be opted from:
Economics
Education/Sociology
Elective English
Political science
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc.:** N/A

8. Details of courses/ programmes discontinued (if any) with reasons:

Annual system was discontinued and Semester system commenced from June 2012.

9. Number of Teaching posts:

	Sanc-tioned	Filled
Professors	N/A	N/A
Associate Profes-sors	5	5
Asst. Professors	3	3

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil. etc.)

Name	Qualifica-tion	Designa-tion	Specialization	No. of years of Experi-ence (till Feb. 2017)	No. of Ph.D. Students guided for the last 4 years
Shri Keneilesa Neikha	M.A.	Associate Prof.	History and Archaeology	25 years, 8 months	N/A
Smt. Abeni Zuchamo	M.A.	Associate Prof.	History and Archaeology	22 years, 6 months	N/A
Shri Nohol Rhetso	M.A.	Associate Prof.	History and Archaeology	22 years, 5 months	N/A
Shri. Vezhosa Ringa	M.A.	Associate Prof.	History and Archaeology	21 years, 10 months	N/A
Smt. Temjeninla	MA, NET	Associate Prof.	Modern India	22 years	N/A
Smt. Vitsolenuo Yhome	M.A., M.Phil, NET	Assistant Prof.	Medieval and Modern India	11 years	N/A
Smt. Rukuovonuo Dozo	M.A.	Assistant Prof.	History of India	12 years, 4 months	N/A
Dr. Eunice Alinger	MA, PhD, NET	Assistant Prof.	Modern India	12 years, 7 months	N/A

11. List of senior visiting faculty:

None

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

None

13. Student-Teacher Ratio (programme wise):

General History-100:1

Honours-35:1 (for Even Semester 2016-17)

14. Number of academic support staff:

N/A

15. Qualifications of teaching faculty with DC/D.Litt/Ph.D/MPhil/PG

Shri. Keneilesa Neikha	M.A.
Smti. Abeni Zuchamo	M.A.
Shri. Nohol Rhetso	M.A.
Smti. Vezhosa Ringa	M.A.
Smti. Temjeninla	M.A., NET
Smti. Vitsolenuo Yhome	M.A, M.Phil, NET
Smti. Rukuovonuo Dozo	M.A.
Dr. Eunice Alinger	M.A, PhD, NET

16. No of teachers with ongoing projects from (a) National (b) International funding agencies and grants received:

None

17. Departmental projects funded by DST-FIST, UGC, DBT, ICSSR, etc and total grants received:

None

18. Research Centre recognized by the University:

None

19. Publications:

Papers in Journals:

Temjeninla:

1. 'Watlong Konyak –A Forgotten Queen', published in Impressions, Annual Research Journal, Kohima College, Volume 2: 2014, ISSN 2278 4624

Dr. Eunice Alinger:

Papers in Journals:

1. 'Commodification of Water in Nagaland', in 'Impressions', Annual Research Journal, Kohima College, Volume 3: 2015, ISSN 2278 4624
2. 'The Development of British Colonial Environmental laws: The Forest Administration in the Naga Hills 1881-1947' in 'Impressions', Annual Research Journal, Kohima College, Volume 2: 2014, ISSN 2278 4624
3. 'Traditional Management of Water in Nagaland: A Case study of Kohima District', in 'Changemaker', an Academic Journal, July-August 2014, ISSN: 2348-7747

Chapters in other books:

1. Nagaland - Before Statehood, in 'Nagaland 1963-2013 Fifty Years On', Published by Govt. of Nagaland, 2014.

20. Areas of consultancy and income generated: N/A

21. Faculty as members in

- (a) national committees
- (b) international committees
- (c) editorial Boards:

Dr. Eunice Alinger: editorial member of the "Impressions" an annual journal of Kohima College with ISSN 2278 4624.

22. Students projects:

a) percentage of students who have done in-house projects including interdepartmental/ programme:

100% of students are required to complete all in-house projects and interdepartmental programs assigned to them to qualify for appearing in the end semester examination of the University.

c) Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories / Industry / other agencies:

20-30% of students of the history department involves in projects organized by Youth Net, a renowned NGO of the state, at regular intervals.

23. Award/ Recognition received by faculty and students:

Nil

24. List of eminent academicians/ visitors to the department:

None

25. Seminars/ Conference/ Workshops organized and the source of funding:

None

26. Students profile programme/ course wise:

Name of the course/programme (refer To question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M	F	
History honours 2016		21	11	10	76.19%
History honours 2015		15	15	10	60.00%
History honours 2014		23	12	11	86.96%
History honours 2013		23	12	11	65.22%
History honours 2012		35	18	17	80.00%

27. Diversity of students:

Name of the course	% of students from the same state	% of the students from other state	% of the students from abroad
BA History Honours 2016	100%	Nil	Nil
History honours 2015	100%	Nil	Nil
History honours 2014	100%	Nil	Nil
History honours 2013	100%	Nil	Nil
History honours 2012	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET,SLET,GATE,Civil services, defence services, etc.:

Information not available

29. Students progression:

Name of the course/programme(refer to question no. 4)	Applications received	select-ed	enrolled		Pass percent-age
			M	F	
History honours 2016		21	11	10	76.19%
History honours 2015		15	15	10	60.00%
History honours 2014		23	12	11	86.96%
History honours 2013		23	12	11	65.22%
History honours 2012		35	18	17	80.00%

30. Details of infrastructural facilities:

- a) **Library:** The History department has 2200 books in the library.
- b) **Internet facilities for staff and students:** The college is Wi-Fi enabled. Desktops and laptops with internet facilities is provided to the students faculties in library and in faculty room.
- c) **Class rooms with ICT facilities:** ICT facilities are available in some classrooms.
- d) **Laboratories:** N/A

31. Number of students receiving financial assistance from college, university, government or other agencies:

- The government provides Merit scholarship for meritorious students and post matric scholarship for ST students who apply.
- At college level students securing the highest marks in the final exams is awarded with Rs 5000.
- The faculties also contribute during student's fund raising for other activities.

32. Details of student enrichment programmes(special lectures/ workshops/ seminars) with external experts:

None

33. Teaching methods adopted to improve student learning:

Apart from regular lectures, other innovative methods have been taken up by the department to make the classes more interesting and interactive like,

- Conducting seminars, group discussions, extempore speeches, quiz, project works, assignment writing etc.
- Remedial classes for academically weaker students.
- Provisions of study materials.

34. Participation in Institutional Social Responsibility(ISR) and extension activities:

The college has set up 34 committees to look after the curricular, co-curricular and extra –curricular activities.

In the extension activities, the faculties rendered their services to both Government and non- governmental agencies by conducting interviews for recruitments to various services. Faculties also contributed their services in the Nagaland university in question paper settings, evaluation, scrutiny, chief examiners, moderators of question papers and framing curriculum in the capacity of being Board of Under Graduates Study (BUGS) members. Faculties also serve as a resource persons in various programmes in state and district level.

35. SWOC analysis of the department and future plans:

Strength:

- The History department has eight (8) faculty members specialized in Ancient, Medieval, and Modern Indian History, and also in our rich Naga culture. The faculties are all highly devoted to the teaching profession and willingness to shoulder any kind of responsibility has greatly added to the strength of the department.
- The main strength of the department is identifying the weak and irregular students and giving them remedial measures bearing positive results.
- One faculty member has done her PhD on a new stream of History ‘Environmental History’. She is also a member of BUGS, department of History and Archaeology, Nagaland University (NU).

Weakness:

- Weakness of the department lies in the admission policy. Being a Governmental institution with a unique admission policy, admission is reserved mainly for passed out students from Government higher

secondary schools of Kohima District. The absence of screening during admissions of the students leads to difficulty of assessing the students' performance. The teacher- student ratio also prevents a teacher from giving proper attention to students especially, the weaker ones.

Opportunities:

- To tap into the unique Naga tradition and History and contribute to the collection of Historical literature for future generation.
- With the newly established Tribal Museum, the department can set precedence for other institutions to do the same and also provide an opportunity to the young students to get acquainted with their cultural heritage and to know their own rich cultural History.

Challenges:

- Due to admission policy of the college, the department faces problem with the quality of students. Most of the students come from the rural areas with poor academic foundations, therefore the department cannot produce consistently good academic result, sporadically some students produce excellent results.

Future plans:

- The History department has a goal to adopt the most appropriate and updated method of teaching to further improved the students' performance.
- With an aim to motivate the students in our Naga History, the faculty plans to introduce study tours to Historical places of importance for Honour students in the next academic session.
- The faculty plans to have frequent meetings to improve and enhance the quality of the Tribal Museum.
- The faculty also plans to invite Environmentalists, Academicians, Historians, Scholars, and visitors to the department to give a series of talks on Naga History.

6. REPORT OF THE ENGLISH DEPARTMENT

1. Name of the Department:

English

2. Year of Establishment:

1967

3. Names of the Programmes / Courses offered:

UG-BA (Honours)

4. Name of interdisciplinary courses and the departments/units involved:

General English compulsory for all 1st & 2nd Semester students of all departments.

Alternative English compulsory for all 3rd & 4th Semester students of all departments except for Tenyidie students.

Language skill in CCC & Soft Skill Certificate Course.

Environmental Studies. There being no separate department for Environmental Studies and it being a compulsory subject for 5th and 6th semesters, faculty of the department takes charge of the subject for one section each of the above mentioned semesters.

5. Annual/Semester/Choice based credit system(programme wise):

Semester

6. Participation of the department in the courses offered by other departments:

Students of English Honours study :

Honors: 7 papers

Elective English: 6 papers

General English in 1st & 2nd Semester: 1 paper each

Alternative English in 3rd & 4th Semester: 1 paper each

Environmental Studies in 5th & 6th Semester: 1 paper each

2 Elective subjects of 6 papers each to be opted from

Economics

Education/Sociology

History

Political Science

7. Courses in collaboration with other universities, industries, foreign institutions, etc:

Not applicable.

8. Details of courses / Programmes discontinued (if any) with reasons:

Annual system was discontinued and semester system commenced from June 2012 with revised syllabus.

9. Number of Teaching posts

	Sanctioned	Filled
Professors	N/A	N/A
Associate Professors	02	02
Asst. Professors	06	05

**02 Asst. Profs appointed on contract service.*

10. Faculty profile with name, qualification, designation, specialization (D.Sc / D.Litt / Ph.D / M.Phil etc):

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D students guided for the last 4 years
Smti. Moanungla Kevichusa	MA	Associate Prof.	Naga Writing in English, Literary Theory & criticism	31yr-11months	N/A
Smti. Megovono Usou	MA	Associate Prof.	British Fiction & Drama	27yrs 9months	N/A
Smti. Khriezenuo Vizo	MA	Assistant Prof.	American Literature & Indian writing in English	21yrs 7months	N/A
Smti. C. Vezholu Kotso	MA	Assistant Prof.	Hist. of Eng. Literature & Hist. of Eng. Language	15yrs 7months	N/A
Smti. Sungjeminla	MA/NET	Assistant Prof.	British & American Poetry	15yrs 7 months	N/A

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D students guided for the last 4 years
Smti. Limajungla Jamir	MA	Assistant Prof.	Hist. of Eng. Literature & language & British Drama	14yrs 7months	N/A
Smti. Theyieseno Kreditsu	MA/ NET/ MPhil/ Phd. Scholar	Assistant Prof.	Cultural Studies & Lit. Theory & Criticism	3yrs 10months	N/A
Smti. Emisenla Jamir	MA/ NET/ MPhil/ PhD Scholar	Assistant Prof.	Comparative studies & Naga Writings in English	3yrs 3months	N/A
Dr. Avinuo Kire	MA/ MPhil/ PhD	Assistant Prof.	Contemporary Indian Writing in English & European Fiction	1yr	N/A

11. List of senior visiting faculty:

None

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

General English	0 %
Alternative English	50%
Elective English	22.22 %
Honors	13%

13. Student-Teacher Ratio (programme wise):

General English- 128:1
 Alternative English-81:1
 Elective English-36:1
 Honors-17:1
 (For Even Semester 2016-17)

14. Number of academic support staff:

Not applicable

15. Qualifications of teaching faculty with DS / D.Litt / Ph.D / M.Phil / PG.

Smti. Moanungla Kevichusa	MA
Smti. Megovono Usou	MA
Smti. Khriezenuo Vizo	MA
Smti. C. Vezholu Kotso	MA
Smti. Sungjeminla	MA/ NET
Smti. Limajungla Jamir	MA
Smti. Theyieseno Keditsu	MA/NET/MPhil/PhD Scholar
Smti. Emisenla Jamir	MA/NET/MPhil/PhD Scholar
Dr. Avinuo Kire	MA/MPhil/Ph.D

16. No. of teachers with ongoing projects from (a) National (b) International funding agencies and grants received:

None

17. Departmental projects funded by DST-FIST, UGC, DBT, ICSSR, etc and total grants received:

None

18. Research Centre recognized by the University:

None

19. Publications:

Publication per faculty	Number of papers published in peer reviewed journals (national / international) by faculty and students.	Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc)	Mono-graphs	Chapter in Books	Books with ISBN / ISSN numbers with details of publishers	Citation Index	SNIP	SJR	Impact factor	H-index
Smti. Moanungla Kevichusa	-	-	-	1	-	-	-	-	-	-
Smti. Megovono Usou	-	-	-	-	-	-	-	-	-	-
Smti. Khriezenuo Angami	-	-	-	1	-	-	-	-	-	-
Smti. C. Vezholu Kotso	-	-	-	-	-	-	-	-	-	-
Smti. Sungjemmla	-	-	-	-	-	-	-	-	-	-
Smti. Limajungla Jamir	-	-	-	-	-	-	-	-	-	-
Theyieseno Kreditsu	1	-	-	-	-	-	-	-	-	-
Smti. Emisenla Jamir	03	-	-	01	-	-	-	-	-	-
Smti. Dr. Avinuo Kire	05	-	-	-	03	-	-	-	-	-

Moanungla Kevichusa:

Papers in Journals

- ‘Facets of the Naga Movement and the Underlying Theme of Violence as Portrayed in Temsula’s These Hills Called Home’
Published by Impression Vol. 1 No. 1 ISSN

Khriezenuo Angami:

Papers in Journals

- ‘The Role of Juan in The Pearl by John Steinbeck’
Published by Impression (2014) Vol. 2
ISSN 2278-4624

Theyieseno Kreditsu:

Papers in Journals

- Prohibition and The Hornbill Festival
Published by Sub Versions
Journal of the School of Media and Cultural Studies, TISS

Emisenla Jamir:

Papers in Journals

- ‘A Critical Reading of Baby Kamble’s The Prisons We Broke’
Published by Impressions Vol. 2 (2014)
ISSN 2278-4624
- ‘An Eco-Critical Reading of Leslie Marmon Silko’s Ceremony’
Published by Impressions Vol. 3 (2015)
ISSN 2278-4624
- ‘N. Scott Momanday’s House Made of Dawn’: An Analysis
Published by Nagaland University’s Research Journal Vol. 8 (2015)
ISSN0973-0346

Chapter in Books

‘Deliberate Delirium’ Short story in collection of Stories in ‘Raconteurs from Hills’

Published by Pen Thrill (2014)

ISBN 978-81-927403-3-1

Dr. Avinuo Kire:

Papers in Journals/Anthologies (National/International)

- ‘Of Names and Identity: A Psychoanalytical Interpretation of Jhumpa Lahiri’s Namesake’.

- Published in *Metaphysics of Redemption* (2014) Anthology
 Edited by Dr. Nigamananda Das, ISBN 978-81-8435-400-3
- ‘Sashi Deshpande’s *The Dark Holds No Terror: A Psychoanalytical Interpretation*’.
 Published in ‘*Celebrating Literary Diversity*’(2015) Anthology
 Edited by Dr. Chandra Mouly, ISBN 978-93-82630-58-6
 - ‘*Diasporic Predicaments and Crisis of Identity in Jhumpa Lahiri’s Unaccustomed Earth*’
 Published in *Labyrinth Journal (International)* Vol. 5/No.1
 ISSN 0976-0814
 - ‘*The Power o Forgive*’ Short Story
 Published in *Caravan 2014(International Journal)* Vol. 6 Issue 4
 ISSN 0971-0639
 - ‘*The Retirement*’ Short story
 Published in *The Hindu Blink 2015 (International)*
 ISSN 0971-7528

Books Authored

- *The Power to Forgive and Other Stories*
 Zubaan Books (2015), ISBN 978-93-83074-92-1
- *Where Wildflowers Grow*
 Barkweaver (2015), ISBN 978-82-93324-84-1
- *People’s Stories: Volume One (Co-authored)*
 Pen Thrill (2016), ISBN 978-81-927403-6-2

20. Areas of consultancy and income generated:

Not applicable

21. Faculty as members in

- (a) National Committees
 - (b) International Committees
 - (c) Editorial Boards:
- None

22. Student projects:

a) Percentage of students who have done in-house projects including interdepartmental / programme:

100%. It is mandatory for students to execute all in-house projects and interdepartmental programs assigned to them to qualify for appearing in the end semester examination of the University.

b) Percentage of students placed for projects in organizations outside the institution i.e in Research laboratories / Industry / other agencies:

30-40% of students of the department involves in projects organized by Youth Net, a renowned NGO of the state, at regular intervals.

23. Award / Recognition received by faculty and students:

- Mhasilenuo Kreditsu won 2nd position in a debate competition at the 20th Spero Meliora Platinum Jubilee Special Edition 2012 co-organized by KVSU (Kohima Village Students Union) and Dolphin Club, Kohima.
- Mary Wotsa won Consolation Prize in Essay Competition on World Habitat Day, on 01.10.2012 organized by Kohima Municipal Council in collaboration with Dept. of Urban Development, Govt. of Nagaland.
- Thejakietuo Liezitsu of 4th semester won First Prize in district level Essay Writing competition on the topic 'Solution to Electoral Malpractices begins with me' as part of Youth Voters Festival under SVEEP (Systematic Voters Education and Electors Participation) on 8th September 2016.

24. List of eminent academicians / visitors to the department.

- i) Easterine Kire
Novelist, poet and writer of children's books
Visited on 14.06.2013
- ii) Prof. Dr. Temsula
Poet, short story writer and ethnographer
Visited on 15.10.2015
- iii) Dr. K.B. Veio Pou
Writer & literary critic
Visited on 22.07.2016

25. Seminars / Conference / Workshops organized & the source of funding:

None

- a) National
- b) International

26. Student profile programme / course wise:

Name of the course/programme (refer to question no. 4)	Applica- tions received	Selected	Enrolled		Pass percentage
			M	F	
English Honors 2016		38	15	23	65.79%
English Honors 2015		41	14	27	75.60%
English Honors 2014		29	08	21	82.76%
English Honors 2013		14	05	09	21.43%
English Honors 2012		33	09	24	94%

27. Diversity of students:

Name of the Course	% of students from the same state	% of the students from other states	% of students from abroad
BA Honors English 2016	100%	Nil	Nil
BA Honors English 2015	100%	Nil	Nil
BA Honors English 2014	100%	Nil	Nil
BA Honors English 2013	100%	Nil	Nil
BA Honors English 2012	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services, etc?:

Many alumni are holding high ranking central and state civil services, and many in teaching profession in college and universities. However a comprehensive record has not been maintained.

29. Student progression:

Student Progression	Against % enrolled
UG to PG	Information not available
PG to M.Phil	Information not available
PG to Ph.D	Information not available
Ph,D to Post Doctoral	Information not available
Employed · Campus recruitment · Other than campus recruitment	Not applicable · Information not available
Entrepreneurship /Self employment	Many of our students have entered the fields of academia, creative writing, administrative services, media, politics and hospitality services, and other entrepreneurial enterprises.

30. Details of infrastructural facilities:

a) Library:

The English department section of the library has 5602 books of various genres, CDs and a number of journals. The college sanctions Rs 20,000 every semester for procuring additional books.

b) Internet facilities for staff & students:

The college is Wi-Fi enabled. Desktops and laptops with internet facilities is provided for faculty and students in the library as well as faculty room.

c) Classrooms with ICT facility:

ICT facilities are available in some of the classrooms which is utilized by the department when the need arises.

d) Laboratories:

Not applicable.

31. Number of students receiving financial assistance from college, university, government or other agencies:

- i) The Government provides Merit Scholarship for meritorious students and Post Matric Scholarship (PMS) for all ST students who apply. Record of number of students receiving financial assistance is maintained by the Dept. of Higher Education.
- ii) Students securing highest marks in a subject/subjects is awarded Rs. 5000 as an incentive by the college.
- iii) Faculty donation during students' fund raise for study ours, field trips and other activities.

32. Details of student enrichment programmes (special lectures / workshops /Seminar) with external experts:

- a) Barkweaver Lecture Series on Easterine Kire's novel 'A Terrible Matriarchy' on 14.06.2013 with the author herself as the resource person. Easterine Kire is a poet, novelist, and writer of children's book, formerly an Associate professor of English, Nagaland University (NU), currently based in Norway, writing fulltime.
- b) Naga Writers Speak-Talk Series 1, on 15.10.2015, with resource person Prof. Dr. Temsula, a poet, short story writer and ethnographer and Retd. Professor of English, North Eastern Hill University (NEHU), currently Chairperson, Women Commission, Nagaland.
- c) Naga Writers Speak-Talk Series 2, on 22.07.2016, with resource person Dr.K. B. Veio Pou, a writer and literary critic and an Asst. Professor of English, University of Delhi,

33. Teaching methods adopted to improve student learning:

In addition to regular lectures, a number of innovative methods have been adopted by the department to make classes lively, interactive,

- i) Orientation classes at the onset of every semester to mentally gear up and familiarize students on the prescribed course of the syllabus.
- ii) Organizes annual Talk / Lecture series wherein local authors whose writings are prescribed in the syllabus are invited to address and interact with the students and faculty of the department.
- iii) Participation of students in academic and syllabus related seminars and workshops and project works, assignment writing, group discussions and presentations to encourage self-expression and hone their writing skills.
- iv) Peer teaching and evaluation of peer presentations.
- v) Remedial classes for academically weaker students.
- vi) Curricular activities like debates, extempore speeches, quiz, essay, story and poetry writing competitions.
- vii) Provision of study materials not readily available locally.

34. Participation in institutional Social Responsibility (ISR) and extension activities:

The college has set up 34 committees to oversee various curricular, co-curricular and extra-curricular activities. NSS, NCC, Red Cross, Red Ribbon, Friends of Nature Club/ Campus Green Project (HE), Disaster Management, Swatchh Bharat Abhiyan and Women Cell are some of the committees that involve in Institutional Social Responsibilities (ISR) through various activities. Since inception of IQAC of the college, the Co-ordinatorship had been assigned to two consecutive HoDs of the department.

In the sphere of extension activities, faculties engage themselves by contributing their services to government and non-governmental agencies by conducting interviews for recruitment to various services. Faculties also play a vital role in the University related assignments by way of Question Paper settings, evaluation, Scrutiny, Chief examiners, moderators of Question Papers and framing curriculum in the capacity of being Board of Undergraduate Study (BUGS) members.

Faculties serve as resource persons in various programs in state and district levels. Faculties also moderate and record seminars and workshops at the state level.

Faculty of the department also extend community service as officials of Family Planning Association of India (FPAI), Nagaland Branch, Hockey Nagaland, member of State level Governors Award in literature and members of various NGOs.

35. SWOC analysis of the department and Future plans:

Strength:

The English Department is staffed by nine faculty members whose field of expertise range over wide areas. The chief strength of the department is drawn from the commitment and cohesiveness of its faculty members many of whom have long years of academic experience. Some of the faculty members are well known writers which further boost up the Department, students and faculty alike. The department has always emphasized on the importance of garnering in the rich repository of the unique history, cultural lores and tales of the region by engaging ourselves in literary productions beyond the realms of the prescribed academic course. To this end, a departmental publication, a compilation of poetry by all faculty members is forthcoming. Preparation is also underway for a similar joint venture, a collection of short stories and travelogues by the faculty of the department which will soon go for publication. Such an enterprise is perhaps a first of its kind in the state.

Weakness:

The practice of plagiarism in the assignment writing of the students of the department is a bane towards critical and analytical thinking essential to the study of literature. Attempts to sensitize students on the dangers and unacceptability of such practice proves futile in most cases, the reason being inavailability of sufficient prescribed text books and study materials in the bookstores locally.

A conspicuous weakness of the department lies in the admission policy of the college itself. As per University norms, minimum eligibility criteria for admission to honors course stands at 45% in the last qualifying exam. The college being a Governmental institution, it is mandatory to admit all students passed out from Government run Higher Secondary schools of rural areas of the district. Such category of students with poor scholastic background fail to cope with the study of literature albeit their enthusiasm.

Opportunity:

Notwithstanding the weaknesses and challenges faced by the department, a number of the faculty, being renowned creative writers in the state, the department has opportunity to add to the repertoire of the unique Naga literature for the coming generation of our people.

The department is indispensable to the other departments in the fact that students of all other departments mandatorily have to take up General English and Alternative English. English skill in the ITE & Soft Skill Certificate course is also taught by faculty of the department. Likewise, English syllabus in the Commerce stream will also be taught by the faculty in the 5th semester in 2018. The faculty thereby gets exposure to further enhance their skill by constantly expanding and broadening the horizon of the subject in diverse areas from basic to advanced language literature courses.

Challenges:

The unique feature of the department is that in its history of 50 years, there has never been any male faculty member. There had been challenging times when multiple members had to avail for maternity leave and the onus of the department had to be borne by the rest entailing extra workload.

General English and Alternative English being compulsory for all students of all departments, the overcrowded class rooms per sections hampers the faculty of the department to pay individual attention to the learners.

A glaring problem of the department is the quality of students. A bulk of the students being from rural areas with poor foundations and with no aptitude and little or no literary background, opt for honors in the department.

Future Plans:

The English Department is committed to look beyond the confines of prescribed syllabus and class room teaching. It has been the endeavor of the Department to foster creative writing skills and allied literary productions among students. With an aim to motivate students in this direction the faculty has, in a joint venture collaborated to publish a collection of poetry. Preparations are on for publication of a compilation of short stories and creative writings of the faculty.

The Department further hopes to enhance computer literacy and soft skills of the students by encouraging them to enroll themselves in the recently introduced ITE and Soft Skill Certificate Course.

7. DEPARTMENT OF FUNCTIONAL ENGLISH

1. Name of Department:

Functional English

2. Year of Establishment:

July 2014

3. Name of the course/program offered:

An Elective paper titled 'Vocational subject of Functional English' (In process to award Diploma certificate by Nagaland University in Functional English on completion of the course.)

4. Annual/Semester/Choice based credit system:

Semester system

5. No. of Teaching Posts:

Designation	Sanctioned	Filled
Assistant Professors	None	04 (appointed on contract service)

6. Faculty Profile:

Name	Qualifications	Designation	Specialization	Teaching Exp'
Smti. Chathavino Sakhrie	MA English(TESL)	Assistant Prof.	ELT	3 years
Smti. Neikehienuo Mepfhuo	MA English, Diploma in ELT, M.Phil., Ph.D scholar.	Assistant Prof.	Writing skills	3 years
Smti. Maongla Yaden	MA Linguistics, M.Phil.	Assistant Prof.	Phonetics	2 years
Smti. Cheryl Kevichösa	MA English, Diploma in Mass Com.	Assistant Prof.	Mass Comm.	1 year

7. Participation of Department in courses offered by other Departments:

Three of the Department's faculty teaches the 'Soft Skills' units in an extracurricular Certificate Course "Language Skill in CCC & Soft skills" offered by the college in collaboration with NIELIT, Kohima. Two faculty members teach the English Papers of the Commerce Department. The department also helps in teaching the Phonetics unit of the English Department.

8. Courses in collaboration with other Universities, industries, Foreign institutions, etc:

None

9. List of senior visiting faculty:

None

10. Percentage of lectures delivered and practical classes handled by Temporary faculty:

100% since all faculty are contract employees

11. Number of academic support staff:

One (Language Laboratory assistant)

12. Publications with ISBN/ISSN Nos.:

Name of faculty	No. of publications in peer reviewed journals (National or international)	Chapter in Books	Books with ISBN/ISSN no. with publisher's details
Smti. Chathavino Chielie	---	---	---
Smti. Neikehienuo Mepfhuo	3	---	---
Smti. Maongla Yaden	---	---	---
Smti. Cheryl Kevichusa	---	---	---

1. Neikehienuo Mepfhuo:

- i) 'Oral Tradition of Storytelling in Native American and Naga Literature', Anthology Today: an International Peer Reviewed NEIRA (North East Institute for Research in Anthropology), Volume 1, No. 1. Shillong (ISSN 2454-2709)

- ii) The Oral Tradition of Storytelling in Native American Literature focusing on the Select Works of Louise Erdrich. Kohima College Journal 'Impressions', Volume 1, Kohima. (ISSN 2278-4624)
- iii) The Politics of Gender in Tribal Societies in Easterine Iralu-Kire's A Terrible Matriarchy. The Journal of Northeast Indian Cultures, Volume 2, number 2, Guwahati. (ISSN 2322-0988)

13. No of teachers with ongoing projects from a) National b)International funding agencies and grants received:

None

14. Departmental projects funded by DST-FIST, UGC, DBT, ICSSR, etc and total grants received:

None

15. Research centre recognized by the university:

None

16. Areas of consultancy and income generated:

None

17. Faculty as members in National/International committees or Editorial boards:

None

18. List of eminent Academicians/Visitors to the department:

None

19. Student Teacher Ratio:

1:7

20. Student Projects/activities Semester wise:

Semester	Projects/activities conducted	% of student participation
1 st Semester	Laboratory practice, role plays, peer review, tests & other assignments	100%
2 nd Semester	Participation in teaching practice, peer review, tests & other assignments	100%
3 rd Semester	Writing reports, story writing, advertisements, academic and review writing, tests & other assignments	100%
4 th Semester	Simulation of Hosting and speech presentation, debates, group discussions, paper presentation, mock seminars & symposia, tests & other assignments	100%
5 th Semester	Simulation of: anchoring, radio host, news reading, radio talk, TV & Radio broadcasting. Also, tests & other assignments.	100%
6 th Semester	Teaching practice, Tutoring a primary level child, Hospitality training at well established hotels in Kohima, Report writing, tests & other assignments	100%

21. Activities of the Department:

Apart from the academic activities, the department often takes the students for book launches, book fairs and exposure trip to state run institutes (Only 5th semester students).

The department teachers are also involved as occasional paper presenters, organizers, recorders in the College's inter-departmental seminars. We help the Commerce Department in teaching their English paper, also the NIELIT Certificate course. One faculty member who is an accomplished musician (Pianist) manages the College Choir along with another Asst. Prof from the Tenyidie Department.

The department's Faculty is also actively involved in the various committees and clubs the College has.

22. Award/Recognition received by students:

Hütülü Chuzo of 6th Semester won a consolation prize in an inter-college debate competition organized by Sazolie College in 2016.

23. Seminars/conference/workshops (National & International)organized and source of funding: None**24. How many students have cleared National and state competitive examinations such as NET, SLET, GATE, Civil services. Defense Services etc.?**

None as yet, since the first batch of students are still in the 6th semester.

25. Student profile for Functional English Elective paper (2017 data):

Name of Batch	Enrolled (M/F)	final Semester exam Appeared	Passed/cleared
1 st batch: July 2014	3/9	1/6	N/A
2 nd Batch: July 2015	5/16	In the 4 th Semester presently	N/A
3 rd Batch: June 2016	1/14	In the 2 nd semester presently	N/A

26. Details of Infrastructural Facilities:

- Language Laboratory: Set up in 2014, our Language lab is run on ORDELL Software, with 12 computers attached to the teacher's console.
- Library: The department has ...books.
- Internet facilities for staff and students: The College is WI-FI enabled. Desktops with Internet facilities are available to the students in the Library. Desktops/Laptops with printer and internet available for the teachers.
- Smart Classroom: classrooms with LCD projector for power point presentations that can be utilized whenever the need arises.
- A First Aid room: The College has a Medical Emergency room with a bed and necessary medicines to take care of non-threatening/minor illnesses.

27. Number of students receiving financial assistance from the college/ university/Government or other agencies:

- The Govt. provides Merit Scholarship to meritorious students and Post Matric Scholarship (PMS) to all ST students who apply. The record on the number of such students receiving scholarship is maintained only by the Department of Higher Education.

- ii) Students securing highest marks in a subject are awarded Rs 5000/- as incentive by the College.
- iii) The Faculty donates to fund students' activities.

28. Details of student enrichment programs(special lectures/workshops/seminar) with external experts:

Since our department is small and new, we are yet to bring in external experts. But our students have attended English Department's 'Naga Writers Speak-Talk Series 1 and 2' on 15.10.2015 and 22.07.2016.

The department is in talks with a state performing group "Four Felons" for conducting a workshop on speech poetry in March 2017.

29. Participation in Institutional Social Responsibility (ISR) and Extension Services:

The College has 34 committees overseeing various curricular, co-curricular and extracurricular activities. These committees regularly organize workshops, social responsibility raising programs and competitions/activities to help raise awareness through student participation. The college has the NSS, NCC, Red Cross, Red Ribbon club, Friends of Nature Club/ Campus Green Project (HE), Disaster Management Cell, Swatchh Bharat Abhiyan, Mentoring Cell, cooking cell and women Cell.

30. SWOC analysis of the Department and future Plans:

Weakness:

The Functional Department is not just a new department to Kohima College; it is also a very new paper for the students and faculty members. Set up in the month of July 2014, the first batch of students taking Functional English will graduate only in June 2017. Kohima College is the 2nd Govt. College under N.U. to introduce 'functional English' as an elective paper. With only two Govt. colleges having this paper, It is so new that the students who opt for this paper most often confess that they chose it blindly with only a vague understanding of what it entails. This tendency to opt for the subject without understanding it or even reading the brief put in the college prospectus severely limits their performance.

Strength:

As with any new Department, the new faculty members are all young people comfortable with the new tools and technologies available and very enthusiastic about making a difference. The department is striving wholeheartedly to achieve desirable results. The department's faculty strives to be of help to the college in any way possible and in so doing expand our knowledge and expertise.

Challenges:

As a vocational subject with its primary aim of achieving communicative competence and other job related skills, the teachers have been wholeheartedly guiding and instructing the students. Vast improvement is seen in majority of the students. In a few, owing to the poor language skills they had before they joined the course/college, the quality of their work hasn't seen much improvement. Most times the teachers have to not just spoon feed them but guide them to chew. This is a major challenge: to teach each student, keeping in mind their different levels of ability, while not rushing or dragging the rest of the class. A healthy level of Job satisfaction is hard to consistently maintain due to the diversity of each student's background and the resulting language abilities. Again, each batch of students is unique from the previous in challenging ways.

Future Plans:

Functional English Department plans to upgrade the academic activities of the teachers, and also expand the scope of activities/projects the students have to undertake. The Department will take them on more exposure/ learning trips relevant to their semesters, and to organize more workshops with experts (state or intercollegiate)

8. EVALUATIVE REPORT OF SOCIOLOGY DEPARTMENT

1. Name of the Department:

Sociology

2. Year of Establishment:

July 2016

3. Name of the Programme/ Course offered:

UG-BA (Gen)

4. Name of interdisciplinary courses and the department/ Units involved:

N/A

5. Annual/ Semester/ Choice based credit system (programme wise):

Semester

6. Participation of the Department in the course offered by other departments:

None

7. Course in collaboration with other universities, industries, foreign institutions etc:

Not Applicable

8. Details of Courses/ Programmes discontinued (if any) with reasons:

Not Applicable

9. Number of Teaching Posts

	Sanctioned	Filled
Professors	N/A	N/A
Associate Professors	N/A	N/A
Asst. Professors	1	
01 Asst. Prof. Appointed on Contract service.		

Note: The Department of Sociology is a new department introduced in 2016 July, and for the moment we have only two teachers; however more posts are expected to be sanctioned very soon.

10. Faculty profile with name, qualification, designation, specialization (D.Sc/ D. Litt/ Ph.D/M. Phil etc)

Name	Qualification	Designation	Specialization	No. Of Years of Experience	No. Of Ph.D Students guided for the last 4 years
Dr.Kekhrieseno Christina	MA/ NET/ Ph.D	Assistant Professor	Sociology	17 years 4 months	2
Smti. ViserenuoTheünuo	M.A (NET)	-do-	- do-	8 months	

11. List of Senior visiting faculty:

None

12. Percentage of Lectures delivered and practical classes handled (programme wise) by temporary faculty:

N/A

13. Student- Teacher Ratio (programme wise):

1:82

14. Number of academic support staff:

Not Applicable

15. Qualifications of teaching faculty with DS/D.Litt/Ph.D/M.Phil/PG.

Dr. Kekhrieseno Christina	MA/NET/Ph.D
Smti. ViserenuoTheünuo	MA/NET

16. No of teachers with ongoing projects from

(a) National

(b) International funding agencies and grants received:

None

17. Departmental projects funded by DST-FIST, UGC, DBT, ICSSR, etc and total grants received:

None

18. Research Centre recognized by the University:

None

19. Publications:

Publication Per Faculty	Dr.Kekhrieseno Christina	ViserenuoTheūnuo
Number of papers published in peer reviewed journals (National/International)by faculty and students	4	
Number of publications listed in International Database(for eg Web of science, Scopus, Humanities International Complete, Dare Database-International Social sciences Directory, EBSCO host, etc)		
Monographs		
Chapter in Books		
Books Edited		
Books with ISBN/ISSN numbers with details of Publishers	1	
Citation Index		
SNIP		
SJR		
Impact Factor		
H-Index		

Papers presented and Published in Journals

1. Christina, Kekhrieseno and HiboViraho, 2015, “Flow of taboos: A study of Southern Angami Culture” in a National Seminar on , “ ORALITY AND FOLKLORE : A LOOK INTO THE NAGA ARENA”. Sponsored by The University Grants Commission, At Japfü Christian College, Kigwema and Kerünyü Ki, Zubza. Kohima. Published in Journal on Frontiers Studies Vol. 4, Nagaland Institute of Development Studies (NIDS) ISSN. No. 2319-5096.
2. Christina Kekhrieseno and Nokhwenu Kharutso. 2014, “ Conflict Strategies and Solution for Naga Society” in a National Seminar on “ Conflict to Peace Trap: The Naga Story” sponsored by Indian Council for Social Science Research- North East Regional Center Shillong, Held at Japfu Christian College, Kohima. Published in Journal on Frontiers Studies Vol. 3, Nagaland Institute of Development Studies (NIDS) ISSN. No. 2319-5096.

3. Christina, Kekhrieseno and Hibo, Viraho. 2014. “Dynamics of Exclusion in an Egalitarian Society- the case of the Angami Nagas” in an International Conference on “Looking Beyond the State: Changing Forms of Inclusion And Exclusion in India”, sponsored by Indian Council for Social Science Research-North East Regional Centre, Shillong, Meghalaya, India and National Museum of Ethnology, Japan, held at Japfü Christian College, Kohima, Nagaland, India. Published in Journal on Frontiers Studies Vol. 2, Nagaland Institute of Development Studies (NIDS) ISSN.No. 2319-5096.
4. Christina, Kekhrieseno and Hibo, Viraho. 2012. “Taboos and Rice Cultivation” in Visakhonu Hibo and R. Chumbemo Ngullie (eds.) “Taboos, Myths and Legends” published by Nagaland Institute of Development Studies, Model Village (Medoma), 5th Mile Dimapur. ISBN: 978-81-925168-0-6.

Paper Presented and Published in Books

1. Christina, Kekhrieseno, 2015, “Implications of Customary Laws on Angami Naga Women” in Women And Gender: Emerging Voices From North East India, (eds.) Temjensosang, Athungo Ovung and A. Lanununsang Ao. Published by HPH Books Heritage Publishing House, Dimapur. ISBN 978-93-80500-10-2.

20. Areas of consultancy and income generated:

Not Applicable

21. Faculty as members in

- (a) National Committee
- (b) International Committees
- (c) Editorial Boards:

Dr.Kekhrieseno Christina

1. Review Board member, The Journal of Northeast Indian Cultures, Assam Don Bosco University, ISSN 2322-0988.
2. Member of Angami Bible Translation into mother dialect (Tenyidie), Catholic version, of Angami Catholic Union Publishing Board.

22. Students' projects:

It is mandatory for all students to prepare and present papers and project assigned to them for appearing the qualifying semester exams.

23. Award/ Recognition received by faculty and students:

N/A

24. List of eminent academicians/ visitors to the department:

N/A

25. Seminars /Conference/ Workshops organised & the source of funding :

(a) National

(b) International:

None

26. Student Profile/ course wise:

Name of the Course/ Programme	Applications re- ceived	Select- ed	Enrolled		Pass Percent- age
			M	F	
Sociology General 2016		164	89	75	-----

27. Diversity of students:

Name of the course	% of the students from the same state	% of the students from other states	% of students from abroad
BA General So- ciology	100%	-	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, etc?:

None

29. Student progression:

Students Progression	Against % enrolled
UG to PG	
PG to M. Phil	
PG to Ph.D	
Ph.D to Post Doctoral	
Employed	
-Campus Selection	
-Other than campus recruitment	
Entrepreneurship / Self –employment	

30. Details of infrastructural facilities:

- a. **Library:** The department has 160 books pertaining to the syllabus and a good collection of sociological interest in the context of the local society and of the North Eastern Region.
- a. Internet Facility both for staff and students both in the library as well as in the staff room.
- b. At [present there some classroom equipped with ICT facility.

31. Number of students receiving financial assistance from college, university, government or other agencies :

- a. The Government provides merit scholarship and Post Matric scholarship for the students.
- b. Student securing highest marks in subject/ subjects is awarded Rupees 5000.
- c. Faculty donation whenever necessary.

32. Details of students enrichment programmes (Special lectures/ workshops/ seminar) with external experts:

- i. Orientation classes are given to the students at the beginning of every semester for their preparation.
- ii. Paper presentation and seminar in the class to complete their internal assesment. Project and group discussions are held to encourage them in developing presentation and writing skills.
- iii. Co-curricular activities in the college such as debate, essay writing,

extempore speech, painting, quiz, poetry competitions help in their learning process. There are also a lot of cultural activities such as singing, dancing and other festive activities that encourage the students to expose their talents. It also encourages their active participation.

33. Details of student enrichment programmes (Special lectures/ workshops/ seminar) with external experts:

A practice of power point presentation by the Department was organised to enable and encouraged the students.

34. Participation in institutional Social Responsibility and extension activities

The College is being supported by 34 different committees to look into the smooth functioning and its over-all development. These include various curricular, co-curricular and extracurricular activities. Faculty also attended the required Refresher courses and workshops to keep oneself up-dated.

With regard to extension services, faculty offers their services to both government and non-government agencies like interview for recruitment to services. Faculty also attends programmes/ workshop as expert. A vital task performed is related to University in the form of examiners, invigilation and paper evaluation, scrutiny and chief-examiners.

Services are also extended to the church organisation and civil society and the student communities within and outside the college premises.

35. SWOC analysis of the department and future plans:

Strength:

Sociology Department in Kohima College, Kohima is one among the youngest departments and staffed by two teachers at the moment to take care of students a little less than 200. However, we are very enthusiastic and ambitious and ready to carry out our duties to bring this department to greater heights with the active participation of the teachers and the students.

Today, sociology in our society has gained so much weight and recognition. It is no longer a mere subject to study or to teach but because of its subject matter and its usefulness both in academic career and employment opportunities, it is a sought after discipline in most colleges. Our strength therefore lies in our very subject that boosts our morale and gives us the impetus to work harder.

Weakness:

Being a new department, it is rather difficult to pinpoint our merits and demerits, yet, we are trying hard to catch up with the others. The problem that can be identified is the preparation of assignment and project for internal assessments. Students often writes or copy from books without references and this needed much help to enable to understand the art of writing. Library visit is habit to be cultivated by every student. More staff and introduction of honours course is a real necessity.

Opportunity:

The department of sociology is indispensable in every educational institute and therefore having our department introduce in this College, we the teachers and students are greatly blessed and grateful. Sociology is a subject which is highly sought and recommended even for public examination for the many opportunities that it offers. The faculty therefore, intends to give our best and meanwhile work harder to attract more students.

Challenges:

The greatest challenge for the department is to increase the number of teachers and the introduction of Honours course so as to cater to the needs of the students especially those aspiring to major in the subject.

Future Plans:

Sociology is the science or study of society. Sociology seeks to understand social realities as they are, and so it is not a normative science but a positive science. Sociology aims at the understanding of social realities by discovering the patterns of human behavior. Therefore, it aims at understanding social realities, to discover the patterns underlying such phenomena in order to obtain dependable knowledge about human society.

Therefore, our present plan for the department is to work for its up gradation through good performance of the faculty and the students. The department is committed to a good start by looking at all areas of teachers and students development not only through the completion of syllabus but also through various activities that is beyond the classroom i.e. the society. We intend to take up some studies pertaining to our society and the rich culture that are slowly eroding.

9. EVALUATIVE REPORT OF THE COMMERCE DEPARTMENT

1. Name of the department:

Commerce

2. Year of Establishment:

2016

3. Names of Programmes/ Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):

UG B.Com (Pass)

4. Names of Interdisciplinary courses and the departments/units involved:

English, Economics.

5. Annual/ Semester/ choice based credit system (Programme wise):

Semester

6. Participation of the department in the courses offered by other departments:

NIL

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:

Not Applicable

8. Details of courses/programmes discontinued (if any) with reasons:

NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors		

Note: Since the department has started from 2016, so there are no sanctioned post as yet. At present there are three Asst. Professors one attaches from Dimapur Govt. College to Kohima College and other two are on contract basis.

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./ D.Litt. /Ph.D./ M.Phil. etc.),

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Shri.Biswarjit Sarkar	M. Com	Assistant Prof	Accounting Finance	18 years	- NIL-
Smti.Akono Phira	M.Com (NET)	Assistant Prof	Accounting Finance	Less than 1 year	- NIL-
Shri.Vekhosa Thingo	M.Com (NET)	Assis-tant. Prof	Accounting Finance	Less than 1 year	- NIL-

11. List of senior visiting faculty:

None

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

NIL

13. Student-Teacher Ratio (programme wise):

3:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

Not Applicable

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.

Shri. Biswarjit Sarkar	M. Com
Smti. Akono Phira	M. Com (Net)
Shri. Vekhosa Thingo	M. Com (Net)

16. Number of faculty with ongoing projects from

a) National

b) International funding agencies and grants received:

None

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received:

None

18. Research Centre/ facility recognized by the University:

None

19. Publications:

NIL

a) Publication per faculty

Number of papers published in peer reviewed journals (national/ international) by faculty and students

Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, and Dare Database - International Social Sciences Directory, EBSCO host, etc.)

Monographs

Chapter in Books

Books Edited

Books with ISBN/ ISSN numbers with details of publishers

Citation Index

SNIP

SJR

Impact factor

H-index

20. Areas of consultancy and income generated:

Not Applicable

21. Faculty as members in

a) National Committees

b) International Committees

c) Editorial Board:

None

22. Students projects

a) Percentage of students who have done in-house projects including inter departmental/ programme:

100%. It is mandatory for students to execute all in-house projects and

interdepartmental programs assigned to them to qualify for appearing in the end semester examination of the University.

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies:

None

23. Awards/ Recognitions received by faculty and students:

One student from Commerce Department has won Miss. Fresher's 2016 Title.

24. List of eminent academicians and scientists/ visitors to the department:

None, as the department is quite new.

25. Seminars/ Conferences/ Workshops organized& the source of funding

a) National

b) International: None

26. Student profile programme/ course wise:

Name of the Course/ programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percent- age
			M	F	
B. Com 1 st Semester 2016	8	8	6	2	100%

*M=Male *F=Female

27. Diversity of Students

Name of the course	% of students from the same state	% of students from other states	% of students from abroad
B. Com	100%	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Not applicable as the department is quite new.

29. Student progression:

Student progression	Against% enrolled
UG to PG	
PG to M.Phil	
PG to Ph.D	
Ph.D to Post-Doctoral	
Employed Campus selection Other than campus recruitment	
Entrepreneurship/ Self-employment	

None since we have started in 2016

30. Details of Infrastructural facilities

- Library:** The Commerce department has 103 books in the library so far.
- Internet facilities for Staff & Students:** The college is Wi-Fi enabled. Desktops and laptops with internet facilities is provided for faculty and students in the library as well as faculty room.
- Class rooms with ICT facility:** ICT facilities are available in some of the classrooms which is utilized by the department when the need arises.
- Laboratories:** Not Applicable.

31. Number of students receiving financial assistance from college, university, government or other agencies:

- The government provides Merit Scholarship for meritorious students and Post Metric Scholarship (PMS) for all ST students who apply.
- Students securing highest marks in subject/subjects are awarded Rs. 5000 as an incentive by the college.
- Faculty donation during students fund raises for study tours, field trips and other activities.

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts

NIL, as the department is quite new

33. Teaching methods adopted to improve student learning Remedial Class/ Tutorial Class

In addition to regular lectures a number of innovative methods have been adopted by the department to make classes lively, interactive.

- i) Participation of students in project work, assignment writing.
- ii) Remedial/ Tutorial Classes for academically weaker students
- iii) Provision of study materials not readily available locally.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

The college has setup 34 committees to oversee various curricular, co-curricular and extracurricular activities. The faculty is involved directly in one committee or the other and that involves in Institutional Social Responsibilities (ISR) through various activities.

Since inception of IQAC of the college, the membership has been assigned to HOD of the department.

One Assistant Professor from Commerce department went for study Tour along with students this year i.e. in January 2017.

35. SWOC analysis of the department and Future Plans:

- i) To introduce honours in Accounting & Finance group as well as in Management group.
- ii) To organize seminar, Entrepreneurship Training Development Programme, etc.

POST ACCREDITATION INITIATIVES

The first cycle of accreditation of Kohima College, Kohima, in 2016 has been an enriching and rewarding experience, instilling in us a deeper sense of self-evaluation, accountability and commitment towards higher education. Based on the observations and recommendations of the Peer Team Report, the institution has, since the post accreditation put in every effort to reinforce our areas of weakness and streamline the functioning of the college in its entirety, to ensure all round quality enhancements.

The relentless attempt of the college to introduce new streams, departments and certificate courses was finally realized. The state Government and the University approved and sanctioned the introduction of the Department of Functional English as an elective subject. The colleges offering this subject has approached the University to awards certificate to students who take up this subject as an elective option. Sociology Department (Pass Course) was also introduced in 2016. The college is seeking approval from the University to allow Honours course in this subject from 2017 session.

A certificate course in ITE and Soft Skill was introduced in 2016 in collaboration with National Institute of Electronics & Information Technology (NIELIT), Nagaland branch. The college has also submitted a Detailed Project Report (DPR) to the state Government for construction of a Demonstration Centre and two Green Poly units for its existing Floriculture Unit started in 2015. On completion of the Demonstration Centre and the Green Poly unit, the college proposes to introduce a certificate course in Floriculture in collaboration with the Department of Horticulture, Government of Nagaland. Modalities are being worked out with the Horticulture Department to launch the course at the earliest.

Commerce Stream (pass course) was launched in 2016. The college has applied to the University for approval of starting honours course in the stream from 2017 academic session.

The weakness detected by the Peer Team in the Feedback on Curriculum was the unsystematic analysis of feedback. Following the last Peer Team visit, the college has devised separate feedback formats on curriculum for parents, alumni and students respectively. The inputs from these feedbacks are meticulously analyzed by the IQAC. Suggestion Boxes placed at strategic points in the college building are collected periodically by the Grievance Redressal Cell of the college.

Suggestions and feedbacks on curriculum from students during classroom activities and in mentoring sessions are given due importance. Findings from such exercises are compiled and discussed during faculty meetings, HoDs meetings, and IQAC meetings and remedial measures that are within our control is adopted. Other grievances that entails intervention of the University is transmitted to the University during Board of Under Graduate Studies (BUGS) meetings. Several faculty members of our college is in the above mentioned Board.

Linkage between core values and curriculum better focused.

In the sphere of Teaching, Learning and Evaluation there has been remarkable improvement in the status of faculty qualification since the last assessment and accreditation. A comparison table for reference is provided as follows:

2012		2017	
Ph.D	04 (one retired in 2014)	Ph.D	06
M.Phil	03	M.Phil	6
NET	04	NET	14
Research Scholars registered under different Universities in the country	03	Research Scholars registered under different Universities in the country	08

It may be mentioned here that presently eight faculty members are undergoing their PhD research, some of whom are on the verge of completing their research studies.

The college constantly encourages its teachers to upgrade their professional skills through participation in trainings, workshops, orientation courses refreshers courses, summer/winter schools and other skill enhancement courses conducted within and outside the state. Teachers who have attended faculty development programmes since last assessment and accreditation is compiled as reflected as follows:

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	18
HRD programmes	
Orientation programmes	04

Staff training conducted by the university	
Staff training conducted by other institutions	40
Summer / winter schools	18
Workshops, etc.	17

Another area of the Peer Team's dissatisfaction was in the weakness of research culture among teachers of the college. After the first cycle of the NAAC accreditation and assessment of the college, teachers have roused from their lackadaisical attitude and involve themselves in research activities with vigor.

To strengthen the area of research culture among faculty, the IQAC, in 2014 initiated the practice of conducting annual cycles of Inter-Departmental Seminars wherein each Department presents two papers on topics of mutual interests. Noteworthy papers presented in these seminars sources the college annual journal (with ISSN no.) titled Impressions.

Stimulated by the success of this programme, a number of faculty members have registered for Ph.D programme. Some have earned their degree and several more are on the verge of completion.

The Nagaland University have no provision for Affiliated College faculty members to act as Research Guides for PhD/ M. Phil/ M.A. degrees, however it has no objection to Affiliated College faculty members acting as Research Guides for the same degrees under any UGC recognized University. Two faculty members have therefore engaged as research guides in various capacities.

Dr. Kekhrieseno Christina, HOD, Dept of Sociology.

Name of the research scholar	Research and status	Status	Title of the research undertaken
Viraho Hibo	Regd. No AZ-0-2012-000296, Dept. of North East India studies, Assam Don Bosco University, Taparia Sonapur.	Ongoing	Change and continuity of Taboos among the Southern Angami Nagas
Charles Ezung	Admission 14.03.14, Dept. of North East India studies, Assam Don Bosco University, Taparia Sonapur	Ongoing	Socio-political status of contemporary women

Dr.Konei Nakhro, Dept. of Political Science

Name of the research scholar	Research and status	Status	Title of the research undertaken
Zhasalie Naprantsu	Masters thesis Regd. No PG/004/ CRM/2008-2012 The Global Open University	Completed (2012)	Customary law of the Angami Nagas

Publication of books and research papers have also increased to a large extend details of which are furnished in 3.4.3.

As per the Government policy of NAAC assessed institutes to adopt un-assessed institutes to provide consultancy and assist them in their preparation for assessment, Kohima College, Kohima, was assigned Pfutsero Government College, Pfutsero, Phek District. A one day consultancy programme was organized on 21 November 2016 in which the Principal, IQAC Co-ordinator and Asst. Co-ordinator , Kohima College, Kohima conducted the programme.

The college is in the process of a tie up with State College of Teachers Eduation(SCTE), Nagaland, Kohima for faculty exchange programme since 2016. Preparation of formal MOU between the two institutions is underway. Another MOU was signed between NEILIT and our college in 2016 for introduction of ITE and Soft Skill Certificate course. The first batch of students have started this course in 2016. The college is in the process of preparing a blueprint to collaborate with the Department of Horticulture, Government of Nagaland, to start a Certificate Course in Floriculture. In anticipation of this course, a floriculture unit has been set up in 2015 and harvesting has started since 2016. In this regard, the college has submitted a Detailed Project Report (DPR) to the Government for construction of a Demonstration Centre and procurement of two units of Poly Green house. On completion of this facility, the college will introduce the course.

An MOU has being signed with Ramietech Solutions Co for maintenance and upgradation of e-resource and ICTE facilities. The Language Laboratory set up in 2014 with the introduction of Functional English Department, is also taken care of by the same company. Another MOU has been signed between the college and Reliance Jionet under their Corporate Social Responsibility (CSR) programme to provide free service for Wi-fi. Though no formal MOU has been drawn up, the students of the college works in partnership with Youth Net as Education Partners in many of the entrepreneurial programmes initiated by them.

As to the findings of the Peer Team's observation on lack of computers for all departments, the college has provided a computer each for all the Departments and the recently introduced Departments makes use of the laptops procured for their use. The IQAC and the Editorial Board are also provided with a laptop each for their exclusive use.

In the area of Student Support and Progression, the Peer Team has found the college lacking in the existence of Sexual Harassment Prevention Committee and Discipline Committee. Though there has been no instances of sexual harassment reported in the history of the college, the cell has been set up in the event of such occurrences in the future. The college does not have a Discipline Cell as such, but any case of indiscipline is looked into by the Student Welfare Committee and Mentoring Cell. The Grievance Redressal also looks into grievances, if any, of the faculty, staff and students of the college.

Regarding the Peer Team's comment on the non-development of MIS, it may be mentioned here that due to shortage of staff the system is not yet formally developed. With a student strength of 1500 and above, no single manpower can be spared to solely monitor the MIS. Any electronic queries are managed by the LDA-cum office Assistant. Also, due to the open-door policy practiced by the college, anyone wishing to meet the authority are free to visit the college at anytime during working hours. Any calls are promptly responded to, and there had not been any complaints against the college for laxity and lapses in matters relating to unattended calls or delivery of information.

During the period of the Peer Team's visit in 2012, the accounting system was yet to be computerized. In recent years, accounting system has been partially computerized. The college has plans to upgrade it further after the concerned staff dealing with accounts undergo the necessary trainings.

The Peer Team also made note of the need of the IQAC of the college to strengthen itself. It may be mentioned here that in the post accreditation period the IQAC has been revamped with the most dynamic faculty members as its team members. The IQAC has been religiously putting in every effort to instill a sense of accountability among all stakeholders, in its quest for quality assurance and sustainance. The various committees/cells of the institution under the supervision of the IQAC, pulsates with enriching activities that adds to the a vibrant campus life for the teachers and the taught. All academic activities are also monitored by IQAC by keeping a tab on departmental activities, through reports submitted by departmental HoDs.

The Peer Team in its report had identified adopting of more ICT enabled teaching-learning methods with smart classrooms. In this respect, in addition to the existing ICT facilities a number of class rooms has been installed with ICT smart classrooms for the use of all departments, when the necessity arises.

In the overall analysis of the Peer Team report the weaknesses observed were:

- Inadequate research culture among faculty members.
- Soft skills of students not in tune with changing global scenario.
- Very limited use of modern teaching methods.
- Limited exposure of faculty to national and internal educational trends.
- Limited use of ICT in teaching

An overview of the institution since its first accreditation presents a positive picture, taking into account the all round rampant progress made in all the areas of weakness in the last five years. This has been made possible by focusing on the recommendations of the Peer Team for quality enhancement. The college in its pursuit of excellence continues to make all efforts in its relentless strive to keep up with the progressing trends in the field of higher education, to keep our rural students abreast with students studying in the mainland.

Annexures

Annexure-1: NAAC Certificate of Accreditation: Cycle-1



Annexure-2: NAAC Institutional Score for Cycle-1



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
 विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
 An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Kohima College
Place : Kohima, Nagaland

Criteria	Weightage (W _i)	Criterion-Wise Grade Point Averages (Cr _i GPA)	W _i X Cr _i GPA
I. Curricular Aspects	050	2.30	115
II. Teaching-Learning and Evaluation	450	2.79	1256
III. Research, Consultancy and Extension	100	2.30	230
IV. Infrastructure and Learning Resources	100	2.60	260
V. Student Support and Progression	100	2.60	260
VI. Governance and Leadership	150	2.00	300
VII. Innovative Practices	050	2.70	135
Total	$\sum_{i=1}^7 W_i = 1000$		$\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA}) = 2556$

$$\text{Institutional Score} = \frac{\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA})}{\sum_{i=1}^7 W_i} = \frac{2556}{1000} = \boxed{2.56}$$

Grade = B **Descriptor =** GOOD

Date : July 05, 2012  *HARUN*
 Director

- This certification is valid for a period of Five years with effect from July 05, 2012
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
- Scores rounded off to the nearest integer

EC/60/A&A/011

Annexure-3: Certificate of Recognition under UGC Section 2(f) and 12 (B)

23236351, 23232701, 23237721, 23234116
23235733, 23232317, 23236735, 23239437


ज्ञान-विज्ञान विमुक्तये

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

F. 1-2/2004 (CPP-I)

January, 2008

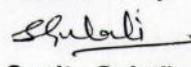
The Principal,
Kohima College,
Kohima (Nagaland).

5 JAN 2008

Sub:- Recognition of under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

With reference to your letter No. KC/ADM/PR-1/2007-08/248 dated 21.11.2007 on the above subject, I am directed to say that the name of **Kohima College, Kohima (Nagaland)** is included in the list of Colleges maintained under Section 2 (f) of the UGC Act, 1956 under the head Non-Government Colleges teaching upto Bachelor's Degree. The College is also eligible to receive Central Assistance under Section 12 (B) of the UGC Act.

Yours faithfully,

(Mrs. Sunita Gulati)
Section Officer

Annexure-4a: Nagaland University Permanent Affiliation Notification

 **NAGALAND UNIVERSITY**
(A Central University Estd. by the Act of Parliament No. 35 of 1987)
HEADQUARTERS-LUMAMI : CAMP-KOHIMA-797001

NU-CDC/GEN-5/2008- 12 53 Dated 10th July 2009

To,

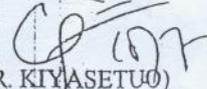
✓ The Director,
Department of Higher Education,
Nagaland,
Kohima.

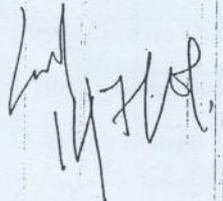
Sub:- List of colleges in Nagaland Recognized by UGC under 2 (f) & 12 (B) Section of UGC Acts 1956, and list of Permanent Affiliated to Nagaland University.

Sir,

On the above subject cited above and with reference to your letter of even No. 698, dated 8th July 2009, please find enclosed herewith the list of Colleges recognized under Section 2 (f) & 12 (B) of UGC Act and list of Permanently affiliated Colleges under Nagaland University.

This is for favour of information.

Yours Sincerely,

(DR. KIYASETUO)
Director,
College Development Council.



Annexure-4b: Nagaland University Permanent Affiliation Notification

Sl.No	Name of the College/Institutions	Permanent
1	Kohima Science College, Jotsoma	Permanent
2	Fazl Ali College, Mokokchung	Permanent
3	Sao Chang College, Tuensang	Permanent
4	Zunheboto College, Zunheboto.	Permanent
5	Mount Tiyi College, Wokha	Permanent
7.	Nagaland College of Teacher Education, Kohima	Permanent
7.	Dimapur Govt. College, Dimapur	Permanent
8.	Patkai Christian College,	Permanent
9.	Kohima College, Kohima	Permanent
10.	Baptist College, Kohima	Permanent
11.	St. Joseph's College, Jakhama	Permanent
12	Pranabananda Women's College, Dimapur	Permanent
13	Sd. Jain Girls College, Dimapur.	Permanent
14	Eastern Christian College	Permanent
15.	Mount Olive College, Kohima.	Permanent
16.	Sakus Mission College, Dimapur	Permanent
17.	Salt Christian College, Dimapur	Permanent
18.	Salt College of teacher Education, Dimapur	Permanent
19.	Wangkhaio College, Mon	Permanent
20.	Tetso College, Dimapur	Permanent
21.	Public College of Commerce, Dimapur	Permanent
22.	Alder College, Kohima	Permanent
23	Japfu Christian College	Permanent
24	Yingli College, Longleng	Permanent
25	City Law College, Dimapur	Permanent
26.	yingli College, Longleng	Permanent

Annexure-5a: Latest Grants-in-Aid from UGC



UNIVERSITY GRANTS COMMISSION
 NORTH EASTERN REGIONAL OFFICE
 3RD FLOOR, HOUSEFED, RENTAL BLOCK - V
 BELTOLA - BASISTHA ROAD
 DISPUR, GUWAHATI - 781006, ASSAM
 PHONE : 0361- 2267721 (0)
 FAX : 0361 - 2267056
 Website : www.ugc.ac.in
 E-mail : ugcnerogy@rediffmail.com
ugcnero@gmail.com

FD Diary No. 17596
 Dated : 25 MAR 2014

No. F. 8-10/GDA/2012/(NERO)

March, 2014

The Accounts Officer,
 University Grants Commission,
 North Eastern Regional Office,
 Housefed Complex,
 Dispur, Guwahati (Assam) – 781 006

25 MAR 2014

Subject :- Release of Grants-in-aid to Kohima College, Kohima, Nagaland (Affiliated to Nagaland University) for the year 2013-14 under Plan in respect of General Development Assistance (GDA) in Colleges for XII Plan period.

Sir/Madam,

I am directed to convey the sanction of the University Grants Commission for payment of grant of ₹ 16,94,000/- (Rupees Sixteen lakh ninety four thousand) only towards General Development Assistance (GDA) in Colleges for XII Plan period to the Principal, Kohima College, Kohima, Nagaland for the Plan expenditure to be incurred during 2013-14.

Auth. : Vide UGC, H.O. Letter No. F.4-8/2014 (GDA/NERO/RO) dated 14.3.2014.

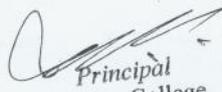
1.

Purpose of Grant	Head of Account (GDA) 1B(i)j	XII Plan Allocation (₹)	Grants Already Released (₹)	Present Sanction (₹)	Balance (₹)
General Development Assistance (Plan Block Grant)	2C(i) - General 2C(ii) - SC 2C(iii) - ST	51,10,000/-	3,50,000	16,94,000/-	30,66,000/-

The college is requested to note:

- A. General District : General – 77.5%, SC – 15%, ST – 7.5%.
- B. SC District : General – 62.5%, SC – 30%, ST – 7.5%
- C. ST District : General – 55%, SC-15%, ST – 30%.
- D. No photocopy of bills/vouchers or the originals and detailed list of purchase should be sent with the accounts submitted unless specifically called for.

2. The sanctioned amount is debitable to the General Development Assistance (GDA) in Colleges for XII Plan period Head 1B(i)j and is valid for payment during the current financial year.


 Principal
 Kohima College
 Kohima : Nagaland

Annexure-5b(i): Latest Grants-in-Aid from UGC

28 MAR 2013

Date :

28 MAR 2013

Date :

No. F. 8-10/2012(NERO) / 22042

The Accounts Officer,
University Grants Commission,
North-Eastern Regional Office,
Dispur, Guwahati - 781006, Assam

UNIVERSITY GRANTS COMMISSION
NORTH EASTERN REGIONAL OFFICE
3RD FLOOR, HOUSEFED, RENTAL BLOCK - V
BELTOLA - BASISTHA ROAD
DISPUR, GUWAHATI - 781006, ASSAM
PHONE : 0361 - 2267721 (O)
FAX : 0361 - 2267056
Website : www.ugc.ac.in
E-mail : ugcnero@gmail.com

Subject: Release of Grants-in-aid to Colleges during current financial year in XIth Plan period as an Ad-hoc grants of MS of XIth Plan period Allocation.

Sir,

I am to convey the sanction of the University Grants Commission for the payment of ₹ 2,50,000/- (Rupees Two Lakh Fifty Thousand) only to **Kohima College, Kohima, Nagaland** as per details given below as an Ad-hoc GDA of the grant of XIth Plan period.

Additional Grants/Schemes merged with Development Grants.

Sl No.	Name of the Scheme	Item	Amount allocated during XI th plan	Grant already released	Grants being released 25% of XI th plan allocation	Total grants paid
1.	Remedial Coaching for SC/ST/OBC (excluding creamy layer) and Minorities.					
2.	Coaching for NET/SLET for SC/ST/OBC (excluding creamy layer) and Minorities (Colleges with Post graduate department only)	Books, Journal & Equipment	10,00,000/-	Nil	2,50,000/-	2,50,000/-
3.	Coaching classes for entry in services for SC/ST/OBC(excluding creamy layer) and Minorities					
Total =			10,00,000/-	Nil	2,50,000/-	2,50,000/-

The college is requested to note:

A. General District - General - 77.5%, SC - 15%, ST - 7.5%,
 B. SC District - General - 62.5%, SC - 30%, ST - 7.5%
 C. ST District - General - 5%, SC-15%, ST - 30%
 D. Photocopy of bills/vouchers or the originals and detailed list of purchase should be sent with the accounts submitted unless specifically called for.

Principal
Kohima College
Kohima : Nagaland

Contd.

Annexure-5b(ii): Latest Grants-in-Aid from UGC

(2)

The sanctioned amount is debit to the major Head of Account **1.B (1)C an.I** is valid for payment during the financial year **2012-13** only. The amount of the Grant shall be drawn by the Accounts Officer, University Grants Commission on the grant-in-aid bill and shall be disbursed and credited to the account of **Kohima College, Kohima, Nagaland** through **RTGS**.

The Grant is subject to adjustment on the basis of Utilization Certificate in the prescribed proforma submitted by the College.

The College shall maintain proper accounts of the expenditure out of the Grants, which shall be utilized, only on approved items of the expenditure.

The Utilization Certificate to the effect that the grant has been utilized for the purpose for which it has been sanctioned shall be furnished to the University Grants Commission as early as possible after the close of current financial year.

The assets acquired wholly or substantially out of University Grants Commission's Grant shall not be disposed or encumbered or utilized for the purposes other than those for which the Grant was given without proper sanction of the University Grants Commission and should, at any time the college ceased to function, such assets shall revert to the University Grants Commission.

A Register of Assets acquired wholly or substantially out of the grant shall be maintained by the College in the prescribed form.

The grantee institution shall ensure the utilization of grants-in-aid for which it is being sanctioned / paid. In case non-utilization / part utilization, the simple interest @ 10% per annum as amended from time to time on unutilized amount from the date of drawl to the date of refund as per provisions contained in General Financial Rules of Govt. of India will be charged.

The College shall follow strictly all the instructions issued by the Government of India from time to time with regard to reservation of posts for Scheduled Castes/ Scheduled Tribes/ OBC etc.

The College shall fully implement the Official Language Policy of Union Govt. and comply with the Official Language Act, 1963 and Official Languages (use for official purposes of the Union) Rules, 1975 etc.

The sanction issues in exercise of the delegation of powers vide Commission Office Order No. 25/92 dated May 01,1992.

An Amount of ₹out of the grant of ₹sanctioned vide letter of even number dated.....has been utilized by the College for the purpose for which it was sanctioned.

The funds to the extent are available under the Scheme.

The accounts of the grantee institution are subject to the inspection by the officer of the UGC.

The terms & conditions of the grant have been accepted by the College.

You are requested to indicate the date of implementation of this scheme. This date should be within six months from the date of receipt of grants from UGC.

Yours faithfully,

 Dy. Secretary
 UGC-NERO

Copy forwarded for information and necessary action to:

1. The Principal, Kohima College, Kohima, Nagaland.
2. He/She is requested to abide by the instructions/ guidelines of sanction order.
3. The Director, College Development Council, Nagaland University, HQ - Lumani - 798 627, Dist. - Zunheboto, Nagaland.
4. The Registrar, Nagaland University, HQ - Lumani - 798 627, Dist. - Zunheboto, Nagaland.
5. The Secretary to State Govt of Nagaland (Education Department), Kohima, Nagaland.
6. Director of Higher Education, Govt. of Nagaland, Nagaland, Kohima - 797 001.
7. Accountant General, Govt. of India (A & E), Nagaland, Kohima.
8. Guard File.
9. Office Copy.

(S.C. Ray)
 Dy. Secretary
 UGC-NERO



COVER CONCEPT

Vineizotuo Z.Tase

(batch of 2012)

Freelance Artist

He drew inspiration from the Thanksgiving Programme on the successful outcome of the Accreditation (2012).

“Equipping the students for a brighter and colorful tomorrow, we are still in touch with our yesterday’s culture and traditional ties, where many others can hope to emulate this spirit.”



KOHIMA COLLEGE KOHIMA
Billy Graham Road (Kruoliezou)
Kohima District-797003, Nagaland
email : kohima_college_kohima@yahoo.com

www.kohimacollege.ac.in