



# **SELF STUDY REPORT**

**FOR**

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

**SAKUS MISSION COLLEGE**

**SAKUS MISSION COLLEGE, LANDMARK COLONY**

**797112**

**[www.smcollegedimapur.com](http://www.smcollegedimapur.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Sakus Mission College, shouldering the motto Learn for Excellence, situated in the heart of Dimapur district of Nagaland, located in the border areas of Nagaland and Assam is a seat of higher education founded to serve humanity on the 1st of June 1994. Since the very day of its inception Sakus Mission College has been striving towards extending help to the greater humanity in all the possible ways keeping in mind the vision and the mission that has been pushing all to work for the glory of the Almighty. The college provides value-based education in order to strengthen the community of students who in their journey add values to the society on the whole. Holistic development of the teachers as well as the taught is what the institution focusses on. Academic excellence and moral virtues are the two strong batons of Sakus Mission College and the college ignites the same in the students from the very first day they enter the gates of knowledge and wisdom.

Affiliated to Nagaland University, Sakus Mission College offers Bachelor of Arts degree with a faculty (teaching) strength of 19. With a total of 419 students, the college provides affordable learning along with Government scholarship and assistance from the college to the meritorious students as well as those in need is also taken care of.

The college covers an approx. geographical area of 16,187 sq. mts. It is located in semi-urban area and is well connected with the capital of the state as well as far flung districts and villages by road. Air and Rail connectivity brings it close to the mainland states and districts of the country. On 15th day of June, 2007 Sakus Mission College received its recognition from the University Grants Commission (UGC) under 2(f) and 12(b). On the 15th of September, 2016 National Assessment and Accreditation Council (NAAC), Bengaluru, graded the institution with a B<sup>+</sup> with a CGPA of 2.57. Sakus Mission College always walks the paths of hardships and trials keeping in mind its vision and mission which are as follows to read.

### **Vision**

The Vision of Sakus Mission College is to empower the student community through value-based education. The College is devoted to promoting education in all branches of learning and sustaining an intellectual culture which cultivates in students a holistic personality. The motto of the college, Learn for Excellence, underlies all our endeavors.

### **Mission**

The mission of the College is to promote it into an institution of excellence, which will serve the rural youth by providing them with easy access to higher education and job opportunities. The College exists to train men and women in every aspect of life, both human and non-human. The College seriously considers the emerging context of a pluriform society and thus the mission of the College is to embody an ethic of gentleness, love and sharing of knowledge irrespective of race, caste, creed, gender etc.

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

### **Institutional Strength**

1. Highly committed staff.
2. Highly adequate infrastructural activities.
3. An active Worship Committee which enriches the students with the moral conduct adding to the holistic development of the learners.
4. Inter-departmental seminars are conducted every month.
5. Good student-teacher rapport is maintained through mentor-mentee programme.
6. Scholarship and financial aid available to meritorious, deserving students and students with outstanding sports caliber.
7. Cooperation from the public in different areas of college activities particularly the neighborhood.
8. State of the art infrastructural facilities using modern IT equipment/ softwares.
9. Auditorium with a maximum capacity of more than one thousand two hundred people.
10. Installed high power electrical transformer and generator for seamless supply of power.
11. Well-furnished library with sufficient reading spaces and materials.
12. Active committees and cells for the welfare and progress of students.
13. Collaboration with career providing houses especially preparing for the UPSC examinations.
14. Vibrant atmosphere conducive for the all-round development of the students.

### **Institutional Weakness**

1. Lack in the research area among the faculty members.
2. The curriculum since provided by the affiliating university, the college has no autonomy in designing the curriculum.
3. Lacking in skill-based programmes.
4. Absence of professional courses.
5. Problem in catching up with the progress of the alumni.

### **Institutional Opportunity**

1. Make departments research oriented.
2. Encouraging students to participate in extra-curricular activities for their scholastic and extra scholastic performance.
3. The institution sees opportunities for more collaboration with universities/ industries/ consultancy firms for opening up skill based and job-oriented courses.

### **Institutional Challenge**

1. Research maximization
2. Qualitative progress of students
3. Major & minor research areas to be undertaken.
4. Uplifting weaker students through remedial coaching.
5. To achieve academic excellence.
6. To enhance self- employability of students.
7. To aim higher towards more campus placements of the students and the alumni.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college has a mechanism for well-planned curriculum delivery and documentation which includes the preparation of meticulous academic calendar and class routine. Proper teaching plans are prepared by all the faculty members keeping in mind the correct delivery of the objectives of the course. Monthly faculty as well as departmental meetings are held so as to keep a track of the course coverage and other activities related to the respective department. To evaluate with the student's performance each teacher conducts weekly tests and gives project works as well as paper presentation opportunities to the students. Field trips, study and exposures tours are organized on regular basis by the teachers. A good number of co-curricular activities are organized like debates, extempore, etc. to develop writing and speaking skills in the students. Not only for the students but the college organizes a number of workshops and seminars within the college and also encourages the faculty to participate in off campus seminars. In terms of the CIE, assignments, internal tests and paper presentations with a weightage of 30% (20% for written, 5% for attendance and 5% for assignment) are conducted with the students obtaining a minimum of 14 marks to qualify for the end semester examination.

The institution, apart from the regular course, also offered other courses viz., software development, Tailoring and Music courses. The institution integrates crosscutting issues by imparting education on relevant issues like gender, ethics, human values and sustainability into the curriculum through various cells, clubs and committees

for the holistic development. Value education programme, under the initiative of the Department of Education, has been introduced for betterment of humanity. The institution has cells like the Eco Club, Anti- Tobacco, Women- Development Cell, etc.

For smooth functioning and incorporation of new changes the college gathers feedback from all its stakeholders like the students, teachers, employers and alumni. The questionnaire is sent and once collected back they are evaluated and analyzed. Once analyzed, new omissions and commission are done for proper running of the institution keeping in mind its mission.

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

Every institution has slow as well as advanced learners. SMC identifies them based on their performance in the university examinations as well as the internal assessments. Accordingly, proper guidance through guidance and career cell, mentor- mentee sessions and personal counseling are conducted. Some students requiring remedial classes and so are provided with the same. Presently the college has 19 full time teachers catering to 418 students maintaining a ratio of 1:22. The institution adopts various methods whereby teachers are instructed to make learning more students-centric and to develop the skills of students through various learning process. The institution provides all the needed infrastructure and learning resources like Wi-Fi, Internet, and equipped library providing reference books, magazines, journals and newspapers. Students are highly motivated to participate in departmental activities such as seminars, workshops, conferences, study tours, field projects, practice-teaching, handicraft, group discussions, quiz, and other club activities to enrich the different methods of learning. Students also participate in extra-curricular activities like sports, fine arts, music, dance, drama and cultural competitions. Mentor-mentee sessions are conducted regularly with a ratio of 1:25. With regard to the frequency and mode, the internal assessment procedure is transparent and robust and so is the grievance redressal transparent related to examinations.

Teachers involved in the admission process guides and assist the student in choosing their Honours paper and subject combination or optional subjects. A student is also provided appropriate time to change his/her honours paper or subject combination if one wishes. At the time of entry into the first semester, an orientation program is conducted. The HODs/teachers give orientation to the students about each department/subject, course contents, subject scope, departmental activities, teacher-in-charge etc.

All teachers are also asked to make students know the unit wise course content/syllabus, unit wise marks distribution, question pattern, pass mark for the internal and external examinations etc. in the class room. Attainment of program and course outcome is regularly evaluated by the institution and the same are made known to the faculty/mentor and students.

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

The Institution is committed to serve the community through its extension activities by involving students and faculties of all departments and various committees such as NSS, Red-Ribbon, Women Development Cell (WDC) and Anti-Sexual Harassment Cell, Anti-Tobacco Cell, Eco-Club, Student Christian Movement of India (SCMI), Drama Club, Career guidance and placement Cell, Student Union (SMCSU), Worship Committee, etc. This has resulted in creating strong relationships with the local community, local administration, schools and neighborhood organizations. All the significant dates such as Environment day, Constitution Day, Teachers Day, International Women's Day, etc. are celebrated to familiarize students with the value of our culture and

traditions. In last 5 years a number of Awareness programmes, seminars and workshops have been conducted for encouraging research activities, skill development and entrepreneurial skills in students and sensitizing students on health and hygiene and other social issues. The WDC and other departments focus on promoting gender equality by organizing programs and writing competition on issues related to women such as, Sexual Harassment at Workplace, Gender Inequality, Women's Rights, Self- Defense Training, etc. Under the guidance of departments and cells/committees' students participated in Swatch Bharat Abhiyan: Cleanliness Drive in college campus and colony and various parts of the town, visited government schools for counseling the students in friendly manner. Students participated in various street plays and dramas against child labour, violence against women, aids awareness programme, various cultural programmes, youth and leadership training programmes in national and international level. From 10th to 24th of June 2019 Miss Jerina Yeptho, a student of SMC participated in the SCMI international student exchange programme in Germany. The college have signed MoU's and agreements for the development of teaching-learning, job training and future career plan of the students. Agreement for Educational Service, PrepSchool for Civil Service (Guwahati), Faculty Exchange Agreement with Pranabanada women's College, Lhomithi Colony, Dimapur, Nagaland; MOU with Centre for Dalit/Subaltern Studies, New Delhi; Emporium Training and Consultancy Pvt. Ltd, Kolkata; e-CIRCLE, Dimapur, Nagaland, and with Science Utsav Educational Service Pvt.Ltd, Bengaluru, Karnataka, have been made.

### **Infrastructure and Learning Resources**

The College has 16,187 approx. square meters of land and geographically located in semi-urban area. The college has built up excellent infrastructure and learning resources. There are total of five Honours classrooms, one ICT room and 12 spacious class-rooms with proper infrastructure in the college. The main building of the college spreads in 4,900 sq. mts. of area and consists of Administrative offices, the academic departments, library, common staff room, and common girl's room. The College has an auditorium, spacious multipurpose/conference hall, well-lit classrooms, and computer lab. The administrative block houses offices of Chairman, Administrator, IQAC, Alumni, Accounts department and reception. All the buildings are easily accessible to the learners and the teachers which help in smooth functioning of the college. The college gives due attention to supply of clean drinking water by installing RO filtered water facility available for teaching, non-teaching and students. Generator (125 KVA), rain water harvesting system, canteen, sanitation facility, LCD projectors are some of the amenities and facilities. For security and safety college has installed CCTV cameras in all strategic locations. Wi-Fi facility is also made available to the students and staff in the Campus. The college has well-furnished library. There is provision of having remote access to get e-books, e-journals and e-Learning resources. College canteen fulfills the needs of students and the staff.. There is ample parking facility for two and four wheelers of staff members and students. The optimal utilization of infrastructure is ensured through conducting workshops/awareness programs/training programs, encouraging innovative teaching-learning practices, etc. The available physical infrastructure is optimally utilized beyond regular college hours, to conduct UPSC/NPSC coaching classes, certificate courses, co-curricular activities/extracurricular activities, parent teacher meetings, campus recruitments, meetings, seminars, conferences etc. One auditorium with a seating capacity of 1000, one conference hall with a seating capacity 150 and one indoor stadium was established for conducting Literary and cultural events.. The classrooms are installed with advanced equipment and other essential facilities like complete surveillance system, Public Announcement System (PA), electrical/generator power supply, facility for high-speed communication links, etc.

### **Student Support and Progression**

Keeping in mind the mission statement and encouraging the students, the college provides scholarships and freships to the meritorious students and also those who are in need of help. Government scholarships are also disbursed to the students. Initiatives are taken to enhance soft skills, language and communication skills and computing skills amongst the students by organizing events that cater the same. Students' grievances are timely redressed after proper consultation of the Students Grievances Cell in charge and the concerned authority. With MoU's and agreements made the college. Every year elections are conducted for filling up the post of the various offices of the Sakus Mission College Students Union (SMCSU). The union takes keen interest in organizing various sports and cultural events in the college.

The Alumni Association, Sakus Mission College, since the inception in 2011, has been constantly contributing and participating in all college events and organizing Various community Services, career-oriented programs and monetary contribution for the development of the college. Many graduates of SMC are already working in various institutions/organizations/companies and many undergoing higher studies in different universities. Approximately 800 students have registered in the association from the session 2016-2021. All the required documents for the registration of the Association have been submitted to the District Planning Officer Dimapur and the final approval by the District Planning Board Dimapur (DPBD) is awaited.

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

SM College follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration which includes faculty members, administrative staff, students, alumni, parents and the local well-wishers of the College. The college has put a Perspective/Strategic Plan in place to help it develop in a systematic, well-thought-out and in phased manner. There are three levels of administrative structure under which all the activities of the college are carried out:

- 1.The management of the college is directed by Board of Management (BoM), whose members, are appointed and represented from different strata of the society.
- 2.All the main decisions related to the college are taken by the Principal in consultation with the IQAC and College Core Committee (CCC). Principal is the academic and administrative head of the college.
- 3.The Heads of the departments monitor the functions of teaching of the respective departments. Administrative powers and responsibilities are delegated to teachers on the basis of their competence, commitment and aptitude.

As recommended by the Peer Team (NAAC) to develop and upgrade faculty qualifications and professional capabilities, an Action plan was prepared to encourage and support faculty members to register and complete their Ph.D. qualifications. Consequently, a total of three faculty members are pursuing their Ph.D. degrees.

The college adopts different mechanism to monitor the effective and efficient use of financial resources. The utilization of financial resources is being monitored by the Accountant, the Administrator and above all prior authentication and authorization of the Principal and the Chairman/DDO (Board of Management). Each purchase is allowed after inviting proper quotation. In some cases, departmental autonomy is given for purchase of items of meagre amount. Internal and External audits are done to maintain transparency. The College Management has appointed a regular internal auditor headed by DDO/Chairman & BoM of SMC who audits all the income & expenditures of the college. In addition to this the Management has appointed an approved Chartered Accountant to audit the yearly accounts of the college and prepare the annual income & expenditure

statement along with Balance Sheet of the college which is duly signed by him.

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

The Institutional Values and Best Practices is a broad chapter, which covers the entire functioning and transaction of the activities that goes along with scholastic for a wholesome development of each learner as well for the community development by inculcating the right kinds of values in preparing the learners for a wholesome personality. The quality of Institution is adjudged basing on the innovative ideas incorporated and the practices we adhere to. In Nagaland, unlike some other parts of India, women and girl are treated at par with men. Hence, gender issues, safety and security don't arise at its peak, yet the institution does undertake several curricular and co-curricular activities to promote gender equity within the college in particular and society in general. Special concerns in this regard are undertaken by the Women Development Cell and also the Anti-Sexual Harassment Cell.

Sakus Mission College, with the Eco Club of the college, has been continuing to make awareness and serve the community in focusing on creating a clean environment and a clean, waste free campus. For the safe disposal of electronic wastes collected from the college as well as students, the college has been actively involved with e-Circle, an e-waste management group based under Hulladek Recycling Pvt. Ltd, Kolkata. To check with a cleaner and greener environment regular check on restricted entry of automobiles and also new plantation drives are regularly conducted by the eco-club. The club also does regular green audits to ensure a safe environment. The college promotes tolerance and respects the cultural diversity by observing all the days that bind us together as a Nation instilling in us the concept of nationalism. Based on the vision and mission of it not just as a citizen from this part of the country but as an Indian. The Institution, the SMC fraternity both teaching staff and hostellers carry out mission activities every year by reaching out to the oppressed and helpless people. The college, every year, introduces new practices to cater the needs of the welfare of the students thus providing the college its valued distinctiveness.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAKUS MISSION COLLEGE
Address	Sakus Mission College, Landmark Colony
City	Dimapur
State	Nagaland
Pin	797112
Website	<a href="http://www.smcollegedimapur.com">www.smcollegedimapur.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Arenla Aier	03862-248534	8787830050	-	sakusmissioncolleg e94@gmail.com
IQAC / CIQA coordinator	Asenla Yanger	-	8811852215	-	asenlaay@yahoo.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1994

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

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

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	15-06-2007	<a href="#">View Document</a>
12B of UGC	15-06-2007	<a href="#">View Document</a>

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

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

**Details of autonomy**

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

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Sakus Mission College, Landmark Colony	Urban	3.99	1986.33

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Ba Honours	12	Higher Secondary	English	50	16
UG	BA,Ba Honours	12	Higher Secondary	English	50	13
UG	BA,Ba Honours	12	Higher Secondary	English	50	8
UG	BA,Ba Honours	12	Higher Secondary	English	50	7
UG	BA,Ba Honours	12	Higher Secondary	English	50	23
UG	BA,Ba General	12	Higher Secondary	English	200	1
UG	BA,Ba General	12	Higher Secondary	English	200	0
UG	BA,Ba General	12	Higher Secondary	English	200	17
UG	BA,Ba General	12	Higher Secondary	English	200	16
UG	BA,Ba General	12	Higher Secondary	English	200	1
UG	BA,Ba General	12	Higher Secondary	English	200	26
UG	BA,Ba General	12	Higher Secondary	English	200	14

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				17			
Recruited	0	0	0	0	0	0	0	0	4	13	0	17
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	9	8	0	17
Yet to Recruit				0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	12	0	16

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	276	1	0	0	277
	Female	142	0	0	0	142
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	1	1	3	
	Female	0	0	0	1	
	Others	0	0	0	0	
ST	Male	271	273	344	372	
	Female	141	133	127	136	
	Others	0	0	0	0	
OBC	Male	1	1	3	3	
	Female	0	0	1	2	
	Others	0	0	0	0	
General	Male	5	8	6	5	
	Female	1	2	2	1	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		419	418	484	523	

## Extended Profile

### 1 Program

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
82	82	82	82	82
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

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

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
419	418	484	523	572
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
790	790	790	790	790



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

### 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
137	238	125	142	72

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

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	26	26	27

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

### 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	26	26	27

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 18**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
78.90	99.14	181.90	181.95	209.48

**4.3**

**Number of Computers**

**Response: 68**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 53**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

The college has the mechanism for well-planned curriculum delivery and documentation which are deployed effectively as per the implementation of the university such as:

1. At the commencement of every semester the academic calendar and class routine are prepared by the authority of the college. The HODs of each department submit the class distribution per faculty for their respective departments and monitors lesson plan for each faculty.

2. The teachers prepare their individual lesson plans in such a manner that the course is covered as per the timeline for submission of all internal and external assessment marks conducted by the university.

3. The Examination Committee, comprising of the principal, vice-principal, Officer in charge, some faculty members and technical members of the institution, conducts a meeting before and after the declaration of results of every internal and external examination to deliberate the outcome of the students' performance and collectively discuss and implement effective measures of the curriculum.

4. Monthly meetings are held to discuss progress of course coverage, departmental activities and any other matters.

5. To evaluate the students' performance, each teacher conducts weekly test, gives project works and organizes paper presentation.

6. Remedial and tutorial classes are conducted for academically weak students after the compilation of internal assessment marks and monthly submission of student's attendance and special attention is paid to students during mentoring sessions.

7. Teachers are given freedom to initiate innovative method of teaching suitable to classroom situation. Smart classes are conducted periodically by each teacher to foster an effective learning.

8. In the year 2020-21, due to lockdown the college has taken timely steps to continue the flow of education by conducting online classes with the aid of power point presentations. Students' participation was intimidated through paper presentations with the aid of audio-visual recording. As per the University guidelines, online mode of external examination was conducted. The teacher evaluated the performance of the student either through soft copies or printed hard copies uploaded or submitted by the students.

9. With the initiative of different departments, field trips and study tour are organized respectively.

10. To develop and foster writing and speaking skills, the college organized various curricular and co-

curricular activities such as debates, quiz competitions, essay writing, extempore and poetry during the literary day of the college.

11. The college organizes seminars and workshops for teachers and students in order to augment the knowledge of university curriculum.

12. Students are encouraged to develop interest in research by allocating them in writing assignments in each paper.

13. Monthly meetings are conducted by each department to discuss the course coverage and future plans of their respective departments.

14. The college collects feedback from alumni, parents, students, teachers and employers after which action is taken based on areas wherever possible within its control.

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

#### **Response:**

Continuous Internal Evaluation (CIE) is conducted on the basis of assignments, internal tests and paper presentations. The weightage of the marks in the CIE process comprise of 30% which is further categorized into 20% for written test, 5% for assignment and another 5% for attendance. The students must obtain a minimum of 14 marks in all the subjects to qualify for the end semester examination. Before the commencement of the internal written test, question pattern is discussed with the subject teachers. Apart from internal tests and assignments, students are encouraged to actively participate in different activities such as seminars, workshops, paper presentations, etc. to improve their performance over the semester.

At the beginning of every semester, the teachers inform the students about various components in the assessment process during the semester. In accordance to the university guidelines, the institution conducts internal test every semester. In addition to that the teachers are assigned to conduct unit-wise class tests and paper presentations from their course contents. The subject teachers are assigned to identify academically poor students and in order to bridge the gap, improvement tests are conducted. After the evaluation of scripts and assignments, the students are given feedbacks on their performance and guided to improve their performance in the next examinations. To bring uniformity in conducting and evaluating internal assessments, the institution has set up an Exam Committee.

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

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 0

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

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

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

**Response:** 0

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

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

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

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

**Response:** 0

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

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

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

The institution follows curriculum of Nagaland University and hence offers a paper on Environmental Studies as part of the syllabus for final year students. Apart from that, to impart other relevant issues such as gender, ethics, human values and sustainability into the curriculum the institution integrates various cells, clubs and committees for the enrichment of holistic development. The institution has always focused on issues relating to inequalities and inequities in the society. Students are encouraged to inculcate values and equity through various cells, clubs and committees. Workshops and seminars are organized by various cells, clubs and committees which is an intrinsic part of the students' cocurricular activities. Taking into consideration for the betterment of humanity, a value education program has been introduced with the initiative of the Department of Education of the institution. The program promotes the ability to integrate all the aspects of life in accordance with the appreciated values and ethics of the society. For holistic development the institution conducts morning chapel thrice a week and campus revival every year. Besides that, the institution provides counselling to irregular students, those indulged in tobacco usage (if any), academically weak students and students who needs counselling in any regard. To instill awareness for prevention of pollution, protection of wildlife and conservation of the eco system, the Eco Club observes World Environment Day every year by distributing saplings and planting trees. The eco club organizes seminars and workshops and cleanliness drives in collaboration with the municipal council. The Women Development Cell of the college, where the faculty and students work as its members, with an aim to create a gender sensitized community within the campus as well as in the society works with its mission to encourage the female students to be self-reliant. It also aims at providing equal opportunities to all the gender.

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

Response: 1.22

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

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

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 3.34

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

Response: 14

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

## 1.4 Feedback System

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

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

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

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

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

**File Description****Document**

URL for feedback report

[View Document](#)

NAAC



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 56.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
419	418	484	523	572

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

2020-21	2019-20	2018-19	2017-18	2016-17
850	850	850	850	850

#### File Description

Institutional data in prescribed format

#### 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:** 60.2

##### 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
412	412	476	511	567

#### 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:**

The college identifies the advanced and slow learners on the basis of the following criteria:

1. Students' performance in the previous Board/University Examinations.
2. Students who have passed with 45% & above aggregate marks in the last examination, are placed in the Advanced Learners category and those who have passed with 44% & below or with backlog subjects, are placed in the Slow Learners category.
3. Students are academically assessed from time to time by way of conducting class test, assignment writing, paper presentation, project work and class room activities & interactions. On the basis of the outcome of such assessment, students are categorized as Advanced /Slow learners.

#### **Special Activities/Programs for Advanced Learners:**

1. Proper guidance for career planning is provided by Career & Guidance Cell.
2. Motivational talks & programs are held from time to time, to let the students excel further, by Faculty & Mentor-Mentee Cell.

#### **Special Activities/Programs for Slow Learners:**

1. Students who are weak in certain subjects are identified and are provided remedial/extra classes. Reading materials are provided and intensive coaching is conducted.

Personal counseling through mentoring scheme is done continuously. Mentors give special attention to them by trying to find out their weaknesses and motivate and guide them to overcome the hurdles.

### **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 institution adopts various methods whereby, teachers are instructed to make learning more students-centric and to develop the skills of students through various learning process. The institution provides all the needed infrastructure and learning resources like Wi-Fi, Internet, and equipped library providing reference books, magazines, journals and newspapers. Gaining knowledge from the above mentioned learning processes, students prepare seminar papers, assignments, project reports etc. In the day to day teaching-learning activities various strategies or ways are adopted for involving the students in the learning

process. The Institution concentrates much on introducing various modern techniques to make learning more effective for the benefit of students. The learning process is enriched and empowered by the practices which develop communication skills, listening skills, solving problems, improving knowledge, training and participation in various academic programs which enable the students' lifelong learning.

Students are highly motivated to participate in departmental activities such as seminars, workshops, conferences, study tours, field projects, practice-teaching, handicraft, group discussions, quiz, and other club activities to enrich the different methods of learning. Students also participate in extra-curricular activities like sports, fine arts, music, dance, drama and cultural competitions. These are the various resources and provisions utilized to develop skills like interactive learning, collaborative learning and independent learning among the students.

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

#### Response:

Acknowledging the importance and value of ICTs in the teaching-learning process, the College is continuously putting efforts to provide ICT facilities, such as, Smart Class Room, PA System, Internet/Wi-Fi connectivity, Computers, etc.

To help the students learn more, apart from text books and classroom lectures, teachers are made to use the Smart Classroom to disseminate the course content knowledge through video clippings and PowerPoint presentations.

Teachers use ICTs for record keeping, lesson plan construction, information and lecture presentation, basic information search on the internet and for conduct of virtual/online classes, etc.

To help the teachers get well equipped and updated themselves with the basics of ICTs, the computer instructors of the College conducts orientation/short term courses for teachers from time to time

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

Response: 23:1

#### 2.3.3.1 Number of mentors

Response: 18

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
Mentor/mentee ratio	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

<b>2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years</b>	
<b>Response: 100</b>	
File Description	Document
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

<b>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)</b>					
<b>Response: 1.05</b>					
<b>2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years</b>					
	2020-21	2019-20	2018-19	2017-18	2016-17
	0	1	0	0	0
File Description	Document				
Institutional data in prescribed format	<a href="#">View Document</a>				

<b>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)</b>	
<b>Response: 12.21</b>	
<b>2.4.3.1 Total experience of full-time teachers</b>	
Response: 232	

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

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

#### Response:

The following mechanisms are followed with the objective of establishing a transparent and robust system of internal assessment:

1. Admission at the entry level (1st Semester) is managed by the Admission Committee. During admission, students and parents/guardians are guided by the Committee, making them aware of the course structure and the internal, as well as, external examination system.
2. Orientation program for fresher's (1st Semester students) is conducted after the admission is closed. During the orientation program, besides other information and highlights, University guidelines for degree course, course structure and internal/external examination pattern and rules are highlighted specifically.
3. Keeping in line with the University guidelines of examinations, the College conduct the internal assessment of students on the following criteria:

- Unit/Class Test
- Assignment writing
- Field Work/Project Work/Paper Presentation
- Attendance/Students presence and participation in the teaching-learning process.

4. Internal assessment activities are conducted as per the academic calendar of the College. Internal assessment schedule is notified beforehand.

5. Performance of the students is displayed on the Notice Board and also communicated to the students by the subject teachers.

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

#### Response:

The following mechanisms are adopted and practiced with the objective to make examinations related grievances transparent, time-bound and efficient:

- **Internal Assessment:**

1. If a student is unable to write/complete the internal assessment, i.e., class test, assignment writing, project work & paper presentation, within the scheduled routine, he/she should submit an application, supported by valid documents and reasons, immediately to the

Principal.

2. Such applications, after thorough examination, if found to be genuine, the aggrieved students are given a chance to complete the internal assessment.
3. Those students who underperform or want to appear for improvement test, are also given another chance to qualify or improve their performance in the internal assessment.
4. Internal assessment marks are notified to students through the subject teachers, as well as, displayed in the College Notice Board.
5. Any issue/grievances pertaining to rectification/clarification of marks awarded, is routed through the concerned subject teacher to the Principal. Matters are looked into in the presence of the subject teacher and necessary rectification is affected.

• **External Examinations:**

1. End Term Semester Examinations are conducted by the College as per the University Examinations Rules & Guidelines and schedules.
2. As far as the external examinations are concerned the College is left without much room for redressing exam related grievances. However, if there is any grievance, such as, correction of marks or any other particulars of the student in documents, re-evaluation of answer scripts, etc. is forwarded to the University through the Principal of the College.

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

Teachers involved in the admission process guides and assist the student in choosing their honours paper and subject combination or optional subjects. A student is also provided appropriate time to change his/her honours paper or subject combination if one wished.

At the time of entry into the first semester, an orientation program is conducted. The HODs/teachers give orientation to the students about each department/subject, course contents, subject scope, departmental activities, teacher in charge etc. Names of former students and their success stories are narrated for motivational purpose.

All teachers are also asked to make students know the unit wise course content/syllabus, unit wise marks distribution, question pattern, pass mark for the internal and external examinations etc. in the class room. As such, 30% of the total marks are internally evaluated by the college and 70% by the University. The affiliating University's criteria for qualifying the semester with minimum of 14 marks out of 30 internal marks and minimum of 32 marks out of 70 external marks are made known to the students at the beginning of every semester session. The assessment and results of students are prepared on time and the result is pasted on the college notice boards.

File Description	Document
Upload COs for all courses (examples from Glossary)	<a href="#">View Document</a>

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

#### Response:

Attainment of program and course outcome is regularly evaluated by the institution and the same are made known to the faculty/mentor and students. Faculty meetings are frequently conducted before and after examinations for reviewing students' performances. The performances of the students are regularly monitored and corrective measures are taken. The daily attendance of the students is recorded through an App and is strictly monitored and every month's attendance records are displayed in the notice board. Performances of the students are evaluated through various means like written and oral tests, assignments, group discussions, paper presentations etc. The institution also reserves and awards a maximum of 5 marks to students with good attendance record; this encourages a student to be more regular in attending classes. All marks scored by the students are recorded and maintained in the office file of the Academic Dean for required references. The institution thoroughly evaluates the performance of the students and the weak students and irregular students are given remedial classes or library hours after class for improvement in their future examinations. Notes and study materials are also provided for home study. Each subject teacher maintains a WhatsApp group in order to be available for necessary assistance to the students beyond working class hours. Every teacher conducts a review session with the students after the result for the purpose of correction of errors committed by the students. The academic performance of the students is also made known to the parents/guardians of the students for awareness and support. Mentoring program in the college has been a very effective way in understanding the students at an individual level both in academics and in value education. Mentors identify the weaknesses and strengths of their wards and guide them accordingly towards success.

### 2.6.3 Average pass percentage of Students during last five years

Response: 77.41

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

2020-21	2019-20	2018-19	2017-18	2016-17
137	238	125	142	72

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

2020-21	2019-20	2018-19	2017-18	2016-17
137	238	165	220	154

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>	
<b>Response:</b> 3.09	
<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

Response: 0

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

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

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

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

Response: 0

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

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

##### 3.1.2.2 Number of departments offering academic programmes

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

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

**3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years****Response:** 21**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	8	7	2

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

**3.2 Research Publications and Awards****3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response:** 0**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

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

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

**3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.13**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

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

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

### 3.3 Extension Activities

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

##### Response:

Sakus Mission College firmly believes in holistic development of students with quality education. It aims at sensitizing students towards social issues and serving the community as a whole. The Institution is committed to serve the community through its extension activities by involving students and faculties. All the significant dates such as Environment day, Constitution Day, Teachers Day, International Women's Day, etc. are celebrated to familiarize students with the value of our culture and tradition. Some of the extension activities undertaken by the College are:

- **Welfare:** Awareness programme and seminars on Drug /Tobacco Abuse, Cancer Awareness, health and hygiene, sexual harassment, free and fair election have been conducted. Students are encouraged to donate blood in Blood Donation Camp organized by NSS and RCC in the college premises and it also provides awareness on how they can save life of other people by doing such noble service.
- **Environment conscious:** Every year Eco club celebrates World Environment Day, Bio Diversity Day, World Wild Life Day, Waste Management, Swatch Bharat Abhiyan, Cleanliness Drive in college campus and colony and various parts of the town, Anti Plastic Drive, Tree Plantation, Paper Bag making to create awareness on protecting the environment and wild life. Eco Club has adopted a Hornbill in Zoological Park, Rangapahar, Dimapur and bears all its expenses which sensitize the students to take care of nature and be sympathetic to animals.
- **Gender sensitization:** The WDC and other departments focus on promoting gender equality by organizing programs and writing competition on issues related to women such as, Sexual Harassment at Workplace, Gender Inequality, Healthy Lifestyles for Young Females, Women's Rights, Self Defence Workshop, etc. Workshops on artificial flower making and handicrafts, baking, reuse of waste materials are organised to develop life skills and to make the girl students self-sufficient.
- **Career guidance and Entrepreneurial skills:** The Career guidance and placement especially takes initiative along with other departments for research, skill development and entrepreneurial skills in students through various seminars and workshops.

**Other social issues:** Under the guidance of departments and cells/committees students visit government schools for counselling the students about their health, hygiene and how to overcome mental and physical

stress during their adolescence, etc. in friendly manner. Students of Sakus Mission College, local unit of Student Christian Movement of India (SCMI) along with its regional unit SCMI North East Zone-II, participated in various street plays and dramas against child labour, violence against women, aids awareness programme, various cultural programmes, youth and leadership training programmes in national and international level. Miss Jerina Yeptho, a student of SMC participated in SCMI international student exchange programme held in Germany on 10-24th June, 2019.

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

**Response:** 0

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

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

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

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

**Response:** 17

#### 3.3.3.1 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
1	2	9	4	1

#### File Description

#### Document

Reports of the event organized

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

**Response:** 42.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	260	428	205	100

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

### 3.4 Collaboration

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

**Response:** 4

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of linkage related Document	<a href="#">View Document</a>

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

**Response:** 4

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

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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
e-Copies of the MoUs with institution./ industry/ corporate houses	<a href="#">View Document</a>

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 16,187 approx. square meters of land and geographically located in semi-urban area. The college has built up excellent infrastructure and learning resources. There are total of five honours classrooms, one ICT room and 12 spacious class-rooms with proper infrastructure in the college. The main building of the college spreads in 4,900 sq. mts. of area and consists of Administrative offices, the academic departments, library, common staff room, and common girl's room, The College has an auditorium, spacious multipurpose/conference hall, well-lit classrooms, and computer lab. In front of the main building, there is Administrative block. The administrative block which houses offices of Chairman's, Administrator, IQAC, Alumni, Accounts department and reception.

All the buildings are easily accessible to the learners and the teachers which help in smooth functioning of the college. The college gives due attention to supply of clean drinking water by installing RO filtered water facility available for teaching, non-teaching and students. Generator (125 KVA), rain water harvesting system, canteen, sanitation facility, LCD projectors are some of the amenities and facilities. For security and safety college has installed CCTV cameras in all strategic locations. Wi-Fi facility is also made available to the students and staff in the Campus.

The college has well-furnished library. There is provision of having remote access to get e-books, e-journals and e-Learning. College is having separate toilet facilities for students and staff. There is a G plus 2 girls' hostel with 813.78 sq. mtrs built up area. Ground floor has dining hall, store room and wash room. Total accommodation capacity is of 30 seats. Boy's hostel is a G plus 4 with total accommodation capacity of 50 seats. College has a canteen that fulfils the needs of students and the staff. It offers fresh and good quality hygienic food items at affordable cost. There is ample parking facility for two and four wheelers of staff members and students.

The college thus provides proper and adequate infrastructure based on the suggestions from the Board of Management, HoDs, lab technicians, administrator etc. after reviewing course requirements, student computer ratio, budget constraints, working condition of the existing equipment and also students' grievances.

The optimal utilization of infrastructure is ensured through conducting workshops/awareness programs/training programs, encouraging innovative teaching-learning practices, etc. The available physical infrastructure is optimally utilized beyond regular college hours, to conduct UPSC/NPSC coaching classes, certificate courses, co-curricular activities/extra-curricular activities, parent teacher meetings, campus recruitments, meetings, seminars, conferences etc.

**Details of ICT Infrastructure**

Sl. No.	Particulars	Quantity
1.	Computers (Lab)	50

2.	Office Computers	16	
3.	Lap-top	02	
4.	LCD Projectors	02	
5.	Bar-code Scanners	01	
6.	Colour Printer	02	
7.	UPS	13	
8.	Printers	08	
9.	Printers with Scanners	07	
10.	Xerox Machine	02	
11.	Digital Camera	01	
12.	T.V.	03	
13.	CCTV	47	
14.	Public Auditory System	01	
15.	Bio-metric Machine	01	
16.	Lamination Machine	01	
17.	Spiral Binding Machine	01	
18.	Battery back-up System	01	

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

##### **Response:**

Sakus Mission College has very good facilities for cultural, co-curricular, extracurricular activities and sports.

##### **i. Cultural Activities:**

The College has provided a number of facilities for supporting extracurricular activities related to culture, creativity, arts and recreation. One auditorium with a seating capacity of 1000, one conference hall with a seating capacity 150 and one indoor stadium was established for conducting Literary and cultural events. Sakus Mission College encourages students to participate in various college levels, state level and national level competitions by providing space and platform and financial support as well.

The Literary and cultural events are organized by various departments, clubs and cells. They actively organize different events throughout the year. Apart from Literary and cultural events, Parents-Teacher meeting is organized at regular intervals, Fresher's day and parting social celebrations, all International events such as Women's Day, Earth Day, World Environment Day, Legal Services Day etc., are celebrated. Cultural and sports week and Foundation day are celebrated every year. Other than organizing events students are allowed to learn Music (vocal and instrumental), Drama and Theatre Arts etc. Facilities like speakers, music system are provided for cultural activities in the institution; especially the morning assembly is a sought-after event of the day.

##### **ii. Sports and Games:**



The college plays a proactive and supportive role in grooming students through sports and games. It provides not only the necessary infrastructure that helps the students to inculcate good habit of playing games but also to develop the sportsmanship and comradeship. The college has sports material and facilities for playing a variety of sports namely Basketball, Volleyball, Table Tennis, Badminton, Carom Board, Chess, etc. within the campus.

The college is provided with Indoor stadium which is furnished with two Badminton courts and in the basement is Gymnasium and accommodating the indoor games like Table Tennis, Caroms, Chess etc., to hone the skills in the respective games as well as to enhance the physical fitness of the students and faculty. The college also provides part-time qualified trainers/coaches in the field of Football, Volley Ball and Badminton to train students to participate in the inter-collegiate, inter-district and state level tournaments.

Facilities like PA system, sound system, music system etc. are provided for cultural and sports activities. The college encourages participation of students in co-curricular, extra-curricular and sports competitions. In the past the students have participated in various Cultural festivals and Sports meets at different levels. They have displayed high level of performance and have won awards at all levels.

#### **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:** 11.11

##### **4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 2

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

**Response:** 7.28

##### **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
4.52	5.35	10.55	19.442	18.37

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

Name of the ILMS software : JAVA Library Software (2019-20)

Nature of Automation : Library is a Fully Automated

Version : 1.0

Name of the ILMS software : My Class Board (2018-19)

Nature of Automation : Library is a Fully Automated

Version : 1.5.5

The college library has furnished room of 365.7 sq. mtrs. It provides open access facilities which helps easy access and use of the library as a learning knowledge center which have fully automated. There is uninterrupted power supply in the library, proper seating arrangement is provided to the users and also a Suggestion/Query register is being maintained where the users can write down their comments and suggestions for the proper and smooth functioning of the library.

The college library is open from 9:00 am to 2:30 pm. The library remains open during the vacation so as to allow the students to make use of the library even during the vacation. Employment News, Journals and Magazines are available in the library. Reading room of the library is clean and well ventilated with adequate light. All these facilities make the library user friendly.

The library is having active membership of INFLIBNET N-LIST consortia. This is user ID and Password based facility for all faculty members with students also if they need. The separate library cards are issued to all students for issuing text books, reference books and journals. Separate computer provided to the library users for searching the books on Online Public Access Catalogue (OPAC) in the library.

### 4.2.2 The institution has subscription for the following e-resources

#### 1.e-journals

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

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

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

**Response:** 1.46

##### 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
0.09480	1.98	2.16	1.56	1.53

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

#### 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:** 5.71

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

Response: 25

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The college has well established mechanism for upgrading and deploying Information technology infrastructure. The classrooms are given advanced equipment and other essential facilities like complete surveillance system, Public Announcement System (PA), electrical/generator power supply, facility for high speed communication links, etc. The college has 50 computers exclusively for students with access to internet that are updated with latest versions of essential software. The computers are connected with Wi-Fi facilities. As per the requirement of the maintenance of the above IT equipment, college has Computer instructors who use their skill to update and repair the equipment. However, for major disorder and damage, computer technicians and service providers are hired for the up keeping and replacement. The steps like installation of anti-virus periodically, formatting of computers on the basis of corrupt operating system and replacing of hardware of old computers to new computers are taken for maintaining and utilizing computers. The Wi-Fi facility is all over the campus for all stake holders free of cost.

**4.3.2 Student - Computer ratio (Data for the latest completed academic year)****Response:** 8:1

File Description	Document
Student – computer ratio	<a href="#">View Document</a>

**4.3.3 Bandwidth of internet connection in the Institution****Response:** E. < 05 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 7.28**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
4.52	5.35	10.55	19.44	18.37

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

##### **Response:**

The college has Maintenance Committee that oversees the maintenance of buildings, classrooms and laboratories. The Maintenance committee is headed by the Administrator who in turn monitors the work of the Campus Manager at the next level. The Campus Manager is accountable to the Administrator and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details about their individual floor-wise responsibilities, timings, leave, etc. The Campus Manager conducts periodic checks to ensure the efficiency/working condition of the infrastructure.

Maintenance staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment. Classrooms, Staffroom, Auditorium, Seminar hall and Computer Lab, etc., are cleaned and maintained regularly by Maintenance staff assigned for each floor. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor. The campus is well maintained by a full-time gardener. The preview includes maintenance of Air Conditioners, Generator, CCTV cameras, Rain Water Harvesting and Water Purifiers. Apart from contract workers, the college has trained in-house electrician.

Computer assistants under the supervision of the System administrator maintain the efficiency of the college computers and accessories. Parking facility is well organized. The campus maintenance is monitored through surveillance Cameras. Proper inspection is done by the Campus Manager.

Periodic reporting on requirements of repairs and maintenance are submitted by the HODs to the Administrative office. The requirements are collectively processed in every semester break so as to keep things ready for the new semester. Campus Manager and his team are involved in the maintenance of infrastructure facilities. This team looks after the regular maintenance of civil works such as furniture repairs, masonry, painting, carpentry, plumbing and house-keeping.

Maintenance of Air Conditioner, electrical maintenance of Generator, UPS and Batteries etc., are monitored regularly. In case of major fault, the contractor is called. If the replacement of any part is necessary then the quotations & purchase is done as per centralized purchase procedure. The work done by the contractor is inspected to ensure smooth functioning of the equipment and the report of completion of work is given to Principal.

The college plays a proactive and supportive role in grooming students through sports and games. It provides not only the necessary infrastructure that helps the students to inculcate good habit of playing games but also to develop the sportsmanship and comradeship. The college has sports material and facilities for playing a variety of sports namely Basketball, Volleyball, Table Tennis, Badminton, Carom Board, Chess, etc. within the campus.

The college is provided with Indoor stadium which is furnished with two Badminton courts and in the basement is Gymnasium and accommodating the indoor games like Table Tennis, Caroms, Chess etc., to hone the skills in the respective games as well as to enhance the physical fitness of the students and faculty. The college also provides part-time qualified trainers/coaches in the field of Football, Volley Ball and Badminton to train students to participate in the inter-collegiate, inter-district and state level tournaments.

Facilities like PA system, sound system, music system etc. are provided for cultural and sports activities. The college encourages participation of students in co-curricular, extra-curricular and sports competitions. In the past the students have participated in various Cultural festivals and Sports meets at different levels. They have displayed high level of performance and have won awards at all levels.

NAAC

## 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: 71.64

##### 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
304	290	391	320	425

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

Response: 0

##### 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
0	0	0	0	0

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

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

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

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

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

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

**Response:** 0

##### 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
0	0	0	0	0

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

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

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

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



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

Response: 1.2

#### 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
0	0	4	4	0

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

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

Response: 40.15

#### 5.2.2.1 Number of outgoing student progressing to higher education.

Response: 55

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

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

Response: 100

#### 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government

**examinations) year wise during last five years**

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

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

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

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

**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:** 9**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	7	2	0

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

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies**

as per established processes and norms )

**Response:**

**STUDENTS PARTICIPATION IN THE COLLEGE BODIES/COUNCILS:**

Every year elections are held to select the various student leaders representing the activities happening in the college. The latest Sakus Mission College Annual Election, was held on 3rd November, 2021 with the following as the new elected members

- a) President- Noknyei L Konyak,
- b) Vice President- Martin Sangma,
- c) General Secretary – Limeka,
- d) Assistant General Secretary- Francis Lotha,
- e) Literary & Cultural Secretary- Tongchingkumla,
- f) Assistant Literary & Cultural Secretary- Magdelene Sumi,
- g) Games & Sports Secretary -Pongi M Konyak,
- h) Assistant Games & Sports Secretary- M Penshong.

**2017-18:**

The General Election was held on 15th September 2017 and the following were elected as the executives for the tenure 2017-2018:

- a) General Secretary: Kakugha Sumi
- b) Assistant General Secretary: Thekrusenuo
- c). Games and Sports Secretary: Lalthrong Yim
- d) Assistant Games and Sports Secretary: Phensonguibo
- e) Literary and Cultural Secretary: Yankhan
- f) Assistant Literary and Cultural Secretary: Tovikali
- g) Information Secretary: Baulent
- h) Assistant Information Secretary: Takalong

i) ANCSU Representative: Rashiameren

**2018- 2019:**

The election of the SMCSU office bearers was held on 25th – 26th September 2018. Announcement of newly elected members, handing and taking over was done on 28th September. Newly elected Office bearers for 2018-19 (SMCSU).

- a) President: Mr. Manshen Konyak.
- b) Vice – President: Ms. Jerina Sumi.
- c) General Secretary: Ms. Longdila T. Sangtam.
- d) Asst. General Secretary: Mr. Apisel.
- e) Sports Secretary: Mr. Aman Konyak.
- f) Asst. Sports Secretary: Mr. Khangkinwibo.
- g) Cultural Secretary: Mr. Nyulih Konyak.
- h) Asst. Cultural Secretary: Ms. Tensurenla Ao.

**2019-2020**

Sakus Mission College Annual Election was held on 25th September, 2019. These were the new elected members:

- a) President- Bokato,
- b) Vice President- Gracy,
- c) General Secretary – Botoho Zhimo,
- d) Assistant General Secretary- Atokali Chophi,
- e) Cultural Secretary- Nyenha,
- f) Sports Secretary- Penpoh,
- g) Assistant Cultural Secretary- Rongsentila,
- h) Assistant Sports Secretary- Hengoulan Hangsing.

**2020-21**

Owing to the pandemic and the subsequent lockdown, the general election wasn't held for fresh candidates and the SMCSU members of the previous year continued with their task for the second year.

**\*Info:**

*The events that were conducted under the leadership of the SMCSU have been uploaded as additional information.*

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response: 2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	5	2	0

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

## 5.4 Alumni Engagement

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

**Response:**

#### Contribution Of Alumni Association

The Alumni Association, Sakus Mission College, Since the inception in 2011, has been constantly

contributing and participating in all college events and organizing Various community Services, career oriented programs and monetary contribution for the development of the college.

Many graduates of SMC are already working in various institutions/organizations/companies and many undergoing higher studies in different universities.

On the 23rd foundation day of SMC on 1st June, 2017, Mr. Boktiba Jamir, Regional manager, Bharati Infratel who was also the first graduate of the batch of 2000 exhorted the students to take up challenges in their lives and to have a specific aim that will help them in placing themselves in higher positions in the later lives.

The Alumni Association in collaboration with NSS and Red Ribbon Club organized a blood donation camp on 11th September 2018 at the college auditorium where 45 students along with some Alumni and teachers volunteered and donated blood for the noble cause.

A session for CDS examination for degree students was organized on 9th of Feb 2018 where Mr. Boktiba Jamir, a prominent Alumnus who is also a retired major of parachute battalion had a session with 34 degree students interested in joining the military service after graduation.

He deliberated focusing on how to prepare for the Combined Defense Service (CDS) Examination.

During the silver jubilee celebration on 1st June 2019, the Alumni Association made a major Contribution by organizing buffet in aid of the silver jubilee celebration on 17th May 2019 in the college campus, with a crowd of more than 400 attendees which included a mixture of Alumni, parents, faculties, students and well-wishers. Pushika Awomi, a renowned social worker and the first president of the Alumni Association, SMC exhorted the gathering reminiscing about his college days. The crowd was enthralled by Alma Mater, a band consisting of all Alumni members formed in the year 2013. A special appearance was made by Toshimoa, an alumnus of SMC and is also a recipient of North East Young Achievers Award 2014.

The Alumni Association also donated a sum of ₹ 40,000 to the college in aid of the celebration.

Katangam James Ruangmai, an Alumnus of 2019 batch launched his book titled “The Abundance Of Gods Grace” at the college auditorium. The money received from selling of the books were contributed towards the Church building of Chungailung Baptist Church, Manipur, India.

Under the initiative of Alo Jeshing, an Alumnus of 2017 batch who is currently working as HR executive in NJC, Youth Net, the Alumni Association also organized a career oriented workshop at the college auditorium on 17th March 2019.

Approximately 800 students have registered in the association from the session 2016-2021. All the required documents for the registration of the Association has been submitted to the District Planning Officer Dimapur and the final approval by the District Planning Board Dimapur (DPBD) is delayed due to the pandemic.

Web links has been created for Alumni Tracking as well as to collect Employers feedback.

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

**Response:** E. <1 Lakhs

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

##### A. Vision and Mission Statement:

##### Vision Statement-

The Vision of Sakus Mission College is to empower the student community through value-based education. The College is devoted to promoting education in all branches of learning and sustaining an intellectual culture which cultivates in students a holistic personality. The motto of the college, *Learn for Excellence* underlies all our endeavours.

##### Mission Statement-

The mission of the College is to promote into an institution of excellence, which will serve the rural youth by providing them with easy access to higher education and job opportunities. The College exists to train men and women in every aspect of life, both human and non-human. The College seriously considers the emerging context of a pluriform society and thus the mission of the College is to embody an ethic of gentleness, love and sharing of knowledge irrespective of race, caste, creed, gender etc.

##### B. Nature of Governance:

The nature of governance of S M College follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. From higher level to ground level is consisted of faculty members, administrative staff, students, alumni, parents and the local well-wishers of the College. Needless to say, all stakeholders of the college work by keeping students at the centre point. The Management delegates authority to the Principal who, in turn share it with the different levels of functionaries in the college. The Heads of Departments, the Conveners of various committees and cells along with the staff representatives on higher decision-making bodies play an important role in determining the policies and implementing the same.

It is fully transparent, democratic and all inclusive. Teachers get representations in the key decision-making bodies of the college. The College Core Committee (CCC) is nominated without conducting election and the members are well represented. Similarly, in IQAC, all the stakeholders also get due representation. In consultation with IQAC, CCC makes the key policy decisions and considers important proposals for the development of the College.

##### C. Perspective/Strategic Plan:

The perspective plan of the college is prepared after the completion of the first cycle (NAAC) by keeping in mind the future needs of the college. Subsequently, the college has put a Perspective/Strategic Plan in place to help it develop in a systematic, well-thought-out and in phased manner.



1. Extension of available area through vertical expansion to accommodate more classrooms, faculty room, HoDs office and Cells office.
2. Improvement of the Scope and Profile of the Teaching-Learning Experience through greater use of ICT and other innovative means.
3. Mobilization of funds and projects through the alumnus and other stakeholders.

The college has been seriously working to achieve the objectives mentioned in the perspective plan and attempts are made to accomplish all the recommendations made by the previous cycle of NAAC peer team.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

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

#### **Response:**

The institution practises decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. The leadership at Sakus Mission College is involved in various manners through various committees. Regular meetings of various committees such as IQAC, Core Committee, Discipline Committee, Worship Committee, Students Welfare Committee, etc., are held for the effective and smooth functioning of the college. They discuss all matters within their purview and present their reports and recommendations to the Principal, who tables the suggestions before the Board of Management. There are three levels of administrative structure under which all the activities of the college are carried out.

#### **Society Level:**

The management of the college is directed by Board of Management (BoM), whose members, are appointed and represented from different strata of the society.

#### **College Level:**

All the main decisions related to the college are taken by the Principal in consultation with the IQAC and College Core Committee (CCC). Principal is the academic and administrative head of the college.

#### **Department Level:**

The Heads of the departments monitor the functions of teaching of the respective departments. Administrative powers and responsibilities are delegated to teachers on the basis of their competence, commitment and aptitude. In academic programmes, the department is given the freedom to design different value added courses. Autonomy is also given to the faculty to devise various pedagogies for the Teaching-Learning process. Moreover, departments are given the freedom to invite academic experts for

their National/State level programmes, from any part of the country.

In addition, any college staff member can give suggestions and ideas for improvement. Students also participate through different formal and informal feedback mechanisms. Suggestion box is kept in every department for suggestions from students. Members of the Management are approachable and accept all suggestions.

### **Participative Management:**

The Board of Management and Administration always encourages and promotes the culture of participative management. It is practiced at different levels in the college and stakeholders are involved in the process of decision making based on shared insight. The students, staff and faculty members are allowed to express themselves for any suggestions/ideas to improve the excellence in the quality assurance and enhancement process of the College. All academic decisions are taken after deliberation at the department and faculty levels providing the opportunity for younger members to articulate their viewpoint. This bottom-up approach grooms both students and staff members to take up leadership roles.

The IQAC and College Core Committee conducts the meeting periodically for the discussion of issues and challenges for the development aspects of the College through proper channels i.e. through parent-teacher meet, alumni meet, student feedback system and through other various committee meetings. College encourages teachers, students, parents, corporate resource persons, employers, alumni, staff, class coordinators and class representatives to share their ideas, opinions, suggestions etc. The feedback received from various stakeholders of the College is reviewed and those which are in line with our Vision and Mission Statements are considered by the IQAC for decision making.

## **6.2 Strategy Development and Deployment**

### **6.2.1 The institutional Strategic / Perspective plan is effectively deployed**

#### **Response:**

The college, with the help of College Core Committee (CCC) and IQAC, has prepared a Perspective/Strategic plan to fulfill infrastructure of the college, academic development, extra curricular activities, sports, culture and defined targets for the infrastructural facilities and academic development of the college. These targets have been set with extensive consultation with all stakeholders, staff, faculty, alumni, management and the industry.

As recommended by the Peer Team (NAAC) to develop and upgrade faculty qualifications and professional capabilities, the Action plan was prepared to encourage and support faculty members to register and complete their Ph.D. qualifications. Needless to say, the College management always encourages and supports faculty members to pursue their Ph.D. degrees. As a policy matter, study leaves of not exceeding 3 (three) years at a time may be granted only to a confirmed (permanent) teacher for attending Ph.D. course work, appearing for Ph.D. course work examinations, meeting Ph.D. guides and attending progress reviews etc. The College supports Ph. D. scholars by giving full salary along with the appropriate number of Duty Leave /Study Leave, as applicable. With the above support policy in place, it has shown significant increase in the number of faculty members currently pursuing/completed their Ph.D.

degrees.

Total of three faculty members are pursuing their Ph.D. degrees. In addition to the above faculty members, Institute has also recruited one new faculty member possessing Ph.D. qualification.

### **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:**

#### **Governing Body:**

The Board of Management as per the Constitution of the college has 11 members in all. The Board is headed by the Chairman and the Principal as the Secretary of the Board. While 1 Teacher Representative and one Non-Teaching Staff Representative are members in the Board.

#### **Administrative Set Up:**

The Chairman and the Principal form the nucleus of the administration with the former being the final authority in all financial matters. The Principal who is the Secretary shares this work and vets all financial projects before the latter endorses the same. The Principal is vested with the day-to-day running of the college. She has her team of Departmental Heads, the IQAC Coordinator and the Accountant to assist her in the discharge of the work.

#### **The Functions of Various Bodies:**

The college also has statutory bodies like Board of Management, Academic Council, Finance Committee, IQAC and Building sub-committee which are involved in various administrative activities of the college and take important decisions regarding finance, building construction, renovation and maintenance and issues related to the college hostel.

#### **Service Rules, Procedures, Recruitment and Promotion Policies:**

Service rules and procedures are guided by the College Service Rule Book as amended from time to time in this regard.

The recruitment rules for the teaching staff are as per the UGC norms and University rules prescribed for affiliated Colleges. The Selection Committee under the behest of the concerned authority/BoM shall be the appointing authority and constitute a selection committee for the purpose in accordance with the University/UGC regulations and the concerned authority shall consider issue of formal order of appointment. For the appointment of various non-teaching staff, the qualification and experience of the particular post shall be governed by general rules that are followed in various Government Departments of the State.

#### **Grievance Redressal Mechanisms:**

Grievance Redressal Cell has been established in the college which attends the queries and grievances raised by the stakeholders and they are solved effectively upto their satisfaction whereby promoting a healthy atmosphere in the college.

The grievances/complaints come from the students, teaching and non-teaching staff. The common and individual complaints from the teaching staff are discussed and solved in the Faculty monthly meeting in a healthy manner. Faculty members are also free to express their individual complaints and problems directly to the Principal and Administrator privately. The complaints from the students individually or through the Students' Union are directly brought freely to the notice of the Students Welfare Coordinator. The complaints from the other stakeholders are promptly attended by the Principal.

Suggestion/ Complaint boxes have been installed in the college campus and hostel in which students put in writing their grievances. Prompt and effective disposal of grievances of various stakeholders is being done by the Grievances Redressal Committee under the guidance of the Principal. The cell finds solutions for problems like, harassment-physical or mental, complaints regarding classroom teaching, grievances relating to hostel and administration.

File Description	Document
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

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

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

Realizing that employee is an asset for the institution and can make the college a productive place, the management has put several welfare measures in place for the teaching as well as Non-Teaching Staff besides the salary package.

1. Leave:
  - a. Duty Leave: Duty leave is given, if applicable. Teachers avail duty leave for attending orientation programmes/refresher courses/seminars/conferences/training programmes/workshops as resource person etc. Non-teaching staff avail duty leave for attending staff development programmes.
  - b. Medical Leave:
    - i. Yearly 10 days medical leave are given to all the staff members.
    - ii. 45 days maternity leave is provided to its female staff.
    - iii. 15 days paternity leave is provided to the male staff.
  - c. Study Leave: Study leave not exceeding 3 (three) years at a time is granted only to a confirmed (permanent) teacher.
  - d. Casual Leave: Yearly 10 days casual leave is given to all the staff members.
  - e. Earned Leave: A non-teaching employee is entitled to earned leave.
2. Medical Reimbursement: The confirmed employees shall be entitled for Medical reimbursement upto 50% of his/her one basic salary per annum.
3. Employees Provident Fund: Provision of provident fund is available for all the staff members.
4. Festive Bonus (Christmas)
5. Prompt facilitation of Provident Fund loans.
6. Help with facilitation of bank loans.
7. Gratuity: Gratuity benefit is provided after retirement.
8. Other Benefits:
  - Fee waiver for children of SMC Staff if admitted at SMC.
  - Every year two sets of uniform is given to Grade-IV workers at the college expense.
  - Training in the use of computers for Teaching as well as Non-Teaching Staff to motivate them to undertake self- development.

**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**

**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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

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

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

**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:** 1.05**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

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

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

#### Response:

The College has an effective Performance Appraisal System for teaching and non-teaching staff. It has a 'self-appraisal system' to evaluate the performance of the faculty annually. The appraisal report of faculty is made by the concerned head of the department on the basis of his/her yearly achievements, discipline, quality etc. and is then submitted to the Core Committee of the College.

Student Feedback form on Teachers also indicate the teacher's quality. The feedback form has a well-defined set of questions that help the students to evaluate the teacher on the basis of knowledge base, communication skills and interest generated by the teacher. All the students from each and every class fill this form to help the College assess the teacher's performance and take necessary measures. The identities of students are not revealed. Secrecy of this exercise is fully maintained. The duly filled in forms are analyzed by the Principal and the Feedback thus obtained is judiciously addressed for the betterment of the Teaching-Learning process. In cases where laxity or lacunae is observed the teacher in question is counselled by the Principal and urged to improve his/her performance in the interest of professional upgradation and better service-delivery to our primary stakeholders, namely the students.

Performance Appraisal reports analyses the performance of the staff. No compromise is made on quality. The management always play a vital role in the performance appraisal of the staff. The management takes effective decisions and provides the appraisal details to the appropriate stakeholders by incorporating the decisions in the proceedings of the meetings of the Managing Committee to make them aware of the improvements and action plan for further improvement of the institution.

The college conducts its academic and administrative audits from external agencies, affiliated university, and govt. bodies; therefore, each task is completed with quality performance and documentation by the college. The college had well performed in all these audits. Thus the Institution has Performance Appraisal System for teaching and non-teaching staff which aids in improvisation of the standards of the faculty members.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

#### Internal Audit:

The College Management has appointed a regular internal auditor headed by DDO/Chairman & BoM of SMC who audits all the income & expenditures of the college. The day to day income and expenditures are

checked/verified by the DDO at the end of the day regularly with the accountant. After compiling the reports the DDO submit the same every three months to the BoM for final discussion and verification.

#### External Audit:

In addition to this the Management has appointed an approved Chartered Accountant to audit the yearly accounts of the college and prepare the annual income & expenditure statement along with Balance Sheet of the college which is duly signed by him. All the books of accounts are submitted to the CA along with the report of BoM. After verifying all the books of accounts the CA prepares the Receipts & Payments A/C; Income & Expenditure A/C and Balance Sheet.

Dates of Audit conducted by the college during the last five years.

Year	External Audit
2016 - 2017	March 31, 2017
2017 - 2018	March 31, 2018
2018 - 2019	March 31, 2019
2019 - 2020	March 31, 2020
2020 - 2021	March 31, 2021

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

Response: 0

##### 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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

Response:



**Strategies Employed for Resource Mobilization:**

- The College encourages its faculty to apply for various projects from funding agencies both government and non-governmental organizations.
- Sharing the needs of the college with alumnus and friends of the college for setting up of endowments – for scholarships and lectures
- Writing for grants for specific needs – UGC, HRD, etc.
- Collecting money through sales organised for specific needs.
- It reaches out to local organizations including banks, corporate houses and civic bodies for empathetic patronage.
- It welcomes donations, memorial prizes and endowments from staff members, alumnus and guardians towards the prize and endowment funds.

**Mobilization and utilization of Space and Resources:**

Our limited space is utilized fully and judiciously. Space between buildings has been transformed into gardens and the basement of indoor stadium has been converted to gymnasium. The College maintains its infrastructure updated from time to time. College janitors and peons maintain the cleanliness of the classroom and campus of the College.

The received funds are collected and used through the Cheque, RTGS or NEFT mode. As per the priority and advice of Core Committee the funds are utilized for infrastructural development and beautification, ICT device and up gradation, student development and necessary equipment for the skill based courses. The infrastructure such as hall, indoor stadium, gym, playground and water is freely made available to all the stakeholders.

**Procedures for Resource Mobilization:**

The types and methods of resource mobilization are discussed in the faculty meetings, Core Committee meetings and are approved by the Board of Management of the college.

**6.5 Internal Quality Assurance System****6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes****Response:**

Ever since the establishment of IQAC in the college in 2016, the process of quality enhancement and sustenance began through different strategies. The IQAC is consistently working on to magnify the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC co-ordinate departmental activities, it encourages and co-ordinates co-curricular activities, co-ordinate academic calendar, ensure smooth conduct of regular classes, enhances the general and academic discipline in the college, monitors and evaluates students' performance and evaluates and takes corrective measures on feedback.

The IQAC also monitors the implementation of vision and mission of the college. It prepares perspective plan of development for the college and institutionalize number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since its inception, the IQAC has become the pillar for academic excellence. It has enhanced the academic atmosphere in the college by creating a conducive environment for learning and holistic growth of the students and faculty alike.

**IQAC has initiated ten best practices in five years duration:**

1. Discipline Committee (2016-17)
2. Daily Attendance Record Chart (2016-17)
3. Employment through capacity building (2017-18)
4. Monthly Departmental faculty seminar (2017-18)
5. Awards for Students and Teachers Achievers (2018-19)
6. Inter Departmental Student Paper Presentation (2018-19)
7. Earn while you learn (2019-20)
8. Cleanliness awareness drive (2019-20)
9. Value Education (2020-21)
10. Educate Through Promotion of Hindi Language (2020-21)

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

**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 approach of IQAC has always been focused on learner-centric teaching learning process and has designed the policy to assess and evaluate it from time to time. Accordingly, IQAC complements the Teaching, Learning activities and modify after taking the review, suggestions. In order to perceive learning outcomes, the IQAC periodically reviews teaching learning process and suggests gradual and regular expansion, upgradation and addition of the requisite material, equipment, infrastructure etc.

The college has identified two examples of institutional reviews and implementation of teaching learning reforms facilitated by IQAC:

**Example 1: The Academic and Administrative Audit conducted by the United Board of Christian Higher Education in Asia (UBCHEA)**

A two-member team of peer evaluators from Madras Christian College, Chennai, and Bishop Heber

College (Autonomous), Tamil Nadu visited the Sakus Mission College on 14th May, 2017 to assess it on a number of parameters. This exercise was a part of the project “**Quality Assurance in Higher Education among Christian Institutions – a Facilitation Endeavour**” undertaken by the United Board for Christian Higher Education in Asia (UBCHEA). The broad area of the project was to facilitate some Christian colleges in India to prepare for NAAC Accreditation. The methodology involved was to send a United Board (UB) Peer Team consisting of members who have already served and continue to serve on the NAAC Peer Team and who were able to offer suitable suggestions besides assessing the status of our college with regard to the seven criteria laid out by NAAC.

The UB Peer Team carried out an exercise similar to the NAAC Peer Team visit. Prior to the visit we were required to give the status of our college in Bullet Points and based on that report, the team came prepared to reflect on the state of the college and also helped and guided us on our preparations for our upcoming NAAC evaluation during the day of the visit. The recommendations for quality enhancement of the institution as provided by the peer team has been uploaded under additional information.

### **Example 2: Academic and Administrative Audit (AAA) of the Institution from the Directorate of Higher Education, Kohima, Nagaland:**

A request application for the Academic and Administrative Audit (AAA) of Sakus Mission College was drafted to the Director, Directorate of Higher Education, Kohima, Nagaland on 11th of May, 2019. The letter requested for the scheduling of the AAA to be after the summer vacation which was to start from 13th July to 6th August, 2019. A copy of the same was forwarded to Shri Medungoi Rhakho, OSD, Academic and Research, Directorate of Higher Education. Simultaneously a form consisting of the profile of the college including its academic and administrative areas were filled up and sent back to the directorate. After a couple of deliberations, the members of the peer team were finalised and the date of their visit was scheduled. Peer team for the AAA having members namely Dr. Watijungshi as the convener, Dr. Vitosie Vupru as a member and Dr. R. K. Behera as a second member visited the college on 28th August, 2019.

Dr. Abeni Lotha, Additional Director (HoD), Higher Education Kohima sent the AAA team report and grading on the 27th of September, 2019. Criteria wise grading was calculated and the letter grade of B+ was validated with the institution being placed with a CGPA of 2.59 on a 7-point scale. The SWOC analysis of the AAA team’s on site visit to the college is uploaded under additional information.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

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

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2. Collaborative quality initiatives with other institution(s)**
- 3. Participation in NIRF**

**4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

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

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

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:

**Introduction:** Sakus Mission College, an Institution of higher education is located in the commercial hub city in Dimapur, Nagaland. The state unlike some other parts of India, women and girl are treated at par with men. Hence, gender issues, safety and security don't arise at its peak, yet the institution does undertake several curricular and co-curricular activities to promote gender equity within the college in particular and society in general.

##### Sensitization program towards gender equity include the following scholastic and non-scholastic activities:

- The college has an active 'Women development Cell', comprising of one teacher in-charge and student representatives. WDCSMC, organized numerous sensitization program to boost and develop confidence and also to educate towards onus and responsibilities as per the context.
- The foremost annual events conducted in the institution is 'International Women's Day' on the 8th of March every year along with the rest of the world. With the constant effort made by the WDCSMC, 'Women of the year' (2016-2017) within the campus was awarded to Dr. Arenla Aier (principal) SMC. The main intention behind the recognition is to encourage women's participation and appreciate womanhood in the male dominant society.
- An awareness program on female breast cancer and cervical cancer was conducted exclusively for girls and female staff of the College with Dr. Kevi, MO, Eden Medical Centre, Dimapur.
- Another notable initiative by the WDCSMC in the last five year is empowering girls student by imparting vocational and skill-based productive training in varied handicraft and manual work.
- To instill the concept of gender equity and to do away with the notion of disparity between men and women in the college, equal opportunity is made opened for female students. Students' body election, where a good number of girl representatives participate actively.
- Students have successfully participated in gender equity programs in myriads of capacities over the last five years like-'Campaign on Violence against women', 'Cultural Day' of the Institution, the celebrations reiterating the values of respect and tolerance towards each other in the society. Both boys and girls willingly participated in the 'Blood donation Drive' initiated by Red Ribbon Club of the college. Other events like 'Social justice Day', 'Friendship day', 'World Aids day', 'Literary Day' were some enriching co-curricular events which produced a fruitful result in the recent years.

##### Certain facilities and provisions towards safety and Security of girl in the College:

- The college provides separate 'Common/Rest room' for girls.
- To promote safety and security of girl in the college, various cells like-'Anti-ragging Cell', Anti-sexual harassment Cell', Women development Cell' play a vital role in relation to such grievances and issues encountered by a girl student within the campus.
- Women Development Cell and NSS of the college in collaboration with the 32Assam Rifles Dimapur, organized a 'Self-defense training' for girls of the Institution and well-wishers in the

locality from 24th -28th of September, 2018.

### 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: D. 1 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>

### 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:

Sakus Mission College under Eco Club has been continuing to make awareness and serve the community in focusing on creating a clean environment and a clean, waste free campus.

#### **Solid Waste management:**

The solid waste from College campus (two hostels, classrooms, toilets, offices etc) so far are all collected daily in the designated tagged dustbins and those wastes which cannot be recycled by the Eco Club are all properly placed in the College waste collection site. The wastes are all properly closed in biodegradable waste bags and are disposed with the help of Dimapur Municipal Corporation, whose trucks collects the wastes twice in a week, Mondays and Thursdays. For the Solid waste management this is the only way we have been able to dispose-off the wastes.

#### **E-waste management:**

Being equally aware of the electronic waste that are being dumped randomly in dump sites and the toxic wastes, an effect of modern, fast living habit of buying the latest electronic gadgets, even in Dimapur city NGOs are now focusing on safe disposal of such wastes. Understanding this need, under Eco club, for the

safe disposal of electronic wastes collected from the college as well as students such as mobile phones, computer equipment, inductions, water heaters etc has been actively involved with e-Circle, an e-waste management group based under Hulladek Recycling Pvt. Ltd, Kolkata. Seminar within campus and webinars during the first pandemic wave has been conducted through their initiatives and student participant has many good reviews of this team. An MOU was signed with this team in the year 2018 and College donated about 20 kgs of scraps. For collection of e-waste, e-circle has given an e-waste box which is in the campus. Students continue to donate e-wastes but due to the continued pandemic, college has not managed to donate the scraps these few months.

#### **Waste recycling system:**

1. Electronic wastes are donated to e- circle which are disposed-off safely by the team.
2. College maintains separate bins for paper and plastic and scraps such as papers from administrative block office, old files, attendance registers, plastic bottles, etc. are collected, supervised by Eco club. However for these wastes, the only medium the college can recycle is to sell these items to waste and scrap collectors, the proceeds are then kept for Eco club funds.

<b>File Description</b>	<b>Document</b>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

#### **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

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

#### **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
Geotagged photos / videos of the facilities	<a href="#">View Document</a>

**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:** D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>

**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:** D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

**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:**

**On Promotion of Tolerance & cultural diversity:**

- India being a multi-racial country with diverse religion, language and culture, it has become a necessity to live in peace and harmony with one another. In fact, the Institution in order to inculcate



the constitutional values like-tolerance, solidarity, to equip with the knowledge of the significance of 'Constitution Day', the Department of Political Science organized its first constitutional Day on 26th of Nov 2019.

- The College also observed 'Social Justice Day' on 20th of February, 2019, along with the rest of the world. It aimed to propagate & to work towards peace and development, to eradicate social injustice and inequalities, status, barriers etc. in and around the country.
- An annual event 'International Women's Day' is observed every year on 8th of March, basing on the various themes. The events sensitized the notion of gender equity and empowers women in varied spectrum of life, which brings tolerance and respect towards the weaker section (girls) in general.
- SCMI of SMC, observed International Day of World's Indigenous Day' on 9th of August, 2021 in collaboration with the SCMI NE Zone-II. It aimed to create awareness and educate the youngsters about the Indigenous population, their Rights & significance, cultures & histories of the tribal people with regard to linguistic & religious minority in and around the world.
- The cultural Day of the Institution was celebrated in the College on 28th of February, 2019, with an aim to revive and preserve the rich cultural heritage of the State, to instill the feeling of tolerance & brotherhood, and to instill respect towards one another.
- International cultural exchange program was attended by one Student of SCMI members of SMC from 10th to 24th of June 2019, at Germany.

#### **Socio-economic activities/Promotion of inclusivity:**

- The College Eco-club members participated in Cleanliness drive for a period of 14 days. The impact of such voluntary service from the student fraternity exerted influence upon the general public massively. It also revived the old fading values of dignity of labor among the youngsters.
- 2 members of SCMI of SMC participated in Covid-19 relief work on June 11 2020. Grocery items and masks were distributed to 70 needy families. The basic idea on such charity work was to extend support to the socio-economically deprived sections in the city.
- The college rendered a philanthropic act by providing free transportation for stranded citizens during covid-19 pandemic on 12th of May, 2020.
- The eco-club members, scattered across the State, observed 'World Environment Day' on 5th of June, 2021, by cleaning the neighborhood at their respective places to mark the day.

#### **Activities for socio-economically deprived people:**

Based on the vision and mission of the Institution, the SMC fraternity both teaching staff and hostellers carried out mission activities every year by reaching out the oppressed and helpless people. The main intention of the mission trip was to facilitate minimum assistance towards the needy people.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### **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:**

#### **Events related for inculcation of Values conducted in the Institution are as follows:-**

The Constitution of any nation acts as the basis for regulating and shaping the behavior of a citizen. Hence, keeping this in mind, Sakus Mission College, conducted numerous programs both for students and teachers so as to enable the citizen to inculcate the constitutional values & ideals as laid down in the Indian constitution.

#### **On promoting Constitutional Values, Rights & principles:**

- Constitutional Day was observed on 26th of November, 2019. By reiterating the Preamble on the occasion, the congregation was re-reminded of the constitutional philosophy which is based on Sovereignty, Socialism, Secularism, Democracy, Republic, Justice, Liberty, Equality, etc.
- Program on 'Legal rights of women' was conducted on 27th of November, 2017. A speech competition under the theme "My vision: Corruption free India" in continuation with "Vigilance awareness week" was held on 9th of November, 2017.
- Debate competition was held on the topic 'Clean election is not a mere slogan' on 10th of March, 2018, so as to prepare the future leaders to become corrupt free leaders.
- Social Justice Day on 20th of February, 2019, was observed in order to sensitize equal treatment towards the weaker sections of the society and to eradicate social injustice and inequalities, status, barriers, etc.
- Campaign on 'Violence against Women' 4th of December, 2019. The campaign spread to promote the rights and status of women in Naga society in particular and North East India in general.
- 'World Day against Child labor' was observed on 12th of June, 2019, to protect children from any kind of exploitation and promote rights and freedom to this vulnerable section of society.

#### **On promoting Duties & Responsibilities as a citizen:**

- An orientation program for Teachers on professional ethics under the theme 'Teachers beyond teaching' was conducted on 3rd of February, 2018. It educated the educators to render the best service as a role model in the society. Another Workshop on 'Professional Values and Ethics' for non-teaching staff was organized on 14th of August, 2019.
- Four Days workshop on equipping teachers for implementation of curriculum in peace studies was held from 23rd -26th of October 2017, which intended to discharge the utmost responsibilities on the part of teachers being the pivotal academicians in the society.
- Exponential Transformation on humanity and Thriving leaders in an Exponential world, a seminar was held on 13th of June, 2018, to encourage young students towards better and far sighted attitude.
- Swachh Bharat Abhiyan on 29th of May, 2019, and Clean Dimapur awareness drive for a period of 14 days was conducted successfully to educate the general public to become more sensible and responsible citizens.

Besides, several e-waste management webinars have been carried out for students of Eco-club to sensitize on e-management and thereby help them get better acquainted with the hazards of lack unsafe disposal and

handling of electronic waste sustainably.

File Description	Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View Document</a>

**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.	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

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

**Response:**

**List of activities conducted in the last five years as follows:**

- Sakus Mission College, under the initiatives of Women Development Cell celebrates annual international event ‘International women’s Day’ every year on 8th of March, basing on the varied themes along with the rest of the world
- To sensitize environmental issues and consciousness, Eco-club of the institution observes ‘World Environment Day’, on 5th of June every year with practical and innovative programs like-plantation of tree saplings to mark the occasion, involvement of students in their respective community in cleanliness drive during pandemic.
- To recognize the remarkable role play by every teacher across the globe in various capacities, the management of the institution also celebrates the auspicious occasion of ‘Teachers’ Day’ on 5th of September annually, to honor and express gratitude for the incredible contributions made by each teacher. Besides, the management pay accolade to the ‘Best faculty’ in recognition of his/her

outstanding performance in all spheres among the teaching fraternity.

- The SCMI of SMC, initiates an event exclusively for Students ‘community as ‘Universal Day of prayer for Students’ every year, to show solidarity and support the students across the globe through prayers.
- Candle light service for Pulwama Terror attack’ was held on 19th of February, 2019, to show support against the barbaric terror attack in Pulwama, Jammu and Kashmir on 14th of February, 2019.
- World Water Day on 22nd of March, 2019, was observed along with the rest of the world basing on the theme ‘Leaving no one behind’.
- Other important International events which were celebrated virtually during the pandemic times included -World Wild life Day (3rd of March, 2021), Earth Day (22nd of April, 2021), International Bio-diversity Day (22nd of May, 2021), and Anti- Tobacco Day on 31st of May, 2021.
- SCM-North East Zone II observed, ‘*World Aids Day*’ on **1st of December 2019**, in collaboration with *Akuvuto* Community, Thahekhhu Dimapur. It aimed to educate the community to develop a positive mind set towards people living with **HIV/AIDS** and motivated one and all to extend utmost care, love and support and lend a helping hand, so as to enable them to live a happy normal life in the society.
- In order to develop and inculcate the constitutional obligations among the citizens, the College celebrated the ‘Constitutional Day’ on 26th of November, 2019.
- Nagaland being a Christian State, to anticipate the festival of Christmas, the SCMI of SMC participated in the advent Christmas Carol at Big bazar Dimapur, on 9th of December, 2019.

#### International program attended by Ms. Jerina:

An SCMI member of SMC, attended an international cultural exchange program between SCMI members of India and **Germany**. The main objective of the event was to get acquainted with the cultural diversity of one another. The convention was hosted at various venues in Germany. Altogether 12 students and 2 faculties represented India, and 11 students and 2 faculty members participated from Germany.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**BEST PRACTICES-1**

**Title : Value Education.****Objectives of the Practice:**

‘Value education’ is teaching and learning about the ideals that a society thinks is important. The aim is not only to let the students understand the values, but also to reflect the same in their attitudes and behavior.

Some of the objectives and outcome expected through this practice are-

- Full development of students’ personality in its physical, mental, emotional and spiritual aspects.
- Inculcation of good manners making them responsible and cooperative citizens.
- Developing respect for the dignity of individual and society.
- Developing a democratic way of thinking and living.
- Helping pupils to have faith in themselves and build self-confidence.

**The Context:**

A true sense of value is the single most important element in every human personality. A life of true value, though difficult, gives meaning and purpose to it. Hence, the only way to preserve is to transfer the knowledge we have to the young minds. An exemplary citizen is made, not born. Just as we learn mathematics and language, we should also become specialists in those lessons that are fundamental to living in harmony and in social progress such as respect, empathy, solidarity and critical thinking.

In any scheme of education, therefore, such values should be inculcated especially in our present generation through appropriate means. In short, value-oriented education implies that education should be directly related with the moral, social, cultural and spiritual values towards the achievements of basic goal, the curriculum of the subjects should be modified in order to inculcate value amongst the students.

**The Practice:**

The success of true education depends on how balanced is an individual’s personality built on human values so that he/she is fulfilled and happy. With the immense support from the management and faculty, The Department of Education was successful in executing the program from the 22nd of March, 2021. The degree students were distributed under 18 mentors and a “theme” was chosen for one cycle of 18 sessions. Each mentor was assigned with 26-28 number of mentees and an audio-visual aid containing 2-3 lessons were prepared by the Department of Education and circulated among the mentors. After the 1st cycle of 18 sessions got over, another audio-visual aid under a selected theme containing 2-3 lessons and some motivational clippings for one new session is in progress.

Understanding the need and importance of “moral code of conduct”, which covers the most important aspect of an individual’s growth and development process, the Department of Education along with the Mentor-Mentee cell is privileged to take up this initiative of inculcating value education for wholesome personality development of the students. As mentioned above, the various departments would choose a “theme” basing on the concept of value education which will be shown or taught to their respective mentees. The time schedule for every session is prepared by the Teacher in-charges and circulated among

the teachers as well as mentees. The timing for value education session starts at 12:40 p.m. as per the convenient day of the mentor and his/her mentees. All the mentors maintained detailed records of mentees' attendance and activities conducted during each session. However, the serial number will remain the same for all the sessions till further notification. Above all, creating a separate whatsapp group by every mentor for updating all the requisite informations related to the conduct of the session, virtual meet whenever necessary plays a vital role in building a rapport and strengthening of the bonding with the mentees. Each mentees' bio-data, subject combinations, their ambition, hobbies are collected & recorded prior to the start of the session for effective functioning of the core idea, and to extend an utmost care as and when required promptly. Feedbacks from the mentees are taken care of.

### Evidence of Success:

As initiated by the Department of Education in collaboration with the mentor-mentee cell, tremendous positive response has been generated from both the delivering and receiving ends. The session started with an explanation about value education. To make it more practical, mentees were asked to relate and identify the values with the clippings and videos shown during the session with a lesson attached. As a result, each pupil could realize and understand the various values at the end spontaneously. The mentees were then asked to provide feedback on what values they have learned in a particular session followed by deliberate discussion. The overall end product was very engaging, motivating and enriching. All the mentors also maintained a detailed records for documentation like- attendance and activities of each session.

The successful conduct of value education in the institution is shown with the help of a chart and schedule. Also relevant information and documents are attached in the description column below.

First schedule of Value education w.e.f 22/03/2021

Sl	NAME	DAY	DATE
01	Mrs. Narola jamir.	Monday	22/03/2021
02	Ms. Satemmenla.	Tuesday.	23/03/2021
03	Ms. Limanaro.	Wednesday.	24/03/2021
04	Ms. Asungla Anichari.	Thursday.	25/03/2021
05	Ms. Akala Ozukum.	Friday.	26/03/2021
06	Mrs. Senjano.	Tuesday.	30/03/2021
07	Mrs. Villika.	Wednesday.	31/03/2021
08	Mrs. Zuchano	Thursday.	01/04/2021
09	Mr. John Zarench.	Monday.	05/04/2021
10	Mr. Kiyakhe.	Tuesday.	06/04/2021
11	Mrs. Angeline.	Monday.	12/04/2021
12	Mr. Sanen.	Tuesday.	13/04/2021
13	Mrs. Tiasenla.	Wednesday.	14/04/2021
14	Ms. Asenla Yanger.	Thursday.	15/04/2021
15	Mr. Mhonthung.	Friday.	16/04/2021
16	Dr. Villi	Monday.	19/04/2021
17	Mr. Moawapang.	Tuesday.	20/04/2021
18	Mrs. Das.	Wednesday.	21/04/2021

### Problems Encountered and Resources Required:

Value education like any other innovative practice has encountered certain obstacles during the deliberation. The global unprecedented pandemic had affected adversely in the following spheres:

- As the aforementioned dates of implementation portrays just prior to the second wave of pandemic, hence the follow up could not be carried out successfully as scheduled.
- Despite the maximum efforts rendered from the officer in-charges, the turn out of the mentees during the session stands unsatisfactory.
- The interval between two cycles for value education session stretched long, which resulted in seldom meeting between the mentor and the mentees.
- The major problem faced by every mentor during the pandemic was that all the mentees could not be identified and nurtured well due to the world wide disaster.

## **Best Practice-2**

### **1. Title: 'Educate through promotion of Hindi language'**

#### **2. Objectives of the Practice:**

The main aim of this practice is to promote Hindi language, not because it is our country's official language, but it is the third most spoken language across the globe. And therefore, the intention behind this innovative practice, is to promote, develop and educate the citizens of India through this means of promotion of language i.e. Hindi, specially the people of North East India in general and Nagaland in particular. Another important objective for initiating is to explore and develop the various skills and talents of the youngsters through this platform.

#### **3. The context:**

Hindi language is one of the most spoken languages, across the globe next to English and Mandarin. Hence, it has become a necessity for every Indian as well for mankind to learn, for effective communication among people of composite cultures. Language is the best form of tool to connect between people to socialise, exchange ideas and knowledge. In fact, human existence would not be possible in the absence of language. By promoting Hindi language, it paves a way to inculcate some of the 21st century skills i.e. communication, creativity, collaboration skills along with others, among the learners with special reference to our region, also improvise one's talents and potentialities towards becoming a successful person. It aimed to develop the levels of confidence, which is one of the strongest attributes of a person to participate in a bigger platform confidently, also prepares to face the challenges with more confidence and with boldness.

#### **4. The practices:**

The department of education in collaboration with the IQAC, SMC, Dimapur, for the first time initiated an innovative way of observing 'National Education Day' which falls on 11th of November every year. To celebrate the occasion, the department came up with a theme for 'National Education Day' 2021, as 'Educate through promotion of Hindi language'. And as such, National Education Day', was observed on 11th of November, 2021 in the college auditorium. In 27 years of Sakus Mission College journey, since the establishment of the college, an innovative, and a unique Hindi medium program was organised under the initiative of the department of Education. To synchronize and with an intention to discover the latent talents of the students in various skills, a platform of competition in Hindi medium was opened. There were altogether three different categories of competition held, such as – Prepared Hindi Speech, Bollywood dialogue and Hindi songs. The competition was open to participants from each class to show case their talent. In relation to this, the class representatives were entrusted with absolute responsibility to select two best participants in each category from each section of all classes. The winners and runners up in each categories were awarded with a certificate and cash prize of ₹1000/- (One thousand) and ₹500/- (Five hundred) respectively. The prizes for all winners, was borne by the Department of Education itself from the department welfare fund. The high light of the program includes, a brief introduction on the 'National Education Day' occasion and its significance by Ms. Limanro, HoD (Dept. of Education), also emphasised more on development of Hindi language by referring, Article 351 of the Constitution of India, which states to promote the spread of Hindi language, to develop in order to serve as a medium of expression for all the elements of the composite culture of India. The department also aimed to promote the same in the coming years with an extended platform within the State.

- Miss. Bendangnaro, 5th Semester & Mr. Ikato. 1st Semester, emerged as the winner & runner up in Prepared speech competition.
- Mr. Liban, 3rd Semester & Mr. Imsur, 5th Semester was adjudged as the winner & runner up in Bollywood dialogue
- Miss. Liliangsi, 3rd Semester secured as the winner and Mr. Zamwang -5th Semester as the runner up in Hindi song competition.

#### 5. Evidence of success:

As initiated by the department of Education, there were altogether, 39 participants participated successfully in various competition. The participants' name and class are mentioned below.

#### Prepared Speech participants

Name	Class
Mr. Mughapu	12
Mr. Kusayi	12
Mr. Ikato	1st Sem-A
Mr. Thungbemo	1st Sem-A
Mr. Noknyei	3rd Sem-A



Ms. Marlin	3rd Sem-A
Mr. Lipoktsunger	3rd Sem-B
Ms. Imyarila	3rd Sem-B
Ms. Atula	5th Sem-A
Ms. Bendangnaro	5th Sem-A
Ms. Dzieseneinuo	5th Sem-B
Ms. Purnungla	5th Sem-B
<b>Bollywood Dialogue participants</b>	
Mr. Ivika Yepthomi	12
Mr. vihuka	12
Mr. Yeshika	1st Sem-A
Ms. Nchizeule	1st Sem-A
Mr. kato k	3rd Sem-A
Mr. Depak	3rd Sem-A
Mr. Liban	3rd Sem-B
Mr. Lipoktsunger	3rd Sem-B
Mr. Imsur	5th Sem-A
Ms. Chanchibeni	5th Sem-A
Mr. Along & Friends	5th Sem-B
Mr. Mughaka	5th Sem-B

### Hindi Song participants

Mr. Inito	11
Ms. Ibamsile	12
Mr. Retimen & Slomon	12
Mr. Chullem	1st Sem-A
Ms. kilika	1st Sem-B
Ms. Elina	1st Sem-B

Ms. Ngamelem	1st Sem-B
Ms. Kiliangsi	3rd Sem-A
Ms. Priskali	3rd Sem-A
Mr. Liban	3rd Sem-B
Mr. Ngangwong	3rd Sem-B
Mr. Ashok	5th Sem-A
Mr. Nyamnyei	5th Sem-A
Mr. Moitick	5th Sem-B
Mr. Zamwang	5th Sem-B

#### 6. Problems encountered and resources required:

Some of the problems encountered during the process are like-

1. Being the first of its kind in the institution, the responses from the students' community were not satisfactory, in terms of quality and quantity as well.
2. For many of the participants, it was more of first time experience out of their forte zone, and hence the levels of competency and fluency needed to upgrade for improvisation in the coming days
3. Another areas of problems encountered is, insufficient financial resources to be awarded to the winners in various categories.
4. Lack of motivation and interest to participate, on the part of the students is a huge hindrances towards a grand and successful events.
5. Need to generate more funds, for such a big event in the days to come both from the department and the management end.

File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust

**within 1000 words**

**Response:**

### **Indigenous Research Centre**

Nagaland State is situated in the North Eastern part of India. This is a hilly state inhabited by various hill tribes who are traditional known for their good qualities such as bravery, simplicity, frankness, hospitality, hardworking, honesty, truthfulness etc. However, with the increase in the population on the one hand and negligence of various individuals, government and non-governmental organizations on the other, Nagaland is lagging behind particularly in capacity building and human resource development. Although the percentage of education is higher in comparison with national percentage yet the school/college drop-outs and lack of getting good or no education at all is also higher in some parts of the state due to economic and topographic condition of the state. In such a context, Indigenous Research Centre (IRC) under the aegis of Sakus Mission College plays a distinctive role dedicated to wider understanding and appreciation of the ideas and knowledge of indigenous peoples, blending traditional and modern cultures and understanding their social, economic and political realities.

Indigenous Research Centre is a multidisciplinary centre of Learning and Research. The centre was born out of the necessity to educate, train and equip leaders and young indigenous/tribal scholars to realize the need to amalgamate their ideology with experiences and develop praxis oriented contextual indigenous studies that promotes life and strives for just world order. It also aims to provide an opportunity for Indigenous and non-Indigenous students to learn and think about Indigenous knowledge in creative, transformative and critical ways.

### **Vision Statement:**

The Vision of Indigenous Research Centre under the aegis of Sakus Mission College is to empower the student community through value-based education. The Centre/College is devoted to promoting education in all branches of learning and sustaining an intellectual culture which cultivates in students a holistic personality. The motto of the college, *Learn for Excellence* underlies all our endeavours. As such the Indigenous Research Centre facilitate capacity enhancement of indigenous students in eastern India to understand the need to develop praxis oriented ideology of Life-Resistance and Hope in the midst of violent forces that negates life.

### **Mission Statement:**

The mission of the Centre, in accordance with Sakus Mission College, is to promote into an “institution of excellence” which will serve the rural indigenous youth by providing them with easy access to higher education and job opportunities. The College exists to train men and women in every aspect of life, both human and non-human. The College seriously considers the emerging context of a pluriform society and thus the mission of the College is to embody an ethic of gentleness, love and sharing of knowledge irrespective of race, caste, creed, gender etc.

**Programme Focus of IRC:**

The focus of the programme is empowerment of the indigenous people in general and indigenous scholars in particular. IRC aims to enable the enablers at various levels of the society. Studies, conferences, seminars, publications and preservation of manuscripts, artefacts etc. are planned and executed by the Indigenous Research Centre with the objects of:

1. Emerging as a centre of academic excellence and research.
2. As a Centre all geared to facilitate researchers in discovering their full potential.
3. Serving the social needs and to uplift the living standards of the rural indigenous youths by imparting higher education, enabling every student employable through holistic education and development of right skills.
4. Building quality human resource through progressive capacity building that will serve the foundation for the holistic development of the state.
5. Facilitating the students to critically analyze and evaluate the existing realities of our community and society.
6. Seeking to promote indigenous researcher by undertaking Student Exchange Programme with national and international universities.
7. Sensitizing the indigenous people on various issues with a view to enabling creative participation in the struggle of the nation for a just society.
8. Preserving traditional and cultural elements.

The Indigenous Research Centre has entered into Memorandum of Understanding with the Centre for Dalit/Subaltern Studies, New Delhi, on 07th of May, 2018, and has jointly organized a two-day workshop on “**Dalit-Tribal Praxis for Life**” 20th – 21st April 2018.

Indigenous Research Centre has also entered into partnership with Centre for Peace Studies, Madras Christian College (MCC), Chennai, and has jointly organized 4-day workshop on “Equipping Teachers for Implementation of Curriculum in Peace Studies” from 23-26th October, 2018 sponsored by United Board for Christian Higher Education in Asia, Hong Kong.

IRC in collaboration with India Peace Centre, Nagpur, Maharashtra, organized a one day workshop on “Capacity Development of Young Peace Builders” on 6th June 2019 Dimapur, Nagaland.

More activities are underway whilst the institution waits for the confirmation.

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

NAAC

## 5. CONCLUSION

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### **Additional Information :**

Ever since the establishment of IQAC in the college in 2016, the process of quality enhancement and sustenance began through different strategies. The IQAC is consistently working on to magnify the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC co-ordinate departmental activities, it encourages and co-ordinates co-curricular activities, co-ordinate academic calendar, ensure smooth conduct of regular classes, enhances the general and academic discipline in the college, monitors and evaluates students' performance and evaluates and takes corrective measures on feedback. The approach of IQAC has always been focused on learner-centric teaching learning process and has designed the policy to assess and evaluate it from time to time. In order to perceive learning outcomes, the IQAC periodically reviews teaching learning process and suggests gradual and regular expansion, upgradation and addition of the requisite material, equipment, infrastructure.

### **Concluding Remarks :**

Sakus Mission College, through its varied activities endeavors to bring a change in the society by giving thoughtful young minds, always willing to take their roots to greater heights, to the society thereby showcasing the intellectual talents that remain unnurtured. With all that is possible the institution strives to serve in the best possible ways with success being witnessed in many areas and fields.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
1.2.1	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b></p> <p>1.2.1.1. <b>Number of Programmes in which CBCS/ Elective course system implemented.</b> Answer before DVV Verification : 4 Answer after DVV Verification: 0</p> <p>Remark : Edited as per data provided by HEI</p>																				
1.2.2	<p><b>Number of Add on /Certificate programs offered during the last five years</b></p> <p>1.2.2.1. <b>How many Add on /Certificate programs are offered within the last 5 years.</b> 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>0</td> <td>0</td> <td>0</td> <td>4</td> <td>3</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>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Edited because supporting documents not provided</p>	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	4	3	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	4	3																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	
1.2.3	<p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p>1.2.3.1. <b>Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b> 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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17															
2020-21	2019-20	2018-19	2017-18	2016-17																	

0	0	0	160	85
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Answer After DVV Verification :

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

Remark : Edited because supporting documents not provided

1.4.1 ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders***

***1) Students***

***2) Teachers***

***3) Employers***

***4) Alumni***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Edited as per document provided by HEI

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

**Options:**

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

Remark : Edited as per document provided by HEI

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)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
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419	418	484	523	572
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
412	412	476	511	567

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	12	7	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	9	4	1

Remark : Edited because Water day, AIDS day, Environment day etc not considered as extension activities

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
30	260	610	322	100

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
30	260	428	205	100

Remark : Edited as per metric 3.3.3

**4.2.2 The institution has subscription for the following e-resources**

**1. e-journals**

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: E. None of the above

Remark : Edited because supporting documents not provided

#### 4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : D. 05 MBPS – 10 MBPS

Answer After DVV Verification: E. < 05 MBPS

Remark : edited because supporting documents not provided

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

**5.1.2.1. Number of students benefitted 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)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	32	8	10	8

Answer After DVV Verification :

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

Remark : Edited because supporting documents not provided

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : Edited because supporting documents not provided

5.1.4	<p><b>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</b></p> <p>5.1.4.1. <b>Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <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>0</td> <td>71</td> <td>0</td> <td>114</td> <td>146</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <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>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Edited because supporting documents not provided</p>	2020-21	2019-20	2018-19	2017-18	2016-17	0	71	0	114	146	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	71	0	114	146																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	
5.3.3	<p><b>Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p>5.3.3.1. <b>Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <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>1</td> <td>9</td> <td>10</td> <td>4</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <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>1</td> <td>2</td> <td>5</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Edited because supporting documents not provided</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1	9	10	4	0	2020-21	2019-20	2018-19	2017-18	2016-17	1	2	5	2	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	9	10	4	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	2	5	2	0																	
6.2.3	<p><b>Implementation of e-governance in areas of operation</b></p> <ol style="list-style-type: none"> <li>1. <b>Administration</b></li> <li>2. <b>Finance and Accounts</b></li> <li>3. <b>Student Admission and Support</b></li> <li>4. <b>Examination</b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: E. None of the above  Remark : Edited because supporting documents not provided</p>																				
6.3.4	<p><b>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes,</b></p>																				

**Orientation / Induction Programmes, Refresher Course, Short Term Course ).****6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	0	0	0

Answer After DVV Verification :

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

Remark : Edited because supporting documents not provided

**6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)****6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.36	0	1.35	1.25	1.43

Answer After DVV Verification :

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

Remark : Edited because supporting documents not provided

**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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : Edited because supporting documents not provided

**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**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D.1 of the above

Remark : Edited because supporting documents not provided

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**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D. 1 of the above

Remark : Edited because supporting documents not provided

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of courses offered by the Institution across all programs during the last five years</b></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>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</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>82</td> <td>82</td> <td>82</td> <td>82</td> <td>82</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	12	12	12	12	12	2020-21	2019-20	2018-19	2017-18	2016-17	82	82	82	82	82
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	12	12	12	12																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
82	82	82	82	82																	
2.3	<p><b>Number of outgoing / final year students year-wise during last five years</b></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>137</td> <td>238</td> <td>185</td> <td>202</td> <td>132</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2020-21	2019-20	2018-19	2017-18	2016-17	137	238	185	202	132										
2020-21	2019-20	2018-19	2017-18	2016-17																	
137	238	185	202	132																	

2020-21	2019-20	2018-19	2017-18	2016-17
137	238	125	142	72

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
100.64	100.50	208.44	203.00	221.92

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
78.90	99.14	181.90	181.95	209.48