



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

KOHIMA SCIENCE COLLEGE

**KOHIMA SCIENCE COLLEGE, JOTSOMA, PHEZHU, KOHIMA DISTRICT,
NAGALAND, PIN-797002**

797002

www.kscj.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nature and Type of Institution Kohima Science College, Jotsoma, established in 1961, is recognized under Section 2(f) and 12(B) of the UGC Act, 1956. In 2021 the teaching level of the college was upgraded from Bachelor's to Master's degree in the list of colleges included under section 2(f) & 12(B) of the UGC Act, 1956. The college has Grade A accreditation in its NAAC assessment in 2011 & 2017 with CGPA of 3.05 and 3.42 respectively.

Location The college is located in *Jotsoma* village, 8 kms west of Kohima. Kohima is 72 kms away from *Dimapur*.

Autonomy The college was granted Autonomy by UGC in 2014. Consequently, this allowed us to introduce the Choice-Based Credit System curriculum in 2016. In 2021 the college was granted autonomy for another 5 years till 2025.

Research Activities Teachers, research scholars, and a women scientist are working on various Major and Minor Research Projects funded by the DBT, MHRD-RUSA, DST, UGC-JRF, Dept of Art and Culture (Govt of Nagaland), and Land Resource Department (Govt of Nagaland). Also 'Seed Money' from the college has been given to fifteen faculty from various departments of the college as part of its internally-funded research project. Eight teachers of the college are approved PhD Guides under the Autonomous status of the college (Nagaland University)

Extension Activities The college has been rendering support in areas of NAAC mentoring of un-assessed colleges: a responsibility that came from the UGC-NAAC and the Dept of Higher Education. Since then the IQAC has conducted several in-person seminars and webinars with 20 colleges in the State on NAAC A & A, and the CBCS.

Value Addition The students have access to Certificate Course in Phonetics and Spoken English, and Alternative Learning Systems (ALS) at a subsidized rate, NCC scholarships, Governor PB Acharya Award, Founding Fathers Meritorious Award, Jubilee Trust Fund, Dr S.K. Dey Literary Award, Rock Star Award, Good Samaritan Fund, and the government Post Matric Scholarship for ST/SC. The college also has vermi compost and the Mini Printing Press as part of its 'earn while you learn' programme for the students.

Vision

To develop the college into a research driven education hub of national and international repute.

Mission

i. to utilize academic autonomy to develop and maintain high academic standards in accordance with the national framework and changing academic and social benchmarks.

- ii. to be an enabling agency for the students to develop their potentials to the fullest and become productive and responsible citizens of the contemporary society and the country.
- iii. to promote and strengthen skill-based courses in the curriculum.
- iv. to promote student-centric technology-enabled teaching and learning along with the core conventional methodology.
- v. to promote original and quality research with an emphasis on interdisciplinary approach.
- vi. to encourage and support the faculty members to enhance their academic proficiency in accordance with the contemporary benchmarks.
- vii. to encourage a sense of teamwork and community service amongst the students and the faculty members.
- viii. to foster and institutionalize innovative and best practices in the workplace by using transparent and decentralized working environment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Autonomy status good NAAC accreditation

Cooperation and healthy interface among the teaching staff

Number of PhDs increasing

Qualified, diverse and efficient faculty

Well-equipped and digitized library

Awareness of software packages

Strong alumni support

Smart classrooms

Governing Body has prominent academicians and administrators

Institutional Weakness

Vacant posts not filled by the Govt

More and better infrastructure required

Insufficient staff quarters

Less research projects

Lack of a compact campus

Not enough good hostels

Institutional Opportunity

Research projects to be undertaken

World class state-of-the-art research centre

Introduction of more (allied) courses

Becoming a state university

Students can do well through the CBCS

Academic-Govt and private linkages

Student placement with private sector

Institutional Challenge

More land for infrastructural expansion

Publication in peer-reviewed journals & UGC CARE list

More teachers be given study leave for PhD

Improving dissemination of information to the departments

To increase the number of practical halls

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Kohima Science College, the second oldest college of the state, was conferred autonomy in 2014. The first major step we took under this new status was to introduce the UGC Choice Based Credit System, becoming one of the first colleges in the North East to do so. The college has CBCS 12 Under Graduate, 7 Post Graduate programmes, and 5 PhD programmes.

The student-centric CBCS comes with salient features like giving the students the opportunity to choose subjects of their choice, exploring their interests through inter-disciplinary, intra-disciplinary, and skilled-based courses, credit transfer and mobility to different institutions, and an undergraduate degree that offers more chance of employability.

We try our best to keep the course design, development and review need-based. Each department has a Board of Studies (BoS) with external expert members. We also get valuable inputs from the student feedback. The respective syllabus then goes to the Academic Council for the final approval.

Taking advantage of the freedom that is given in course designing & syllabi reviewing, especially 30% flexibility in the Core papers, the college has tailor-made certain papers to suit its local and cultural needs and expectations. The Programme Outcomes, Programme Specific Outcomes, and the Course Outcomes reflect a considered blend of the latest in the national and global trends and the local and cultural needs and context.

The Ability Enhancement and Skill Enhancement courses and the Generic papers allow flexibility in including cross-cutting issues relevant to current pressing issues like gender, environment and sustainability, human values and (professional) ethics.

Teaching-learning and Evaluation

The college has a transparent admission policy and does not discriminate on socio-economic, cultural, race or religious backgrounds, and has reservations for differently-abled, SC/ST and Backward Tribes candidates under Nagaland State Govt. policy.

The teaching-learning modalities of the institute cater to the students with their diverse interests and capabilities. Such opportunities are embedded in the very nature of the CBCS where one can choose an exclusive subject of interest and yet explore other disciplines or course through the Generic and Skill Enhancement courses.

Teachers regularly participate in various UGC-sponsored Faculty Development Programs (FDPs). 32 faculty have a PhD degree. The college has 1 Professor, 24 Associate Professors and 68 Assistant Professors. Teachers from the college have been promoted as Principals to other government colleges, and some teachers have been promoted to the Department of Higher Education as Directors.

The Examination Section is headed by the Controller of Examinations. External members of the BoS are involved in the question setting, moderation and evaluation.

The college has a dean of sciences which looks into the matters relating to the research activities in the college.

Students are allowed to progress to the next semester in spite of carrying a failed paper. In the corresponding

semester the student can re-write the paper.

In the final year (last two semesters) the student can take an immediate supplementary exam for a failed paper, so that he/she does not lose a year.

There are 2015 students in the academic session 2021-2022.

Results are declared in due time (within 45 days) and is in tune with the admission season in the country.

The Student Satisfaction Survey is annually conducted.

Research, Innovations and Extension

The college has five major research laboratories: i). Atmospheric Science Research Centre (Dept of Physics) funded by Ministry of Education, under its RUSA flagship programme. (The objective is to develop a comprehensive “Atmospheric Data Base” It has nine associated member-colleges in Nagaland and West Bengal.) ii). DST-funded Institutional Biotech Hub (Botany Dept), iii). Chemistry Research Laboratory, iv). Mathematics Research Laboratory, and v). Zoology Research Laboratory.

The college provides procedural flexibility without compromising on accountability as far as utilizing of resources that come from various research agencies.

The college provides ‘seed money’ to faculty members for minor research project. In the last three years fifteen faculty members has been funded for research work.

The college has a committee for Intellectual Property Rights, and the Research Guidelines in place which also includes professional ethics guidelines.

The college has a good number of research publications in many reputed journals index by Elsevier, Scopus etc . The college has 44 publications under UGC-Care list in the last five years and more than 100 under non-Care list but peer reviewed national and international journals.

Departments of Anthropology, Botany, Geology, Geography, and Zoology have been involved in the Peoples Biodiversity Project the sponsoring agency being Environment, Forest and Climate Change. As a UGC-NAAC *Mentoring College* the IQAC has held several mentoring programmes with un-assessed colleges in Nagaland.

The curriculum-extension interface allows ‘the development of the student’s personality through community service.’ The NSS and the NCC have organized many blood donation, and tree plantation programmes.

The Principal is a member and Higher Education Adviser in the District Planning and Development Board (DPDB). The college has conducted free coaching, career guidance seminars, commissioning of laboratory, and distribution of books in the neighbouring villages of Kidima, Jotsoma, and Mezoma under the DPDB, Kohima Village Adoption Committee.

Collaborative activities like Solidarity Student Exchange Programme with Sophia College, Mumbai, and Youth Program on Environment and Forestry to Japan have been done.

Infrastructure and Learning Resources

The college has well-appointed and spacious classrooms. The college has 50 classrooms and 32 science laboratories and a language lab out of which 26 are ICT enabled. The college has commissioned a Computer Centre, new Central Library, and an Academic Block. The college has three small but well-stocked museums in the Departments of Anthropology, Geology and Zoology. These museums exhibit old farm and burial implements, textiles, rare rock and fossil specimens, and some well-preserved animal species and other interesting artifacts.

The college allows free use of its research facilities, instruments and library to enable the faculty to formulate research proposals and take up research activities.

The Central Library is fully automated with ILMS SOUL2.0. Students and faculty have access to innumerable e-resources through NList & NDL with OPAC as the interface. It has reprography facilities and the Institutional Repository. It has provisions for differently-abled students.

The college access internet from 1 Gbps Free Space Optics Link created over a radial distance of 5.7 kms. The backhaul internet connectivity is provided from SWAN network which is connected to National Knowledge Network (NKN) from the Nagaland Secretariat.

Academic departments, library and college office are networked by Local Area Network. The college has a 100 mbps internet leased line (ILL) for exam section and another 100 mbps for library. The college will upgrade its IT infrastructure improving sharing and teaching online, and migration of database to cloud platform.

The college has been recently recognised as a local chapter for SWAYAM-NPTEL. The ID form local chapter is 4827.

Out of five college hostels, four hostels have rooftops solar panels and the campus is designated a 'green campus.' The New and Renewable Energy Dept, Govt of Nagaland maintains this facility.

The Development Committee is tasked with regular maintenance and periodic replenishment of infrastructure.

Student Support and Progression

The college aims at giving the students an inclusive and meaningful experience of learning and a holistic development.

The college has in place the Placement Cell, Career Guidance Cell, Anti-Ragging Cell, Anti-sexual Harassment Cell, Equal Opportunity Cell, Grievances cell, Counseling/Mentoring cell, and Winfest (a sports and cultural festival).

The students are given the Post Matric Scholarship. In the last five years, the numbers of students beneficiaries are as follow: 2021-1699, 2020-1437, 2019- 1427, 2018-1161, and 2017-976 for ST students. Additionally the teachers' association has the Samaritan Fund, the following numbers of students sponsored in last three years as: 2019- 06, 2018-06 and 2017-12 for meritorious students from economically disadvantaged families.

The students are offered value added courses, and other provisions like tutorials, remedial classes, mentoring,

regular internal assessments, and supplementary exams to facilitate their vertical progress. Career awareness programs are periodically conducted to keep them abreast of the opportunities available for gainful employment.

Students are encouraged to participate in co-curricular and extra-curricular activities through the various platforms made available to them. They have participated in inter-college, State and National Events and have brought laurels to the college. The college regularly conducts activities like Leadership trainings, Soft Skills, Career Counseling for students. It has a vibrant NSS and NCC. NCC is also a Generic paper under the curriculum of Choice Based Credit System (CBCS). The NCC has regularly bagged the 1st position during the Independence Day Parade in the state capital.

The Alumni Association was formally founded in 2009. The college has created a robust alumni base during over half a century of its existence.

Besides setting up immovable assets, the members also assist the college during major events of the college. Two major projects that have been recently completed are: i). Project Alpha I under which the college LAN of 10 Mbps and Broadband connectivity were operationalized in 2011; and, ii). Project Alpha II, where a 50-bedded Alumni PG Women's Hostel was commissioned in 2021.

Governance, Leadership and Management

Kohima Science College has a transparent and multi-layered system of governance with enough points for aligning the academic and administrative aspects, redressal and diagonal communication. The management is carried out at two broad levels: Academic Management and General Administration. The Management is carried out by five committees or bodies: Governing Body, Academic Council, School board (Science), Board of Studies, Examination Committee, and the Finance Committee. The Principal is the overall head of the institution.

The formulation of developmental objectives, directives and guidelines are made in the respective bodies or the Staff Council. They are clearly communicated to the relevant bodies for coordination and implementation. Meetings, notices, and electronic media are used for the dissemination of the various programmes. Periodical meetings and power point presentations by various committees are also done to keep a tap on the management of decisions.

The faculty regularly attends various FDPs offered by the UGC, universities, government departments or colleges to upgrade their professional competence. The college has conducted approximately 35 FDPs.

Annual performance appraisal of all the staff is done through the government of Nagaland Annual Performance Appraisal Report. The duly filled forms are then submitted to the Directorate of Higher Education for action, feedback or analysis.

The college has also undergone the Academic and Administrative Audit (AAA) conducted by the Department of Higher Education, Government of Nagaland with CGPA of 3.63.

Issues relating to finances come under the Finance Committee. Cash transaction has been considerably reduced in the college as the Public Financial Management System (PFMS) is in place. Internal audit is regularly done. The office of the Accountant General (AG) does the external audit.

Institutional Values and Best Practices

As part of its 'social responsibility' and to be in tune and responsive to emerging and pressing issues the college has been organizing programmes helping the community through the pandemic, mentoring un-assessed colleges, setting up integrated farming, blood donation, and setting up laboratories in schools in the geographical vicinity.

The college is declared a plastic-free and working towards a green campus. Only LED bulbs are used in the campus, and rooftop solar panels have been installed in the hostels and in Geo- building. Tree plantation and beautification is periodically done. The college regularly organizes awareness programs on sexual harassment in the workplace, gender equity, domestic violence, female infanticide, women and inheritance, and menstrual health hygiene. These topics are now part of the curriculum at the UG level.

During the COVID lockdown, the department of Chemistry of the college took initiative to produce alcohol based hand sanitizer strictly following WHO specification, to tide over the shortage of hand sanitizer in the state. The hand sanitizer produce in the college were distributed to many offices, Doordarshan Kendra, All India Radio, Naga Hospital Authority, educational institutions, churches, mosque, gurdwara and temples. Consequently the Chief Minister Office (CMO) made the college a Hand Sanitizer Production Centre during the pandemic.

Supplementary Examination gives another opportunity to a student who is not able to clear the End Semester Examination (ESE) in the final year. This exam is administered immediately to help the students clear their arrears without losing another year.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KOHIMA SCIENCE COLLEGE
Address	Kohima Sciene College, Jotsoma, Phezhu, Kohima District, Nagaland, Pin-797002
City	KOHIMA
State	Nagaland
Pin	797002
Website	www.kscj.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Lily Sema	0370-2227026	9436005376	-	principal@kscj.ac.in
IQAC / CIQA coordinator	Seyiekhrielie Whiso	0370-9856127944	9856127944	-	iqackscj@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	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1961

Date of grant of 'Autonomy' to the College by UGC		19-06-2014		
University to which the college is affiliated				
State	University name	Document		
Nagaland	Nagaland University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	07-04-2021	View Document		
12B of UGC	07-04-2021	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	09-09-2019
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Kohima Sciene College, Jotsoma, Phezhu, Kohima District, Nagaland, Pin-797002	Rural	133.75	175913

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	BSc,Anthropology	36	Higher Secondary	English	65	65
UG	BSc,Botany	36	Higher Secondary	English	75	75
UG	BSc,Chemistry	36	Higher Secondary	English	75	75
UG	BSc,Geology	36	Higher Secondary	English	45	45
UG	BSc,Geography	36	Higher Secondary	English	40	40
UG	BA,Geography	36	Higher Secondary	English	20	20
UG	BA,English	36	Higher Secondary	English	50	50
UG	BSc,Mathematics	36	Higher Secondary	English	75	75
UG	BSc,Physics	36	Higher Secondary	English	75	75
UG	BSc,Statistics	36	Higher Secondary	English	65	65
UG	BA,Teniyidie	36	Higher Secondary	English	30	30
UG	BSc,Zoology	36	Higher Secondary	English	75	75
UG	BSc,Computer Science	36	Higher Secondary	English	65	65
UG	BSc,Bvoc In Web Designing	36	Higher Secondary	English	10	4
PG	MSc,Anthro	24	BSC	English	18	18

	pology					
PG	MSc,Botany	24	BSC	English	15	15
PG	MSc,Chemistry	24	BSC	English	18	18
PG	MSc,Geology	24	BSC	English	15	15
PG	MSc,Mathematics	24	BSC	English	15	15
PG	MSc,Physics	24	BSC	English	15	15
PG	MSc,Zoology	24	BSC	English	15	15
Doctoral (Ph.D)	PhD or DPhil,Botany	60	MSC	English	5	5
Doctoral (Ph.D)	PhD or DPhil,Chemistry	60	MSC	English	2	2
Doctoral (Ph.D)	PhD or DPhil,Mathematics	60	MSC	English	2	2
Doctoral (Ph.D)	PhD or DPhil,Physics	60	MSC	English	4	4
Doctoral (Ph.D)	PhD or DPhil,Zoology	60	MSC	English	4	4

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	1				24				68			
Recruited	1	0	0	1	16	8	0	24	38	30	0	68
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						77
Recruited	57		20		0	77
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	0	5	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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.	1	0	0	9	2	0	13	3	0	28
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	7	6	0	17	19	0	49
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	3	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	5	0	10
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	2	0	3	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	737	8	0	0	745
	Female	1029	10	0	0	1039
	Others	0	0	0	0	0
PG	Male	65	0	0	0	65
	Female	145	4	0	0	149
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	8	2	0	0	10
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Certificate / Awareness	Male	5	0	0	0	5
	Female	21	0	0	0	21
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	25	20	27	24
	Female	16	34	37	40
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	285	300	310	320
	Female	200	341	450	444
	Others	0	0	0	0
Others	Male	12	10	8	10
	Female	10	14	16	14
	Others	0	0	0	0
Total		548	719	848	852

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Anthropology	View Document
Botany	View Document
Bvoc In Web Designing	View Document
Chemistry	View Document
Computer Science	View Document
English	View Document
Geography	View Document
Geology	View Document
Mathematics	View Document
Physics	View Document
Statistics	View Document
Tenyidie	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Kohima Science College follows the Choice Based Credit System curriculum which offers ample scope for multidisciplinary and interdisciplinary opportunities in its Generic Elective, Skill Enhancement, and Ability Enhancement Papers. These papers have given our students the opportunity to study a subject completely different from their Core subject. Under this scheme the college has also been able to introduce language papers like English and Tenyidie (vernacular), Environmental Science and NCC. An important multidisciplinary component of the college is the Atmospheric Science Research Centre (Dept of Physics) which is funded by Ministry of Education, under its RUSA flagship programme. The objective is to develop a comprehensive “Atmospheric Data Base” It has nine associated member-colleges in Nagaland and West Bengal.</p>
2. Academic bank of credits (ABC):	Yet to be formed.
3. Skill development:	The college already has a Skill Enhancement paper in the undergraduate course. Every department has two

	<p>Skill Enhancement Course papers which give the students the opportunity for practicals and hands-on training. Varied units viz. vermi-compost, mushroom spawning, Api culture, electronics, phonetics, first aid, interviews, etiquettes, RTI, RTE, HIV/AIDS, environment awareness, basket making, etc are studied in the SEC. Some departments also have a project writing in the final semester which gives the students a valuable feel of what research is like.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian classical literatures incorporating topics like the epic Indian tradition, dharma, Indian philosophy, and other areas like the postcolonial and creative writing, the expatriate's experience are incorporated in the curriculum. Classical texts like the Mahabharata, Shakuntalam, Cilappatikaram, Mrcchakatika and modern Indian authors are studied. Indian social systems like the Varna system, Caste system, Ashramas and the Purusharthas are included are part of their curriculum. In the NCC Generic Elective topics like heritage of India, freedom struggle, Indian Constitution, wildlife conservation projects in India, Indian Military organization, etc are studied. Folk tales, basket and shawl weaving, pottery, are some topics that find mention in the language papers.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>A formal mechanism is yet to be structured. But with the Skill Enhancement and Generic Elective papers already comfortably entrenched in the teaching-learning process of the college, its interface with the POs, PSOs, and COs should give us a clear idea of the students' desired terminal behaviour.</p>
<p>6. Distance education/online education:</p>	<p>In start online education in the near future is being mooted</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
26	21	20	16	17
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 12

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2015	1943	1669	1406	1191
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
493	348	331	228	214
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1652	1555	1330	1122	924
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	22	11	6

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
699	689	657	597	419
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
93	97	98	100	101
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
98	98	98	98	98
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1615	1774	1393	1463	1272
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
465	452	447	342	274
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 87****4.4****Total number of computers in the campus for academic purpose****Response: 211**

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
105.70	223.57	797.77	189.66	247.93

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Kohima Science College adopted the internationally acknowledged Choice Based Credit System (CBCS) in 2016 aware that a 'learner-centric approach' would help our students effectively compete locally, regionally, nationally, and globally. One of the hallmarks of the CBCS is the availability of options to students to choose subjects of their choice, and exploring their interests through inter-disciplinary, intra-disciplinary, and skilled-based courses. This system definitely increases their chances of multidisciplinary explorations and employment. In tune with the changing times and contextual requirements, the college has since then made two major reviews of the syllabi (in 2018 and 2021) exercising the 30% flexibility or 'deviations' that is allowed in course designing & syllabi reviewing. The curricula incorporates views garnered from student feedbacks, BOS, GB, AC meetings and the IQAC making it community sensitive.

As one of the State's oldest government colleges, Kohima Science College has been giving quality and affordable education to the people. The stake holders know that the college can further serve the people in a much bigger way if there is healthy and relevant interface between the local needs and global trends. The CBCS which not only comes with global features like credit transfer, cafeteria approach, linking degree with employability/entrepreneurship, but also makes room for local needs, provides ample scope for such an interaction.

Consequently, the POs, PSOs and COs are framed to be in tune with the vision and mission of the college, and the students are equipped as far as the national, global trends, and technical knowhow is concerned. We are confident that we have been successful here as numerous of our alumni bagging well-placed and respectable career positions and national-level exams testify.

The Core subjects ensure that the college adheres to a common minimum standard. The syllabi, the evaluation and grading mechanism have a degree of 'uniformity' that facilitates student mobility across institutions. At the same time the courses also provide avenues for study and research in local knowledge system and issues endemic to the region like the land's rich biodiversity and minerals, the fauna, geography, demography, culture, language and literature reflecting the society's dynamics, ethno-botany, ethno-medicine, agro-ecosystem, and farming.

The Elective courses support the Core papers and enrich the student's proficiency in that particular paper. It also provides an extended scope of exposure to another completely different discipline. The Elective course provides wide scope of study on issues like gender, discrimination, ethnography, language, and the environment as well.

The Ability and Skill Enhancement courses are value-or skill-based mandatory papers that provide hands-on training, competencies, field works, or skills. These courses carry contents like api culture, electronics,

vermi-composting, mushroom spawning, Remote sensing and GIS, Statistical software, body language, soft skills, interviews, report writing which should enable them face their work environment with confidence.

Overall the curricula cater to cognitive skills, soft skills, values and ethics, the affective domain, and ICT. We at KSCJ try our best to actuate these inspiring objectives through our able teachers using well-defined classrooms, laboratories with high end instruments, and incorporating hybrid learning.

File Description	Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 80.77

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 26

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 21

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 4.59

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
38	36	36	35	4

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 99.28</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 3039</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 3061</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 76.92</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 20</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

i. *Professional Ethics*: The Mission Statement of the college envisages, among other things, our students to develop high academic standards and becoming responsible citizens. The college Charter lists living as worthy alumni of the college as one of the students' responsibilities. The college strives to promote original and quality research. To this end the college has made Research Ethics an important component of study in the MSc and PhD programmes. Topics like Intellectual Property and Protection of Intellectual Property Rights, International Harmonization of Patent Laws, Protection of Biotechnological Inventions, Plant Breeder's Rights, Copyrights and Trademarks, are components in the curricula. Regular seminars or talks are held on leadership, legal provisions, and research ethics.

ii. *Gender*: Gender studies offer a critical perspective across a vast spectrum of disciplines like sociology, history, anthropology, philosophy, economics and literary criticism. It has much to do with issues of equality and redressing balance between men and women and those who prefer to be categorized as neither. Women writing, the sexual harassment of women at workplace and its prevention, right to gender equality in working conditions are components in various courses.

Some departments have courses like development of an ethical sense and increasing awareness in terms of gender sensitization, developing knowledge about the importance of gender in policymaking and in the process of social change, and developing a critical understanding of the gendered nature of economic and social systems.

iii. *Human Values*: Courses dealing with issues and problems of the marginalized and the hitherto sidelined areas like women writing, gay and lesbian writing, and *dalit* and tribal literature, human rights issues at the international, national, and local levels are part of the curricula. Concurrently, the protection of children from sexual offences, sections of the Indian Penal Code which prohibits forced abortion, causing death of an unborn child or intentionally preventing a child being born alive are topics in the syllabi.

Issues like fertility and mortality rates, demographic changes in the world and their major determinants, population theories, culture and etiquettes of our forefathers, immunity and vaccines are also incorporated into the course.

The syllabi incorporate humanism, dignity, and ancient wisdom found in classical texts like the *Mahabharata*, *Bible*, and other epics.

iv. *Environment and Sustainability*: Environmental Studies is a compulsory paper under the Ability

Enhancement Compulsory Course. Ecosystem, natural resources, biodiversity and conservation, pollution, human communities, environmental policies and practices are some important units in this paper.

Other important units like natural resources, land and water, biological resources and their sustainable utilization, medicinal plants, nutrition index of soil and its fertility, environmental issues and plan for sustainable development, biodiversity and its conservation are part of the curricula under different programs.

Regular programs on the environment, sustainability, tree plantation, and waste management are held to augment the students' theoretical orientation.

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

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

Response: 922

1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
103	131	250	213	225

File Description	Document
List of value added courses (Data Template)	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 78.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
1832	1744	1636	1340	210

File Description	Document
List of students enrolled	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 12.85

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 259

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: D. Any 1 of the above

File Description	Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
896	852	848	719	548

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
896	852	848	719	548

File Description

Institutional data in prescribed format (Data Template)

Document

[View Document](#)

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

Response: 21.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
94	88	88	78	63

File Description

Institutional data in prescribed format

Document

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Performance levels are gathered from the examination results. This along with the responses or otherwise garnered from the classroom performance give us an indication of where the learners stand in terms of their learning levels. (A more structured mechanism is definitely needed to more accurately gauge and segregate these two groups of learners taking cognizance of the existence of multiple intelligence and emotional quotient.)

Advanced Learners

Advanced learners are encouraged to further explore their respective area of study, 'beyond' the syllabus.

They are also encouraged to take up 'value-added courses' and contribute more in Extra Curricular Activities like the NCC, NSS, or other clubs.

They are selected to represent the college in various intercollegiate competitions or forums.

Advanced learners are encouraged with various meritorious awards instituted by the college. We believe these incentives would propel them to achieve further.

Slow Learners

Tutorials and Remedial classes are available for students who need to take more classes.

Notes generated by the teachers, and other links are provided to them.

Mentoring is one area where a student may seek help. The teacher gives helpful advice and suggestions to the student who is struggling.

Seminar presentations, group works like doing a research project together invariably induces peer teaching/learning. We find that this is helpful for them.

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

Response: 22:1

2.3 Teaching- Learning Process

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

Response:

The college tries to have a decent blend of theory and practicals/tutorials in the curriculum. One unique feature of the CBCS (in Science) is the practical papers along with viva voce in almost every paper. Such a curriculum gives the students ample opportunities for experiential and participative learning. Our PG and PhD students also work on various projects and some of them have got research papers published.

A dedicated seminar/activity/ mentoring slot is assigned every Friday and Saturday afternoon for the departments to conduct their respective activities.

In partial fulfillment of the requirements for their degree the students take Field Trips and other problem-solving activities including grammar especially in their Skill Enhancement Papers. In NCC Generic papers drills are administered to the cadets. Basket making and pottery are part of the newly-introduced BA Programme in Tenyidie, a vernacular language of Nagaland. Plans are afoot to establish a museum under this department. Besides this, the students also do seminar presentations, surveys and Project or Dissertation Writing. These activities give them a feel of research as well.

Students can also take opportunities in hands-on training like Vermi-compost, Floriculture, Electronics repair, Mushroom spawn production and cultivation, and Api-culture. They have been given training on basic printing in the college Mini Printing Press which comes under our 'Earn-while-Learn-Programme.'

Departments such as Computer Science, Mathematics, and English have their own exclusive labs that give the students an environment where they can experience the use of ICT in their learning process.

The digital library in the institution provides easy access to the E-learning resources through NLIST, NDLI and KNimbus Digital library.

The Nagaland Innovation Expo is an initiative of the students of the college which gives them and participant from other schools and colleges a platform to showcase their talents through inventions.

The college has bodies and activities like the Students' Union, NCC, NSS, Literary Committee, Science Club, Natures Club, Photography Club, hostel management, WinFest and student day home. These bodies form the breadth of student organizations and represent the full diversity of student needs and interests. And they give the students a forum to exercise and hone their leadership skills.

Students are also involved in extracurricular activities like Evangelical Union which conducts special Summer Camps every year during the summer holidays. Topics like ethics, discipline, time management, and socially-relevant issues like the environment, honesty in work places are presented. Our students have also attended special national-level Training Camps organized by the Union of Evangelical Students of India (UESI).

The students also have access to the Alternative Learning System (ALS). Through this a high quality coaching and tests via satellite in real time for civil services examinations is available.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

All academic departments, library and college office are networked by Local Area Network. The entire academic campus is WiFi-enabled through access points. The college is a registered user of the UGC-NLIST. The honours classrooms are fitted with interactive smart boards to enhance teaching-learning experience.

Teachers use ICT tools like the computers, laptops, internet, and projectors in the classroom. Media portals like the Zoom, Google Meet, Classroom +, Whatsapp, OBS, and emails have been used in the delivery of lectures.

Teachers have also participated in Faculty Development Programmes through MOOC platform. Workshop on online teaching has been conducted in the college for the faculty.

The library has a total seating capacity of about 50-60 users at a time having ample space for its user to access comfortably. The library is automated with *SOUL20* library management software with CCTV camera for security surveillance.

Apart from the conventional print resources, the library provides access e-resources through **Inflibnet-NList** and **College's Digital Library** platform. It also has its *Institutional Repository* which can be accessed by the user within the parameter of the library network.

The college library is equipped with OPAC (Online Public Access Catalogue) which is the interface between the library and its users.

The college access internet from 1 Gbps Free Space Optics Link created over a radial distance of 5.7 kms. The backhaul internet connectivity is provided from SWAN network which is connected to National Knowledge Network (NKN) from the Nagaland Secretariat.

Mention may also be made of the newly commissioned English Language Laboratory, which is a dedicated space for language learning where students/participants are given access to audio or audio-visual materials. The lab has a smart board and internet connection. Some of the 'educational tasks' being carried out are the self-financed Certificate Course in Phonetics and Spoken English, testing of vocabulary, speech sounds and grammar rules, and analysis of Mother Tongue interference vis-à-vis English sounds.

The Examination Section is manned by the CoE, Deputy CoE aided by two engineers. Tcollege has an IT Committee

File Description	Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**Response:** 22:1**2.3.3.1 Number of mentors**

Response: 93

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

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution**Response:**

The KSCJ Academic year consists of a 15-week Even Semester typically running from mid-January to late-May, and a 14-week Odd Semester typically running from mid-July to late October. Each semester has an End Semester Examination and a series of continuous Internal Assessment exams.

The Academic Calendar takes cognizance of the co-curricular and extra-curricular activities of the students. We try to assuage its rigidity in areas where our students have to 'miss' classes owing to tours or other programmes that may entail an NCC, NSS, Junior Red Cross activity.

(Due to the COVID19 pandemic in 2020 and 2021 some temporary changes have been made in the calendar)

The mark weightage (internal and external) for each paper has a ratio of 3:7. 30% for continuous Internal Assessment and 70% for End(external) Semester Examination. The continuous Internal Assessment comprises of class tests, seminar presentations, assignment writing, and attendance. A student has to pass the Internal Assessment to be qualified to take the End Semester Examination. (A teacher or a particular department may administer several tests till a student passes the Internal Assessment.)

A student has to pass 70% of the papers in a semester to be qualified to go to the next semester. The back log, if any, has to be cleared in the next corresponding semester examination.

A preparatory leave of 1 week is given to the students just before the start of the End Semester Examination.

The progress/completion of a particular course is monitored by the Head of the Departments. It is then discussed or reported in the HoD forum which is chaired by the Principal. This forum ensures that all the units including the practicals and viva-voce are completed and done well by the respective teachers. It ensures that the teaching-learning is in tune with the PSOs, POs, and COs.

Blended or hybrid mode of teaching is encouraged by the college. Teachers make use of ICT tools not just in the online delivery of their lectures and tests, but also during in-person lectures in the classroom.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document

2.4 Teacher Profile and Quality

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

Response: 99.8

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

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

Response: 29.95

2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
20	31	31	31	34

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 17.56

2.4.3.1 Total experience of full-time teachers

Response: 1633

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 29

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	30	30	25

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

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.68

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	22	11	6

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

The college has a very proactive examination committee. The composition of Examination Committee II consist of the following 6 (six) members: (i) Chairman The Principal of the College (ii) Chief Coordinator The Vice-Principal of the College (iii) Controller of Examinations (COE) An associate professor of any department of the College (iv) 3 faculty members Regular faculty members of the College possessing teaching experience of at least 5 (five) years.

The Committee has the overall responsibility for conduct of examinations in the College including preparation and declaration of results. The Committee appoints question paper setters, moderators, and examiners from amongst the persons included in the panels prepared by Board of Studies (BOS) of the respective Department. Guidelines and instructions for question paper setters, moderators, examiners, invigilators etc. for every examination are also prepared .The Committee shall prepare the schedule of examinations at the beginning of the academic session and notify the same. The Committee shall collect the student attendance records and Internal Assessment reports from the departments. And decide the eligibility of a student for an examination and prepare the eligibility list for regular students for each semester before the ESE. The Committee arranges for strict vigilance during the conduct of examination so as to avoid use of unfair means by the students, teachers, invigilators etc. and take strict disciplinary action(s) in matters of malpractices and lapses on the part of a candidate or a person connected with conduct of examinations. The Committee also propose examination related fees and budget.

Internal Assessment is a continuous process and part of the examination system in the college. In the Internal Assessment (IA) , A course teacher assess the performance of the students in the respective theory course. Performance is assessed by giving and checking home assignments, taking tests in class, allotting fieldwork, etc. The course teacher then declares to the students at the beginning of the semester, the way in which he/she is going to assess their performance. Performance is regularly monitored and record of assessment is maintained. Head of Department will collect and compile the marks for internal assessment for all courses in all semesters in format prescribed by the Examination Committee and submit the same to Controller of Examination (COE). The Examination Committee receives the attendance records and IA marks from the Head of Department and accordingly prepares the list of students eligible to apply for the ESE

Online payment of Examination fees through SB collect, Information and Instructions to students through online google form, Dissemination of information and collection of any data, surveys from students through google form, submission of application form for admission in the college and other necessary certificate, documents through online mode are some main IT integration and reforms made in the Examination management system in the institution.

During the COVID19 pandemic in 2020 and 2021 some temporary changes have been made in examination system. During this lockdown period the examination system shifted to online mode by allowing the students to write the open book examination.

In an open-book examination, the students were allowed to take their notes, books, resource materials like tables and charts and even online references, instruments, calculators, etc, into an exam situation – in this case, the student's own home or any safe and suitable place where he/she can concentrate. Open-book examinations test for more than just rote-learning and ability to replicate information. Instead, they test higher level of learning including ability to use knowledge gained, understanding, critical analysis, ability to express these into intelligent answers, etc. and questions in these examinations are set accordingly. For example, MCQs will not be limited to questions with one correct option, but a question may have multiple correct options which will all need to be ticked for the answer to be correct and graded.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The Core papers give the students a fundamental and systematic understanding of their respective discipline, its scope and relation with allied disciplines. They also have the option to choose any subject as Generic Elective from a wide range of available subjects including NCC.

Discipline Specific Electives give them an in depth study on some selected courses to enhance their understanding, and stretch their critical thinking ability. Techniques specific to core studies are emphasized as the focus area of the courses. Skill Enhancement Courses provide additional hands-on knowledge to the students giving them space to also explore entrepreneurial avenues.

Course Outcomes: Summary

- i. Anthropology: Gain a fundamental and systematic understanding of biological anthropology, its scope and relation with allied disciplines, and approaches in understanding human evolution.
- ii. Botany: Students are prepared to understand the wider areas of subject matters related to plant sciences in general.
- iii. Chemistry: Students learn about the structure and properties of inorganic and organic compounds, electrochemistry, photochemistry, spectroscopy, nano chemistry, environmental and green chemistry and its application in various fields of chemical sciences
- iv. Computer Science: Students will understand and have the ability to apply knowledge of computing and develop solutions to computational challenges.

v. English: Enablement of the students to understand the range, significance and scope of English literature and literatures in English, and critical understanding of the social and cultural contexts and their influence on the society.

vi. Geography: Will provide knowledge about the internal and external processes working on the earth and the environmental factors affecting man.

vii. Geology: Students will understand the core ideas and concepts of earth science and apply geological principles and techniques relating to other branch of science.

viii. Mathematics: Gain knowledge, insight in mathematics and use them as mathematical professionals, and apply mathematical principles effectively in managing projects in multidisciplinary environment.

ix. Physics: Students learn about the course of classical mechanics, mathematical, electrodynamics, heat and thermodynamic, quantum mechanics, computational physics, experimental physics, nuclear physics and atmospheric physics. Students also learn about the analog and digital applications of semiconductor device.

x. Statistics: Organize, manage and present data and analyze statistical data graphically.

xi. Tenyidie: Understand the origin and identity of Tenyimia, and understand the grammar structure of Tenyidie, and able to understand word division in Tenyidie

xii. Zoology: Equip with the knowledge of animal classification & diversity, ecology, economic importance of animals. Learn the fundamental of physiology, cell and molecular biology, genetics, biochemistry, endocrinology, and parasitology.

Mechanism of Communication

i. The POs, PSOs, and COs are uploaded in the college website

ii. An Orientation program for the fresh students is held at the start of every new academic session. The students are briefed during such times.

iii. The HoDs ensure that each teacher introduces their respective class regarding the course outcomes.

iv. KSCJ introduced the 'Audit Class' for fresh students which allowed the students to attend classes in various departments and get familiarized with the (Generic) papers. Due to pandemic this program has been kept in abeyance as of now.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document

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

Response:

The attainment of POs, PSOs, and COs is measured mainly through Internal Assessment (IA) and End Semester Examination (ESE). These are the two modes of evaluation of the student's academic performance.

A. Internal Assessment: The Internal Assessment for theory papers is administered through various mechanisms like:

a.i. Tests

Two internal tests are conducted/given compulsorily for each semester

a.ii. Home Assignments

Students are given a specific topic from the course and asked to describe/express it with their own understanding.

a.iii. Seminar/PPT Presentation

Students are asked to choose a topic from the course and present with ppt in about 10 mts.

a. iv. Open-Book Exam

During the pandemic both the internal and external exams were assessed using the Open-Book Exam system

a.v. Class attendance

75% attendance is strictly followed to appear the end semester exam. This ensures the student attend regular classes to understand and have clear concept of the courses and perform better in the exam.

Internal Assessment carries 30% weightage of the total marks.

B. End Semester Examination: The ESE consists of written tests and Practicals with viva voce. It has a 70% weightage.

The question paper is set and moderated strictly in accordance with the curricula. External Members of the respective Board of Studies may be invited for the same.

A student may progress to the 2nd year (3rd Semester) only if he/she has cleared 70% of the papers in the 1st & 2nd Semesters combined. The vertical movement of the students is the main indicator of the attainment of the course outcomes.

C. Departmental Tests & Assignments. Apart from the main exams mentioned, a department may administer its own tests, home assignment, and classroom debates to test the level of the students. Scores from such tests are not incorporated into the Internal Assessment.

Student Feedbacks are also a good indicator of where they are as far as the teaching and learning is concerned. Though the data generated may not specifically tell us about individual department or teacher it gives us a useful view of the progress or otherwise in the attainment of our course objectives.

Student Placement: Our students regularly pass their NET, JAMS, etc and many of them do get admitted to prestigious universities and IITs in the country. This trend tells us that the course contents are relevant and its objectives have been fulfilled. Another indicator is our alumni getting placed in many respectable positions. Their employability is the barometer of measuring attainment of the POs, and COs.

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 98.4

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

Response: 493

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

Response: 501

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.3

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Introduction

The college's vision and mission reflect our endeavour to make research a core component of the institution. We try to ensure that our pursuit to a "reputed research-driven education hub" will also help promote and strengthen skill-based courses hence equipping our students to become economically more productive.

Research and Development Committee

This body oversees the research activities of the college including the publication of the college annual academic journal. The fund allocation ("seed money" and others) is done in such a way as to encompass every department possible giving research a wider range. This body also drafts and amends (as and when necessary) the research policy document of the college. The Research and Development Committee functions under the School Board (Sciences). This board then recommends its policies to the Academic Council for its approval.

Research Facilities

Research facilities and their maintenance, and purchase of scientific instruments is done by the Department Purchase Committee after validation by the Research & Development Cell. Funds from the departmental fund, or the Laboratory Development Fund are allocated to the Research Centres and other needs taking cognizant of the college's strong research area of excellence. These centres are also points of contact with other (research) institutions and establishments leading to interdisciplinary and multidisciplinary engagements.

The college has five major research laboratories: i). Atmospheric Science Research Centre (Dept of Physics) funded by Ministry of Education, under its RUSA flagship programme. (The objective is to develop a comprehensive "Atmospheric Data Base" It has nine associated member-colleges in Nagaland and West Bengal.) ii). DST-funded Institutional Biotech Hub (Botany Dept), iii). Chemistry Research Laboratory, iv). Mathematics Research Laboratory, and v). Zoology Research Laboratory.

Research funds have been sanctioned and received from various funding agencies in the country, and teachers, research scholars, and a women scientist are working on various Major and Minor Research Projects funded by the DBT, ME-RUSA, DST, UGC-JRF, Dept of Art and Culture (Govt. of Nagaland), and Land Resource Department (Govt of Nagaland). Also 'Seed Money' from the college has been given to fifteen faculty members from various departments of the college as part of its internally-funded research project. Some teachers are also External Examiners of PhD Thesis under the Nagaland University.

Research Ethics

Each department in the college is to have an ethical committee to perform professional scrutiny with regard to all ethical matters in all research activities like:

basic research ethics for academic honesty and accountability; compliance with the law and ordinations like the Intellectual Property Rights, Copy Rights, Human Rights, Environment and Animal Protection laws; and, guidelines given by the UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Education Institutions) are complied with.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 1.66

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
3.5	4.8	0	0	0

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0.2

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

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

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

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

Response: 444.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
5.5	74.12	39.52	95.19	230.64

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 5.32

3.2.2.1 Number of teachers having research projects during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	10	2	2	4

File Description	Document
Names of teachers having research projects	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 8.6

3.2.3.1 Number of teachers recognized as research guides

Response: 8

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 240

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	8	2	1	4

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	1	1	1

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

Nagaland Innovation Expo has been initiated by the students of KSCJ to bring light to the science and technological advancements made by the students of the state. NIE is for students belonging to Nagaland state only. A student cannot participate in more than one event. The NIE has two main events: the Innovation Exhibition which is open to students of any class; and Science Seminar which is only for students belonging to classes 8 to 12. During this event students can visit science laboratories, departmental museums, and learn more about scientific tools and its implements. They also get an opportunity to interact with the faculty of the college. This event is sponsored by the Dept of Science & Technology, Government of Nagaland.

The five major research laboratories of the college: Atmospheric Science Research Centre, ii). DST-funded Institutional Biotech Hub, iii). Chemistry Research Laboratory, iv). Mathematics Research Laboratory, and v). Zoology Research Laboratory; and the other departmental laboratories give access to students should they wish to work toward a project under a supervisor. Generally, our students work towards a project, dissertation, or a thesis depending on the program they are taking. Some of them also have research papers published. Physics and Chemistry students of Msc final year use the data obtained from their respective research centres for their Project/Dessertion work. Chemistry Research Laboratory in collaboration with the department of Land Resource is analysing water samples for the entire state of nagaland under the springshed management program. A researcher from Kolkata unversity has been availing the laboratory facilities of Botany department.

Our students have won awards including Youth Venture Award to popularize indigenous knowledge, Best Project North-East, TECHEXPO, IIT Guwahati (2018), invitation to Nobel Prize Series, Gujarat (2017), through the nationwide IDEATHON contest, and 2nd position in the Smart City Hackathon Innovation Challenge 2019. They have come up with Tea-Leave Cutting Machine, Organic Healing Paste for injured plants, and Bio-Enhancer which absorbs inorganic substance and converts them to organic substance.

The Atmospheric Science Research Centre funded by Ministry of Education, under its RUSA flagship programme. One of the objective is to develop a comprehensive “Atmospheric Data Base” through collaborating with nine associated member-colleges in Nagaland and West Bengal.

Another example of creating an eco system for innovation was the production of large-scale hand sanitizer to tide over the acute shortage in Kohima during the Covid19 pandemic in 2020. The laboratory at Chemistry was largely used toward the production of the hand sanitizer strictly adhering to WHO specification. Thousands of liters of the product were distributed to various offices, educational

institutions, and places of worship in Kohima. This novel endeavor during the lockdown caught the attention of the national media as well, and eventually the CMO designated the college a Hand Sanitizer Production Centre.

File Description	Document
Upload any additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 10

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
5	1	3	1	0

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

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

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

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 2.25

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 18

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 8

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

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

Response: 0.45

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	7	9	11	9

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.22

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

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

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

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 1.77

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 4

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 10.3

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
8.2	2.1	0	0	0

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**Response:** 1.8**3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.3	0.5	0.5	0.5	0

File Description**Document**

List of facilities and staff available for undertaking consultancy

[View Document](#)**3.6 Extension Activities****3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years****Response:**

Kohima Science College encourages students to shoulder leadership responsibilities in various bodies like the KSCSU, EU, Science Club, Photography Club, Nature Club, Literary Committee, NCC, NSS, etc. These bodies form the breadth of student organizations and they represent the full diversity of student needs and interests. These organizations give the students opportunities to carry out extension activities in the community helping them “develop their personality through community service.”

The NSS has carried out Special Camping Programmes with activities like cleaning, tree plantation, talk on blood donation, interaction with villagers (especially senior citizens) in its ‘Adopted Village’ Thekrunoma Khel at Jotsoma village. It has also carried out sanitation drive, and visited schools and interacted with the students and distributed stationeries to the students.

The NSS has also visited *Kohima Orphanage and Destitute Home* and interacted with the inmates.

The college hosted the North East NSS Festival in 2019 giving the volunteers an opportunity to meet and interact with more than 200 NSS volunteers and Program Officers from Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura attended the festival. 16 volunteers along with the programme officer went to Manipur to attend the North East NSS Festival in 2020.

NSS volunteers have attended leadership programs where topics such as Leadership, Personality Development, Life Skills, Interpersonal Relation and Effective Communication, Creative and Critical Thinking have been discussed.

NCC The NCC with the motto Duty and Discipline is a fair-tier administration. The NCC of the college has been regularly winning awards and recognition at the State, regional and national levels. The Army Wing (NCC) falls under the jurisdiction of the 24th NAGA (INDED) COY (SD) for boys and Naga Girls NCC BN (SW) for girls. The Air Wing falls under the jurisdiction of No.1 (NL) AIR SQN NCC (FIG).

The NCC cadets regularly attend the Special National Integration Camps, National Integration Camps, Pre-Vaya Sainik Camps, Republic Day Parades, and Independence Day Parades. Besides their usual call of duty, they are engaged in communitarian activities like Save Water, Save Life, Tree plantation drives, Cleaning of public places, under the Swachhta Hi Sewa. The NCC cadets and NSS Volunteers have also been donating blood for the Blood Bank, Naga Hospital Authority, Kohima. Kohima Science College is considered the blood bank of Nagaland

EU Members of the Evangelical Union are engaged in charitable works like visiting orphanages and distribution of clothes to needy families. The EU regularly conducts summer camps where socially-relevant issues like environment care, ethics, are discussed.

Our students have participated actively in blood donation drives during the annual *National Voluntary Blood Donation Day*. In November, 2019 students participated in the Walk-a-Thon and Cycling commemorating the *International Day for the Elimination of Violence against Women*.

Students also participated in the Sensitization Programme on COVID19 in March, 2020. Subsequently, some of our PG students helped in the preparation and distribution of hand sanitizer in and around Kohima.

File Description	Document
Upload Any additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 71

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

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

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

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 112

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
20	16	26	34	16

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 72.11

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1237	507	849	2220	766

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 2

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

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

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 6

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

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

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has well established infrastructure for teaching learning process. The college has 50 class rooms with 32 B.Sc. and M.Sc. laboratories. Out of these , 26 class rooms/labs are equipped with smart boards/projectors. In addition to this, there are 6 research labs in the Departments of Anthropology, Botany, Chemistry, Mathematics, Physics and Zoology department, some of which are funded by central and state government agencies. The Anthropology, Botany, Geology and Zoology departments have well maintained museums. The college also has one computer centre and one conference hall with ICT facilities. The departments like Physics, Maths and Computer science have their own separate computer labs. All departments have access to internet facility. The whole college campus is wi-fi enabled. The college has more than 1Gbps internet connectivity. The laboratories of various departments are well equipped to run B.Sc and M.Sc programs. The college has a 50 kV power back up generator to support during power failure. Four hostels and a academic building (geo-building) has power backup with solar panel of 10kV each.

The Central Library of the college with the space of about 7666 sqft area , has a collection of 20,0517 books and 30 journals with a total seating capacity of about 60 users at a time which is also centrally located which is easily accessible by all the members of the college.

File Description	Document
Upload Any additional information	View Document

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

Response:

The college has sufficient infrastructure for sports and cultural activity. The college has two football fields, basketball and volleyball court. The college has one big auditorium of seating capacity of more than 600 people for conducting culture and indoor sports activity. In this auditorium, there are two badminton courts and sufficient space for conducting cultural activities. In addition, the college has one faculty club with one more badminton court and table tennis facility. The college organizes annual sports fiesta (WinFest). The College also organizes regular cultural and health awareness programs. Every Wednesday, College observes traditional attire day for students, that day students come with their traditional attire.

The college organises annual sport week called Win-Fest during which different types of outdoor games like football, cricket, basketball and athletics events are organised. Indoor sports like Badminton, table tennis, chess, carrom, arm wrestling etc are organised. In addition to these activities cultural and traditional

events like folk dances, folk songs of different tribes of Nagaland and different region of India are presented. The display of traditional costumes of various tribes and ethnicity are showcased. Modern fashion show is also organised.

The college also organised fit India programme. The space in the auditorium is also used for yoga and other related activities.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document

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

Response: 29.89

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 26

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

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

Response: 14.77

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
33.5	30.16	25.14	33.71	19.144

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

The Central Library has adequate space measuring about 7666 sqft with a total seating capacity of about 60 users at a time which is also centrally located which is easily accessible by all the members of the college.

Kohima Science College Central Library automation started in the year 2015 and it gradually could complete the automation process in the year 2016 and was made operational in the very same year.

Integrated Library Management System:

Name of the ILMS : Software for Universities Libraries

Version : 2.0

Year of Automation : 2016

Central Library uses SOUL 2.0 integrated library management software but is not fully automated as some module like Serial Control (periodical) and Budgeting are being done manually.

For in house activities, the operations are done mechanically, such as:

- As the user enters the library, the ID card cum Library card (barcoded) is produced by the user to be scanned for recording the authentication of the user and also to keep record of the daily foot falls.
- The newly procured books are processed with all the necessary information recorded and then it is accessioned which would serve the purpose of barcode number for doing the transaction.
- Books are stacked as per the Dewey Decimal Classification code and can be accessed by the user with that number which are pasted on the spine of the book.
- Check in and check out are done mechanically with the help of the barcode which is integrated both in the book and the user's card.
- Web OPAC is available for the users where they can search through various parameters like author, title, ISBN, year of publications etc. The Web OPAC can be access through the OPAC terminal and also from the library network wifi.

File Description	Document
Upload any additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

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

Response: 6.84

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

2020-21	2019-20	2018-19	2017-18	2016-17
9.94	0.8	8.92	8.73	5.80

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document

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

Response: 1.9

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

Response: 40

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

4.3 IT Infrastructure**4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities****Response:**

All the academic departments, library and the college office are networked by Local Area Network. The entire academic campus is Wi-Fi enabled through access points. Students can surf internet through 10 PCs in Library, 30 PCs from Computer Laboratory and 15 PCs from Computer Centre. The college presently has 10 Mbps internet lease line (ILL) and 100 Mbps for Administrative Office and Examination Branch for backup of data to cloud platform while the college library have an internet connection of 100 Mbps to promote online learning and sharing resources online. The college campus also has access to internet from 1 Gbps Free Space Optics created over a radial distance at around 5.7 km. The back haul internet connectivity is provided SWAN network which is connected to National Knowledge Network from Kohima Secretariat. The FSOC connectivity is a MeitY R&D pilot project with the aim to perform rich R&D on Free Space Technology across two sites where the connectivity has not been implemented or unsuccessful due to terrain/location challenges. Every PCs in the college is protected with Kaspersky Antivirus and the Wi-Fi is password protected from unauthorized access.

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

Response: 10:1

File Description	Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 250 MBPS

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

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: E. None of the above

File Description	Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

Response: 51.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
128.89	120.47	75.24	89.17	59.22

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

The institute has well defined system of maintenance of its academic, physical and support facilities like laboratory, library, sports, computers, class rooms etc. The college has Development committee in addition to that there are various committees like finance, examination, sports, library, IT, students union

etc., which plan and maintain various academic, physical and support facilities in the college.

The College has a construction committee , which oversees maintenance and repair of physical infrastructure facilities. This committee looks after the furniture, masonry, plaster, painting, plumbing, electrical services, lighting facilities in academic, administrative building , class rooms, pathways and hostels. Regular cleaning of class rooms, floor, laboratories, library and rest rooms are done by housekeeping staff. Adequate staffs are employed to meticulously maintain cleanliness of infrastructure to provide a congenial learning environment. Dust bins are placed in every class room. The green cover of the campus is well maintained. The college has an electrician & plumbers who maintain RO system, electrical and water facilities in college and hostel. The college has power backup with 50 kV generator to supply uninterrupted power supply.

The college has an outpost of public works department (PWD) in college campus, which has a team of dedicated workers which looks after the major physical infrastructure repairing of college buildings hostel and staff quarters. In addition, Public Health and Engineering(PHE) wing of government of Nagaland helps in water and plumbing related maintains of the college hostel and academic buildings.

The waste management committee looks after the proper waste management. Under green campus initiatives dustbins are installed and environmental conservation sign boards are displayed at different places in the campus.

Four hostels and a Geo- building has solar power panel with 10kV each. Solar lamps are installed at important pathways in the college campus.

Regular social works are carried out by student, staff and non-teaching staff before an important event like college fresher's, parting social or any other important event.

Class rooms:

The class rooms and furniture like desks , benches and tables etc are regularly cleaned by housekeeping staff. In addition students also help in maintaining their classrooms. The furniture in class rooms are repaired or replaced as the case may be. Each department has atleast two ICT enabled room /laboratories.

Maintenance of Laboratory equipment:

Each Department has laboratory which is maintained by Senior technical assistant (STA), Laboratory assistant and laboratory bearer. Periodical checkup equipment is carried out as per laboratory schedule. The minor repair/service is done by the technical staff with lab in-charges. The major service requests will be forwarded for outsource to vendors . Annual stock verification of all laboratories and other facilities are carried out. The computer laboratories are supported with power backup system and UPS.

Library maintenance:

Library users log is maintained through automated system which is aided by barcode system which is integrated in the users card. The requirement of the books are collected by librarian from department and faculty. The books are cleaned at periodical intervals to avoid infections and dust. The old books, magazines and newspapers are stored in the Depository. The library is supported by a book processing unit, where newly procured books are processed with necessary information before stacking in shelf.

Electrical maintenance : The College has an electrical maintenance staff, which take care of lighting, electrical repair and installation. For generator and UPS, the maintenance is outsourced .

Transport maintenance: The college has five(5) buses which is provided to students and staff. The college transport committee looks after the maintenance and smooth running of Buses. The buses are regularly cleaned and periodically checked .

Computer Center:

The IT facility, Wi-fi Network and computing facility is supervised by the IT committee. The Computer Science department also helps in planning and maintaining of the Computer Center. The college system administrator help in maintaining the college website along with IT and computer related matters.

Sports

The College sports committee consist of faculty members and Games and sports secretary of student union. This committee plans and organizes the sports and games related events in the college. This committee also advises for participation of college sports team for external events at the state and the nation level.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 81.66

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
1699	1437	1427	1161	976

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 78.59

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
1699	1474	1260	1096	945

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.3 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. Awareness of trends in technology

Response: A. All of the above

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

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 56.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
1281	1885	696	345	661

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

5.1.5 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: A. All of the above

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

5.2 Student Progression

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

Response: 3.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	14	20	5	4

File Description

Document

Details of student placement during the last five years

[View Document](#)

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

Response: 43.81

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 216

File Description

Document

Details of student progression to higher education

[View Document](#)

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

Response: 14.02

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

2020-21	2019-20	2018-19	2017-18	2016-17
31	30	39	13	8

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

2020-21	2019-20	2018-19	2017-18	2016-17
180	185	170	155	150

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

5.3 Student Participation and Activities

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

Response: 81

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	7	22	24	16

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

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

Response:

The Kohima Science College Students' Union is an active students' body striving towards all round development of the student community and are groomed to be leaders and responsible citizens. The Principal is the President of the Union. The General Secretary and other executive members are elected through the students general election.

The students are represented in both academic and administrative bodies. Throughout the year the students are involved in various academic and social programs in cooperation and supervision of the administration and faculty.

The student body is represented in the college Internal quality Assurance Cell (IQAC) which enables them to bring their views and issues for the maintenance of quality in the institute. As member of the IQAC the student union play an active role in decision making, support the management and staff in the development of the college by ensuring that all decisions are disseminated to the student community promptly.

Students also shoulder leadership responsibilities in the following committees such as – Games and Sports, Boys Welfare, Girls Welfare, Information and Statistics, Science club, Photography Club, Nature Club, Literary committee, Anti-Ragging Cell, Red Ribbon Club, Youth Red Ribbon Club, Waste Management Committee, NSS and NCC., Mess Committee (for hostels).

The student representatives disseminate information to their fellow students and take responsibility in maintaining conducive environment within the institution and take disciplinary steps if needs arise.

Every year student's body organize sports, social, cultural and literary events within the institution. They also represent the institution in the students apex body in sports, cultural and literary activities in the state and National levels. During these events the students have brought laurels to the college.

The students body take the initiative of organizing the College Freshers Social, an all-day event to welcome the newly admitted students to the college. Likewise, student body organize an event for the passing out senior students a grand farewell during the annual College Parting Social. They are encouraged to carry out voluntary services by Blood Donations, (the College is a major blood donor in Naga Hospital Kohima and other hospitals in the capital), conducting social work, cleanliness drives and tree plantation drives in and around the campus.

The 1st NAGALAND INNOVATION EXPO (NIE), was organized by the Kohima Science College

Students Union on 14th April 2018 at the college premises. Sponsored by the Department of Science & Technology, Nagaland and co-sponsored by Department of Higher Education, Nagaland The main objective of the expo being to promote the innovative ideas of the students of Nagaland. Through this platform students are encouraged to share and showcase their original idea/innovation in the field of science and technology.

With the purpose of making this a platform for the innovators of Nagaland for similar events in National and International level the Nagaland Innovation Expo is slated to be an annual event. The 2nd NIE was held on 23rd March, 2019, where Dr. Rajiv Mili, National Innovation Foundation, India, Guwahati Cell for NE Region graced the occasion as Special Guest. Schools from around Nagaland participated in the Expo. However, due to the pandemic the Expo could not be held in the last two years.

Despite the pandemic which held back much of the sporting activities of the students they were very active in organizing Online competitions on Poetry, Art and Video Making, Photography etc.

File Description	Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 7.8

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	6	11	6

File Description	Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**Response:**

The Alumni Association, Kohima Science College, Jotsoma, is a strong support of the institute and contributes to the all-round development of the college. Distinguished alumni involved in both the public and private sectors within the state and outside the state assists in the college in whatever manner possible.

The Alumni Association hold its General body meeting every once a year and Executive meetings as and when the need arise. In its meetings action plan for the year are prepared.

Members of the Alumni visit the college as Resource persons to guide and motivate the students with their knowledge and experiences by giving motivational talks and offers guidance to the students on employment opportunities in general and their respective fields in particular.

The President of the Alumni Association is a member of the IQAC, where all major decisions are made. So, they play an active role in decision making, support the management and staff in the development of the college. The Alumni also, as members of the respective Board of Studies, bring in their expertise to enrich and frame the syllabus of the different courses from time to time. They are also member of the College Academic Council which is responsible for maintaining the standards of education.

With a view to encourage students the Alumni Association sponsor awards to excelling students such as, the Rock Star Award.

Besides their major contribution in academics the Alumni Association actively work towards an all-round development of the College. With a vision to keep the campus Green the association often organizes cleanliness and plantation drives in and around the college campus. Despite the Covid-19 pandemic which has restricted much of the activities a number of social works and tree plantations were carried out around the College campus.

During this period a major accomplishment of the Association has been the successful completion of the Project Alpha 2 where a 50-bedded PG Girl's Hostel has been constructed. The Association had taken upon itself the challenge to construct a Girls Hostel as its Project Alpha II, commencing from the foundation stone laid on 11th June 2011, by the then minister of Urban Development, Dr. Shürhozelie Liezietsu. The hostel was a much needed facility to support the existing college Girls hostel and accommodate the increased number of girl students in the college since the last few years. The hostel has fully furnished rooms and provides all facilities necessary for the growth of the students. It also has a well-furnished kitchen with attached Dining room.

The PG Girls' Hostel was inaugurated on the 13th April 2021 by Dr. Joyce Zinyu, the first female Doctor from Kohima Science College.

File Description	Document
Link for additional information	View Document

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

Response: A. ? 15 Lakhs

File Description	Document
Link for additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision: To develop the college into a research driven education hub of national and international repute.

Mission: The mission statement embodies the necessity to respond to the emerging needs of the contemporary society by expanding its focal areas without losing its focus on science education as the central mission of the college.

The Academic Management is carried out by six bodies or committees, namely, the Governing Body, Academic Council, Board of Studies, School Board of Sciences, Examination Committee and the Finance Committee. The GB is headed by a Chairperson, nominated by the government through the Department of Higher Education. The GB also has 2 nominees from the government, 1 each from the UGC, and the university, 4 external experts from different fields and 2 senior members of the faculty.

The Academic Council is headed by the Principal. All HoDs are members along with 3 University Nominees, and 2 Principal Nominees, Controller of Examinations (COE), Dean and 3 external experts. One important responsibility of the AC is to discuss and approve proposals sent by the BoS. The AC may send back the proposals or send it up to the GB with their recommendation. The BoS is headed by the respective HoD, all the faculty, one university nominee, and one distinguished alumnus/alumna.

The Examination Committee is headed by the Controller of Examinations and aided by the Deputy CoE, 2 Assistant CoEs, and 4 Exam Branch Officials. The sub-domain Examination Branch helps in the execution of exam-related works.

The Finance Committee oversees the financial transactions and related works done in the college. It instructs and mandates the Audit Committee which is expected to audit each committee.

The General Administrative Management has various committees of the college including the IQAC. These committees are headed by their respective Conveners. All the committees plan and execute their programs with approval from the Principal. Each committee submits its Action Taken Reports to the IQAC.

The institution's '4 Pillars of Quality'

Research & Innovation The college provides start-up research grants to promote researches and innovation among its faculty besides other research projects funded by various national agencies. A mega research project was won through a nation-wide competition funded by RUSA, Ministry of Education.

Smart Learning Latest learning aid and resources are used to enhance the learning capacity and experience of learners. Automated library, computing hubs, and smart classrooms are used towards that end. Quick transition to online teaching-learning has been adapted at the onset of Covid19 lockdown.

Continuous Assessment Written tests, assignments, seminar presentation and projects are tools used by the institution for continuous assessment of the students. Through adoption of established methods, students are assessed on the basis of oral and written skills, regularity in attendance and active participation in assigned tasks.

Monitoring The leadership ensures the monitoring of students by way of attendance in class, mentoring, and extracurricular activities. ECAs provide leadership opportunity to the students, whereas the mentoring program monitors the mentee in terms of performance in academic and corporate life, physical and mental health.

File Description	Document
Link for additional information	View Document

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

Response:

Curriculum Revision in 2018

The first Choice Based Credit System curriculum revision was done in 2018. The stakeholders of the college were involved one way or another in this exercise. They included the students, teachers, Board of Studies, Academic Council, and Governing Body.

The CBCS was adopted by the college in 2016. The then new curriculum became a sort of litmus test for the college in its new avatar as an autonomous institution. It gave the college an important opportunity to realize its mission statement as the new curriculum contained more maneuverable space for research and many avenues for skill enhancement.

The revision was necessitated in 2018 as the UGC recommends revision after every three years. But it was not to be a mere mechanical exercise. Taking advantage of the 30% deviations it allows we tried to recontextualize our needs and requirements, and incorporate it in the curriculum. The curriculum being a 'living document' has been tailored to be adaptable to changes in the society, latest scientific know how, education and its philosophy and pedagogy. With these two reasons in mind we initiated the revision.

Students Feedbacks: Feedbacks received from the students was an important component to consider during the syllabus revision. Feedbacks were formally sourced from them through questionnaires and also through other interactions and observations. Sometimes through the teachers' own experience of teaching and evaluating the goals, needs and interests of the students became known. All this become good indicators during the curriculum revision.

Board of Studies: In the BoS the major deliberation took place. The BoS comprised of all the faculty of the concern department and external members. As the teacher was directly involved in the execution of the syllabi, his/her involvement in the curriculum revision was of utmost importance. The teacher had firsthand experience of the courses and the corresponding Course Outcomes, and ensured that the

curriculum was fine tuned as far as possible. The revision has also been done in such a way as to fully tap into the respective specialization or orientation of the teachers, and the teacher's professional development.

Academic Council: The draft was then sent to the Academic Council through the respective departments. The AC played the advisory role and gave feedbacks. It ensured that the departments met regularly and followed the UGC policies on curriculum change, while keeping out polemical or controversial topics from the curriculum. It made sure that for the sake of convenience quality would not be compromised, and that the curriculum would not be out of sync with NET, JAMS, GATE, and other university curriculum. The tertiary aspect of the curriculum was also given attention so as to create space for vocational or skilling courses.

Governing Body: The Governing Body finally studied the curriculum before it was sent to the Department of Higher Education for the final approval. The GB ensured that the vision and mission statement of the college were properly reflected in the curriculum, and that there was equity in the distribution of topics and credits.

File Description	Document
Link for strategic plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Introducing PhD Programs

The college envisages becoming a research driven education hub of repute. And the main path to fulfilling this vision is starting the PhD programs. Not to be left behind in this exponential growth of higher education in India and the presence of a large young population, the college too explored a leeway which would give it 'freedom' and a leverage to design and start its own programs. That opportunity came when the UGC granted 'Autonomous Status' to the college.

The college has made a good start with 5 PhD programs as of now. The program has given our young people and also the faculty research opportunities encompassing the latest knowhow in science to other unique fields of study about the State's rich biodiversity, geography, culture and language. More departments are expected to start PhD (and also Master's) shortly. Through this we also hope to improve our research publication output.

The last five years have also seen much improvement in our research paper publication. This – coupled with the kick start to our research activities – has helped in fulfilling a couple of the *Recommendations of*

the 2017 NAAC Peer Team Visit: to ‘pursue PhD and publish papers in peer-reviewed journals.’

The first PhD program started in 2018 in the Department of Physics and 2019 for Mathematics department. (Though much before this two of our faculty members were already PhD supervisors). In 2021 the Departments of Botany, Chemistry, and Zoology also started the program. As of now 18 candidates have registered for the program under 8 supervisors.

We definitely are planning to start more PhD programs in the near future considering there is a vast and interesting pool of study to explore and there is no dearth of takers for the same.

As a government institute we are also able to offer this program at a comparatively very low fee making the program accessible. Also our good laboratories having some high-end instruments would make research here worth the while. (Students from the affiliating university and elsewhere have made use of our laboratory facilities)

With research becoming a serious component in the syllabi (including the Under Graduate 6th Semester, and the MSc program) we also see more interdisciplinary and multidisciplinary interface. Such an academic environment also fulfills one of the recommendations of the NEP.

We take it on ourselves, as a reputed institution, to see that the PhD degrees would in some way help and be relevant with the prevailing job market and entrepreneurship. We hope to be one day worthy of the National Institutional Ranking Framework (NIRF).

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

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

Response:

The college has a well-defined structure and hierarchy for effective and efficient functioning. In order to assuage misinformation or information gaps the college also employs certain diagonal channels or mechanisms (as seen in the Organogram) like a grievance committee, redressal committee, or even practice an open-door policy.

As a government college, the college follows the broad policies, rules and regulations – including appointments, service rules and placements – of the **Department of Higher Education**. The teacher appointments are done by the NPSC. Their salary and placements are governed by the UGC recommendations. The general management of the college is vested with the **Governing Body** which meets once a year. The various academic, administrative and financial policies of the college are approved by the GB.

All the various committees and organizations of the college, and their respective activities come within the

ambit of the office of the **Principal**. And though the college has a comparative decentralized set-up to a degree, the implementation of the various academic and administrative policies and activities are ultimately reported to the Principal. The Principal is also the Chairperson of the IQAC.

The **Vice Principal** assists the Principal in any matter relating to the college, and is mandated to assume the principalship in case of the latter's absence or resignation.

The **Academic Council** meets once a year to plan and approve the academic activities of the college. It also pays special attention to the functioning and the execution of the various activities of the **Examination Section** which is headed by the **Controller of Examinations**.

The **School Board** is headed by the **Dean of sciences** which look into the matters concerning research and its activities.

The **Staff Council** meets at least once every semester to review, plan and update the activities of the college including administration, academics, and finances.

The **IQAC** meets at least once a semester, and any number of times in between as and when required, to basically plan and implement programmes and activities relevant to NAAC-related issues.

Below the Principal and the Vice Principal is the **Head Assistant** who oversees the administrative and ministering section. The HA ensures that the office is in compliance with the policies of the college. In exercising the various activities for the smooth functioning of the college the HA is aided by several staffers like the Accountant, Stenographer, Cashier, *Daftry*, and peons.

The Library section has a **Librarian**, Library Assistant, and Attendants. Among other things this office organizes library databases, acquires both print and electronic resources and develops library inventory. It is also researching into implementation of new information management techniques including plagiarism soft wares.

The **Kohima Science College Teachers Association** and the **Kohima Science College Students' Union** are two other important organizations of the college. Their job description includes planning and execution of programmes that are helpful to its respective members. Any activity these bodies carry out is done within the purview of the college jurisdiction.

File Description	Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

- Leave benefits (Casual, Earned, Medical, Study, Duty, Maternity, Paternity leave, etc.) can be availed by the teaching staff. Except study leave, the non-teaching staff are also eligible to the various leaves mentioned.
- Both the teaching and non-teaching staff are entitled to retirement benefits, viz. pension/ NPS, GPF, gratuity, etc.
- Both the teaching and non-teaching staff enjoy the benefits of Medical allowances and House Rent Allowances.
- The college has a Health and Wellness Centre and an infirmary where both the teaching and non-teaching staff can avail the facilities.
- Duty leave availed by teaching staff to attend various courses.
- ICT facilities in all the departments.
- Ramp facility in the main academic block, library hall and the new academic building.
- Within the campus there is a canteen, a cafeteria, a post office, police outpost and a branch of State Bank of India (green branch) which caters to the needs of the college.
- 50 KVA generator Power back up, Solar power back up (50 KVA in four hostels and Geo block) facility available.
- One bus for the office staff
- One pool vehicle for official use
- Faculty club building for teaching staff attached with badminton court, Table tennis hall and four guest rooms.

- Botanical garden near Lake view hostel.
- Integrated farming Project 'Bion' initiated on 5th June 2020.
- 1 PWD outpost in the campus to overlook the physical infrastructure of the College building and staff quarter.
- Water supply to the staff quaters and college buildings are managed by the PHE dept government of Nagaland.
- Seed money is given to the teachers for minor research projects

File Description	Document
Any additional information	View Document

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

Response: 0.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	01	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 6.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	4	9	2	2

File Description	Document
Institutional data in prescribed format	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 16.23

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

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

File Description	Document
Institutional data in prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- The college conducts regular Internal and external financial audits. There is a two tier internal audit : Departmental level and College level. Each department has its own Audit committee which looks after the department expenses. College level, a three member committee comprising of teachers from various departments conducts financial audit of the departments and College twice a year. The audit ensures that financial transactions related to various developmental activities of the college are reflected fairly and truly pertaining to the period under audit.

- External Audit is done by Accountant General (AG) Office.

Audit of departmental fund/ Grant in Aid/ Hostel/ Research project overheads

1. Grants received from various agencies like Department of Science & Technology (DST), Department of Biotechnology (DBT), etc. are audited annually as per the government norm. Utilization certificates are submitted for the grants received.

2. Funds allocated to the four hostels (3 boys & 1 girls hostel) are subjected to annual audit.
3. Examination department, administrative office, library, Students Union, etc. are subjected to annual audit.
4. Grants related to infrastructural developmental activities are subjected to audit.
5. IQAC office is audited regularly.

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

Response: 83.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
44.24	2.26	17.41	5.120	14.73

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

- Self financing courses in Floriculture, Basic instrumentation skill (Electronics) and Apiculture in the Departments of Botany, Physics and Zoology respectively.
- **Floriculture, Department of Botany -**
 1. A green house and a botanical garden set up within the campus.
 2. Seasonal flowers are grown in the green house and sold which is managed by the faculty and staff of the department.
 3. Amount generated used for maintenance and sustenance.
 4. Hands on training by faculty.
 5. One-day Hands-on workshop on “Cultivation and opportunities of commercial floriculture in the North-East” in collaboration with North Bengal Floriculture held on 25th March 2017.
- **Basic instrumentation skill (Electronics), Department of Physics -** Students are taught the basics of electronic circuit design and repair.

1. Hands on with testing and measuring instruments
2. Hands on with working of electronic circuits
3. Hands on with digital and analog ICs
4. Hands on with microcontroller applications

• **Apiculture, Department of Zoology –**

1. 20 bee hives set up in 2017 and another 15 bee hives set up in 2018 within the campus. More bee hives planned to be set up soon.
2. Hands on training by faculty.
3. Occasional field training by visiting bee farms in and around Kohima district, Nagaland

1. Department of Zoology has also started a Vermicompost project

- All the 6th sem students every year are given in-charge of the project. Fund generated from sale of vermicompost used for their field trips and excursions of that period.

1. Department of Zoology will be setting up an 'Experimental Frog Rearing Pond' covering an area of 50 sq.fts. within the campus, which is being sponsored by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), an international development agency based in Bonn and Eschborn, Germany.

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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

The two practices institutionalized as a result of IQAC initiatives are:

- a. Promotion of Research Culture
- b. Facilitating a Harmonious Working Environment

Promotion of Research Culture

Keeping in mind the vision of the college to become a reputed research hub the IQAC tries its best to organize programmes and/or encourage activities that is relevant to this end. The IQAC is supported by the Research Committee in this endeavour. Some notable activities are

- i. Publishing an in-house fully peer-reviewed research journal.

- ii. Sanctioning of seed money to the faculty for undertaking research. Each department is eligible for one sanction in a given year.
- iii. Organizing FDPs on research and API scores.
- iv. The Computer Centre has been commissioned basically to promote and encourage research among the teachers, students, and the research scholars.

Facilitating a Harmonious Working Environment

In order to create a conducive working ambience for maximum output certain measures are put in place by the IQAC

- i. Administrative audit has been conducted
- ii. Staff Grievance Cell is in place.
- iii. The non-teaching staff welfare fund has been created.
- iv. The various committees of the college have been given an amount to tide over their meeting expenses.
- v. Seminars have been conducted by the IQAC and non teaching staff have been sponsored to attend workshops on NPS, e-paybill and eNPS to improve their data management skills, get familiarize with the nuances of online teaching, and coping with stress during times of Covid19.

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

Response:

The introduction of the semester system, college autonomy, CBCS, and the PG and PhD programmes came almost at the same time for Kohima Science College. Consequently, the last five years have seen the challenge to effectively carry out our mandate and our programmes in tune with the college Mission Statement This meant the IQAC needed to look at the teaching-learning process and the other academic structures from a fresh perspective. Two teaching-learning reforms facilitated by the IQAC were:

i. Streamlining the college POs, PSOs, and COs and Curriculum Review

With all these important elements being introduced in the college the IQAC has been instrumental in initiating the college having a relook and streamlining its Programme Outcomes, Programme Specific

Outcomes, and the Course Outcomes. This was an exhaustive exercise undertaken by all the respective departments. Concurrently, all the departments did their respective curriculum review.

A healthy and relevant interface between the reviewed curriculum and the course outcomes has been the target of this exercise. The curriculum has incorporated elements keeping in mind the local context, for instance including authors from Nagaland and the North-east, population and community, soil and water, geography, etc of the region. All these changes or inclusions have been done within the permissible limit allowed in the CBCS framework.

The overall course content maintains a workable balance between i. theory and practicals, ii. 70:30 % weightage of External and Internal Examinations, and, iii. course-embedded direct measures like the students' written works, projects, presentation, etc and indirect measures like surveys, feedbacks, and most extracurricular activities.

ii. Blended Mode of Teaching and Learning

The IQAC realizes that blended mode of teaching and learning, and online mode of education is here to stay. And for a fulfilling fruition of our vision and mission, more digital learning tools need to be incorporated in the traditional instructor-led teaching. The IQAC has facilitated the up-gradation of the digital infrastructure of the college through the setting up of the Computer Centre – which has been the main focus in our application for the Colleges with Potential of Excellence Status – setting up of digital boards in the classrooms, the language laboratory, making the campus wifi-enabled, organizing workshop on online teaching (during the lockdown), and the FSOC.

Taking a cue from the UGC *Concept Note on Blended Mode of Teaching and Learning*, we are in the process of tapping into the benefit and opportunities of distant collaboration, and increased flexibility that technology-enabled learning allows.

We can say of our college, corroborating what studies have shown, that we see increased student-teacher interaction. We also notice that a more flexible teaching and learning environment has been created.

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

- Principal, Vice- Principal and 5 HoD's of the college, General Secretary of the student Union and various post of Student Union bodies and Evangelical Union President are female.
- **Number of girl students** is more in the ratio 2:1 ie 1196 females and 819 male.
- A 50 bedded **Girls Hostel** for M.Sc. students was commissioned in the year 2017 funded by the UGC.
- **Awareness program on Sexual Harassment** at work place, domestic violence, female infanticide, women and inheritance conducted on 11/09/2019
- Participated on **International Day for Elimination of violence against women** on 25th Nov., 2019 organised by Nagaland State Social Welfare Board on the theme "Orange the world:Generation Equility stands against rape"
- **Ms.Menou Sami** cadet of **Kohima Science College, Jotsoma Senior Wing Girls Unit** participated in the prestigious National RDC Camp: 1stJanuary to 31stJanuary, 2020 in Delhi after final selection for the Indian Republic Day. She was selected for the march.
- **Hospital Attachment Camp: Basic 'First Aid Management'** for 10 days was conducted from 11th to 20th February, 2020 and 1st Naga Girls Battalion along with Senior Wing ANO of Kohima Science College, completed First Aid Course with "A" Grade. The camp covers course on drowning, heat and cold injuries, various fractures, sports injuries, dysentery, diarrhea, food poisoning, spinal cord and head injuries, CPR, child birth, management of a disasters etc. Hands on practical's in bandaging, ORS preparation, CPR, basic life support etc.
- Talk on **Menstrual Health Hygiene & Distribution of Sanitary Pads** on 9th March, 2020
- **First Aid Training** to girl cadets conducted in the College by 1 Naga Girls Bn NCC KSCJ-SW unit.Training on **First aid during different emergencies** such as earthquake, snakebite, flood, different wound and cardiac arrest on 28th Feb, 2020, 6th March, 2020 and 13th March, 2020.
- Seminar on **Personality Development and Awareness on Corona Virus** organized by 1 Naga Girls Bn. NCC on 14th March, 2020 Kohima. Girl Cadets of the unit attended and participated in the program.
- Along with the rest of the country altogether 15 cadets of the Unit participated in '**Fit India Movement**' on 28th Sept, 2020.
- ANO of 1 Naga girls Bn NCC Senior Wing cadets of Kohima Science College (Aut), Jotsoma and 2 cadets participated in '**EK BHARAT SHRESHTHA BHARAT –VI**' - Semi National Camp which was held from 10th to 16th March, 2021 between North East Region and Gujarat State. The camp aims to enhance interaction & promote mutual understanding between people of different states/UTs through the concept of state/UT pairing. Activities were carried out to promote language learning, culture, traditions & music, tourism & cuisine, sports and sharing of best practices, etc. Bagged 1st Position in Quiz Competition.
- Participated in **Girl's Basket Ball** and awarded Champion, Tetso College Inter Collegiate Sports, 2020

- **Women's Basket Ball** Champion, PCAN Meet,2020
- A *Webinar on Domestic Violence & Sexual Harassment of Women at Workplace Prevention, Protection & Redressal Act 2013* was organized by the Dept. of English. Prof. Rosemary Dzüvichü, Dept of English, Nagaland University was the Resource Person on 25th October,2021.

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

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

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

Response: C. 2 of the above

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

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

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

Response:

Plastic free zone in the entire college campus. Efforts have been made and decisions taken in order to make the college free from one time plastic use.

Most of the wastes generated in any educational institution are mostly solid waste apart from the chemical

wastes produced from the laboratories. The need to counter the waste problem led to the introduction of a committee in the college under the aegis ‘Waste Management Committee’.

Solid Waste Management: The majority of wastes coming from each department are mostly in the forms of paper wastes which are disposed off as solid wastes. The process of collection of waste in the college is done by the combined effort of the faculty, staff and students. Firstly, the students have been sensitized about the importance of keeping their classrooms free from paper and plastic wastes and waste bins are kept in all the classrooms for the students to collect the waste and once or twice every week, the students empty the waste to the main bins.

Liquid Waste Management: Certain departments like Chemistry, Anthropology, Zoology and Botany departments who usually deals with chemical reagents and acids in the laboratories as liquid waste which are channelised, diluted and disposed off in a proper manner through proper drainage system.

Waste Water: Waste water from different departments are disposed through proper drainage channels.

Hazardous Chemical Management: Hazardous chemical used in the chemistry are diluted using suitable chemicals and then disposed. hazardous acids being hydroscopic in nature cause skin burning, corrosiveness and eye irritation when exposed. to avoid these effects the acids are diluted and then disposed through proper drainage.

The faculty and staffs oversee the collection of wastes and then proceed to empty the main bins once it is full to a further collecting waste site in the college campus whereby the municipal garbage truck comes and collects it once every two weeks for final disposal at the Municipal dumping site. *Efforts have been made for segregation of wastes and separate bins for bio-degradable and non- bio-degradable have been introduced in each department for proper disposal of all kinds of wastes.*

e-waste: Disposing e-waste in the college is a done through a e-waste collecting agency (Hulladek Recycling Private, Limited-Kolkata). It periodically collects e-waste from the college for a fee.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms

3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 of the above

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

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

Response:

1. **Annual Cultural Day:** Kohima Science College has a mixture of many tribes and sub-tribe. The customs, festivals, and beliefs of all communities make them different from each other. With this rich cultural heritage the college conducts an annual cultural day.

The cultural hegemony of the west and also some other countries has been supplanting, in many ways, our own cultural heritage. This is most pronounced in the young and impressionable students. While such influences cannot be completely shunned –we encourage our students to learn and respect other cultures and if necessary even imbibe the healthy practices in a foreign culture –the need has been felt to draw our students back to their cultural roots for without which they lose their identity. We want them to take pride in their culture and know their rich cultural heritage.

2. **Wearing at least one traditional attire every Wednesday:** students, faculty and staff are expected to come to college wearing at least one traditional attire every Wednesday. It can be an earring, sash, muffler, vest, wrap-around, shawl, etc. In a multi-tribal and multi-cultural society like Nagaland, this is not just a show of pride and love for one's culture, but also a subtle mark for one's identity.

Students are generally happy to wear traditional attire once a week. And as they wear their tribal/traditional attire they are also obligated to learn more about the attire or motif they are wearing, including the name, reason, and occasion for wearing such originally. This also develops an appreciation for other cultures as well.

Many traditional types of attire are not convenient to wear for its size and weight: especially not practical to wear to class. They are also generally expensive for students.

3. **Annual sports event** are conducted providing inclusive environment to the students and teachers too.

4. **Home to several indigenous tribal communities** every tribal group has a rich historical and cultural background. Such a diverse land is bound to have plenty of occasions and celebration. During such

festivals the tribal group hosts the occasion and community from diverse cultures take part in it.

5. Faculty along with the students often participate in **social work** and engage in cleaning college campus.

6. The institute also involves students and sensitizes them on **ban of one time plastic use**, cleanliness, Swatch Bharat, etc

7. Teachers, staff and students come together to **plant flowers and trees** in the campus. Each department is also involved in beautifying the department and the campus.

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

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

Response:

With the rest of the country constitution Day is celebrated on 26th November. The program commences with Preamble reading of the constitution in every classroom to sensitize students on responsibility towards the constitutional values, rights, duties and responsibilities of citizens.

Every year KSCJ celebrates Republic Day and Independence Day on January 26 and August 15 respectively. The program proceeds with Flag hosting by the Principal of the college followed by National anthem and oath of national integrity.

26th March 2017: Mass social work

4th April 2017: Social work in the burned down Physics department building.

10th April 2017: Social work for NAAC team visit.

5th June 2017: Observed World environment Day

4th Sept., 2017: Mass social work.

23rd Sept., 2017: Blood donation and blood grouping. 10 volunteers donated.

3rd Dec 2017: Social work in the campus.

5th June 2018: World environment Day cum Swachh Bharat by planting trees in the college campus.

10th Aug., 2018: Participated in Swachh Bharat Abhiyan by cleaning the college campus.

19th- 25th Nov., 2018: National Intergration week

24th Sept 2019: Blood grouping and Blood donation. 98 students participated.

15th Aug., 2019: Swachh Bharat Pakhwada- mass social work. 170 students participated.

1st Oct., 2019: World blood Donation Day- with the theme 'Atleast Donate once in a Lifetime' along with NHAK. 31 students donated.

2nd Oct., 2019: Plantation Program and Social Work in commemoration of 150th birth anniversary of Mahatma Gandhi.

31st Oct., 2019: 'Run for Unity' organised by Youth Resource and sports department at Police Headquarter junction.

25th Nov., 2019: International Day for Elimination of violence against women walkathon and cycling organised by Nagaland Social Welfare Board on the theme "Orange the world: Generation Equility stands against rape"

Throughout the year (**January to November, 2020**) NSS volunteers and NCC cadets continued to donate blood at the Naga Hospital Authority and some other private hospitals in Kohima.

8th -12th December 2019: National Campaign on Creating Awareness on the Constitution & Fundamental Duties cum North East NSS Festival
Youth Resources and Sport Nagaland

5th June 2020: The World Environment Day, was observed by commissioning the Integrated Farming under Project Bion. Teachers, staff and some students who live in and around the campus came together to plant 1200 citrus saplings in this 5-acre land.

On **29th Aug., 2020** "Fit India Freedom Run" held at Indira Gandhi (IG) Stadium, Kohima, organised by the department of Youth Resources & Sports (YRS), Nagaland in collaboration with NSS cell (kohima) - 2 volunteers (1 male, 1 female)

24th Sept., 2020: Social work and tree plantation

5th Feb., 2021: Social work in the college

5th June 2021: On *World Environment Day* Tree Plantation was carried out in the campus

29th Oct., 2021:Conducted cleanliness drive in the college campus on on account of "Clean India" (Swaachh Bharat) campaign.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

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

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

Response: D. 1 of the above

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

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

Response:

12th Aug 2016: Social work on " Swachhta Abheyam" in the college campus.

5th June 2017: Observed World Environment Day.

5th June 2018: Observed World Environment Day cum Swachh Bharat by planting trees in the college campus.

10th Aug 2018: Observed Swachh Bharat Abhiyan by cleaning the college campus.

19th- 25th Nov 2018: Observed National Integration week

15th Aug 2019: Swachh Bharat Pakhwada- mass social work.

1st Oct 2019: World Blood Donation Day- with the theme 'At least Donate once in a Lifetime' along with NHAK. 31 students donated.

2nd Oct 2019: 'Run for Plastic Free Nagaland' commemorating 150th birth Anniversary of Mahatma Gandhi at PHQ junction.

2nd Oct 2019: Commemorated 150th birth anniversary of Mahatma Gandhi under the initiative of Governor of Nagaland, PB Achary. participated in inter- collegiate quiz competition under the theme " Life and works of Mahatma Gandhi"

2nd Oct 2019: Cleanliness drive in the Campus and hostels.

25th Nov 2019: International Day for Elimination of violence against women walkathon and cycling organised by Nagaland Social Welfare Board on the theme "Orange the world: Generation Equility stands against rape"

May 2020: Cadets participated in a training module for management of Covid-19 named 'Integrated Government Online Training (iGOT) portal on DIKSHA platform of MHRD launched by Government of India.

5th June 2020: The World Environment Day, was observed by commissioning the Integrated Farming under Project Bion. Teachers, staff and students came together to plant 1200 citrus saplings in this 5-acre land.

5th June 2020: On the occasion of World Environment Day, 5 cadets from Kohima Science college took part in an online lecture on the theme " Re-imagine, Recreate and Restore"

15thAug 2020: NCC cadets along with the VP of Kohima Science College hoisted the flag in the college

15thAug 2020:NCC cadets took part in a webinar "FIT INDIA YOUTH MISSION" conducted by National Information Centre on account of 74th Independence Day.

29th Aug 2020 "Fit India Freedom Run" held at Indira Gandhi (IG) Stadium, Kohima, organised by the Department of Youth Resources & Sports (YRS), Nagaland in collaboration with NSS Cell (Kohima)

22nd Oct 2020: 50 cadets attended a webinar "New Education Policy".

2nd -7th Nov 2020: NCC participated in an online course on the theme "EK BHARAT SHRESTHA BHARAT"

22th Nov 2020: Cadets from various institution participated in a conference meeting on the occasion of NCC Day.

8th and 12th Dec 2020: Poster making on theme "Constitution", Essay and Slogan competition on theme "CONSTITUTION OF INDIA".

March-April,2021 Young Warrior: Participated in Youth-led Movement to combat COVID-19". A pledge to take action against COVID-19. An initiative of YuWaah UNICEF.

5th June 2021: Planted trees on World Environment Day

5th June, 2021: Students participated in North east Quiz completion on World Environment Day organized by IQAC, Eco club, NSS unit, Women's college Tinsukia, Assam and secured 2nd position in the competition.

29th Oct 2021: Conducted cleanliness drive in the college campus on account of "Clean India" (Swaachh Bharat) campaign.

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

7.2 Best Practices

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

Response:

1. Best Practices

1. Title of the Practice: Nagaland Innovation Expo (NIE)

2. Objectives of the Practice: The Nagaland Innovation Expo was conceptualized and initiated by the college with an aim to identify and promote innovative talents among the students of Nagaland. This initiative allows the students to unleash the potential within and be an agent of change, an opportunity and platform to present their originality, find ways to achieve greater refinement and share the products for greater benefit of the society and create a better tomorrow. The NIE gives the students a much-needed avenue to promote their innovative ideas and creativity.

3. The Context: The enormous creativity among the students often goes unnoticed because of the absence of a platform to demonstrate and harness it. The Nagaland Innovation Expo gives the much-needed avenue to promote these innovative ideas and an opportunity to perform. It serves as a beacon of hope and aspiration and reflects the opportunity in the power of ingenuity and cooperation. It will work together towards achieving and engaging in delivering this unique event. The Innovation expo will bring smart community of the future that will host many new events and will also act as an innovation hub. It will facilitate connection and collaboration and will be home to an inclusive and diverse community seeking and inspiring new ideas facilitates growth and enables human potential.

4. The Practice: The first edition of Nagaland Innovation Expo (NIE) was held on 14th April 2018 at Kohima Science College, Jotsoma. It was organized by the Kohima Science College Students' Union and sponsored by the Nagaland Science and Technology Council (NASTEC) and Department of Higher

Education, Government of Nagaland. The chief guest of the event was Shri. Mhonlumo Kikon, Advisor for IT, Science & Technology and New & Renewable Energy, Government of Nagaland. Many students from different institutions in and around Kohima exhibited their 'inventions.' The innovation models for competition were displayed and demonstrated. They included concept models in the field of Agriculture, Chemical Science, Environmental Science, Life Sciences, Mathematics, and Physics.

In the 2nd Nagaland Innovation Expo held on 23rd March, 2019 Dr Rajiv Mili, from the National Innovation Foundation, India, Guwahati Cell was the Chief Guest. The program was sponsored by the Nagaland Science and Technology Council (NASTEC) and donations procured from different individuals.

5. Evidence of Success: The NIE has empowered the students and teachers by presenting to them a platform to participate in a program and its decision making outside the purview of the usual 'academics.' Students as organizers of the show are given comparative freedom in areas like planning, logistics, invitations, and anchoring the program. They are also given the responsibility of writing the report, and be financially accountable. All the stakeholders of this program are treated equally as far as sharing of responsibility and work delegation is concern. The event generated a sense of achievement for the participants and appreciation for the students' body for taking the brave initiative to organize it, which is in itself an innovation. It evoked a lot of interest and excitement among the students and teachers.

The Nagaland Innovation Expo experiences have shown us that when given the task students are a responsible force, and it brings out the best in them. The teachers are guides and arbiters of the competition. A program such as this requires a decent investment in the intellectual and physical capital from the teachers outside of the normal tenor of the college.

The chief guest of the event, Shri. Mhonlumo Kikon, Advisor for IT, Science & Technology and New & Renewable Energy, Government of Nagaland acknowledged the program and announced that the government would support the initiative and make it as an annual affair in Nagaland.

Eleven participants displayed and demonstrated their innovation models for competition which included concept models in the field of Agriculture, Chemical science, Environmental science, Life sciences, Mathematics and Physics.

The best three awardees were: The model on "CV security" won the 1st first prize developed by Vikekho Yakhro and Chathavilie Peseyie, "Water absorbent tendency of moss for seed germination and agricultural techniques" by Zenwang Konyak won the 2nd prize and "Plant growth enhancer" by Peihauding Reunim won the 3rd prize.

In the 2nd Nagaland Innovation Expo Mr. Yinjun C Naam was declared the winner of Nagaland Innovation expo 2019. He worked on Preparation of shampoo from *Entada phaseoloids* extract.

The event generated a sense of achievement for the participants and greater appreciation for the Students Union, KSCJ for taking the brave initiative to organize it, which in itself is an innovation.

6. Problems Encountered and Resources Required: The continuation of the NIE as an annual event is an aspiration of the KSCJ Students Union and administration. There are certain loopholes that needed to be considered to make the NIE a common platform to attract greater participation and for continued success of the event. Getting a date that is convenient for the schools and colleges is another problem that the college encountered. It experience that sufficient amount of time needs to be given to the students to prepare and

test their models before bringing it to the exhibitions. Although there was good number of participants, many colleges and schools within Nagaland could not participate because it coincided with only about a month ahead of the deadline. An appropriate timing and announcement of event date with minimum of five to six months duration for preparation could provide greater opportunity for participation and wider coverage in the future. The lack of consistent Funding and shortage of fund hinders the college to conduct the Innovation program successfully every year. Another important component was closing down of the institution due to pandemic.

2. Best Practices

1. Title of the Practice: Cultural Day

2. Objectives of the Practice: Cultural Day is observed to keep the students rooted to our source of identity. This day is designated to instill the invisible bond which culture brings and to revive and take pride in one's cultural heritage. It aims to inoculate ethical, traditional and the importance of cultural values to the student community. This day is marked to promote "*Unity in diversity*" and strengthen a sense of community amongst the student. The students achieve qualitative experience about culture on this day. It also marks a day where we get an opportunity to understand traditions that are specific to our ancestors and common costumes. This cultural knowledge becomes a medium to be passed on to the future generation and also connect generations together.

3. The Context: Understanding different cultures allows our students to be more open, accepting and tolerant of other people. But recently cultural hegemony of the west and also some other countries has been strong supplanting, in many ways, our own cultural heritage. This is most pronounced in the young and impressionable students. While such influences cannot be completely shunted our traditions act as a compass and we encourage our students to learn and respect other cultures and if necessary even imbibe the healthy practices in a foreign culture.

The need has been felt to draw our students back to their cultural roots for without which they lose their identity. Our behavioral patterns, belief systems, principles and ways of living are the derivatives of our culture. Knowing that culture provides- specific models for ways of behaving, feeling, thinking and communicating; culture dictates what is and what is not, situationally relevant. We want our students to take pride in their culture and know their rich cultural heritage.

4. The Practice: Every Wednesday students, faculty and staff are expected to come to college wearing of traditional attire. It can be in any form of costume whether it be an ethnic jewelry, a sash, a muffler, vest, wrap-around, shawl, head gear or in any other form of traditional costume. On the larger context cultural day is celebrated annually. A specific date is marked to celebrate the cultural richness of our community. On this day ie 29th Aug 2019 the college held its first annual Cultural Day. The program was held in the presence of a special guest and some dignitaries. Various traditional dances and music's and songs are showcased on this day. Traditional games and sports are encouraged and innovative ways to build traditional items are also displayed.

In a multi-tribal and multi-cultural society like Nagaland, this is not just a show of pride and love for one's culture, but also a subtle mark for one's identity. It is an occasion to promote culture and highlight the significance of its diversity as an agent of inclusion and positive change. It represents an opportunity to celebrate culture's manifold forms, from the tangible and intangible, to creativity, to the diversity of cultural expressions, and to reflect on how these contribute to mutual understanding and social

development.

5. Evidence of Success: Students are generally happy to wear traditional attire once a week ie every Wednesday and on the specified Cultural day once a year. And as they wear their tribal/traditional attire they are also obligated to learn more about the attire or motif they are wearing, including the name, reason, and occasion for wearing such originally. This also develops an appreciation for other cultures as well.

The vast array of bright colored costumes, dazzling smiles and added energy in the atmosphere wearing the traditional costumes proudly is special and unique and is a positive evidence of success.

It definitely strengthened the bonds amongst the students and created respect for ethnic diversity in the community.

6. Problems Encountered and Resources Required: There are a few existing issues about wearing a traditional costume. Many traditional types of attire are not convenient to wear for its size and weight and may require a lot of maintenance when wearing or after wearing. It becomes especially impractical to wear to class because of its weight and to be wearing it the whole day. Many traditional costumes test one's patience as it takes a lot of time to assemble and become time consuming to wear it often. Some costumes cannot be worn alone and need to take others help for assembling. Other minor issue is dealing with the weather; the dresser may either feel too hot or too cold wearing such attires. Owning and buying ethnic wear can be heavy on the pocket and generally expensive for students.

File Description	Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

To be a Reputed Research Hub

Kohima Science College was established during the troubled days of the 1960s by a handful of men whose hearts burned with a vision for education of our people. After the initial debate of which 'stream' should the college be established upon it was finally agreed to have a '**science**' college realizing the need for such an education in the rather nascent state of Nagaland. So on 15 September, 1961 the college was founded.

Since then the state of Nagaland has gone through many phases throwing up new challenges. There has been a steady rise towards literacy, **increase in science and allied services**, a deeper realization of the need for equal opportunity, the importance of cost-cutting to make education more inclusive, **research**, and intellectual property rights. With support from all the stakeholders it has written its story of courage and enlightenment triumphing over ignorance, and narrow traditionalism while keeping in sight its vision toward an **advanced research** institution.

Research Activities and Programs

The college envisages becoming a research driven education hub of repute, and one of the main paths to fulfilling this vision is starting the PhD programs. Not to be left behind in this exponential growth of higher education in India and the presence of a large young population, the college too explored a leeway which would give it 'freedom' and a leverage to design and start its own programs. That opportunity came when the UGC granted 'Autonomous Status' to the college. Aligning this opportunity with our vision and mission statement of making the college a research hub of repute was the next step. At the outset PG departments were introduced in 2016 in 6 departments to initiate the process. This process is guided by a stated research policy through the School Board (Sciences) and the Research Committee that plan, execute, and monitor issues related to research. The Research Committee also annually publishes our academic journal *Rusie* which is fully peer-reviewed.

The first PhD program started in 2018 in the Department of Physics followed by Mathematics in 2019. In 2021 the Departments of Botany, Chemistry, and Zoology also started the program. As of now 18 candidates have registered for the program under 8 supervisors. The program has given our young people and also the faculty research opportunities encompassing the latest knowhow in science to other unique fields of study about the State's rich biodiversity, geography, culture and language. The last five years have seen a healthy upward trend in research publications in UGC-CARE List journals and elsewhere.

Before starting the PG Programs and PhD Programs two of our teachers were recognised as Co-supervisors in other universities. And some of our teachers are PhD Thesis Evaluators in the Nagaland University.

Research Centers

The college has five major research laboratories: i. Atmospheric Science Research Centre (ASRC) funded by RUSA, ii. Institutional Biotech Hub (Dept of Botany) funded by DST, iii. Chemistry Research Laboratory, iv. Mathematics Research Laboratory, and v. Zoology Research Laboratory. The ASRC is funded by the Ministry of Education, under its RUSA flagship programme. One of the main objectives of this project is to develop a comprehensive "Atmospheric Data Base" in the college with nine associated member-colleges from where data is collected and shared for multidisciplinary research and ecosystem. Eight of these colleges are in eight districts of Nagaland, and one in West Bengal.

Mention may also be made of the newly commissioned Language Laboratory, which is a dedicated space for language. Some of the 'educational tasks' being carried out are the self-financed *Certificate Course in Phonetics and Spoken English*, testing of vocabulary, speech sounds and grammar rules, and analysis of Mother Tongue interference vis-à-vis English sounds.

The activities mentioned above are also fulfillment of four of the *Recommendations* of the 2017 NAAC Peer Team Visit.

Mentoring College: NAAC Assessment, CBCS, and Publications

With the college being made a Mentoring College by UGC-NAAC on 7 September, 2018 the college has mentored and provided consultancy to 6 un-assessed colleges in three districts of Nagaland. The college has conducted a series of consultancy programs and in-person visits with them.

The college has also conducted 4 seminars with four other colleges, and 10 webinars with all the rest of the

10 government colleges (except 2 teacher education colleges) in Nagaland on the *Choice Based Credit System and developing research ecosystem*.

The college in-house journal *Rusie*, which is fully peer-reviewed, has been an important platform for researchers and teachers from other institutions as well. Many researchers have got their works published here.

Way Forward

There are more PhD, MSc, and Under Graduate programs in the offing. The KSCJ realizes that there is a vast and interesting pool of study to explore and there is no dearth of takers for the same. Through our research programs we also hope to improve our research publication output quantitatively and qualitatively. In preparation of NEP the college has CBCS with a healthy scope for multidisciplinary engagements.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

As one of the State's finest colleges, Kohima Science College has been giving inclusive and affordable education to the people. The stake holders know that the college has the potential to further serve the people of the State and the region in a much bigger way. This opportunity will be actuated if this college becomes a State University. And we continue to work hard towards this goal.

The state of Nagaland has gone through many phases throwing up new challenges. There has been a steady rise towards literacy, increase in science and allied services, a deeper realization of the need for equal opportunity, the importance of cost-cutting to make education more inclusive, research, and intellectual property rights

With support from all the stakeholders it has written its story of courage and enlightenment triumphing over ignorance, and narrow traditionalism while keeping in sight its vision toward an advanced research institution. In its 60th year one can see two very important contributions: the teachers dedicated to the public interest, and the civic-minded community who ensured public support for the college kept flowing. Given the opportunity and support the college can still fare much better.

One major achievement of the college towards this end has been the granting of the Autonomous Status by the UGC. This has given us the leeway to introduce the then new curriculum Choice Based Credit System much ahead of the other colleges in the State. After a few tentative steps we have got the confidence of charting our own course. We are confident that with timely support and help we can move toward an exponential growth.

Being ideally located in the capital, the college can be an important factor in assuaging unemployment and youth discontent by taking in as many students as possible. This will also improve the Gross Enrolment Ratio in higher education.

Concluding Remarks :

In order to assuage misinformation or information gaps the college employs certain diagonal channels or mechanisms like grievance committee, redressal committee, or even practice an open-door policy.

As a government college, the college follows the broad policies, rules and regulations – including appointments, service rules and placements – of the **Department of Higher Education**. The teacher appointments are done by the NPSC. Their salary and placements are governed by the UGC recommendations. The general management of the college is vested with the **Governing Body** which meets twice a year. The various academic, administrative and financial policies of the college are approved by the GB.

Though the college has a comparative decentralized set-up to a degree, the implementation of the various academic and administrative policies and activities are ultimately reported to the Principal. The Principal is also the Chairperson of the IQAC.

The **Academic Council** meets twice a year to plan and approve the academic activities of the college that is channeled through the **Board of Studies** and the **School Board (Sciences)**. It also pays special attention to the functioning and the execution of the various activities of the **Examination Section** which is headed by the

Controller of Examinations.

The **Staff Council** meets at least once every semester to review, plan and update the activities of the college including administration, academics, and finances.

The **IQAC** meets at least once a semester to basically plan and implement programmes and activities relevant to NAAC-related issues.

Below the Principal and the Vice Principal is the **Head Assistant** who oversees the administrative and ministerial section. The HA ensures that the office is in compliance with the policies of the college. In exercising the various activities for the smooth functioning of the college the HA is aided by several staffers like the Accountant, Stenographer, Cashier, *Daftry*, and peons.

The Library section has a **Librarian**, Library Assistant, and Attendants. Among other things this office organizes library databases, acquires both print and electronic resources and develops library inventory. It is also researching into implementation of new information management techniques including plagiarism software.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.2	<p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.</i> year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>31</td> <td>31</td> <td>31</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>31</td> <td>31</td> <td>31</td> <td>34</td> </tr> </tbody> </table> <p>Remark : Observation accepted as per the supporting documents</p>	2020-21	2019-20	2018-19	2017-18	2016-17	32	31	31	31	34	2020-21	2019-20	2018-19	2017-18	2016-17	20	31	31	31	34
2020-21	2019-20	2018-19	2017-18	2016-17																	
32	31	31	31	34																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
20	31	31	31	34																	
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D. 1 of the above Remark : Observation accepted as per the supporting documents</p>																				

2.Extended Profile Deviations

ID	Extended Questions
1.2	<p>Number of departments offering academic programmes</p> <p>Answer before DVV Verification : 13 Answer after DVV Verification : 12</p>