SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ZUNHEBOTO GOVT COLLEGE

ZUNHEBOTO GOVT. COLLEGE

798620

www.zunhebotogovtcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The College, initially known as Zunheboto College, being the only Institution of Higher Education in the district, is a co-educational Institution located in a semi-urban, tribal, hilly area in the Zunheboto district of the State of Nagaland, one of the Northeastern states of India. Established on 21st July, 1980 by the Sumi Hoho, an apex body of the Sumi Tribal Organization, in an ideal location surrounded by beautiful natural scenery conducive to learning, approximately four (4) kilometers away from the main town, the College was taken over by the Government of Nagaland in 1985. It is permanently affiliated to the Nagaland University (NU) and is recognized under section 2(f) of the UGC vide No. F.8-39/98 (CPP-1) dated 29.01.1999 and under 12 (B) vide No. F. 8-214/2006 (CPP-1) dated 24.01.2008. The College is a proud recipient of Governor's recognition for producing best results among all Government Colleges in the state during 2004.

It is an Arts College following the semester system offering three year B.A. Arts degree programme with six elective subjects, namely, English, History, Political Science, Economics, Geography and Education (EVS) as a compulsory subject in the last two semsters) and Honours programme in five (5) disciplines with the exclusion of Education.

With the exclusion of the Principal, the College has twenty nine (29) teachers on its faculty, which includes ten (10) Teachers appointed on Engagement basis. Besides, the College has a Librarian appointed on Engagement basis. As many as fourteen (14) members have cleared NET, one (1) with M. Phil, PhD and D.Litt. degrees, two (2) with M. Phil. and PhD degrees, one (1) with PhD degree, while nine (9) of them are currently pursuing Ph D degree.

It is a co-educational institution catering to the needs of the tribal population belonging to this part of the region. It is encouraging that over the years girls outnumber boys in matters of enrollment and results.

Motto: Struggle and Progress

Vision

To fulfill the aims of higher education through teaching, research, and extension activities with students and society, development of skills and potentialities of the students and to produce quality manpower.

Mission

- To garner knowledge through various activities and include value based education for the wholesome development of each and every student
- To produce skilled and disciplined students in various fields.
- To train and mould students to be responsible leaders and citizens of the society
- To produce positive thinking and creative minds for the generation of new knowledge
- To mould the students to develop innovative minds and to strive for a progressive society

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Appointment of teachers, service rules and salary are as per UGC norms
- The campus has 16 acres of land with ample scope for development
- Qualified and dedicated teachers with good communication skills
- Opportunities are extended to teachers to upgrade their knowledge and teaching skills
- The college hosts an IGNOU study centre
- Required committees and cells are in place
- The college has an ideal ambience for academic activities
- The students are extended various scholarships
- Optimum utilization of resources
- Provide education to socially and educationally backward community in remote tribal area of the Northeast
- Provide computer literacy to students
- The college is strongly supported by the District Administration and the general public

Institutional Weakness

- Located in a very remote region
- Poor transport and communication facilities
- Support facilities are not satisfactory
- Low level of research activities
- Lack of job oriented innovative programmes
- No linkage with placement agencies

Institutional Opportunity

- Scope for introduction of more programmes and courses
- Scope for collaboration with other academic and research institutions
- Scope to establish a skill development centre
- Scope for augmenting extension services

Institutional Challenge

- To provide a consistently good academic results
- To motivate teachers for undertaking research activities

- To improve the employability level of students
- To introduce job oriented programmes
- To attract students from outside the State and the country

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular aspects of courses offered at Zunheboto Govt. College are governed by Nagaland University. The Institution ensures effective curriculum delivery through a well planned and documented process. This is done through conducting faculty meetings, HoDs meetings, IQAC meetings, developing Holiday List, Academic Calendar and also through developing Lesson Plan by each teacher.

In addition to the regular programmes of the students, the college encourages the students to actively participate in various co-curricular activities. As such, the college plays a pro-active role in observing occasions like National Blood Donors Day, World Aids Day, World Environment Day, and College Foundation Day. On these significant days, students along with the teachers carry out various activities and programmes aimed at creating awareness among the public.

The College always pays due importance to the cross cutting issues such as gender, Climate Change, Environmental Education and Human Rights. The Evangelical Union in the college plays an active role in imparting moral and ethical values to the students. Field projects are undertaken by the Geography department as part of the Geography practical requirements and also by the Environmental Studies department, which is also a basic requirement for the fifth and sixth semester students to complete their course of study.

The College provides feedback mechanism to the students, parents and alumni. Besides the continuous assessment tests, the feedback forms which the students are required to fill in are analyzed to resolve how far the curriculum has fulfilled what it intends to fulfill and to take cognizance of the areas where improvement and enrichment is required.

Principal, Vice Principal and IQAC monitor and evaluate the quality of enrichment programmes. Moreover, they plan and implement various enrichment programmes and take corrective measures for further improvements.

Teaching-learning and Evaluation

Being located in a far-flung, hilly, tribal region, the college has not attracted students from other countries and states on its enrollment. Although the College has 300 sanctioned seats in the first semester, and 200 each in the other two odd semesters during the current year, 45% seats is filled especially in the first semester during the current academic year.

After admission, based on the performance in the internal assessment system and performance in the classroom, advanced and slow learners are identified by subject teachers. Advanced students are given the opportunity to enrich themselves by serving as group leaders during the group teaching-learning sessions. They are further encouraged to take part in co-curricular activities, while the slow learners are enrolled for remedial teaching so as to enable them to cope with the demands of the course of study.

Students are familiarized with the programme outcomes, mode of internal assessment as well as college facilities during the orientation programme of the college. Teachers plan strategies to reduce the gap in knowledge and skills.

The Vice Principal's office, in consultation with senior teachers of all departments, prepares an Academic Calendar in the beginning of the academic session every year, which is strictly adhered to. Based on the academic calendar, a working class test schedule is worked out by the Vice Principal's office for the conduct of internal assessment activities.

The innovative teaching techniques include group teaching activities so as to actively involve learners in the teaching-learning process. It also includes assessing students in terms of their writing and oratory skills and of written tests, assignments, debates, quizzes, discussions, projects and seminars.

The College has a mechanism to deal with examination related grievances which is transparent, time- bound and efficient.

Research, Innovations and Extension

The College has created an ecosystem for innovation including incubation centre and other initiations for creation and transfer of knowledge. The members of the faculty are empowered to take up research activities utilizing the existing facilities. The Research Committee has organized four interdepartmental seminars, one Faculty Workshop, and a one-day national seminar over the last five years.

As part of extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development, the RRC of the College attended a training organized by NSACS at Mokokchung relating to HIV and AIDS and got awareness about social and moral issues. It participated in the Swachhata Hi Seva Campaign and also carried out a social work within the town. In collaboration with DAPCU and Green Club, it observed World AIDS Day under the theme "Know Your Status". It conducted an essay writing competition under the theme "National Unity" in which 47 students participated.

Moreover, the Institution has eight (8) linkages over the last five years for field trip activities during the last five years. The field trip activities are undertaken by students of Geography department, Environmental Studies, and Horticulture programme annually.

Infrastructure and Learning Resources

The policy for infrastructure development focuses on –

- Creating an enabling environment for teaching learning process equipped with ICT facilities
- Regular up-gradation and maintenance of college facilities

The new library building was constructed in 2018and library automation was initiated in 2019.Today it is fully automated with the necessary subsystems.

For effectively maintaining and utilizing physical, academic and support facilities, the College has instituted College Development committee which takes need-based and student-centric decisions to support

inclusive infrastructure – ramps, and specially designed toilets.

Student Support and Progression

The college is committed to excellence in all spheres, therefore, every student who joins the college is extended academic, psychological, professional and financial assistance to make his/her stay in the college an enriching experience. The college provides a meaningful partnership between students and teachers. This is seen in the planning of all academic, co-curricular and extra-curricular activities. Students with financial constraints are offered support with scholarships and freeships. The college attempts to provide access to all kinds of reinforcements that students would need to complete their education such as remedial classes, mentoring programmes and development of their soft skills. Career counseling prepares them for progression to higher studies as well as finding suitable job opportunities.

Co-curricular activities are given the pride of place and are a vital part of the life of the students in the college thus enabling them to discover their true potential. The college has a democratically elected student council guided by faculty members. The students explore their talents and interests through creative and meaningful opportunities. Various platforms are provided to the students to showcase a wide array of extra-curricular activities. The college also has a strong grievance redressal system for redressal of grievances.

The college has an alumni association and the alumni work closely with the students and the college providing guidance as well as support.

Governance, Leadership and Management

For fulfillment of the college mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formulation. The staff and administration work zealously to comprehend and articulate rapid changes in the academic structure and functioning of the college.

The College Development Committee looks after planning and development. The Principal of the College is vested with the general administration of the College. A separate wing is established for finance and accounts. The Central Bank of India (CBI) serves as the nodal agency in the area of students' admission and support, while the examination branch of the College looks after the internal and end-term examinations.

Various committees and cells are constituted as per norms or requirements to oversee academic and administrative operations in the institution. All the committees regularly meet to consider various agenda points and issues and discuss their resolutions. The minutes of the meetings of the committees are maintained properly and the resolutions are implemented. The agenda are mostly related to academic improvements including recommendations and requests for approvals. All the committees are actively functioning and most of their meeting resolutions have been implemented successfully.

The Institution has Annual performance Appraisal Report (APAR) which is a feedback system whereby the

performance of a teacher/ non- teaching staff is assessed by the external peers and higher authorities. It is filled in by the teaching and non-teaching staff and submitted every year, which is reviewed by the higher authorities.

The college conducts internal and external financial audits regularly. The internal audit is conducted by a committee constituted for the purpose while external audit is done by the office of the Accountant General, Kohima.

Institutional Values and Best Practices

Zunheboto Govt. College has pioneered in displaying the best institutional values and practices. The Institution is committed to sustainable development and addresses most of the sustainable programmes in small and large endeavors. Its engagement in social and environmental issues is very evident and is lauded from various quarters.

The college promotes gender equity and sensitivity through various gender equity promotion programmes. Several activities are conducted for the promotion of national values and communal harmony. The college also provides facilities for the differently abled and works extensively to engage with the local community through the community service committee. Environmental consciousness has been an integrated component of the college activities. The college adopts the policy of Reduce, Recycle and Reuse, and natural landscape predominates the campus with a rich biodiversity of flora and fauna.

In order to inculcate human values and professional ethics in students, the teachers, besides delivering lectures on human values, serve as good role models to them. The faculty exhibit good discipline and punctuality and they foster these values upon the students as well as the society.

Community service is one of the best practices being followed in the college so as to generate a taste for manual work among the students and to educate the students and masses in areas of health, hygiene and social responsibility.

The use of sustainable/renewable energy by harvesting solar and wind energy is yet another best practice adopted by the college. The college has 30KVA generator but the energy provided by the power plant is sufficient to meet the power consumption of the College.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ZUNHEBOTO GOVT COLLEGE
Address	Zunheboto Govt. College
City	Zunheboto
State	Nagaland
Pin	798620
Website	www.zunhebotogovtcollege.in

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K Nishena Nekha	03867-220219	6909619375	-	zgc1980zbto@gmail.com
IQAC / CIQA coordinator	T Chandrasekharan	-	8259974851	-	drthomaschandra@gmail.com

Status of the Institution

Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	21-07-1980

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	29-01-1999	View Document
12B of UGC	24-01-2008	View Document

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

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

Details of autonomy

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Zunheboto Govt. College	Tribal	16	32374.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Ba General	36	Higher Secondary	English	475	132
UG	BA,Ba Honours History	36	Higher Secondary	English	95	26
UG	BA,Ba Honours Political Science	36	Higher Secondary	English	95	92
UG	BA,Ba Honours English	36	Higher Secondary	English	95	45
UG	BA,Ba Honours Geography	36	Higher Secondary	English	95	14
UG	BA,Ba Honours Economics	36	Higher Secondary	English	95	6

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				3				19
Recruited	0	0	0	0	1	2	0	3	8	9	0	17
Yet to Recruit				0				0				2
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				32
Recruited	21	11	0	32
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	1	0	0	0	0	0	1
Ph.D.	0	0	0	1	0	0	2	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	2	0	2	0	0	4

Temporary Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	14	0	21

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	134	0	0	0	134
	Female	181	0	0	0	181
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	170	146	140	126
	Female	230	172	179	150
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	3	1	0	1
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		403	319	320	277

3. Extended Profile

3.1 Program

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

Response: 93

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	6	6	6

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
315	403	319	320	277

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
282	188	188	188	188

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
75	59	74	45	24

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
31	30	30	25	25

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	30	30	25	25

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 10

Number of computers

Response: 20

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

2018-19	2017-18	2016-17	2015-16	2014-15
130.012	82.82	125.14	36.93	19.10

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The curriculum of all the courses is framed by the Board of Studies, Nagaland University and the same is executed at the college level. However, some of the faculty members participate in framing the syllabus as members of the Board of Studies (BUGS) as well as syllabus framing committee of the University. For curriculum design and development, the Board of Studies of each department makes a detailed framework which is presented before the academic council for further deliberation, fine tuning and approval. The Nagaland University initiates revision of curriculum periodically keeping in view the changing global trends.

For effective delivery, the college maintains a rich work culture such as:

1. Principal's meeting with the teaching faculty on a regular basis to deliberate on the efficient curriculum delivery and other academic activities.
2. Course progression and coverage is discussed during periodical department meetings. Remedial and tutorial classes are conducted for weaker sections of the students academically.
3. Innovative teaching methods are used to retain students' interest such as group discussion, paper presentation, class seminar, project work, field trips, etc. Students are also encouraged to develop research interest by allocating them assignment writings.
4. All faculty members are encouraged to prepare lesson plans which are monitored for timely delivery. Daily class records are maintained by each department, the classes taken and the topic/course covered in a particular class as against target set by respective teachers are recorded. This is done to keep a check on the progress made in the curriculum delivery and to ensure that proper coverage of the curriculum is achieved within the stipulated time.
5. Opinions and feedbacks are taken from the students regarding the curriculum and its delivery and grievances, if any, which are sought to be addressed by teachers.
6. Academic calendar and class routine are prepared by the college and followed accordingly.
7. Besides, the college has a mentoring programme which enables the students to provide feedback to teachers on curricular issues, college infrastructure and administration. The committee also counsels about the various options related to the offered subjects.

The institution extends its best support and guidance to implement the activities effectively and successfully. In this way, the institution ensures effective curriculum delivery through a well planned and documented process.

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

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

Response: 7.09

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	1	0

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 0

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

File Description	Document
Any additional information	View Document

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

Response: 100

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

Response: 6

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

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

Response: 12.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
55	51	79	11	11

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

1.3 Curriculum Enrichment

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

Response:

The curriculum followed by the college is designed by Nagaland University. There are no core courses

which address gender, environment and sustainability and professional ethics into the curriculum. However, the B A program addresses these issues in the following ways:

1.Cross cutting issues relevant to gender equality:

There is co-education in the institution. Both boys and girls have equal rights in relation to sustainable development to be achieved. Gender equality is nurtured at every step of policy and activities in the institution with the aim of avoiding discrimination. B.A. curriculum addresses the gender issues through particular novels, essays, poems, articles, etc. The institution also has women grievances cell and girls common room for gender issues.

2. Cross cutting issues relevant to environment and sustainability:

There is a compulsory paper on environmental studies for B. A. 5th semester and B.A. 6th semester students. The students get awareness about the changes in the environment, eco-system, bio-diversity and conservation, environmental pollution and protection, etc. Apart from the course studies, the students of the environmental course are taken for field trips to get practical knowledge about environment and sustainability. The institution conducts World Environment Day program every year on June 5th to spread awareness on environmental issues and concerns and tree plantation drives are also carried out within the college campus. NSS takes the initiative to organize this very program.

3. Professional ethics into curriculum:

The institution is located in a rural area. Students need great support and counseling. Thereby teachers help students to learn the academic basics. They also teach valuable lessons by setting positive examples. As role models, teachers follow a professional code of ethics. This ensures that students receive a fair, honest and uncompromising education. All teachers demonstrate integrity, impartiality and ethical behaviour in the classroom and in their conduct with parents and non-teaching staff. The teachers provide counseling to needy students through mentoring classes and students' grievance cell. The teachers also help the needy students wherever necessary and even visit their homes if time and situation demands. Teachers also follow strict punctuality and discipline to set good examples on professional ethics.

4. Cross cutting issues relevant to human values:

The institution ensures inculcation of human values through curricular courses as well as through various co-curricular activities. The 4th semester elective course in Education has a unit devoted to the importance of values, types of values

and strategies for inculcation of values among the students. The institution has discipline enforcement committee to develop right etiquettes, self esteem, self confidence and self growth. NSS organizes community services to develop a sense of love and belongingness, dignity of labour and personality development. The college has an Evangelical Union (EU) Cell that imparts moral education through prayer meeting and fellowship three days in a week before class hours. Besides, the college aspires to inculcate an awareness of fair play, honesty and integrity and also instills strong moral values and disciplined habits.

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

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

Response: 2

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

Response: 2

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

Response: 00

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 76.8

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
135	177	152	183	166

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
300	200	200	200	200

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

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

Response: 81.7

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

2018-19	2017-18	2016-17	2015-16	2014-15
135	177	152	183	166

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

2.2 Catering to Student Diversity

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

Response:

Advanced learners:

High performing students are identified on the basis of internal assessment, and involvement in classroom activities. They are encouraged to read beyond the requirements of the syllabus and to participate in group discussions, technical quizzes to develop analytical and problem-solving abilities in them and thereby to improve their presentation skills. They are provided opportunities to develop their creativity by organizing interdepartmental seminars and making them participate in them. The institute promotes independent learning that contributes to their academic and personal growth. While encouraging them with extra care to obtain university ranks, toppers and university rank holders are encouraged with certificates and cash prizes.

Slow learners:

During admission, the admission committee interacts with the parents and the students to assess the need and aspirations. Further, during the course of study, a group of students are assigned to a faculty for mentoring. The mentors monitor academic performance and interact frequently to understand and assist any student with issues that affect their ability to learn or impede their academic success. Extra classes are organized to clarify doubts and re-explain critical topics for improving performance. Remedial classes are arranged so as to enable the college entrants to keep up with the new environment. Appropriate counseling with additional teaching eventually helps to attend classes regularly. All the staff members maintain good relation with students and deal with their problems in a gentle manner.

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

2.2.2 Student - Full time teacher ratio

Response: 10.16

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The Institution believes in the adoption of student-centric methods to enhance student involvement as a part of participative learning and problem solving methodology. Group teaching, roll playing, discussions, debates and mini projects are followed for the purpose.

Group teaching:

Learners are divided into groups of ten, a problem is offered to each group with clear instruction from the teacher. Each group works out and solves the problem with minimal assistance from the teacher, and finally reports the finding to the class initiating discussion.

Roll play:

Roll play helps the students to learn and try out the experience in a play style. Subjects such as drama, communicatively oriented grammar are well brought out to students by involving them in the learning process.

Discussions:

Discussion is followed as a tool to make the students think and participate in coming up with opinions and suggestions to check their current knowledge. This learning conversation method is used practically in all subjects being taught.

Debates:

Debates are followed in many of the subjects where students are required to come with different opinions, thought processes, thus learning process gets justified in the arguemental way of learning. In this method students ask questions, make hands-on learning process a regular event, and create a creative classroom environment.

Mini project:

To enhance practical knowledge with innovation, students are encouraged to do mini projects from 2nd semester onwards. Students are divided into small groups so that personal attention can be paid and every student's role will become prominent.

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

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

Response: 55.17

2.3.2.1 Number of teachers using ICT

Response: 16

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 11.67

2.3.3.1 Number of mentors

Response: 27

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The Institute takes it as a challenge to improve the teaching-learning environment into student-friendly learning. Students are encouraged to think critically and be innovative and creative in tackling their assignments, projects and other tasks assigned to them. The teachers use context-based presentation and use different tools to stimulate creativity. Besides, real-world experiences are infused into the instructions to enrich classroom learning and to make teaching moments lively and interesting. Further, role playing to develop interpersonal skills; making time for brainstorming sessions in the classroom to get the creative juices flowing; creating a well-decorated classroom atmosphere to encourage an open-minded attitude; introducing lessons like a story to create interest; allowing a rumination process to reinforce and help create link between the new lesson and the previously taught knowledge and experience; addressing the needs of individual learners rather than one-size-fits-all approach; and sharing with colleagues about improving teaching methods in a team work spirit are the innovative and creative techniques followed in the teaching-learning process.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

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

Response: 17.52

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	5	5	5

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 13.39

2.4.3.1 Total experience of full-time teachers

Response: 415

File Description	Document
Any additional information	View Document

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

Response: 3.55

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

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

Response: 14.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	4	4	4

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

2.5 Evaluation Process and Reforms

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

Response:

The college follows the modalities of conducting the Continuous Internal Evaluation as prescribed by Nagaland University. With the introduction of semester system by the University since 2012, evaluation system has been reformed. The main objective of internal assessment is to orient every student to learn through the participatory approach of teaching-learning. Internal assessments carry 30% marks and a minimum of three assessments are made for each paper. The course-in-charge develops various activities that are student-friendly and suitable to the local needs, keeping in view that every student takes part in every item compulsorily. Assessments are made to test their learning process through written tests, assignments, projects, group discussions, seminars etc. These assessments evaluate the students' writing skill, oratory and communication skills.

Evaluation in a continuous mode has helped improve student regularity and participation in practical classes. For theory papers it has been kept in mind that the assignments should not only test the knowledge base of the students but also foster creativity and out-of-the-box thinking. CIE is a method of assessing whether learning outcomes for all courses are being achieved. It provides an opportunity to relook at and modify teaching strategies if the students are not performing well. Students who miss the assignments due to ill health or participation in extra-curricular activities of the college are given an opportunity to give the assignment on an alternate date. There is a set schedule for conducting the assignments which the students know in advance, which helps them to prepare for it in advance.

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

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

Response:

The Institution ensures that all students are aware of the evaluation process through the college prospectus which is updated annually. The Orientation programme held at the beginning of every academic year apprises students and their parents of the evaluation process and the schedule. The faculty members, however, have a certain amount of flexibility in deciding on the kind of assignment so that creativity is not compromised. Guidelines for teachers and students for internal assessments are prepared as per University guidelines and are made available to each faculty.

Dates for the tests/submission of assignments are notified on the college notice boards and announced by faculty in the respective classes at least a week in advance. After every assessment, marks obtained by the students are displayed on the notice boards. Written tests and assignment papers are returned to the students with necessary comments. Students are encouraged to bring to the notice of the teacher any discrepancy found in the evaluation process so that necessary corrections are made. Students performing poorly or willing to improve their internal assessment marks are given the opportunity for re-assessments. The weightage for internal assessment is 30 marks as required by the university guidelines.

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

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

Response:

The following mechanism is followed for grievance redressal in evaluation:

Department level:

- Grievance regarding the internal assessment, and internally evaluated University examinations is handled by the respective subject teacher, and the head of the department immediately at the department level. They shall have initial jurisdiction over complaints against CIE.
- The College level committee shall hear appeal against department level decisions and University level committee shall hear appeals against College level decisions.

College level:

- Internal examination committee meets regularly for objective and effective redressal of the grievances of students regarding evaluation.
- The Institution provides a student handbook with detailed information about the evaluation system and redressal of grievances of students regarding evaluation.
- Students are oriented by the HoDs concerned.

University level:

- Grievances regarding semester examinations conducted by the Nagaland University are handled as per University proceedings. The student has the right to apply for re-scrutiny and revaluation.
- University examination related issues are communicated through Principal who is the Chief Superintendent of Examinations.

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

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

Response:

Based on the Academic Calendar provided by the University, the Examination Committee of the college prepares the academic calendar for the college. This is distributed at the beginning of every academic session to all stakeholders. A sample of the Academic Calendar so prepared has been uploaded in the college website.

A general Class Time Table is prepared and given to all Departments. Each Department prepares its Time Table indicating the name of the teacher for each period. Finally, it is submitted to the Vice-Principal who monitors the class routine effectively.

Schedules for the internal assessments are prepared by the Vice-Principal's Office. However, schedules for end-term examinations are prepared by the University.

The end-semester examination is conducted by the University.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The College website and prospectus state the mission and objectives of all the departments of the college. For each course offered by the college, a unique set of learning outcomes have been defined. These are linked to the broad programme outcomes. Following effective pedagogic strategies, the faculty articulates the learning objectives and expected outcomes for each course at the beginning of the session as well as before each unit in the syllabus. This helps the students appreciate the topic being covered in class as they see the relevance. The syllabus depicting the learning objectives is readily available for students and teachers on college website.

Course Outcomes:

The Course Outcomes help the stakeholders to manage the resources effectively to the maximum extent. This creates ways to improve the process continually.

Programme Outcomes:

For the B. A. degree programme, expectations are listed out by the institution under the Programme Outcomes. This enables the stakeholders to identify and analyze complex problems. They also apply reasoning and understand the impact of the solution in societal and environmental context. They learn to apply ethical principles and become committed to professional ethics and their responsibilities. They realize that individual and team work function effectively in multidisciplinary settings. They learn to communicate effectively with society and they are able to comprehend and write effectively. They also make effective presentations and give and receive clear instructions. They understand the importance of critical thinking, social interaction, effective citizenship, ethics and environment and sustainability. Ultimately, they acquire the ability to lead a meaningful and purposeful life in society.

Programme Specific Outcomes:

The stakeholders understand the value of critical thinking, of life-long learning, and of becoming a productive citizen.

File Description	Document
Link for Additional Information	View Document

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

Response:

Continuous assessment provides feedback on the efficacy of the teaching-learning process and learning outcomes of each course. This is in the form of assignments which are a part of the CIE as well as additional quizzes, tests and assignments which are periodically given to students.

Based on the Course Outcomes, Programme Outcomes, and Programme Specific Outcomes, the stakeholders learn goal-setting, problem solving, and decision making techniques. The Institution evaluates the stakeholders as College Topper, University Rank Holder, and Best Outgoing Student. They are recognized and awarded during the Parting Social/Annual Day function by giving them Certificates and Mementos.

The Best Outgoing Students are evaluated on the basis of five criteria: Academic performance, Attendance, Behaviour inside the class room, Behaviour on the campus, and Extracurricular activities.

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

2.6.3 Average pass percentage of Students

Response: 62.67

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 47

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

Response: 75

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.63

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

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

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

Response: 35

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

The Institution has created an ecosystem for innovation including incubation centre and other initiations for creation and transfer of knowledge. The faculty members are empowered to take up research activities utilizing the existing facilities. The College has a research committee to monitor and address the issues of research.

Functions of the Committee:

- Creating research culture among faculty members and students
- Giving guidance for publication of papers/articles in books/reputed journals
- Organizing national and Inter-departmental seminars

Recommendations:

- Recommend the faculty to increase their number of research publications
- Recommend to organize more number of seminars, conferences and workshops

Impact of Recommendations:

- There is increase in the publication rate by the faculty members
- Resolution to organize one national seminar annually

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

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	1

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

3.3 Research Publications and Awards

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

Response: No

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

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

Response: 0.01

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

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

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

Response: 1.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
35	0	0	0	0

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

3.4 Extension Activities

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

Response:

Extension activity is an integral part of undergraduate education. The college alumni, faculty and students remain committed to engaged citizenship. Many have contributed and continue to work for social change in the field of education, empowerment of women and for inclusive society. The college faculty and students are involved in multifarious activities for promoting the idea of institute neighbourhood community network. Engagement of students in these activities is the first window to observe life closely at the grassroots. They become sensitive to the challenges of a developing society like ours and observe the inequities and the challenges they pose towards the development potential of people.

Major extension activities at Zunheboto Govt. College are:

A one-day Orientation programme for peer Educator of Red Ribbon Club (RRC) was organized by NSACS at Mokokchung on 19th September 2018. Two representatives from RRC attended the training relating to HIV and AIDS and got awareness about social and moral issues.

The RRC Zunheboto Unit actively participated during the Swachhata Hi Seva Campaign held on 15th September 2018 and on 2nd October 2018. A social work was carried out in certain offices and institutions within the town.

RRC and NSS unit in collaboration with youth co-ordinator, NYK, Zunheboto conducted an Essay writing competition on 19th November 2018 under the theme "National Unity" in which 47 students participated.

RRC and NSS in collaboration with DAPCU and Green Club, Zunheboto observed World AIDS Day on 1st December 2018 under the theme "Know your status" in the college campus. To commemorate the

occasion, an essay writing competition on the topic "Know Your HIV AIDS Status" was held in the College campus where 20 students participated. The programme was followed by AIDS WALK from the campus to the town.

The visit to Anderson Theological College was a time of sharing, interaction with the students and faculty. Besides the fellowship, the students also visited the Anderson museum and got to see some places of historical importance in the area. The programme was led by the EU members of the College. It includes praise and worship, special song, drama, choreography, sharing and encouragement. The objectives and activities of the Union of Evangelical Students of India (UESI) ministry were also highlighted upon during the sharing. Around 100 students participated in the programme and benefitted from it.

File Description	Document
Link for Additional Information	View Document

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	2	0	0

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 35

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	7	8	5	3

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

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

Response: 15.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
240	0	0	0	0

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

3.5 Collaboration

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

Response: 3

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job

training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	0	0

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

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college is governed by the rules and regulations of the Department of Higher Education, Government of Nagaland. The college has 9 classrooms, one library with one reading room, one laboratory for Geography practical purposes, one computer laboratory, 5 office rooms, one teachers' common room with an attached recreation room, one conference cum multipurpose hall, one auditorium, one cafeteria, one boys' hostel, one girls' hostel under construction, 3 residential quarters, IGNOU study centre, Horticulture unit, 2 ten litre capacity water reservoir tanks, rain water harvesting facilities, one 10 KVA generator, one 500 KVA solar panel, one windmill to generate renewable energy, one girls' common room, one first-aid room, CCTV in the building, and fire safety measures installed.

The library has over 5000 books, e-books, magazines, and automation of library has been completed. The college has 8 printers, 8 photocopiers, 35 computers/laptops/desktops, 4 LCD projectors, and one digital camera.

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

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

Response:

Outdoor: The College has a spacious playground since its inception 1980 for all types of outdoor games and sports and other related sports activities.

- Year of Establishment:1980

- Size of the Ground:375 x 175 = 65,265 sqft.

    This size of the ground is used for multiple sports like football, Basketball, Volleyball athletics and other related activities. The college ground is not only used by itself but also used by nearby institutions and colonies.

Indoor Games: For the purpose of indoor games, the college has one indoor stadium cum multipurpose hall, which was constructed in the year 2016 under the UGC funding. The size of the building is 50 x 85 x 40 ft. The building being a multipurpose hall is used for the purpose of conducting external examinations and cultural activities.

Cultural Activities: The College has a specially designed programme for conducting various cultural activities like Information Communication and Entertainment (ICE) Fest. Under this Programme, the students are given equal opportunities to show and demonstrate their talents which include literary, creative and cultural talent of the students. In the beginning, the ICE FEST was conducted throughout the year which was later not felt to be convenient for both the students and the college. Therefore, in 2016 it was decided to celebrate it as an annual festival under the guise of ICE FEST spanning for 3 days, and on the final day, the winner of various cultural and literary activities will be awarded prizes and certificates .

From the academic year 2019-2020, the college has decided to have first Saturday of every month as cultural day and on that day both students and staff of the college must come clad in their traditional attire to preserve their tradition as well as to carry forward the age old culture of the past to the future generation.

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

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

Response: 10

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 1

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

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

Response: 46.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
87.06	48.31	92.87	11.75	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

It is the first free software library automation package. it is used world wide in library of any size. KOHA is a true enterprise-class Integrated Library Management System (ILMS) with comprehensive functionality including basic and advanced options. KOHA includes modules fro acquisition, circulation, catalogueing and many more. Offline catalogueing and circulating are also available when there is no internet connectivity.

The library is automated with the ILMS software known as KOHA. It is fully automated with the version OS- Version, 18.11.04.000. It was automated in 2018-19 which helps the library staffs for issueing and receiving the books easily and in a very systematic and effecient way besides saving time.

The library also has KOHA-OPAC (Online Public Access Catalogue) where the users can accesss and check their desired books which are available in ther college library.

File Description	Document
Link for Additional Information	View Document

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

Response:

The college has a collection of rare books related to archaeology, local culture, history, folk-lore,

environment, and governmental statistical publications. The library is also making special effort to collect books and reports on diverse subjects of this area. Further, teachers are encouraged to carry out research in and around the district to discover more about its culture and origin and publish special reports on them.

The Library has rare collections of books, particularly, a copy each of the " Folklore of Assam" by Jogesh Das (1927), "Folklore of Orissa" by K.B. Das (1979) "Folklore of Andhra Pradesh" by B.Rama Raju (2014 Rpt.) and " Folklore of Tamil Nadu" by SML Lakshmanan Chettiar- all published by National Book Trust. It also has "The Angami Nagas" by John Hemry Hutton published by Macmillan in 1921.

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

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

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

Response: 1.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
1.34	1.28	1.67	1.25	1.20

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 6.07

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

Response: 21

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

In order to deliver quality education and to ensure overall academic progress and development, the Institution has installed Wi-Fi internet connection (Reliance Jio). The service was activated on 10 January 2019. The college also has biometric fingerprint attendance system to maximize the contribution and working hours. CCTV cameras are installed at strategic locations. The college has 8 printers, 8 photocopiers, 4 LCD projectors and one digital camera. Teachers are entrusted with maintenance of these facilities and equipments.

Details of Wi-Fi:

- ○ Installation of equipments: 19-09-2017
- ○ RFEZ(Media-UBR link): 05-01-2019
- ○
- ○ No. of Access points(AP) : Indoor: 5

Outdoor: 2

- ○ 34mb free data for all the phone number per day
- ○ Minimum Speed: 15mbps(from AP to UE)

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

4.3.2 Student - Computer ratio

Response: 15.75

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

File Description	Document
Any additional information	View Document

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 16.56

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

2018-19	2017-18	2016-17	2015-16	2014-15
8.94	6.67	10.83	9.32	6.49

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

The college has constituted various committees to look into the purchase of materials and for supervising maintenance work in the college. The faculty constitutes members of these committees. The heads of various departments also oversee the maintenance and care of their equipments and facilities. A complete stock of all items in the college is maintained by the store keeper. The heads of departments report to the Principal their requirements and the Principal in turn addresses the same accordingly.

The college Geography laboratory is maintained by the lab assistant and bearers under the charge of the department. The students are expected to keep the campus clean and in good order. There is a library committee comprising the librarian and faculty members who oversee the overall maintenance of the library. The rules of the library are strictly enforced. The computer lab is maintained by the Computer Centre Committee.

The college has regular gardeners, watchmen and sweepers. It has a playground and a multi-purpose auditorium which is looked after by the students' body under the supervision of the Games and Sports Committee. Strict regulations are maintained for the safe keeping of all sports items. The NSS of the

college oversees the cleanliness and maintenance of hygiene in the campus. The members of the non-teaching staff under the supervision of teachers maintain cleanliness and are in-charge of beautification of the campus.

File Description	Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 55.11

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	14	272	287	262

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 0.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	1	0	0	0

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

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 20.03

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

2018-19	2017-18	2016-17	2015-16	2014-15
150	59	71	28	19

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the students benifitted by VET	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 5.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	6	2	2	0

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

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

Response: 14.67

5.2.2.1 Number of outgoing students progressing to higher education

Response: 11

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 13.57

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	1	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	3	4	4	3

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

5.3 Student Participation and Activities

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

Response:

The College has a Student Council under the name Zunheboto Government College Students' Union (ZGCSU) which has been in existence ever since the inception of the institution. The ZGCSU functions under its own constitution approved by the college authority. The Students' Welfare Committee of the College comprising of 3 to 4 faculty members acts as advisors to the Student Council on all matters relating to their functions and activities. By the constitution and by designation the Principal is the President of the Students' Union and the Ex-Officio Member in the Executive Council, while the Vice-President is nominated by the President. The election of the ZGCSU Executive council is held annually through an indirect system, where each class (three semesters) elects seven (7) representatives through a

secret ballot. The twenty one (21) elected members form the Executive Council for a term of one (1) year. The ZGCSU Executive council consists of the following:

1. President
2. Vice President
3. General Secretary
4. Asst. General Secretary
5. Finance Secretary
6. Asst. Finance Secretary
7. Games & Sports Secretary
8. Asst. Games & Sports Secretary
9. Social & Cultural Secretary
10. Asst. Social & Cultural Secretary
11. Students Common Room Secretary
12. Asst. Students Common Room Secretary
13. Literary & Fine Arts Secretary
14. Asst. Literary & Fine Arts Secretary
15. Information Secretary
16. Two (2)Representative to All NagalandCollege Students Union (ANCSU)

The Students' Union takes the lead role in organizing college programmes such as Fresher's day, Parting Social, Sports week, Social work, publishing annual college magazine and other academic and non-academic activities that may involve their participation. They also work in close coordination with the college authority in ensuring smooth functioning of the institution and initiate disciplinary measures among the students. The students' union is affiliated to All Nagaland College Students Union (ANGCSU), a larger student organization of the state and is actively involved in all its programmes by attending conferences, seminars and workshops, sports meet and general meetings. During the last state conference held from 8th – 11th November 2017, the delegates from this institution brought laurels by bagging the Best Discipline Award.

Numerous extension services are provided through the students' union in the form of volunteer service to both the students and general community on various occasions. On their part, concerning the academic and administrative affairs, it initiates its role by writing representations and petitions to the government and the concerned department for all the requirements that are lacking, like the infrastructure, modern facilities for learning, up gradation of library, introduction of new subjects/department in the interest of the students, commuting problems and many others for the improvement of the institution. Another initiative by the students' union in the recent years is the task of renovating and painting the classroom and putting up direction signboards at strategic locations outside the college campus. An active student body with the support of the authority contributes positively towards an overall improvement of the institution, and so more student representation and their involvement is an utmost requirement. Their representations are in the IQAC, Uniform committee, Literary Committee, Disciplinary Committee.

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

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

Response: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	3

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

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

Response:

The College Alumni Association was formed in the year 2010 with some senior alumni members of the college as the office bearers. At its formation, the role and importance of the alumni association was highlighted upon where all the members assured their cooperation and active association with the institution for its growth. To keep it functional and active, one of its regular activities has been a series of meetings held at least two times a year at the initiative of the Alumni Committee of the college where various issues are discussed and deliberated upon. The alumni engagement is an important aspect in expanding the scope of institutional development at different levels. The first and foremost step taken was developing a database of the alumni where systematic information of the passed out students is registered. However, a detailed follow up is still underway. As the campaign for the holistic development of Zunheboto Government College passed yet another session, the association continues making stride to engage the alumni family to deepen and enhance their connection with the institution. As always, the association continues to cater and look forward to help the only college of the district in issues it faces from time to time.

The College sincerely appreciates the association on taking up the project of constructing the drivers' quarters and the garage which was the need of the hour. These construction works spanned for a little more than three years from 2014 to 2016. The financial contributions pooled in for this project was able to

connect the alumni most of whom had settled elsewhere but who willingly and eagerly came forward. This made possible the completion of the proposed project equipping the inadequate infrastructure that the institution was suffering from.

New programs apart from this will increase and diversify the opportunities for alumni engagement in the coming years. All these will be possible with the loyal support and commitment of the association members, colleagues, partners, staffs and well wishers of this institution.

File Description	Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

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

Response: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Zunheboto Govt. College strives

- to fulfill the aims of higher education through teaching, research and extension activities with students and society, development of skills and potentialities of the students and to produce quality manpower.
- to garner knowledge through various activities and inculcate value based education for the wholesome development of each and every student
- to produce skilled and disciplined students in various fields
- to train and mould students to be responsible leaders and citizens of the society
- to produce positive thinking and creative minds for the generation of new knowledge
- to mould the students to develop innovative minds and to strive for a progressive society

The Principal of the College is the administrative head in matters of governance and is the link to the government and the college. He provides perspective plans for the growth of the institution and gives direction for effective functioning of the college. He takes up the responsibility of effective governance through monitoring all activities ensuring satisfactory result of the institute. He conducts faculty meetings at the onset of every academic session to plan for the session ahead, and likewise, at the end of every academic session too, the Principal meets the faculty to review activities of the closing semester. Deliberations thus carried out in such meetings where teachers participate and share constructive views for further improvement. The college authority, however, takes all major decisions. The Principal is assisted by the Vice-Principal who looks after all the academic affairs and monitors its smooth functioning.

At the departmental level, adequate autonomy is given to each department in the daily running of classes within the broad framework of college and university guidelines. Each department chalks out its own tentative lesson plan and schedules including course allotment, course coverage, compilation of monthly attendance percentage, conducting internal tests and other curricular activities of the department. The HoDs of every department conduct 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 the 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.

Various committees/ Cells composed of faculty members assist the college authority in carrying out different activities of the institute. The students, faculty and staff are given ample opportunity to develop their leadership skills by getting themselves involved in various committees and clubs of the college. The teachers association and students union are also platforms where the members learn to exercise, taking initiative and develop decision making skills. The Principal takes the role of leadership and is personally involved in all the above aspects. The quality of teaching-learning is maintained throughout as top priority while providing a congenial and healthy atmosphere in pursuing academic excellence and ethical, social norms in the students and to bring about change and development in the society in general.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The institute practises decentralized and participative management approach in all its activities involving faculty members at all levels. All the departments of the college function under the direct supervision of the Principal. Day-to-day academic activities of the departments are taken care of by the HoDs. Examination related activities and all academic matters are handled by Vice-Principal. Under the Establishment section, Head assistant is the overall in-charge of the non-teaching staff and is responsible for the smooth running and maintenance of the entire college office.

Under the direct supervision of the Principal, administrative establishment, examination, library and all academic departments are functioning. Time to time Principal conducts meetings with the concerned in-charge/HoDs, and at department/unit level, Heads or concerned in-charge conducts meetings with the concerned members to discuss various issues and resolutions made are passed on to Principal for further action. Similarly, the outcomes of Principal's meetings with the concerned officers are passed on to individual faculty/staff for implementation. Various committees are in place to monitor different tasks and to review the progress of the same and accordingly take necessary, timely action for ensuring excellence in respective areas.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

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

Response:

In order to realize the college motto :Struggle and Progress", the institute strives to complete the syllabus on time, modifies class routine in the beginning of each semester, and ensures optimum utilization of class rooms by adopting proper time management. Class tests, seminars, assignments, and project works are conducted, attendance of students in class is enforced, academic results are reviewed, teachers are oriented to keep themselves updated and teachers' performance is assessed.

The strategic plans for the College include construction of staff and teachers quarters, hostels, additional classrooms, security fencing, college gate and library building construction, automation of library, etc. Other perspective plans set for future are the proposal for introduction of Science Stream, introduction of Sociology as elective subject, introduction of honours in Education, renovation and extension of class

rooms, and water supply. Construction of security fencing and college gate is completed. As Information and Communication Technology (ICT) is an important tool for improving student learning by applying better teaching methodologies, the college could achieve a free Wi-Fi campus with internet connectivity through Jio network.

One activity that has been successfully completed is Library automation. As library provides a wide range of inclusive resources to support learning and teaching throughout, a new library building was constructed and automation done, and over 5000 books purchased. This has been done so as to promote wider reading habits among the students and teachers, and also to motivate them to learn for life.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

The College Advisory Board was constituted since the inception of the college with members comprising eminent personalities, representatives from social organizations and administration of the district with Deputy Commissioner as the Chairman and Principal as the Member Secretary. The Advisory Board advises the college, gives logistic support and extends all possible help on any issue. Principal is the overall administrative head of the institution and is the final decision making authority on any matter. Assisting him is the Vice Principal who looks after all the academic related matters.

The HoDs supervise various activities of the respective departments. A single department comprises quality teaching faculty with Laboratory assistant in the department of Geography. The members of the non-teaching staff are headed by Head Assistant who in turn is assisted by Accountant and other supporting staff to carry out daily office establishment work. The Library is manned by the Librarian who is assisted by the assistant Librarian.

Besides academic activities, the college is also involved in conducting co-curricular and extra-curricular activities headed by conveners or teachers-in-charge and a few members of the faculty. Various activities include NSS, NCC, Students' Union, Information, Communication and Entertainment (ICE) Fest, Evangelical Union (EU), etc. The aim of all these activities is to develop students' overall personality and build leadership qualities so as to mould them to be an asset to the society at large.

The institution has set up a Students' Grievance & Women's Cell to address the issues of grievance and complaints. Grievances are also aired at faculty meetings, IQAC meetings, departmental meetings, HoDs meetings and different committee meetings. All grievances are taken into account and promptly sorted out collectively at HoDs meetings, IQAC meetings and other such meetings headed by Principal.

Being a government institution, the college comes under the control of Nagaland Higher education Department. Service rule, procedures, recruitment and promotional policies are strictly governed by the Nagaland Higher Education Service Rules.

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

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

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

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

Response:

Various committees and cells are constituted as per norms or requirements to oversee academic and administrative operations in the institution. The list of committees is provided under the metric 6.1.2. All the committees regularly meet to consider various agenda points and issues and discuss their resolutions. The minutes of the meetings of most of the committees are maintained properly and the resolutions are implemented. The agendas are mostly related to academic improvements including recommendations and

requests for approvals. Almost all the committees are actively functioning and most of their meeting resolutions have been implemented successfully.

One such resolution which is successfully implemented was the feedback mechanism. The teachers Assessment Committee had a meeting on 25th July 2017 in the Principal's chamber and discussed elaborately on the assessment of teachers and resolved to assess the teachers on different parameters. Subsequently as a follow up action, in the month of August 2017, the students were supplied with a questionnaire containing 19 parameters for assessment. A total of 25 teachers were assessed and approximately 250 students participated in this exercise. Students were asked to be free and frank, confidential and to be just while assessing their teachers.

The filled in forms were then dropped in the box by the student themselves. The committee collected all these which were then kept confidentially in a file under the custody of Principal. The students expressed the strength and weakness of the teachers honestly. All the teachers referred to their scores and realized their strengths and weaknesses and took note of the suggestions put forth by the students. They took the opinion of the students in good spirit and acknowledged it and are trying their best to improve their skills so as to bring out the best result from the students.

A similar exercise was carried out during the academic session 2018-19 also.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Following welfare schemes and provisions are in place for teaching and non-teaching staff in the institution:

1. General Provident Fund (GPF) facility
2. General Insurance Scheme (GIS)
3. National Pension Scheme (NPS)
4. Transportation facility

Residential Quarters for Principal and three (3) grade IV staff quarters. The faculty is facilitated to attend various professional development courses/activities throughout the academic year. The college takes the responsibility to facilitate bank loans for the faculty and staff members. The Zunheboto Government College Teachers' Association (ZGCTA) has some independent welfare funds with which it extends relief to its members during the time of necessities and emergencies.

File Description	Document
Link for Additional Information	View Document

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

Response: 3.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	2	0	0

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

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

Response: 1.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	1	2	0

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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

Response: 12.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
03	03	01	03	07

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

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

Response:

All teaching and non-teaching members of the staff are assessed annually by means of Annual Performance Assessment Report (APAR) which is reviewed and evaluated by the reporting officer and forwarded to the Government. Every employee's performance is assessed yearly after completion of one academic year. Systematic evaluation of the performance of employee is done to understand the ability of a person for his/her further growth and development. There are different parameters to assess the performance of teaching and non-teaching staff. Faculty members are assessed based on the APAR submitted after self assessment. The parameters of assessment include a brief description of duties, exceptional contribution if any, factors that hinder performance and the skills that are required to be upgraded through training programmes. The APAR Performa filled by the faculty is checked and verified by the Reporting Authority for ratings and grading. It is then sent to the higher authority for final grading.

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 outcome of the analysis is conveyed confidentially by the Principal to the concerned teachers with suggestions for improvement. Faculty meetings, Zunheboto Government College Teachers' Association (ZGCTA) meetings, HoDs meetings, IQAC meetings offer good platforms for discussions and suggestions for rectification of weakness and shortcomings and exploring more effective methods of teaching.

Performance Appraisal System has helped the college to assess the performance of employees. The systematic procedure has helped the Management to motivate the employees for better performance. It helps the college to analyze the strength and weakness of the employees in its attempt to provide the best to the students.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal audits are carried out usually by a three member audit committee. External audits are carried out by the Office of the Accountant General. The last such audit was done by the AG Office in October 2016 for the period from 01. 02. 2016 to 30. 09. 2016. All account books are maintained by the Accountant. Queries if any in the Audit Note are analyzed and communicated to the AG Office. All the funds received from the government are audited by the Office of the Accountant General triennially and the internal financial resources are spent and audited internally.

However, of late, the college has got all its accounts for a period from 1st April 2014 till 31st March 2019 audited by a registered Chartered Accountant.

File Description	Document
Link for Additional Information	View Document

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

Response: 12

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during

the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
7	2	1	1	1

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

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

Response:

The major sources of receipts are government allocations and admission fees. Expenditures are made based on the funds available. However, whenever unavoidable expenses are incurred, for instance wages and salaries, additional fund from government is sought for.

Being a government run institution, the college does not have any specific strategies for mobilization of funds from any source other than contributions from philanthropers, church organizations, well wishers and alumni. The resource mobilization is done mainly through fee deposits from students' admission during the beginning of every semester and the annual budget from the state government. The RUSA scheme under UGC has been a great source of funding for the institution for infrastructural developments.

The funds collected from the students are used for purchase of equipments, stationery and for management of different academic and developmental activities to support the career of students. Budget received from the State Government is utilized to meet the day-to-day operational and administrative expenses and maintenance of the fixed assets

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) was constituted in 2006 to monitor the quality of services being provided by the institution to its stakeholders. It is formed so as to initiate quality assurance

strategies and processes and is committed to continuously improve the infrastructure, enhance the competence of the faculty, and empower the students for self-learning. Reviewing the quality policy is done every semester and the revision takes place as and when required by the IQAC. Parameters related to enhancing of quality of the institution like workshops, conferences, faculty Development programmes, innovations in teaching and more are considered after the approval of IQAC committee for quality improvement. Feedback from the stakeholders such as students, alumni, parents are given due importance for improving the quality.

Two examples of best practices are:

1. Community Service

In order to generate a taste for manual work among the students and to educate the students and masses in areas of health, hygiene and social responsibility, community service is practised as one of the best practices in the college.

2. Sustainable/ renewable energy

The college is located in an open hillock conducive for harvesting solar energy. Moreover, the place is windy and hence ideal for tapping wind energy. The power requirements of the college are not high and so the power generated by the solar panels is sufficient at the moment. It is used to tide over the power cuts and load-shedding. Thus generation of non- conventional energy is another best practice of the college.

File Description	Document
Link for Additional Information	View Document

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

Response:

The academic results obtained in each semester provide the feedback on the teaching learning process. Appropriate and required steps are taken in the faculty meetings to make up for shortcomings. In this direction, remedial teaching and mentoring are organized wherever necessary. The IQAC continuously reviews the teaching learning processes supported by a robust system of continuous reviewing of the teaching learning process through dedicated departments and committees.

Ever since its establishment in 2006, the IQAC has become one of the most important organs for overseeing every aspect in the college. IQAC periodically reviews the teaching learning process through the conduct of the following regularly:

- It organizes seminars/workshops to update the knowledge and enhance the research skills of the faculty.

- It constantly monitors activities such as class attendance and performance of students and takes necessary steps for its improvement.
- It receives reports from various committees and monitors follow up activities.
- It monitors publication of college Annual Magazine.
- It monitors the mentoring and remedial teaching programme.
- It monitors various Club activities.
- It suggests various measures for improving infrastructural facilities in the college campus.
- It meets each department to share ideas and to obtain feedback from the faculty.

Based on the recommendations of IQAC, the teaching learning processes are reviewed by the respective departments. Feedback from students is obtained through teachers' assessment report and corrective measures are taken accordingly to improve the teaching learning processes.

The college, following the university framework, prepares class routine for optimum time utilization for both academic and co-curricular activities. Academic calendars are framed for every academic session, holiday lists are drawn up and circulated, time frame for conducting tests, assignments and seminars are stipulated and distribution of duties and delegation of work is done through various committees. For administrative activities, the directives derived from the Directorate of Higher Education are strictly adhered.

Two examples of institutional reviews and implementation of teaching and learning reforms facilitated by the IQAC are:

Lesson Plan:

On the onset of every semester, every teacher is required to update himself or herself along the syllabus he or she is going to handle. The methodology of teaching, therefore, requires comprehensive planning so as to make an outline of time frame in which each teaching unit and teaching related activities will be completed. In this way proper planning is done before hand for effective deliverance.

Result Analysis:

The performances of the students are evaluated and analyzed for further improvement within a week after the university declares its results. Comprehensive analysis of results is done for assessing various student learning outcomes. Such review initiated by IQAC plays a leading role in the reviewing of the teaching learning process and methodologies.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 1.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	03	02	2	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)
Annual reports of institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Response:

Ever since the establishment of IQAC in the institution, there has been marked improvement in creating consciousness in the minds of both faculty and supporting staff. Each department has been maintaining the necessary documents like personal file, meeting minutes, and action taken reports. Different cells/committees maintain all relevant documents for records. The internal academic and administrative processes are monitored continuously and are audited periodically through IQAC. The reports of these bodies form an input to the Internal Quality Assurance processes thus resulting in improvement. Incremental continuous improvement is an ongoing effort in the institution to improve the system and processes. Different committees as a result of the rigorous assessment evaluate each student's performance based on their ability to ensure better teaching- learning outcome.

Incremental improvements made during the preceding five years are:

- Step by step increase in the minimum required percentage of students class attendance
- Efforts for making the teaching-learning process student-friendly
- Providing mentoring, remedial teaching, add-on courses, and career counseling programmes
- Encouraging teachers to update their professional skills by attending courses, seminars and conferences
- Creating awareness among the faculty for formulating innovative teaching techniques to sustain the interest of students in the learning process.
- Orienting teachers for effective use of ICT facilities
- Augmenting library facilities
- Developing the infrastructural facilities in the campus
- Adopting e-governance in academic and administrative matters
- Encouraging the faculty for publication of articles and chapters in books so as to contribute to the field of knowledge
- Motivating teachers for carrying out extension activities
- Encouraging various committees to record proceedings and take up follow up measures
- Encouraging transparency in financial related matters
- Instituting feedback mechanism from all stakeholders and taking follow up actions

Promoting work culture among the teaching and supporting staff by instilling a sense of belongingness in them

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:
    1. Safety and Security
    2. Counselling
    3. Common Room

Response:

Response:

The College fosters a culture of equality where sexual harassment/ violence and ragging are strictly prohibited and thus far the institution has no record of any untoward incidents. There is also the endeavour of the college to give equal opportunities to the students irrespective of their gender.

Safety and Security:

Closed circuit cameras (CCTVs) are installed at various points to record the conduct of the students and movement in the campus. In case of any untoward incidents the video recordings can be retrieved for verification. The campus is set with a complain box intended to collect any suggestions or any complaint from female staff and girl students of the campus concerning any abuse or harassment. The college has committees to monitor and address safety, security and social issues like Anti-ragging Committee, Sexual Harassment Committee, Students' Grievance and Women Cell, Students' Advisory Committee, Discipline/Action Committee. The college administrative and academic buildings are within properly

fenced compound which provides safety and security.

Counselling:

The College has been following a Mentoring Programme since 2009 and the teacher/mentor takes the responsibility of counseling and guidance of the students. The mentor interacts and supports the assigned mentees in resolving all their academic, behavioral problems, harassment and various other problems and issues. The college has separate Career Guidance and Counselling Cell which organizes various programmes to cater to the needs of the students.

Common Room Facility:

The College provides a well furnished room with attached washrooms for the girl students. First Aid kit and sanitary napkins are kept for the use of the students in need. This room is taken care of by the Girls' Common Room Secretary and Asst. Common Room Secretary of the Students' Council.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 53.33

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 8

7.1.3.2 Total annual power requirement (in KWH)

Response: 15

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 100

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 8.28

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 8.28

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

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Solid waste management: Care for a clean campus environment necessitates proper disposal of waste materials. For effective solid waste management, the College utilizes sanitary landfills, composting, landfills, and reuse, reduce and recycle techniques. For the collection or regular solid waste, garbage bins are kept at different places on the campus and also in different classrooms. An open shed has been constructed where the waste materials are disposed off safely. Under the initiative of the NSS volunteers, cleanliness drives are carried out. The College is also actively taking part in the Government of Nagaland initiative to ban single use plastics.

Liquid waste management: Solid and liquid waste management (SLWM) is one of the key components of Swachh Bharat under NSS to keep the campus and the surroundings clean. Accordingly, proper drainage system is maintained to avoid stagnation of water.

E-waste management: E-waste management describes discarded electrical or electronic devices. Used electronics which are destined for refurbishment, reuse, resale, salvage recycling through material recovery are the techniques used for disposal of e-waste. Such e-waste is collected in a separate store room. As the Zunheboto district does not have a proper agency for recycling, the e-waste materials collected for recycling could not be given for recycling

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The college is situated in a heavy rainfall area and hence the college has taken initiative to maintain a well equipped rainwater harvesting facility for sustainable utilization of water in the campus. To ensure that judicious utilization of water is practiced by all, students are encouraged and educated about it in the classroom. Students were also given a project on rainwater harvesting in their respective area to gain better knowledge and understanding of the sustainable use of water and also learn about traditional methods of harvesting water.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b)   **Public Transport**
c)   **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

- Students, staff using

a)   Bicycles
b)   Public Transport
c)   Pedestrian friendly roads

- Due to the college being in a hilly terrain, prolonged monsoon and cold weather condition, it is not convenient to use bicycles. The college is located some 3 kms from the main town and has 3 buses to transport students and the staff. The students are encouraged to travel by them so as to minimize the use of private transport and vehicles by charging a very nominal fare. Teachers also often pool to travel to and from the college.

- **Plastic-free campus**

- The College sensitizes the staff and students to deal with the threat of plastic and has declared the campus a plastic free zone and Signboard put up for display in the college campus.
- **Paperless office**
- Paperless office has not been attained yet but a number of official messages, information, meeting

minutes are circulated to members through Whatsapp groups.
- **Green landscaping with trees and plants**
- To achieve green landscaping of the campus, the NSS wing in collaboration with the Forest department obtains plant saplings and plants them in and around the campus. To keep up the greeneries in the campus, seasonal flowers garden is maintained by the students and the ministerial staff. The college also observes important events such as Events day and World Environment Day to join hands with the world to protect nature and save environment. Furthermore, to promote green practice, the senior students participate in plantation where each student take care of their own plants, build bamboo fence around the plant and provide manure to enhance growth.

File Description	Document
Link for Additional Information	View Document

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

Response: 0.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.08	0.05	0.065	0.082	0.07

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

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**

8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	0	0	0	0

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

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

Response: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	1	0

File Description	Document
Report of the event	View Document

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: Yes

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

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

Response: Yes

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

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

Response: No

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	01	00	01	00

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

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

Response:

The institution celebrates national festivals and commemorates birth/death anniversaries of Great Indian personalities so as to instill the spirit of respect important citizens who had been examples of noble in their attitude and morally responsible. With this the college attempts to make the students understand the sacrifices of great leaders and personalities.

Independence Day (15 August) and Republic day (26, January): The institution celebrates Independence

Day and Republic Day every year to re-experience the spirit of patriotism and to honor the glorious past of our country. The students also participate in the State function organized by the district administration. An NCC Contingent also represents the college in the Parade.

Teachers' day (5th September): The students organize a formal programme to pay respect and tribute to the teachers.

National Yoga Day: The NSS take initiative in organizing National Yoga Day organized in the district and our students Nodal Officers lead the programme.

Traditional Dress Code Day: Every 1st Saturday of the month is observed as Traditional Dress Code Day with the aim to preserve our respective traditions and cultures and be constantly reminded of its rich values.

File Description	Document
Any additional information	View Document

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

Response:

The following are the few ways which shows the means of transparency followed by the institution:

- The institution is governed by the Government of Nagaland, so the institution abides by the terms of the Government of Nagaland.
- The institution is governed by the Nagaland University and so the college abides by the terms of the university.
- Admission is granted in accordance with the government reservation policies.
- The institution maintains transparency in its financial, academic and auxiliary functions.
- The college has proper system outline taking care of ethical and human values responsible for transparency. The institution's financial transaction audits are being carried out once in three years by external auditors and annually internally.
- There is Mentoring Committee for personal counseling of students.
- Important notices regarding college and important events are regularly posted in the College website to ensure transparency in all its functioning.
- The College ensures that all financial transactions, reports, and documents are completed with integrity. The Institution presents timely and accurate information to the university as well as State Government.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. **Community service:**

Objective of the Practice

The objective of the practice is to generate a taste for manual work among the students and to educate the students and masses in areas of health, hygiene and social responsibility.

Need Addressed and the Context

A clean and hygienic environment is necessary to lead a healthy life. Many of the diseases in the villages can be prevented if we maintain a clean environment. This is possible only through community participation and by generating awareness among the general mass. In this programme the students take up mainly the cleanliness drive in and around the village with community participation which help not only to keep the environment clean but also generate awareness among the students and the general public.

The Practice

The community service is made compulsory for all first semester degree students. For this purpose Teachers- in- charge of community service are appointed at the beginning of the academic year. The Teachers-in-charge in consultation with the village council will plan the date and nature of the work. This year our students undertook the work of cleaning the drainages, approach roads to the village and the surroundings of the schools in two different villages.

Evidence of Success

After the community service programme the College received positive feedback from the villagers and the students. The village council is happy to have such community service programmes in the coming years too and promised their support and cooperation to implement such programmes.

Resources

The resources needed to implement the community service programme are a team of dedicated Teachers and motivated students and a minimum financial resource to provide transportation and refreshments to the students.

2. **Sustainable/ renewable energy**

Objective of the practice:

Use of Clean/Green energy

Need Addressed and the Context:

The state of Nagaland is not self sufficient in its energy resource and is dependent on other neighbouring states to meet its power requirements and hence there are frequent power cuts and load sheds. Thus, the Government of Nagaland commissioned the 10 KW Wind Solar Hybrid Power Plant on 9th April, 2013 to meet the power requirements of the institution.

The Practice:

The college is located in an open hillock conducive for harvesting solar energy. Moreover, the place is windy and hence ideal for tapping wind energy. The power requirements of the college are not high and so the power generated by the solar panels is sufficient at the moment. It is used to tide over the power cuts and load-shedding.

Evidence of success:

The college has 30 KVA generator but the energy provided by the power plant is sufficient to meet the power consumption of the college. Thus the use of fossil fuel is minimized.

Problems encountered and resources required:

The problem that the college encounters is in the maintenance of the power plant. Since we do not have a trained mechanic, even for minor repairs the services of others are required.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

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

Response:

The College takes specific efforts to create a conducive atmosphere to facilitate personal commitment to the educational success of students in an environment that values multiplicity and society. The Institution is very keen at facilitating personal commitment to the educational success of students and thus the college authority, senior members and examination committee prepare the academic calendar well in advance before the commencement of the semester. The faculty members before the session commences prepares

lesson plan and make it available in the library for ready reference. Besides, best efforts are being made for the past few years to change the teaching-learning environment into activity based learning. The following methods are adopted to transform the academic environment:

- Changing the teaching methodology by encouraging the faculty to use ICT facilities for presentation wherever required.
- Encouraging students to do oral paper presentations
- Identifying the academic and personal problems of the ward by each mentor so as to help overcome such problems
- Encouraging the wards to participate both in curricular and extra-curricular activities.

In addition to the classroom interactions, the following methods of learning experiences are provided to the learners:

- Field trip
- Project work
- Oral presentation
-
- Paper presentation and group discussion
- Learning by doing tasks related to everyday life
- Use of ICT in delivering and learning process

Feedbacks are obtained from different stakeholders, especially, from parents, students, faculty and alumni to effect qualitative changes that are required.

Feedback system:

- Students give feedback about the faculty at the end of each session.
- Feedback is taken from the parents of the wards.
- Feedback is taken from the alumni.
- Feedback is also taken from the teachers.

The students play a major role in such events as ICE Fest, Sports week, Freshers' day, parting social etc., which are organized by the College to inculcate the qualities of co-operation, co-ordination and team work spirit in them.

Personality development programmes and seminars are being conducted so as to improve the communication skills and soft-skills of the learners.

Activities like 'Beat the Plastic', 'Blood Donation', charity visits to district jail and distribution of nutritious food to the mates, plantation, and community service in nearby villages imbibe a sense of social responsibility in the students.

The following achievements are being felt by various stakeholders:

- Improved students understanding in domain knowledge
- Improved results, pass percentage and desired skills
- Reduced backlogs and detention

- Improvement in opting for higher studies.

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

5. CONCLUSION

Additional Information :

The College embarks upon introducing more elective subjects in order to provide maximum number of optional subjects for the students. There are six departments including Education which is offered as an elective subject. EVS is a compulsory subject of study in B. A. V and VI semesters. The College intends to introduce Honours in Education, and Sociology as an elective subject in the near future. In spite of the various challenges, the college is striving hard to provide quality education to the students so as to prepare them to compete with those belonging to the developed areas of the state and the country. The college is capitalizing on its strengths such as well qualified, committed faculty and strong community networks so as to realize its vision and mission.

Concluding Remarks :

Being the only Government College of Higher Education in the district, this College caters to the needs of all including those who belong to the economically weaker section of the tribal society in the Northeast region of the country. As such the College envisages development of skills and potentials of the students so as to ensure quality manpower. To achieve this, the College follows innovative practices especially in teaching methods. Instead of lecture method, it adopts group teaching and peer teaching methods encouraging learning conversation and positive reinforcement especially in large, mixed ability group classes. For this purpose, after motivation, the learners are placed in a situation whereby they think critically so as to answer a series of referential, inferential questions with minimal interference from the teacher. This enables them to develop their potentials and learning becomes an enjoyable rather than a painful experience. The priority and thrust area of the Institution is that long-term goal of producing quality manpower is of prime importance rather than result-oriented short-term goal, which takes care of itself when the former is focused upon. The college is striving hard to provide sound education to its students so as to enable them to lead a life meaningful to themselves as well as to the society, the nation and to the world at large.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
19	17	04	04	04 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
0	1	0	1	0	
1.2.3	Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years 1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
40	31	65	0	0 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
55	51	79	11	11	
1.3.2	Number of value added courses imparting transferable and life skills offered during the last five years 1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 10 Answer after DVV Verification: 2
1.3.3	Percentage of students undertaking field projects / internships 1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 101 Answer after DVV Verification: 00

	Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.
1.4.2	Feedback processes of the institution may be classified as follows: Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.
2.1.2	Average Enrollment percentage (Average of last five years) 2.1.2.1. Number of students admitted year-wise during the last five years Answer before DVV Verification: table1 Answer After DVV Verification : table2 2.1.2.2. Number of sanctioned seats year-wise during the last five years Answer before DVV Verification: table3 Answer After DVV Verification : table4
2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: table5

table1:

2018-19	2017-18	2016-17	2015-16	2014-15
315	403	319	320	277

table2:

2018-19	2017-18	2016-17	2015-16	2014-15
135	177	152	183	166

table3:

2018-19	2017-18	2016-17	2015-16	2014-15
700	600	600	600	600

table4:

2018-19	2017-18	2016-17	2015-16	2014-15
300	200	200	200	200

table5:

2018-19	2017-18	2016-17	2015-16	2014-15
315	403	319	319	276

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
135	177	152	183	166

2.4.3	Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers
Answer before DVV Verification : 417 years
Answer after DVV Verification: 415 years

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

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

3.1.2	Number of research projects per teacher funded, by government and non-government agencies, during the last five year

3.1.2.1. Number of research projects funded by government and non-government agencies during the last five years
Answer before DVV Verification : 1
Answer after DVV Verification: 0
3.1.2.2. Number of full time teachers worked in the institution during the last 5 years
Answer before DVV Verification : 35

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

3.3.3.1. Number of research papers in the Journals notified on UGC website during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	0	0	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
37	5	0	3	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
35	0	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	8	10	10	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	2	0	0

3.4.3	Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 29 | 17 | 27 | 7 | 2 |

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	7	8	5	3

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
300	300	135	52	179

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
240	0	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	3	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	0	0

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

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
18.25	111.8	83.12	23.80	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
87.06	48.31	92.87	11.75	0

4.2.6

Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year
Answer before DVV Verification : 27
Answer after DVV Verification: 21

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

4.4.1

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

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7.57874	5.91220	10.04050	9.48782	6.49393

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8.94	6.67	10.83	9.32	6.49

5.1.4

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

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
250	149	91	48	169

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
150	59	71	28	19

	Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. The HEI has made multiple count of the students. In 2018-19 on prakaram Divas 250 studenst attended. The same have attended the other activities as well.
5.1.5	Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40	31	32	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

5.2.1.1. Number of outgoing students placed year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	10	10	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	6	2	2	0

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

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	1	1	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

0	0	0	0	0

6.3.2	Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years 6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	2	0	0

6.3.3	Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years 6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	2	1	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	1	2	0

6.3.4	Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years 6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
28	15	10	18	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

03	03	01	03	07

6.4.2	Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs) 6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	2	1	1	1

6.5.3	Average number of quality initiatives by IQAC for promoting quality culture per year 6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	7	11	3	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
01	03	02	2	1

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

	Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. The HEI has attached proof of holding IQAC meetings consistently.

7.1.1	Number of gender equity promotion programs organized by the institution during the last five years
	
	    7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years
	    Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
02	0	0	0	0

    Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

7.1.11	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)
	
	    7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years
	    Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	5	2	0	1

	Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	1	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	5	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	01	00	01	00

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2. Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 6 Answer after DVV Verification : 93
2.1	Number of students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>315</td><td>403</td><td>319</td><td>320</td><td>277</td></tr></table> Answer After DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>315</td><td>403</td><td>319</td><td>320</td><td>277</td></tr></table>
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
658	564	564	564	564

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
282	188	188	188	188

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
47	18	13	27	16

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
75	59	74	45	24

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
29	29	25	25	25

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	30	30	25	25

3.2 Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22	22	20	20	20

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	30	30	25	25

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
30.27	121.22	97.36	37.58	9.49393

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
130.012	82.82	125.14	36.93	19.10