



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**PHEK GOVERNMENT COLLEGE**

PHEK GOVERNMENT COLLEGE, BIBLE HILL, PHEK NAGALAND. PIN-797108

PH-7005801580/9849316735

797108

<https://phekgovernmentcollege.com>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Phek Government College is nestled amidst the green hills on a sprawling 38 acres land. It is a co-ed institution which is located in Phek town, the district headquarters. The college is permanently affiliated to Nagaland University and is recognized under 2(f) and 12(b) of the UGC Act 1956. The college offers undergraduate programmes in both Science and Arts streams. The college offers Pass and Honours courses in BA/BSC. As per UGC guidelines, the college has implemented Choice Based Credit System (CBCS) and Four-Year Undergraduate Programme (FYUGP) under NEP 2020 from the academic sessions 2022-2023 and 2023-2024 respectively. The college has a total enrolment of 274 students, 44 teaching faculty and 29 ministerial staff. The college strives its best to provide quality and holistic education at par with other higher educational institutions in the country.

### **Vision**

Vision:

“Towards Higher Consciousness and Enquiry”

Motto:

"Lighted to Light"

### **Mission**

The college strives :

- 1.To be the hub of knowledge generation and dissemination.
- 2.To transform students to be effective agents of change in the society.
- 3.To impart and hone the various life skills of students to make them self reliant citizens.
- 4.To make the students socially and economically productive individuals.
- 5.To promote scientific, analytical and critical temperaments of the students.
- 6.To impart value oriented education that shapes the students to be socially responsible global citizens.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

## **Institutional Strength**

1. Appointment of teachers, service rules and salary are as per UGC guidelines.
2. Composition of IQAC is according to prescribed NAAC guidelines.
3. The college possesses qualified and dedicated teachers.
4. The college has permanent affiliation under Nagaland University.
5. The college is included under 2(f) and 12(b) of the UGC Regulation Act of 1956.
6. The college has a pristine and pollution-free environment.
7. The campus has 38 acres of land with ample scope for development.
8. The college hosts an IGNOU Study Centre.
9. The college has IT & C facilities for effective delivery of curriculum.
10. Ideal ambience for academic activities.
11. The college has produced consistently good academic results including University topper in 2023.
12. The college library is semi-automated with adequate collection of books, journals, e-resources etc.
13. The college has wi-fi facility.
14. The college is a fully LED-lighted energy efficient institution.
15. CCTVs and fire extinguishers are installed in strategic places.
16. Alumni Association is active and registered under Societies' Registration Act, 1860.
17. Students are extended various scholarships and awards.
18. Required committees and cells are in place and active.
19. The college extends remedial and tutorial classes and mentoring program for the students.
20. The college, the district administration and the general public share a mutual symbiotic relation with one another.

## **Institutional Weakness**

1. Located in a remote region away from the state capital.
2. Lack of research facilities and research projects.
3. College has no in-house research journal.
4. Limited funds for infrastructural development.
5. Low student enrolment due to less number of feeding schools in the district headquarters.

### **Institutional Opportunity**

1. Sufficient land available for further infrastructure development.
2. College has scope for addition of new streams and programmes including Postgraduate programmes in some departments.
3. More research projects can be undertaken.
4. Scope for collaboration with other academic and research institutions.

### **Institutional Challenge**

1. To increase students' enrolment.
2. To make the college a vibrant research centre.
3. To improve the employability level of the students.
4. To attract students from outside the state and the country.
5. Mobilisation of funds for college development.
6. Provision of more facilities for the differently abled.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college has a clear vision that focuses on the students and their needs. As an affiliating college to Nagaland University, it follows the curriculum prescribed by the University and offers BA and B.Sc programmes. Students' performances are periodically examined through class attendance and internal evaluations whereby remedial measures are taken when necessary. The college on regular intervals organizes programmes to sensitize the students with issues related to gender equity, human values, environment and sustainability. Faculty members are encouraged to go for timely trainings and workshops to enhance their knowledge and strengthen their proficiency. For well planned curriculum delivery, the classrooms and laboratories are equipped with proper ICT facilities. To enhance effective teaching, e-journals, e-books, magazines etc are made available to teachers and students. Similarly, in addition to the conventional way of classroom teaching, students are exposed to active learning like educational field trips, study tours, films, dramas etc. Other classroom oriented activities includes group projects, debates, quizzes, group interactions, oral presentations and role plays. The college offers certificate and value added courses like Mushroom Cultivation, Floriculture and Proficiency in English to impart employability and provide experiential learning to the students. To facilitate growth and progress of the college, it has an instituted academic oriented cells like mentoring, tutorial, career guidance and counseling cells. To foster the growth of the college, feedback forms are distributed to students, teachers, parents and alumni annually for the overall development and progress. The college places priority on making curriculum locally relevant and adopts a strength based approach to recognizing, valuing and building students with appropriate knowledge and skills.

### **Teaching-learning and Evaluation**

Phek Government College at present has 40 faculty members (10 Ph.D., 10 pursuing Ph.D. and 29 with NET), led by the Principal and Vice-Principal; dedicated to providing quality teaching-learning environment.

The institution ensures that the admission process is transparent with proper reservation policy. With a steady student-teacher ratio of around 7 students per faculty it is quite feasible to impart personal attention to the students and cater to their needs. The mentor-mentee program further ensures sound development of the students.

Student centric methods are adapted to enhance the efficacy of teaching-learning process. For enhancing learning experience of students, discussions and interactions are incorporated in day-to-day classroom teaching and learning process. To develop social, ethical and personal values, students are encouraged to enrol in NSS, NCC, Red Cross and Red Ribbon clubs, providing platforms for students to participate in training camps, social awareness programs and community services, making them active and socially responsible citizens.

Students are sensitized about Course outcomes and Program outcomes at the start of every academic session. The level of attainment of outcomes is then measured through Direct method of assessment comprising of evaluation of tests, assignments, presentations, viva voce, practical exams; and Indirect method of evaluation by observing students in classroom participation, student progression and feedback system.

For smooth conduct and robust mechanism of internal/external assessment, the institute constitutes an Examination Committee. Students are briefed during their orientation about the pattern of examinations. The same is available on the college website and prospectus and displayed on the notice board. Teachers give detailed instructions about the mode of examinations which includes tests, quiz, assignments and presentations.

There is an organised mechanism to deal with examination related grievances. Students can approach the Examination Committee directly or through the subject teacher to redress their grievances. Remedial and tutorial sessions are also arranged to help students perform better.

Feedback of students on teaching-learning and evaluation is taken annually to self assess and further improve the overall teaching-learning process.

### **Research, Innovations and Extension**

The faculty members are involved in research activities and a moderate number of papers and books are published in journal of repute. The College have functional MOUs and linkages with various institutions to foster research, seminar, faculty and student exchange, etc.

The College offers vocational courses in 'Floriculture' and 'Mushroom Cultivation' which benefit the students, youths and local community. Skill Development Centre, Phek Government College offered skill training such as Floriculturist, Mushroom Growers, Electrician, Carpentry and soft skills through Meet and Greet course. These training targets the youth especially the school drop outs in and around the villages in Phek town and from other sub-divisions of the district. The College has a functional Skill Development Club wherein the creativity and talent of the students are honed and promoted. The students practice the art of making handicrafts, weaving, decorative items, tailoring, etc.

The College engages in social services to the local communities. The College was awarded the 'District Green Champion Certificate' by Government of India. The college was awarded a certificate in recognition of the 'First Institution in Phek District to install complete LED lighting' by the District Administration, Phek. Employees of the college were awarded 'Meritorious Service Award' by the Dept. of Higher Education, Govt. of Nagaland. Former Principal Dr. Vizovol Mekro was awarded with Governor's Commendation Certificate in

recognition of meritorious services. The students participate in various events and bring laurels to the College.

The National Service Scheme (NSS) of the College involves in different activities such as Freedom Rally, cleanliness drive, tree plantation and adopt village in the district. The Students Union of the college annually participates in the Collegiate Meet of the state and other organisations. The faculty and students also participate in health-related programs which are organized by Red Ribbon Club (RRC) in collaboration with District Hospital, Phek. The Science stream of the College actively extend their services facilitating school students through practical, engaging in classes and adopting schools.

Therefore, the College is in continuous progress in all areas of academics, research and extension activities and aims to reach greater heights in the near future.

### **Infrastructure and Learning Resources**

The college campus spans across a total area of 38 acres and offers adequate established infrastructure and physical facilities such as 23 classrooms, 1 library , 8 science laboratories, 1 conference hall, 14 office rooms, 7 staff rooms, 1 multipurpose hall, 1 cafeteria, 1 boys hostel, 1 teachers' residential complex under construction, 5 residential quarters, promotion of skill development room, IGNOU Study Centre, floriculture unit, mushroom cultivation unit, 1 Mushroom spawn production building etc.

The college also offers facilities to cater to cultural activities, sports, and games. It has a playground providing a dedicated space for outdoor games and events. Within the playground, there are basketball and volleyball courts, and provisions are in place for conducting various track and field events. The college also has a multi-purpose recreational hall designed for indoor games as well as for hosting events, seminars, workshops etc.

The college has an automated and digitized library encompassing the incorporation of digital content, including e-books and library software, as well as the deployment of various hardware components. The library has a collection of 7457 books, including reference books, e-books, local publications, inhouse publications, magazines, journals, newspapers, and reports from the state government and other organizations. The library provides access to e-books, e- journals and other e-resources through National Digital Library (NDL) and National Library and Information Services Infrastructure for Scholarly Content (N-LIST) project for all the registered users. The college also has wi-fi facility. It also has a smart classroom that is connected to the IT&C room and a dedicated college web management office. The responsibility for maintaining and managing these facilities and equipments are entrusted to the teachers and staff.

### **Student Support and Progression**

This Criterion is categorised into four parts namely; 1) Students Support 2) Students Progression. 3) Students Participation & Activities and 4) Alumni Engagement.

Under the Students Support system, scholarships are provided to the Students which consist of Government and Institutional scholarship. Under the Government, there is Post Matric scholarship for ST (PMSST) given by Ministry of Tribal Affairs. In the Institutional category, scholarship is offered to meritorious students which are grouped into three categories, viz; 1) L Mefutiba Merit Award 2) Special Merit Scholarship & 3) Special

Merit Scholarship for General/SC/OBC students. These scholarships goes a long way in helping the needy students.

Students are also offered courses for capacity development and skill enhancement like Proficiency in english, Mushroom Cultivation, and computing skills like ICT. Career guidance & career counselling are also given to the students through workshop, orientation program and so on.

This Criterion also deals with grievance redressal including sexual harassment and ragging. There is a committee called as Disciplinary, anti-ragging & anti-harassment which takes cares of the issues in tandem with College authorities to create a condussive environment for learning.

The second category deals with student progression to higher education and placement. Though not of high rate yet many students get placed and many go for higher studies every year. Some of them also used to qualify in state and national exams like NET.

The third category is in the area of Sports & Cultural perfomance, students do participate at various level. Dispite lack of infrastructure, there are students sportperson who excels not only at national but also international level, bring name and laurels to the College. Annual Sports & cultural events are normally held so as to tap and nurture the talents of the students in different ways apart from acedemics discourses.

The fourth & final category deals with Alumni activities. Alumni plays a vital role in assisting the students and Institution in various ways. There is a registered Alumni Association called as Phek Government College Alumni Association. There is a registration portal on College Website which records and keep tract of its past students.

### **Governance, Leadership and Management**

Phek Government College is a government institution under the Department of Higher Education; Government of Nagaland is effectively administered by the Principal duly appointed by the Government of Nagaland, assisted by the Vice Principal in managing the day-to-day administrative tasks with the ministerial staff headed by Senior Head Assistant. The IQAC headed by the Principal, effectively ensures quality in all spheres of the college's academic activities through the recommended quality parameters like teaching, learning, and evaluation processes. The IQAC also formulates academic calendar and activities, which is then executed by the different departments, clubs, cells and committees.

IQAC initiatives include:

- Devising quality strategies.
- Evaluating curricular and co-curricular activities.
- Introducing best practices.
- Organising workshops, seminars, and conferences.
- Monitoring the extension and outreach programmes of the departments of the college.
- Promoting high professional standards by integrating research in teaching.

The college, being a Government institution, works according to the rules and procedures laid down by the Nagaland Government and the Department of Higher Education, Government of Nagaland. Regarding the Appointment and Service rules of the employees, the college follows the rules laid down by the State

Government and the department Service Rule book and is governed as per the rules laid down by UGC.

The college is an institution of the Higher Education Department of the Government of Nagaland and is governed by rules and regulations as laid down by the UGC. Being a government institution, the staffs are extended appreciable welfare benefits.

For its basic operating costs, the college depends on fees collected from the students, such as admission and development fees.

The college regularly conducts internal and external audits to maintain transparency and accountability.

Internal audit is usually conducted by a team appointed by the college authority for two years. It is focused on budget control, assessments, purchases and safeguarding of assets, which is then taken into consideration by an external CA.

The auditors from the office of Accountant General, Government of Nagaland, do an external audit of the college's overall income and expenditures.

### **Institutional Values and Best Practices**

Phek Government College as a premier institution of higher education, strives to provide not only academic knowledge but it aims to shape and transform its students to be effective agents of change in the society. The institution foresees itself to be a place where students are taught to be self-reliant and responsible members of the society. The institution is also committed to values of inclusiveness and tolerance towards diversities. It strives to foster the spirit of national unity and integration, promote social justice and fraternity.

Phek Government College has also adopted best practices which are in tandem with its vision of providing quality education and holistic development of its students. These practices reflects the vision and values of the institution to empower its students to be productive agents of change in the society, at the same time these practices also emanates from the cultural and social specificities of the students and the institution. Teacher-student synergy for a green campus and promotion of skill development are two of the institution's best practices. The teacher-student synergy for a green campus infuses in the teachers and students a sense of responsibility and ownership towards caring for the environment and maintaining the green and pristine campus. Promotion of skill development as a best practice of the college enables students to hone and refine their artistic skills in traditional craftsmanship. It also ensures that the traditional knowledge system of making handicrafts is preserved for posterity.

The institution also has the distinction of being the only institution of higher education in the district headquarters. As such, it not only caters to the educational needs of the youth populace but it also acts as a catalyst of societal transformation through its vast extension services rendered by the teachers and students of the college in various ways.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PHEK GOVERNMENT COLLEGE
Address	Phek Government College, Bible Hill, Phek Nagaland. PIN-797108 Ph-7005801580/9849316735
City	Phek
State	Nagaland
Pin	797108
Website	<a href="https://phekgovernmentcollege.com">https://phekgovernmentcollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	T. Tiakaba Jamir	03865-223740	9402716591	-	pgcphek@rediffmail.com
IQAC / CIQA coordinator	Nutazo Lohe	03865-	9849316735	-	acdlohe@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 minority institution	No

Establishment Details	

State	University name	Document
Nagaland	Nagaland University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	27-02-2014	<a href="#">View Document</a>
12B of UGC	06-04-2023	<a href="#">View Document</a>

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				

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?	Yes
If yes, name of the agency	Mahatma Gandhi National Council of Rural Education Department of Higher Education Ministry of Education Government of India
Date of recognition	12-03-2022

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Phek Government College, Bible Hill, Phek Nagaland. PIN-797108 Ph-7005801580/9849316735	Semi-urban	38	51260

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English,	36	Higher Secondary	English	180	134
UG	BA,Tenyidie,	36	Higher Secondary	English	180	7
UG	BA,History,	36	Higher Secondary	English	180	114
UG	BA,Political Science,	36	Higher Secondary	English	180	105
UG	BA,Education,	36	Higher Secondary	English	180	151
UG	BA,Economics,	36	Higher Secondary	English	180	25
UG	BA,English Honours,	36	Higher Secondary	English	120	30
UG	BA,History Honours,	36	Higher Secondary	English	120	26
UG	BA,Political Science Honours,	36	Higher Secondary	English	120	80
UG	BA,Education Honours,	36	Higher Secondary	English	120	43
UG	BA,Economics Honours,	36	Higher Secondary	English	120	22
UG	BSc,Chemistry,	36	Higher Secondary	English	75	15
UG	BSc,Botany,	36	Higher Secondary	English	75	13
UG	BSc,Zoology,	36	Higher Secondary	English	75	10
UG	BSc,Physics,	36	Higher Secondary	English	75	1

UG	BSc,Mathematics,	36	Higher Secondary	English	75	6
UG	BSc,Botany Honours,	36	Higher Secondary	English	45	2
UG	BSc,Chemistry Honours,	36	Higher Secondary	English	45	1
UG	BSc,Physics Honours,	36	Higher Secondary	English	45	5
UG	BSc,Mathematics Honours,	36	Higher Secondary	English	45	0
UG	BSc,Zoology Honours,	36	Higher Secondary	English	45	8

### 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				1				43			
Recruited	0	0	0	0	0	1	0	1	17	26	0	43
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				18
Recruited	12	6	0	18
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				11
Recruited	11	0	0	11
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	2	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	9	14	0	24
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	4	0	5
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	3	5	0	8
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	127	3	0	0	130
	Female	138	2	0	0	140
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	0	2	2	2
	Others	0	0	0	0
ST	Male	119	107	123	108
	Female	150	172	160	142
	Others	0	0	0	0
OBC	Male	2	1	0	1
	Female	0	0	0	1
	Others	0	0	0	0
General	Male	1	4	3	2
	Female	2	2	4	4
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>274</b>	<b>288</b>	<b>292</b>	<b>260</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution being an affiliated college under Nagaland University, is guided by Nagaland University norms on curriculum delivery. The institution offers BA and BSC programs in both Honours and General courses. The curriculum is designed to make the courses interdisciplinary and multidisciplinary. Students opting for BA courses can choose two elective subjects from other departments in addition to their honours papers. Those opting for BA Pass course can also choose their subjects combination. BSC program offers subject combinations of Chemistry, Botany and Zoology, or Physics, Chemistry and Mathematics. Environmental Science, mushroom cultivation and proficiency in</p>
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	<p>English are offered as CBCP courses to the 6th Semester students. Nagaland University, as per the guidelines and directives of UGC, implemented the Choice Based Credit System from the academic session 2022-23. The college has also implemented the same from 2023-24.. Four-Year Undergraduate Programme (FYUGP) under NEP was also implemented from the academic session 2023-24. Students are offered more flexibility in choosing various papers of their choice. They are offered skill enhancement course, multidisciplinary course, ability enhancement course etc, in addition to core papers.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institution's initiatives will be subject to the guidelines and policies of Nagaland University with regard to the Academic bank of credits. From the academic session 2023-24, the university has implemented ABC for its affiliated colleges. the institution is therefore, in the process of incorporating the same.</p>
<p>3. Skill development:</p>	<p>The institution places high emphasis on the promotion of skill development. The students of the college are highly skilled in indigenous and traditional craftsmanship such as making bamboo baskets, wooden decorative items, embroidered pillows and mats, trays, knitted items, woven loins and shawls etc. Recognising the potentialities of the students, the institution has adopted promotion of skill development as one of its valued best practices. The institution seeks to promote the skills of the students through various activities which are conducted by the Skill Development Club of the college in consultation with the IQAC. The activities of the clubs focus on the production and promotion of 100% handcrafted and indigenous products. The handcrafted products and items of the students are displayed in the college, and also put up in stalls for display and sale during Independence Day and Republic Day celebrations in the District. This best practice of the institution not only hones and refines the artistic and creative talents of the students, but it also ensures that the age-old traditional skills of the community are continued for posterity. The institution intends to develop a curriculum for promotion of skill development. Students are also offered courses on mushroom cultivation, proficiency in English, soft skills, NCC, floriculture etc. The institution's initiatives on skill development are in</p>

	tandem with the New Education Policy's emphasis on skill-based education.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Nagaland University offers Tenyidie as a Modern Indian Language in its prescribed syllabus for affiliated colleges. Phek Government College, as an affiliated college under Nagaland University, offers Tenyidie as an MIL paper in BA 3rd Semester and 4th Semester. Tenyidie is the vernacular language spoken by Tenymia, a group of Naga Tribes. The college introduced Tenyidie paper in the year 2003. Under NEP, tenyidie is offered as MIL-1 paper and as minor paper. Under CBCS, Tenyidie is offered as MIL-2 paper. The integration and continuation of Tenyidie as an MIL subject is consistent with the New Education Policy's emphasis on teaching in vernacular language and equity in education.
5. Focus on Outcome based education (OBE):	The institution focuses on holistic education which would prepare the students to be self-reliant and transform them to be effective agents of change in the society. The institution strives to impart value-oriented education to the students. The course outcomes of all the disciplines are well-defined in terms of subject content and employment opportunities for the students. The institution not only aims to impart academic knowledge to the students, but also aims to enable the students to make sense of the world in which they live. The institution goes beyond the mere delivery of curriculum. It focuses on the overall development of the students by facilitating the engagement of the students in various extra-curricular activities conducted through different cells and committees in the college such as NSS, Skill Development Club, Performing Arts and Literary Club, Science Club, Red Ribbon Club, etc. Students are given ample opportunities to develop and hone their different skills and talents through various activities and programmes which are organized by the institution at regular intervals.
6. Distance education/online education:	The institution successfully conducted classes through online mode during the covid-19 pandemic from 2020-21. The institution followed specific guidelines given by Nagaland University for the conduct of classes through online mode during total lockdown period on account of the pandemic and also, the institution conducted online/offline mode as lockdown restrictions were gradually eased by the

government. Orientation programs were conducted for faculty members on how to use technological tools and teaching apps for the smooth and effective conduct of online classes. The institution also conducted university examinations through online mode as per the directives of Nagaland University and UGC. Teachers and students were given orientations on online examinations and evaluation process. The institution hosts an IGNOU Study Centre which offers Masters Degree programmes, BA programmes, Diploma and Certificate programmes. Faculty members of the college extend their services as coordinator, assistant coordinator and academic counselors in the Study Centre.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club has been set up in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, co-ordinator and co-ordinating faculty members and students are appointed by the college. ELC is functional and representative in nature.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Phek Government College celebrated Literary Day Cum Youth Voters' Day organised by the Literary and Performing Art Club PGC in collaboration with the District Election Office, Phek under the theme "Promoting literary for a world in transition: Building the foundation for sustainable and peaceful societies" on 22nd September 2023 at 9:30 am in the college auditorium (Deo Nukhu Hall). It was organised to educate the students on the right to vote and also sensitise the students about the values of our vote and to choose the right leader for the society which will pave the way for a better tomorrow. The event was also accompanied by various competitions such as Spoken Word, Solo competition, Fancy Show, Dance, Painting, Extempore speech, Debate, Group Song and Quiz which was sponsored by Mr.Pachulo, Assistant Election Officer (AEO), Phek. Nodal officers of the ELC has rendered their services as District Level Master Trainers of ELCs. The College Ambassadors of the Electoral Literacy Club Phek Government

	<p>College engaged in spreading awareness about the power of one vote around the college campus on the 17th of February 2024, advocating the students community not to sell their votes and emphasizing that as an educated student, one must choose their leaders wisely so that they will bring a positive impact on the socio-economic growth of the society. They asserted that it is imperative for all the students to know the importance of their vote and that through them they can create a less corrupted political system.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institution encourages the students to participate in programmes and activities which will generate awareness and consciousness about democratic values. Study tours to State Legislative Assembly, courts and police station have been conducted to generate democratic awareness and legal literacy among the students. Mock Parliament is also conducted every year to sensitise students to Parliamentary proceedings and democratic practices.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Efforts are made by the ELC and the college to encourage their students to exercise their right to franchise during elections. The college has collaborated with the District Administration and District Election Office in distributing forms to eligible students to enable them to apply for EPIC.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
274	288	292	260	257

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 43

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	38	38	36	35

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
41.44	32.15	36.99	38.49	37.61

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

The Institution has a well planned curriculum delivery and documentation mechanism in tandem with Nagaland University curriculum. The processes for effective implementation and delivery of the curriculum are as follows:

- Faculty meeting is held at the beginning of each session to plan out the academic calendar for the year. All the departments formulate the lesson plans and schedules for effective curriculum delivery.
- A general orientation program is conducted for the students every academic session to orient them with the rules and regulations of the Institution, academic calendar, curriculum structure and evaluation norms.
- Prospectus accommodating information on various programs, facilities, curriculum, rules and regulations are printed as well as uploaded on the college website.
- Class routines are prepared at the beginning of each academic session for effective curriculum delivery.
- To bring about innovative teaching learning process, first hand learning activities like educational field trips, study tours, projects, quizzes, group interactions, oral presentations, etc are executed to enhance the learning process of the students.
- Continuous Internal Evaluation is carried out through assignments, class tests, presentations, etc. For the Old Course, students are evaluated for 30 marks in the internal assessment and 70 marks in the external examination. For CBCS Course, internal assessment is for 25 marks and external examination is for 75 marks.
- Students whose performances are unsatisfactory, or have missed their tests due to genuine reasons are given the option for a retest. Remedial classes are provided each semester to help out the students with backlog papers.
- Monthly attendance reports and the internal assessment marks of the students are prepared by the concerned teachers and submitted to the Exam Committee.
- Practical exams are conducted for the Science students by their respective departments.
- Academic oriented cells like mentoring, tutorial, career guidance, counseling cells, research and seminar committee are instituted to facilitate all round development of the College.
- Faculty meetings are occasionally convened by the Principal to review and discuss the course coverage and the overall progress of the College.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response: 2**

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***

**Response: 4.6**

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	22	41



File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

#### **Response:**

In accordance with the Nagaland University syllabi, the Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum through subjects like Environmental Studies, Botany, Physics, Chemistry, Zoology, English, Education, History, Political Science, Economics, Tenyidie. Along with the mentioned courses, the Institution also tries to inculcate these among the students through various extra-curricular activities.

#### **Professional Ethics**

To create a sense of discipline and morality, the rules and regulations of the college are reminded to the students regularly. Various Short Term Courses, Refresher Courses and Orientation Programs are encouraged to strengthen the proficiency and professional ethics of the faculty.

#### **Promotion of Gender Equality**

In order to promote gender equality, the Institution provides equal opportunity to both boys and girls to take part in all the activities. The College Students' Union is represented by both the genders. The 'Women Development Cell' commemorates International Women's Day basing on various themes to create awareness about gender issues and sensitivity. It also organizes gender equity programs at regular intervals.

#### **Human Values**

The College has a 'Career Guidance and Counseling Cell' which conducts career guidance programs. Also the 'Mentoring Cell' of the College prepares a chart of the mentees assigned to each teacher for proper communication and guidance. Students are given various opportunities to join programs like NCC and NSS so that they can inculcate good moral values and disciplined habits.

#### **Environment and Sustainability**

Various activities are carried out regularly to promote the importance of environment and sustainability. One of the best practices successfully implemented by the Institution is 'Teacher-student Synergy for a Green Campus'. The College is fully lighted with LED bulbs and solar lights. Proper waste management is encouraged and thus the College produces minimal waste. Rain water harvesting technique is practiced

to promote sustainability. World Environment Day is generally observed to create awareness with regard to environmental protection. Cleanliness drives and social works are carried out by the 'Eco and Sanitation Club' of the College.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 31.02

#### 1.3.2.1 Number of students undertaking project work/field work / internships

Response: 85

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 72.27

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
100	103	129	102	108

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 37.33

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	10	14	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	30

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio  
(Data for the latest completed academic year)**

**Response:** 8.3

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

For enhancing learning experience of students, discussions and interactions are incorporated in day-to-day classroom teaching and learning process. Field trips, study tours, institutional/industrial visits and workshops are organised to make learning experiential and engaging. Reports of those trips are then prepared and presentations of the same are done. Departmental activities like classroom seminars, guest lectures, enacting plays, mock parliaments, talks on current events of national and international importance are conducted from time to time. These activities give students the exposure and opportunity for experiencing firsthand the topics taught in class. Faculty and students exchange programs are arranged to provide new learning experiences and environments.

Days of National (Republic Day, Independence Day), International (International Women's Day, World Environment Day) and regional (Statehood Day, Festivals) importance are observed to inculcate a sense of participation, national integration and social consciousness.

To develop social, ethical and personal values, students are encouraged to enrol in NSS, NCC, Red Cross and Red Ribbon clubs. These clubs provide platforms for students to participate in training camps, social awareness programs, literary competitions and community services, making them more active and socially responsible citizens.

Emphasis is also given on skill development for which the institution houses a skill development room, mushroom cultivation unit, mushroom spawn production unit and nursery for floriculture unit.

Sports week, Literary and Cultural programs are also organised to enable students discern their abilities and efficaciously engross themselves in novel learning experiences helping them develop social and organisational skills, critical thinking, decision making, and to shoulder responsibilities. The college annual magazine and bulletin is another platform where the students can nurture creativity and hone their skills.

In order to engage students more effectively and optimise the outcome of teaching -learning process, teachers use technological mediums along with traditional classroom teaching. The ICT tools used include smart board, projectors, desktop, laptop, scanners and other online platforms like Zoom, Google meet and Google Classroom. The institute has 7 ICT enabled classrooms, one each for the first, second and third year Art's stream and also the Chemistry, Botany, Zoology and Physics classes.

The faculty members give lectures using PPT's and projectors. Video conferencing with Zoom and Google Meet are scheduled and video lectures are delivered. Students are also encouraged to give power point presentations of their assignments and projects.

The library also offers access to e-resources enabling students to reach out to a plethora of resources to enrich and update their knowledge.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 95.24

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
39	39	39	36	36

#### File Description

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

#### Document

[View Document](#)

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 66.11

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
24	28	27	21	19

<b>File Description</b>	<b>Document</b>
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

Phek Government College, being an affiliate college of Nagaland University is bound by the University rules regarding internal/external assessment. For smooth conduct and robust mechanism of internal/external assessment in terms of frequency and mode, the institute constitutes an Examination Committee. Students are briefed during their orientation about the pattern of examinations. The same is available on the college website and prospectus and displayed on the notice board. Teachers give detailed instructions about the mode of examinations which includes tests, quiz, assignments and presentations. For internal assessments, the respective faculty is entrusted with the responsibility of preparing question papers and mark allocation for evaluating test scripts, assignment and presentation. Availability of previous years' question papers is ensured in the library and the college website for ready reference.

Examination schedules are updated on the college notice board and circulated in students WhatsApp groups. Changes in schedule or pattern, if any, are immediately notified to the students. After the conduct of internal examinations, papers are evaluated within a week and marks are communicated to the students in the classroom. The teachers also give the necessary feedback and clarify doubts helping the students to improve their performance.

Re-examination for absentees are also organised and the final Mark list is submitted to the Examination Committee. The Continuous Internal Assessment marks are then finalized and displayed on notice boards.

The institute has an organised mechanism to deal with examination related grievances. Students can approach the Examination Committee directly or through the subject teacher to redress their grievances. Application for re-evaluation of scripts can also be sought if the students feel the need for it. The Exam Committee caters to all types of complaints put up by the student community. In case a student is unable to appear for internal test on account of some genuine reasons, repeat test is conducted, provided the students submit application with proper documentation. There is also a provision for improvement test for those who seek to perform better. After the evaluation of scripts, it is shown to students to help them



self assess their performance and clarify doubts. In carrying out exam related activities, the college strictly adheres to the guidelines and rules issued by the parent University (Nagaland University), ensuring transparency and efficiency of the examination mechanism.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

#### Response:

The institution has distinctly defined learning outcomes of the programs (B.A. and B Sc.) and courses offered. Program outcomes are broad statements of knowledge, skills and abilities of each program. The course outcomes articulate essential objectives and depth of learning of the curriculum that are expected of students to possess at the completion of the course. Program outcomes and course outcomes are outlined in the prospectus and college website and accessible to all.

Highlight of course outcomes:

#### B.A. English

-Develop linguistic skills, English phonetics etc.

-Understand the skills of creative and intellectual ideas, philosophy, literary terms and concepts in literature.

-Develop language skills like journalistic report writing, critical writing etc.

-Learn remedial grammar/structural approach to language learning and skills of composition, compilation and communication etc.

#### B.A Economics

-Develop basic knowledge of analysis and interpretation of economic variables.

- Analyse macroeconomic policies including fiscal and monetary policies of India.
- Understand the behaviour of Indian and World economy.
- Determine economic variables using statistical methods.

#### B.A History

- Understand the history of north east India and Mughal history.
- Understand modern western world.
- Develop historical understanding and attitude of ancient, medieval and modern India.
- Understand the archaeological relevance of important civilizations.

#### B.A Education

- Develop understanding of the subject content and their relevance to educational system.
- Develop critical thinking and problem-solving ability as courses emphasize on various educational tests and psychological measurements.
- Understand the principles of teaching, curriculum development, instructional techniques and various educational tools and technology.

#### B.A Political Science

- Understand regional, national and international politics.
- Understanding the comparative government and politics.
- Understanding Indian political thinkers and western political thought.

#### B.A. Tenyidie

- Understand Tenyidie literature.
- Understand linguistics.

-Understand Tenyimia history

#### B.Sc Mathematics

-Demonstrate an understanding of the foundations and history of mathematics.

-Develop and maintain problem solving skills.

-Use mathematical ideas to model real world problems.

#### B.Sc Physics

-Understand the nature and concepts of matter and energy.

-Understand the subject matter of mechanics, heat, sound, electricity, magnetism, and the structure of the atoms.

-Understand the behaviour of a particle in quantum application.

#### B.Sc Chemistry

-Acquire basic knowledge in organic, inorganic and physical chemistry.

-The diverse nature of the subject will help in appearing for competitive exams and build interest of the students for pursuing higher studies.

#### B.Sc Zoology

-Understand the nature and basic concepts of cell biology, Biochemistry, Taxonomy and ecology.

-Analyse the relationships among animals, plants and microbes.

-Understand the applications of biological sciences in Apiculture, Aquaculture, Agriculture and diseases.

#### B.Sc Botany

-Enhance the basic concepts in plant diversity, morphology and anatomy.

-Enrich the students on the concept of ecology and create awareness about environmental issues.

-Ethnobotany, economic botany and taxonomy allow students to learn and acknowledge the treasures of our state.

The IQAC along with the Principal highlight the importance of the learning outcomes to the faculty. Students in turn are sensitized about these during orientations at the beginning of the academic session. Every teacher is further entrusted with the task of conveying learning outcomes of their respective papers and promotes the same.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Each course offered by the institute has an outlined set of outcomes to be achieved and corresponding criteria of evaluation to assess the same. The level of attainment of outcomes is measured through various means:

- Direct method of assessment comprising of evaluation of tests, assignments, presentations, viva voce, practical exam; and
- Indirect method of evaluation by observing students in classroom participation, student progression and feedback system.

Student's performance in internal tests, assignments, presentations, viva voce, practical exam and end-semester examinations are direct indicators of the level of attainment of program and course outcomes. The questions in exams are carefully framed to test the competence of student's level of understanding of the learning outcomes. Teachers analyse how well the students embrace the knowledge of the programs and their outcomes through their answers. Besides, the assignments and presentations are tasked to grasp the essence of the course outcomes. This process of continuous evaluation ensures that the courses are in line with the learning outcomes at all times. All departments further maintain evaluative records of students to keep track and monitor student's progress, enhancing the efficiency of the assessment process.

Performance of students in the classroom is observed through their engagement in class discussions, group discussions and projects which indicate their comprehension of the learning outcomes.

Analysing student's progression to higher education, various governmental and private sectors is reflective of the success and realization of the program outcomes.

The feedback system of the stakeholders- students, parents and alumni also assists in measuring the attainment of the learning outcomes. Feedback questionnaires are designed to provide information pertaining to the relevance of the course in terms of employability, skill attainment, expected competencies of the course and so on, thus helping the institute to weigh its learning outcomes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

#### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 91.58

#### 2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
75	62	76	75	49

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	73	76	75	68

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.68</b></p>	
<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

The College in collaboration with Directorate of Higher Education, Government of Nagaland started the RUSA Project (Vocationalization of Higher Education). This project was funded by Ministry of Human Resource Development, Government of India. The Floriculture Unit and Mushroom Cultivation Unit of the College was established with the financial assistance from the government. As such infrastructure and training facilities were set up in the College. The College students as well as the local youths of Phek district are offered Add-on Certificate Courses. The students were trained in both theory and practical aspect. The faculty of the Science stream rendered their services toward the add-on courses as tutors. The students were taught the cultivation of flowering plants such as gladioli, liliun, chrysanthemum, rose, gerbera, snapdragon, etc. The cultivation of potted flowers and evergreens were also trained during the course. The flower arrangements using fresh and dried flowers were taught during the course. In mushroom cultivation the students learnt the cultivation of oyster and shiitake mushrooms. Regular workshops on 'Cultivation of mushrooms' are organized by the department of Botany. These courses have instilled skills to the trainees which in turn have equipped them to be self-reliant and earn their livelihood.

Skill Development Centre, Phek Government College in collaboration with Indianeers Media Private Limited under Ministry of Skill Development and Entrepreneurship offered skill training such as Floriculturist, Mushroom Growers, Electrician, Carpentry and soft skills through Meet and Greet course. These trainings target youths especially the school drop outs in Phek town, villages around the neighborhood and also from other sub-divisions of the district. The teachers of the College also rendered extension services to the Centre as instructors and counsellors. After the completion of the training few students also obtained placements.

The College has a functional Skill Development Club wherein the creativity and talent of the students are honed and promoted. The students practice the art of making handicrafts, weaving, decorative items, tailoring, etc.

Thus, the student community is actively involved in acquiring the basic training on important skills which will equip enables them to practice, improve and promote their talent and creativity. These learning skills would also enable the students to sell their products and create employability opportunities for themselves as well as for the community.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response:** 39

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	8	3	7	7

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>



### 3.3 Research Publications and Awards

#### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response:** 0.19

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
07	0	0	01	0

#### File Description

#### Document

Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website

[View Document](#)

Link to re-directing to journal source-cite website in case of digital journals

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 3.3.2

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

**Response:** 0.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

The College is located in a community centric environment which is conducive for rendering social services to the society. The College was awarded the 'District Green Champion Certificate' by Ministry of Education, Government of India. Employees of the college were awarded 'Meritorious Service Award' by the Dept. of Higher Education, Govt. of Nagaland for their contribution to the growth of Higher Education. Faculty and students participate and win medals in the district and state level tournaments. Faculty run government registered NGO 'Dream Weavers' donate books to the college library, sponsors prizes, etc. The faculty organizes 'Concert for Nobel Causes' wherein the funds generated are donated for the welfare of poor patients in the District hospital. The faculty participates in the State and district level Inter-departmental tournaments and wins prizes, whereby promoting social engagement and builds strong networking with other departments.

The National Service Scheme (NSS) of the College involves in different activities such as Freedom Rally, cleanliness drives, tree plantations and other awareness programmes. NSS volunteers attend programmes such as 'North East NSS festival', 'National Unity Day' and also adopt village in the district to render their social services. The Eco & Sanitation Club of the college conducts mass social work, cleanliness drives, tree and flower plantations in the campus and neighbourhood. The Students Union of the college annually participates in the Collegiate Meet of the state and collaborates with Nehru Yuva Kendra and other organizations. Through such engagements the students' get exposure opportunity for cultural, sports, music and educational exchanges. The NCC cadets participate in the march past during the red-letter days such as Republic day and Independence day in the district. In these occasions the faculty act as hosts during the program, and the faculty and students actively engage in decoration of rostrums and open handicraft stalls. NCC cadets attend National Camp such as 'All India Bihar and Jharkhand Directorate Trekking Camp' which promotes outdoor activities, adventure, and cultural exploration among participants.

The faculty and students also participate in health-related programs which spread awareness on HIV, AIDS, TB, oral health, etc., these are organized by Red Ribbon Club (RRC) of the college collaboration with District AIDS Prevention and Control Unit (DAPCU), Phek, Nagaland State AIDS Control Society

(NSACS) and District Hospital, Phek. The students participate in various online and offline competitions and bring laurels to the College by winning prizes. The Science stream of the College actively extend their services by spreading the awareness on taking up Science for their higher studies to the school students through 'Practical Demonstration', adopting Government High School, Phek Village and engage in classes and orient the students on science subjects.

Hence, the College is in continuous process of extending selfless services for the beneficial of the students and community as a whole and we believe in due course of time these acts of kindness would add value and uplift the society. This would also create a sense of understanding on the need for social work amongst the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

#### **Awards and recognitions received for extension activities from government / government recognised bodies**

##### **Response:**

The College engages in different forms of social services to the local communities. The college fraternity comprising of students, faculty members and ministerial staff carry out various extension services which benefit the students, youths, women and people of all age groups. The college was awarded a certificate in recognition of the First Institution in Phek District to install complete LED lighting under UJALA by the District Administration, Phek. The College campus is environmentally friendly with lush greenery and pollution free environment. The Government of India awarded the institution with the 'District Green Champion Certificate' for successfully elevating the Swachhta Action plan and for implementing best practices in the areas of sanitation hygiene, waste, water, energy and greenery managements.

Meritorious service awards were awarded to Dr. Medongulie Zatsu and Besuta Venyo in recognition of their contribution to the growth of the Higher Education. Former Principal Dr. Vizovol Mekro was awarded with Governor's Commendation Certificate in recognition of meritorious services. The faculty participates in the State and district level tournaments and wins prizes. Nabin Kumar, B.Sc. (Mathematics) obtained gold medal for securing the highest CGPA in the Nagaland University examination.

'Dream weavers' a government registered society run by faculty members donate books, sponsors prizes and certificates, etc., towards the student community.

The faculty members are acknowledged with certificates from different government and government agencies for acting as Nodal officer of the electoral literacy club, resource persons during the programs organized by student bodies, prize sponsors during the Kalos Peace Marathon, District Level Master

Trainers, Presiding Officers, Counting Supervisor, Announcer, etc in the 13th Nagaland Legislative Assembly election and By-election (Nagaland Parliamentary Constituency). The faculty act as judges during the National Voter's Day organized by Election department, Government of Nagaland collaboration with District Administration, Phek, International women's day organised by Red Ribbon Club (RRC) and also in other programmes such as 'Intergenerational solidarity: Creating a world for all ages-HIV Free' organized by District AIDS Prevention and Control Unit (DAPCU), Phek and Nagaland State AIDS Control Society (NSACS).

The College organizes programmes along with Government departments, government recognized NGOs, wherein the students participate in various online and offline competitions and bring laurels to the College by winning prizes. Some of the competitions organized by Phek district DAPCU, NSACS: 3rd Online RRC District Level Quiz Competition, School/College level competition on 'Blood Donation: Publicize your Thought', 'HIV: Film your thought' on New India @ 75 Phase 1, State-level Marathon Race, 'Red Run' dedicated to HIV Awareness and Prevention, Youthfest Marathon Race "Youth for HIV/AIDS" and District level Reels making competition. Kekhwenelo won first prize during 'Run for Life' competition organized by 22 Assam Rifles, Ade Dedae Ajabu won the third prize in the 'Swachhata Hi Seva Photo Contest' organized by Directorate of Higher Education, Government of Nagaland.

In the near future all the social services contributed to the society would get its due recognition by both the government and government recognized agencies which in turn would raise the quality and standard of the College.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.3

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 71

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	12	06	12	16

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 6

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

**Response:**

#### **Infrastructure and other facilities**

The college campus spans across a total area of 38 acres and offers adequate established infrastructure and physical facilities with 23 classrooms, 1 library , 8 science laboratories, 1 conference hall, 14 office rooms, 7 staff rooms, 1 multipurpose hall, 1 cafeteria, 1 boys hostel, 1 teachers' residential complex under construction, 5 residential quarters, promotion of skill development room, IGNOU Study Centre, floriculture unit, mushroom cultivation unit, 1 Mushroom spawn production building, 2 poly houses, one 20,000 litres capacity water reservoir tank, rainwater harvesting facilities in three buildings, drinking water facilities in all the buildings, one 20 KVA silent generator, one 2 KVA generator, 4 invertors/power back up, two separate common rooms for boys and girls, 1 infirmary, 1 counselling room, 1 college web management office, one RUSA Coordinator office, a mini artefact gallery attached to the library which is maintained by the Department of History. The construction of an academic building is underway. CCTV and fire safety measures are installed in all the buildings. The college is fully LED lighted institution. The college has a smart class room attached to IT&C room. The library has 7457 books, including reference books, e-books, magazines, journals, newspapers, and reports from the state government and other organizations. The college has 13 printers, 8 photo copiers, 44 computers/laptops, 13 LCD projectors, 1 handy cam and 3 digital cameras.

#### **Facilities for Cultural and Sports Activities**

The college also offers facilities to cater to cultural activities, sports, and games. It has a playground providing a dedicated space for outdoor games and events. Within the playground, there are basketball and volleyball courts, and provisions are in place for conducting various track and field events. This versatile playground is occasionally utilized by local organizations for hosting outdoor games and events. In addition to the outdoor facilities, the college features a multi-purpose recreational hall designed for indoor games like table tennis, carom board, and chess. This hall serves as a hub for various interface activities, including seminars, workshops, and cultural and literary events. Furthermore, the college has an amphitheatre dedicated to hosting cultural events and other social activities throughout the year, offering a vibrant and active campus environment for students and the community.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.1.2**

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 77.21

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	90	54.14

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1**

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

**Response:**

The college has implemented software for automating its library operations through the Integrated Library Management System (ILMS), using KOHA software. Furthermore, a library digitization project was executed on September 15, 2021, through a collaborative effort between Colosseum Technology Solutions Pvt. Ltd. and the Department of Higher Education, Government of Nagaland. This project encompassed the incorporation of digital content, including e-books and library software, as well as the deployment of various hardware components. The hardware setup included a server PC, PCs for system

access complete with keyboards and mice, an A3 monochrome photocopier, an overhead book scanner, a power backup system, a 55-inch LED smart TV, a digital whiteboard camera system, an inverter, a router, a wireless microphone, and a speaker, all complemented by a stabilizer. The college's library, while currently semi-automated, houses a collection of 7457 books, including reference books, e-books, local publications, inhouse publications, magazines, journals, newspapers, and reports from the state government and other organizations. The library provides access to e-books, e- journals and other e-resources through National Digital Library (NDL) and National Library and Information Services Infrastructure for Scholarly Content (N-LIST) project for all the registered users. Library footfall is done through the barcode scanner for all the users. The library also provides reprography services on nominal charges. The institution is actively pursuing to upgrade the library to transform it into a central hub for knowledge and learning centre. This initiative is aimed to enhance the acquisition and dissemination of knowledge resources, ensuring that the library becomes a vital component of the institution's educational environment optimally use by both the teaching faculty and students. The library has reading spaces for students and visitors. It is open at all working hours on all working days. Students can borrow books from the library for a minimum for a 14 days which can be renewed.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The college has undertaken the "Library Digitization Project" in collaboration with Colosseum Tech Solutions Pvt. Ltd. and the Department of Higher Education, Government of Nagaland. This project involved the inclusion of digital content, which comprises e-books and library software. It also encompassed the provision of essential hardware, including a Server PC, PC for system access, an A3 Monochrome Photocopier, an Overhead Book Scanner, Power Backup, a 55-inch LED Smart TV, a Digital White Board Camera System, an Inverter, a Router, a Wireless Microphone, and a Speaker, all supported by a stabilizer. In its commitment to delivering quality education and facilitating academic progress and development, the institution has ensured the availability of Wi-Fi internet connection through Reliance Jio Airfibre at the speed of 30 mbps. Additionally, the college boasts a smart classroom that is connected to the IT&C room and a dedicated college web management office. Furthermore, to



enhance security and monitoring, CCTV cameras have been installed throughout the administrative and academic buildings. For administrative and academic needs, the college maintains a comprehensive inventory, including 13 printers, 7 photocopiers, 44 computers, 13 LCD projectors, a handy cam, and three digital cameras. The responsibility for maintaining and managing these facilities and equipment are entrusted to the teachers and staff.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

##### Student – Computer ratio (Data for the latest completed academic year)

**Response:** 11.91

##### 4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 23

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 38.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
18.19	12.84	12.29	14.77	13.44

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 75.49

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
228	199	217	200	191

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

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

**Response:** D. 1 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 42.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	30	0	264	220

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

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

**Response:** B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 28.49

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
23	22	26	14	11

**5.2.1.2 Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
75	62	76	75	49

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 1.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	0	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

**Number of awards/medals for outstanding performance in sports/ cultural activities at University /**

**state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response: 7**

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

**Response: 6.2**

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	6	4	4

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The College has a registered Alumni Association called as Phek Government College Alumni Association (PGCAA). This Association was formally constituted on 13th July, 2013. The Association is headed by the President with other office bearers like Vice President, General Secretary, Joint Secretary, Treasurer and Publicity & Information Secretary. In the College Academic Calendar, a specific day has been assigned as Alumni Day which falls on 17th August. This enables constant engagement and interaction of past students with the Institution.

Since its inception, the Alumni Association has been playing a significant role in providing a platform to share their concerns and resources (financial and non-financial) for the development of the College. The Association keeps a tap of its past students and helps to garner resources and support for the development of the institution. The Association motivates and gives guidance to students on career with their experiences and knowledge and also contributes in cash and kind whenever the Institution is in need. The Collage is striving to build a strong alumni base for which a registration portal has been created on the Institution's website which will help mobilize and keep a track record of all its Alumni to solicit their help, services and guidance in all matters relating to the development of the Institution.

In addition to the mentioned Association, there is also an Alumni Cell within the College manned by teachers to facilitate the smooth coordination of the Association with the Institution. This Cell actively engages with the Association for the progress of the College. Not only the Association provides platform for the past students to keep connected with its former Institution, but also assist with its resources for development of the Institution. Whenever necessary, the Institution invokes the assistance of the Association and the Alumni by virtue of being placed in different walks of life often renders valuable service to the Institution. Its contribution consist not only in financial matters but material and non-material assistance too. Often times, members of the Association render its support and encouragement to various activities of the College.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### **Response:**

**Vision of the college:** Towards higher consciousness and equality.

#### **Mission of the college:**

The College strives:

1. To be the hub of knowledge generation and dissemination.
2. To transform students to be effective agents of change in the society.
3. To impart and hone the various life skills of students to make them self-reliant citizens
4. To make the students socially and economically productive individuals.
5. To promote the scientific, analytical and critical temperaments of the students.
6. To impart value-oriented education to be socially responsible global citizens.

Phek Government College is a government institution under the Department of Higher Education, Government of Nagaland is effectively administered by the Principal duly appointed by the Government of Nagaland, assisted by the Vice Principal in managing the day-to-day administrative tasks with the ministerial staff headed by Senior Head Assistant. The IQAC headed by the Principal, effectively ensures quality in all spheres of the college's academic activities through the recommended quality parameters like teaching, learning, and evaluation processes. The IQAC also formulates academic calendar and activities, which is then executed by the different departments, clubs, cells and committees.

The College Governing Body and Advisory Board consisting of members from all the stakeholders: Department of Higher Education, Government of Nagaland, Nagaland University the affiliated university, civil bodies, teachers and students looks into the functioning of the institution, setting and monitoring the college vision and mission, direction, priorities and strategies, so that the college sets its path to achieve its goals both short term and long term plans.

The College, per the affiliated university, Nagaland University's curriculum, has introduced NEP FYUGP from 2023 academic session. Introduction of new courses, changes in existing syllabi and new and modified academic curriculum that the university has approved are duly taken up by the college.

Phek Government College has always strived to fulfil its vision and mission through participatory governance. The college has 39 independent cells/clubs/ committees with the responsibility and duty to look into the functioning of their respective cells/clubs/ committees.

The Head of Departments are given independent charge and authority in the matters related to their departments. All faculty members actively participate in the teaching-learning process in tune with the general standards and keeping in view with local and regional context.

An elected student body of the college, under the supervision of the students' advisory board, looks after the welfare and discipline of the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

The Principal and the faculty members collectively discuss and develop strategic plans for the college. To execute these, the college has instituted different cells, committees and clubs to meet these needs and challenges. Each committee is assigned specific responsibilities and is expected to achieve the same within a given time frame. A convener manages the committees, other faculty members and student representatives. Meetings are held periodically whereby each committee chalks out their objectives and target plans for each academic session. Accordingly, the various strategic plans are executed. These various cells and committees have been consistently and effectively contributing to the systematic development of the college.

The college, being a Government institution, works according to the rules and procedures laid down by the Nagaland Government and the Department of Higher Education, Government of Nagaland. Regarding the Appointment and Service rules of the employees, the college follows the rules laid down by the State Government and the department Service Rule book and is governed as per the rules laid down by UGC.

The strategic planning and development of the college are initiated in the following terms:

**Curriculum:** Phek Government College, following the affiliated university Nagaland University, has implemented CBCS in 2022 and NEP FYUGP in 2023 at the undergraduate level as designed and mandated by the UGC.

**Teaching and Learning:** The college strives for excellence in its teaching and learning process. Every department lays down specific lesson plans every semester that enable the concerned department and the

college authority to oversee and monitor the teaching-learning outcomes.

Examination and Evaluation: Per Nagaland University's notification, the college follows two broad parameters for examination and evaluation: Continuous Internal Assessment and End-Semester Examinations in the ratio of 30:70 for semesters under CBCS and 25:75 for semesters under NEP FYUGP. Students' participation in extracurricular activities is also promoted and awarded.

Admission: The college draws students from the nearby villages and townships surrounding Phek Town and beyond. All information regarding admission to all academic departments is disseminated through social media and regularly updated on the college website.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** E. None of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

The Department of Higher Education, Government of Nagaland, has evolved a mechanism to assess college teachers and non-teaching staff through the Annual Performance Assessment Report (APAR). Under this, the faculty is assessed by the Principal, the Principal by the district's Deputy Commissioner, and the non-teaching staff by the senior head assistant. Eventually, all these are transmitted to the Directorate of the Higher Education Department. Under APAR, teachers are assessed for their teaching methodology and overall performance in other areas, such as extension services, paper publications, research, seminars, conferences or workshops. In short, APAR monitors teachers' performances while they serve in a particular institution.

The Academic Performance Indicators (API) are in place for the teachers' placement and promotion. The IQAC of the college looks into this matter meticulously before submission to the Directorate. Teachers are also assessed by students on various parameters such as their teaching skills, knowledge of the subject, motivation, interaction outside the class, completion of syllabus regularity in the class and their communication skills. Such questionnaires are framed and given to students for their feedback. After which, a detailed report is submitted to the IQAC. The head of the institution monitors the performance of the non-teaching staff as well. The Principal regularly convenes meetings with ministerial and other college staff, and their performances are assessed.

The college is an institution of the Higher Education Department of the Government of Nagaland and is governed by rules and regulations as laid down by the UGC. Being a government institution, the staff are extended appreciable welfare benefits, some of which are mentioned below:

1. Two years of study leave with full pay for teachers to undergo PhD program.
2. Medical treatment fees are borne by the government for the staff and their dependents as well
3. Pension benefits are extended as per Government Service Rules.
4. Maternity leave of six months.
5. Teachers can attend career advancement programs at any time of the year.
6. Housing and associated facilities, as well as HRA, are provided.
7. Provision of T.A/D.A as and when permissible.
8. Employees are extended various kinds of leave such as casual, medical, and earned leave, etc
9. CMHIS covers the medical expenses for the employees and their dependents.

The faculty and staff of the college have also constituted welfare schemes to address events such as

hospitalization, marriages, deaths, retirements, etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 0

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 6.3.3

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

**Response:** 20.12

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	16	14	21	05

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
29	29	30	30	30

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

#### Response:

With the vision of providing higher education to students in this far-flung and remote region of the country bordering Myanmar, Phek College was established on 28th July 1981. It was taken over by the Government of Nagaland in 1990. Presently, the college is under the Directorate of Higher Education, Government of Nagaland. The central portion of its fund comes from the Government of Nagaland and grants from various schemes under UGC and other agencies for various developmental activities and the upgradation of educational facilities.

For its basic operating costs, the college depends on fees collected from the students, such as admission and development fees.

The college regularly conducts internal and external audits to maintain transparency and accountability.

Internal audit is usually conducted by a team appointed by the college authority for two years as per the direction from the Department of Higher Education. It is focused on budget control, assessments, purchases and safeguarding of assets, which is then taken into consideration by an external CA.

The auditors from the office of Accountant General, Government of Nagaland, do an external audit of the college's overall income and expenditures.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### Response:

The Internal Quality Assurance Cell (IQAC) monitors the quality of services being provided by the college to students and faculty.

IQAC initiatives include:

- Devising quality strategies.
- Evaluating curricular and co-curricular activities.
- Introducing best practices.
- Organising workshops, seminars, and conferences.
- Monitoring the extension and outreach programmes of the departments of the college.
- Promoting high professional standards by integrating research in teaching.

The IQAC with due deliberations with the faculty introduced CBCS in 2022 and NEP FYUGP in 2023 session respectively following notifications from Nagaland University. The new NEP FYUGP system puts emphasis on experiential learning. Skills Enhancement Courses and Value Added Courses are offered to enhance employability and entrepreneurial skills of the students. ICT enabled classroom with smart board is set up to enable the teachers to take classes from designated classroom.

The IQAC also kept its goal of mentoring the students all along. Mentoring activity is undertaken by the faculty regularly focusing mostly on student's personality, academic performance and career opportunities.

The IQAC is also regularly collecting and analyzing students' feedbacks on parameters such as syllabus coverage, faculty regularity and teaching methods.

The IQAC in coordination with cells/clubs/committees collects data and bring out reports.

The IQAC initiatives have resulted in the institutionalization of quality assurance practices at two levels:

a) Teacher centric and

b) Students-centric.

For teachers in order to upgrade and enhance their knowledge and teaching skills, the IQAC organises workshops/seminars on a regular basis. Teachers are also encouraged to take up research and other academic activities for presentations and publications in journals and books, attend orientations and refresher courses, short-term courses etc. teachers are also encouraged to extend community services towards society.

The IQAC also has constituted several measures to monitor students' overall performance, particularly with regard to academic progress and attendance. Each student has a mentor who also monitors the academic and attendance of the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5.2

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** C. Any 2 of the above



<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

Gender equity is one of the core values of the institution. Phek Government College is a co-ed institution. It strives to promote a culture of gender sensitization. Ragging in any form is strictly prohibited by the institution. Students are also made to sign a pledge of good behavior in the college at the time of admission. There is a Women Development Cell in the college which organizes gender equity programs at regular intervals such as seminars, competitions, health camp etc. Gender audit has been initiated to assess the institution's efforts towards promotion of gender equity and sensitization.

The college also provides the following facilities which ensure the well-being of all its members, particularly for women on the campus:

#### **1. Safety and security**

Safety and security of each and every student, teaching and non-teaching staff is ensured through a mechanism of checks. Safe practices such as installation of CCTVs at strategic locations acts as deterrents for misbehaviour. Violence, misconduct and misdemeanour within the college premises are strictly prohibited and violators are aptly penalized. The college has also constituted a committee to look into matters of sexual harassment. In order to sensitise the students on the need to respect the opposite sex, seminars and workshops are conducted. There is also a provision of sanitary pads for female students in the college.

#### **2. Counselling**

The institution conducts personal as well as academic counselling through the mentoring program. Each mentor teacher is responsible for five to six assigned students. They meet at regular intervals and various problems and issues are discussed. This facilitates open flow of communication between the mentor and the mentee and their overall needs are addressed. The college has also appointed a psychiatrist as a counselor for students.

#### **3. Common Rooms**

The college has separate common rooms for boys and girls. This ensures that the students of both sexes have their own private spaces for relaxation and recreation. Books, magazines, journals etc, are available

in the common rooms for the students to read in their leisure time.

#### 4. Provision of sanitary napkins

There is a provision of sanitary napkins for female students in the college as and when required.

Over the last five years, the institution has conducted a number of activities for promotion of gender equity and sensitization.

1. On 20th September, 2018, the Women Development Cell organized talks on “Social Etiquette of a Woman” and “Importance of Women’s Education” in the college.
2. A free medical camp was conducted in the college on 28th September, 2018, by the Women Development Cell in collaboration with the District Hospital Phek.
3. On 24th July, 2019, the Girls Music Band- “The Dimension” participated in the district level Girls Music Band Competition organized by Phek District Administration along with District Level Centre for Women Mahila Shakti Kendra, Phek, under Beti Bachao, Beti Padhao.
4. On 15th October, 2021, an awareness program on “Right to Education Act” was organized by Phek District Legal Services Authority in collaboration with Phek Government College.
5. International Women’s Day was observed on the theme “Break the Bias” organized by Women Development Cell, PGC on 8th March, 2022.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 7.1.2

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of**

## **students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

### **Response:**

The institution is committed towards building an environment of inclusion and respect for religious, socio-economic and other diversities. The institution caters to students from different tribes and socio-cultural communities not only from within the state, but also from neighboring states. Admission is open to foreign nationals and 5% of seats are reserved for SC/OBC/differently abled students. There is also a mentoring cell in place which facilitates the teachers in guiding the students in every aspect of their holistic development.

The institution also provides scholarship to meritorious students who are from economically weak backgrounds. Scholarship is also given to general category students who are outstanding in academic performance. Anti-ragging and harassment is strictly prohibited in the campus.

The institution also strives to sensitize its students and employees to the constitutional obligations and values, rights, duties and responsibilities of citizens. Independence Day and Republic Day are observed and celebrated annually along with the rest of the district. Students and teachers of the college assist the district administration in the decoration of rostrum on red letter days such as Republic Day and Independence Day. Teachers are also annually asked to comper the official ceremonies on such days. The students are encouraged to participate in various activities, competitions, programmes etc which are conducted at institutional, local, regional and national levels to hone the skills of the students and sensitise them to their constitutional rights, duties and obligations. Mock Parliament is conducted annually to familiarize them with Parliamentary proceedings and democratic processes of the country. The institution also contributes to the smooth conduct of democratic processes of the nation and the state by extending services of its teachers and staff as master trainers, presiding officers and polling personnel in the Parliamentary and Assembly elections. Faculty members are also board members and consultants in important academic boards and institutions. Students of the institution also render their services to the Nagaland State Legal Services as Para Legal Volunteers.

Along with the rest of the country, the institution observes all national holidays and commemorates anniversaries of great national leaders. The institution also celebrates cultural day annually.

Some of the institution's initiatives and efforts towards promoting an inclusive environment, socio-cultural diversity, national integration and unity are highlighted as under:

1. On 15th October, 2021, an awareness program on "Right to Education Act" was organized by Phek District Legal Services Authority in collaboration with Phek Government College.
2. The Red Ribbon Club, Phek Government College organised an online Slogan writing competition on 1st December, 2020. Mr. Kuduvo Kezo, Program Officer, District Aids Prevention Control Unit (DAPCU), Phek and Mr. Thoshusie Katiry, Nodal Officer, RRC, Phek Govt. College were assigned as the Judges of the online Slogan competition. The following RRC volunteers were declared as winners: 1st Khushboo, 2nd Hutazo and 3rd Vesuto. Consolation Prizes were given to Hukulu, Tshtelu, Vechilu, Sonali and Kuzoyi.
3. Phek Government College (PGC) in collaboration with Field Outreach Bureau, Kohima Bureau of Outreach and Communication Ministry of Information and Broadcasting, government of India organised an essay competition on the theme, "celebration of India's 75th years of independence:

achievement and challenges” on March 19, 2021.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### 1. Teacher-student Synergy for a Green Campus

**Objectives of the Practice:**

1. To preserve the pristine environment of the campus
2. To promote a green and eco-friendly campus
3. To instill in the teachers, staff and students of the college a sense of belongingness and collective responsibility towards preserving the environment.
4. To promote environmental sustainability.

**Context**

Phek Government College is located in a sprawling 38 acres land, surrounded by lush greenery and rich vegetation. This gives ample scope for the institution to develop and sustain its best practice of preserving the environment. The college as an institution of higher education, has an added responsibility of making teachers and students custodians in the preservation of the environment.

**The Practice**

The institution has adopted Teacher-Student for a green campus with its commitment to maintain the pristine and green environment of the campus, as well as to preserve the ecology. As per the practice, the teachers and students of the college are engaged in maintaining the cleanliness and hygiene of the college, nurturing and taking care of the plants and flowers, etc. Toward this end, the Eco and Sanitation Club of the college have assigned the students in different groups. Each group is placed under 4-5 teacher in-charges and they are responsible for nurturing the plants and flowers in the allotted plots.

The teachers, staffs and students of the college have been engaged in major green landscaping of the college by planting trees, flowers, digging compost pits, cleaning the surroundings etc at regular intervals. The Eco and Sanitation club along with the NSS often organizes social work in the college.

The institution also has a Botanical Garden which are overseen by the Department of Botany and two polyhouses which are taken care by faculty in-charges along with the students.

### **Evidence of Success**

The Teacher-student Synergy for a Green Campus has proved to be a significant best practice of the institution. The success of the practice can be seen in the manner in which the greenery of the campus is maintained. The practice has infused in the students as well as the teachers and staff of the college, a sense of collective responsibility towards caring for the environment. As a result of the practice, the college is green, clean and tidy. It also has the advantage of being located in a plastic-free town. Phek Government College was awarded the District Green Champion Certificate by the Ministry of Education, Government of India, for the academic year 2021-22 in recognition of its efforts in successfully elevating the Swachhta Action Plan, and implementing best practices in the areas of sanitation, hygiene, waste management, water management, energy management and greenery management. The institution has also successfully undergone Green Audit and certified by the State Forest Department, Phek Division.

### **Problems Encountered and Resources Required**

Owing to the topography of the district in which the institution is located, landslides remain a challenge to the best practice especially during torrential monsoon season. Additional funds are required to procure resources to conduct further initiatives. Machinery, manpower and building materials are required to solve the problem of loose soil and landslides.

#### **1. Promotion of Skill Development**

#### **Objectives of the Practice:**

1. To promote the artistic and creative skills of the students
2. To enable the students to be self-reliant and to be productive members of the society
3. To preserve the cultural and traditional knowledge system for posterity

#### **Context**

The district in which the institution is located is aptly called “the land of traditions”. It is a region rich in traditions, customs, folklores, handicrafts etc. Majority of the students are from the two main indigenous tribes in the district, Chakhesang and Pochury. The students are skilled and gifted in traditional craftsmanship and have an in-depth knowledge of making traditional handcrafted products such as decorative wood items, weaving, basket-making, wooden plates and cups, hand-woven shawls and mekheles etc. This best practice of the college is unique not only in the context of the institution but also in the context of higher education in the country. It is also in tandem with the New Education Policy’s emphasis on skill development.

#### **The Practice**

Promotion of skill development is a valued best practice of the college. Over the years, students have been encouraged to hone their artistic skills and traditional craftsmanship through various activities. The

activities for the promotion of skill development have been formalized through the Skill Development Club of the college. The Skill Development Club is supervised by faculty in-charges along with the student representatives. The handcrafted products are put up for sale in stalls during Republic Day and Independence Day celebrations in the district. The students also organizes exhibition-cum-sales day wherein their products are exhibited and also put up for sale. Income which is generated through these sales are utilized for further activities.

### **Evidence of Success**

Promotion of skill development as a best practice of the college has been extremely beneficial not only to the students but also to the community at large. This best practice has ensured that the traditional knowledge system of craftsmanship is preserved for posterity. It has sensitized the students to be responsible bearers of their traditions and culture. There is an awareness among the students that their rich cultural craftsmanship is very unique and hence, needs to be preserved in an era in which the rich cultural traditions are dying out.

The success of this best practice can also be seen in the manner in which the skills of the students have been honed and diversified. Handcrafted products which are reminiscent of bygone generations are made by the students with much zeal and interest.

### **Problems Encountered and Resources Required**

This best practice of the college has certain challenges. Due to paucity of funds, sufficient materials for all the students cannot be provided. Promotion of skill development can also be augmented by the provision of more specialized tools and equipments through which the students can improvise on their skills. The remote location of the institution also poses a challenge to the availability of ready tools and materials.

<b>File Description</b>	<b>Document</b>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## **7.3 Institutional Distinctiveness**

### **7.3.1**

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

#### **Response:**

Phek Government College is located in Phek District, one of the 16 districts of Nagaland. Phek is a district which is predominantly inhabited by the Chakhesang and Pochury tribes. Majority of the students come from adjoining villages and areas with poor socio-economic backgrounds. It is the only institution of Higher Education in Phek town, which is also the district headquarters. It therefore, has the unique



distinction of being the only college in a town with a population of nearly 20,000. As such, it has a dual role to play. It caters to the educational needs of the burgeoning youth population, and at the same time, acts as a catalyst for community development in terms of social capital through community extension services by the faculty members as well as the students. Community extension services by the institution have taken many forms wherein the teachers as well as the students, either collectively or in their individual capacities, have rendered their best towards the betterment and upliftment of the society in terms of social capital.

Phek Government College is committed towards creating a support system which would enable a substantive transformation of the society. The institution foresees itself to be a place where academic knowledge is not merely imparted, but it strives to be a place which produces individuals who will be agents of transformation in the society. While it contributes to the society, the institution also feeds on the vast support network that it receives from the local community in pursuance of its goals, values and mission.

1. The faculty members of the college extended their services as co-ordinator, assistant co-ordinator and academic counselors to the IGNOU Study Centre in Phek Town.
2. Faculty members are also board members and consultants in important academic boards, institutions and organizations. They are also leaders and members of important local organizations such as Lotha Hoho, Sema Baptist Church Phek Town, Angami Union Phek, the Gideons International in India etc.
3. To promote social justice and equity in education, the institution provided Special Merit Scholarship and Special Merit Scholarship for General Category Students to meritorious and needy students. L.Mefutiba Merit Award and Certificate of Recognition, Education Department was given to the college topper in the University exam and topper in Education honours, respectively.
4. Phek Government College was awarded the District Green Champion Certificate by the Ministry of Education, Government of India, for the academic year 2021-22 in recognition of its efforts in successfully elevating the Swachhta Action Plan, and implementing best practices in the areas of sanitation, hygiene, waste management, water management, energy management and greenery management.
5. Students from the college's Red Ribbon Club participated as volunteers during the World AIDS Day program at District Hospital, Phek on 1st December, 2021.
6. Dr. Vizovol Mekro, the principal of the college, was awarded the Governor's Commendation Certificate on 15th August, 2021, in recognition of his meritorious services.
7. A field study trip-cum-cleanliness drive was organized by the teachers and students of environmental studies of the college, in Mt. Kapamodzu, Phek district, on 26th August, 2021. The main purpose of the trip was to study the vegetation and also to create awareness about the importance of conservation of environment and ecotourism.
8. Phek Government College also served as a quarantine centre for frontline workers during the Covid-19 Pandemic.
9. Faculty members of the college rendered their services as judges in an essay competition among students of Phek district, organized by Raj Bhawan, Nagaland, on account of Gandhi Jayanti 2021 on the topic, "Relevance of Gandhiji's Thoughts for Building a Peaceful and Prosperous Nagaland".
10. Students of Phek Government College have participated in the 2nd District Online Quiz competition for Red Ribbon Club colleges on 16th July, 2021. They also participated in the State level Online Quiz competition for Red Ribbon Club colleges on 12th October, 2021.

11. On 13th October, 2021, the students of Phek Government College engaged in social work in Phek Town in collaboration with Nehru Yuva Kendra, Department of Youth Affairs, under the theme “Clean India”.
12. On 14th October, 2021, the institution along with a local organization, Phek Town Chakhesang Students Union, participated in a sanitation drive in Phek Town
13. On 15th October, 2021, an awareness program on “Right to Education Act” was organized by Phek District Legal Services Authority in collaboration with Phek Government College on 15th October, 2021.
14. Phek Government College also actively participated in an online awareness campaign which was conducted on three themes: HIV, TB and Blood Donation on 18th September, 2021. This program was conducted in commemoration of 75 years of India’s Independence and as per the directives of National AIDS Control Organization, Ministry of Health and Family Welfare, Government of India.
15. Students from the college’s Red Ribbon Club participated as volunteers during the World AIDS Day program at District Hospital, Phek on 1st December, 2021.
16. The NSS volunteers attended New India 75th Year of Indian Independence organized by the Nagaland State AIDS Control Society under the aegis of Nagaland AIDS Control Organisation, Ministry of Health and Family Welfare, Government of India on 24th February, 2022 at Phek Government College.
17. The volunteers of NSS attended the International Women’s Day on the theme “Break the Bias” organized by Women Development Cell, PGC on 8th March, 2022.
18. On 23rd April, 2022, the college participated in the Phek Town Chakhesang Students’ Union 18th Sanitation phase from Clock Tower to Local Ground, Phek Town, under the banner “One strength, One Voice.”
19. A freedom rally, Azadi Ka Amrit Mahotsav commemorating 75 years of Independence was jointly organized by NSS, NYKS and District Youth Resources Office, Phek in collaboration with the District Administration, Phek on 29th April, 2022.
20. The NSS volunteers orientation programme was held on 11th May, 2022 with Dr. Thoshusie Katiry and Dr. Medongulie Zatsu as resource persons.
21. The NSS participated in the Mega Tree Plantation Drive commemorating World Environment Day on the theme ‘One Person One Tree’ on 5th June, 2022 organised by the District Planning and Development Board in collaboration with the National Highways and Infrastructure Development Corporation Ltd.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Phek Government College is located in Phek District, one of the 16 districts of Nagaland. Phek is a district which is predominantly inhabited by the Chakhesang and Pochury tribes. Majority of the students come from adjoining villages and areas with poor socio-economic backgrounds. It is the only institution of Higher Education in Phek town, which is also the district headquarters. It therefore, has the unique distinction of being the only college in a town with a population of nearly 20,000. As such, it has a dual role to play. It caters to the educational needs of the burgeoning youth population, and at the same time, acts as a catalyst for community development in terms of social capital through community extension services by the faculty members as well as the students.

### **Concluding Remarks :**

Phek Government College, since its inception, has strived to be a hub for knowledge generation and dissemination. Over the many years, it has produced batches of graduates who are responsible members of the society. In spite of multiple challenges such as remoteness of the location, lack of financial resources, bad communication and transportation facilities, the institution has capitalized on its available resources and vibrant social capital to make the institution a premier institution which will be at par with other higher educational institutions in the country. The institution envisions itself to be a place where academic excellence is not only pursued, but it foresees itself to be a place which fosters life values which will enable the students to be effective agents of change in the society.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :2</p> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																				
1.2.2	<p><b>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>38</td> <td>0</td> <td>75</td> <td>93</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>22</td> <td>41</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	38	38	0	75	93	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	22	41
2022-23	2021-22	2020-21	2019-20	2018-19																	
38	38	0	75	93																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	22	41																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 102</p> <p>Answer after DVV Verification: 85</p> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																				
2.4.2	<p><b>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</b></p> <p>2.4.2.1. <b>Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

29	28	27	21	19
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	28	27	21	19

Remark : As per clarification received from HEI, and excluding faculty having less than 10 months experience, thus DVV input is recommended.

**3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years**

**3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	8	3	4	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	8	3	7	7

Remark : As per clarification received from HEI, thus DVV input is recommended.

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	0	0	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	0	0	01	0

Remark : As per clarification received from HEI, thus DVV input is recommended.

**3.3.2 Number of books and chapters in edited volumes/books published and papers published in**

**national/ international conference proceedings per teacher during last five years****3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	0

Remark : As per clarification received from HEI, thus DVV input is recommended.

**3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community 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 etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	14	15	14	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	12	06	12	16

Remark : As per clarification received from HEI, thus DVV input is recommended.

**3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

Answer before DVV Verification :

Answer After DVV Verification :6

Remark : As per clarification received from HEI, thus DVV input is recommended.

**4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years****4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.1	0	0	90	54.14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	90	54.14

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23.73	18.75	19.52	12.66	12.51

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18.19	12.84	12.29	14.77	13.44

Remark : As per clarification received from HEI, thus DVV input is recommended.

5.1.1 **Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**

5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
227	236	217	200	192

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
228	199	217	200	191

Remark : As per clarification received from HEI, thus DVV input is recommended.

5.1.2 **Following capacity development and skills enhancement activities are organised for improving students' capability**

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

5.1.4 **The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	35	14	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	22	26	14	11

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
75	62	76	75	49



Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
75	62	76	75	49

Remark : As per clarification received from HEI, thus DVV input is recommended.

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	1	0	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	0	2

Remark : As per clarification received from HEI, thus DVV input is recommended.

**5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) 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:

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	0	0

Remark : As per clarification received from HEI, Only Only University /state/ national or international achievements will be considered, thus DVV input is recommended.

**5.3.2 Average number of sports and cultural programs in which students of the Institution**

participated during last five years (organised by the institution/other institutions)

**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	4	6	9	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	6	4	4

Remark : As per clarification received from HEI, thus DVV input is recommended.

**6.2.2 Institution implements e-governance in its operations**

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: E. None of the above

Remark : As per clarification received from HEI, supporting documents are not provided, thus DVV input is recommended.

**6.3.2 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:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : As per clarification received from HEI, supporting documents are not provided, thus DVV input is recommended.

6.5.2	<p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</b></li> <li>2. <b>Academic and Administrative Audit (AAA) and follow-up action taken</b></li> <li>3. <b>Collaborative quality initiatives with other institution(s)</b></li> <li>4. <b>Participation in NIRF and other recognized rankings</b></li> <li>5. <b>Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : As per clarification received from HEI, thus DVV input is recommended.</p>
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## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>274</td> <td>288</td> <td>292</td> <td>260</td> <td>255</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>274</td> <td>288</td> <td>292</td> <td>260</td> <td>257</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	274	288	292	260	255	2022-23	2021-22	2020-21	2019-20	2018-19	274	288	292	260	257
2022-23	2021-22	2020-21	2019-20	2018-19																	
274	288	292	260	255																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
274	288	292	260	257																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 49          Answer after DVV Verification : 43</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>38</td> <td>38</td> <td>36</td> <td>35</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>38</td> <td>38</td> <td>36</td> <td>35</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	40	38	38	36	35	2022-23	2021-22	2020-21	2019-20	2018-19	33	38	38	36	35
2022-23	2021-22	2020-21	2019-20	2018-19																	
40	38	38	36	35																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
33	38	38	36	35																	
3.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

2022-23	2021-22	2020-21	2019-20	2018-19
27.92	18.75	19.52	102.66	66.65

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41.44	32.15	36.99	38.49	37.61