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Affiliated to Nagaland University
Recognised by UGC under Sec 2(f)

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Dimapur – 797112. Nagaland.
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Preface


The aspiration to prepare and go for NAAC accreditation at the earliest opportunity was inbuilt into the psyche of C-Edge College from its very inception. The basis for this aspiration is traced to the Vision and Mission of the College which is focused on quality education for a transformed society. It was understood that moulding the institution within well defined benchmarks of quality from the very beginning would enable us to see the realisation of our objectives.

C-Edge College is just running four years now, yet I consider it my privilege to be one of the senior most members among the faculty and management in Higher Education in Nagaland. Having earlier served in two Government Colleges covering nearly thirty years of service, joining first as a Lecturer and then as Principal, I was indeed fortunate to have been in the thick of the wave that saw the establishment and growth of NAAC and its mission of academic excellence. While attending various orientation and workshop programs conducted by the Dept. of Higher HE Nagaland and NAAC Bangalore, an invaluable insight gained was from the consistent message that one need not be wary of going for assessment at whatever level of development we may be at. The preparation in itself would be a quality enhancing mechanism; and that a low or high grade was not an end in itself. The greater value was for all stakeholders to have a mindset of readiness to strive with might and main towards measuring up to the Criteria Aspects.

Thus taking courage and confidence from this understanding, C-Edge College is gearing up for submission of the SSR to NAAC in the next academic session. It goes without saying that this would not be possible without the unstinted support of the Faculty, Staff, Students and Management of the college in all areas that constitute the life of an institution. A special acknowledgement goes to the IQAC team who are assiduously working to insure that all parameters are actively moving in the direction of “Quest for Excellence”. We are further indebted to our consultants, the members of the BOG, to the Dept of Higher Education Nagaland, and to Nagaland University for their encouragement and cooperation.

We look forward to the day when the sacrificial service of each stakeholder will be translated to glorious success, and that will be the day when we see our students truly groomed to be cutting-edge citizens of the world.

Dated: 26th November 2015


Dr. Chubatola Aier
MA, PGD (ELT) CIEFL, Ph.D (CIEFL)
Principal



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From the Board of Governors - A Milestone

Submission of C-Edge College for NAAC Assessment & Accreditation is almost like surreal. When Dept of Higher Education (DHE) had to inspect the College for NOC, there were absolutely no landmarks to which we could direct the team. The Campus was not only a paddy field then, but even Naga United Village itself had few markers. We consequently met at the 4th Mile junction, and the inspection was done on 9th Sept 2011. The ground floor of the present main building was still under construction. Even the hospitality that we could offer was less than basic. But the team saw not the structures, but the dreams that we had. A dream – strong enough for Dr. Chubatola Aier to give up her comfortable job as the Principal of a Government College. I remain grateful to Ahu Sakhrie of DHE, who from his heart wrote and recommended for NOC stating – “*the College is one in the making*”. In the making, not of the physical structures, but of an Institute of repute.

For affiliation, the inspection team from Nagaland University visited on 23rd March 2012. I waited for the team at the Referral Hospital junction and came to the campus – the inspected and the inspectors, together. There was again no other choice, if not, the team would have completely missed the location! Though academic opening was then just a few months away, the University team too believed in the dreams of the yet to be born College, and unreservedly gave its recommendations for affiliation.

It was on faith that DHE and NU supported us. We consider it a great obligation on our part to fulfill the trust that has been reposed on us. We believe that this has been amply reflected in the high average CGPA scored and the 100% pass achieved by the first two batches of our graduates.

Taking inspiration from the NAAC assessment process, with the Mayangnokcha Award Trust (MAT), with Govt. of Nagaland funding, we initiated a School Assessment Program for high schools in Nagaland during 2009-11. This was because we believe that assessment, with measurable parameters, is a necessary process at all levels for achieving quality education.

From being deeply involved as the Coordinator of the Schools Assessment (2009-11), from meeting DHE and NU officials at highways and roadsides for guiding them to the campus, from just the then handful of students & faculty, to now actually undergoing NAAC A&A within such a short period of time – which feels like time in fast forward, does indeed feel surreal.

On behalf of the Board of Governors, Thank you IQAC, thank you every faculty and staff member of Team C-Edge. I am sure this shall be one milestone, which shall serve as a strong foundation and fuel for higher achievements by C-Edge College.

Dated: 29th November 2016

(Er. Moa Aier)

BE (EE), MBA (CQU Sydney)

President

Board of Governors

Executive Summary

C-Edge College is a co-ed institution ideally located at the outskirts of Dimapur in Nagaland. It is situated along the Referral Hospital–Niuland Road, 2.0km from the 4th Mile junction of NH 29 (AH-1). The College is well-connected to the city and other important places in the state. Students can conveniently get bus or autos from the junction. The college also offers transport from important points to the college. It is affiliated to Nagaland University.

Since its inception in 2012, C-Edge College, a secular college under Christian management, started with a vision for social transformation through education and a mission for imparting quality education. With its name taken from the term ‘Cutting Edge’, it visualizes outcomes not only in terms of an adequate arrival, but to be participants in the most advanced and exciting developments in a field. It also means to gain a leading edge, an advantage. ‘C’ also represents Christ, as we believe that true education needs to be Christ-centered. In addition, the college also focuses on the UNESCO declaration on Education for Sustainable Development (ESD) which “*aims to help people to develop the attitudes and skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions*”.

The College has signed two International MoUs for academic and skills based programs. One with *Korea Culinary Arts and Science (KCAS)* Korea, and with *The Firm Foundation (TFF)*, Nan, Thailand.

It has signed MoUs with six other parties to set up endowment fund for free Studentships, Awards, welfare and benefits, including a Chair Endowment. Parents of our Hostellers too have donated some amount to set up a hostellers welfare benefit Fund. The Research Wing of the Ao Naga is also housed in the College.

Within the short time of the last four years, the College has initiated several student exchange programs, NSS programs in neighboring villages, attended camps, won prizes in University, inter-college competitions etc.

The students have a strong support through an effective mentorship program. Attendance tracking and make-up classes of Contact Hour Deficit (CHD) constitute some of the ‘best practices’ of the College. Faculty members give regular presentations on topics outside the normal syllabus, to give a better understanding of the subject matter to the students. ‘Perspective Class’ is another innovative practice that we have introduced from this session. The College has also one of the best teacher-student ratio. The first batch of 2012 graduated in 2015 with 100% pass. The second batch also graduated with 100% record during 2016. The average CGPA of both batch were considerably much higher than the University average.

Fibre optics has been laid and equipments installed for WiFi. We expect that by Feb 2017, the Campus shall become fully WiFi. An Indoor auditorium of 400 seat capacity is presently under construction. We hope that we shall be funded to construct more and better infrastructure such as multi-purpose indoor stadium, hostel buildings, academic rooms, introduction of more programs etc. for our students and faculty in the immediate future.

SWOC Analysis – An Overview

Strengths-Weaknesses-Opportunities-Challenges (SWOC) of the College.

The SWOC will be based on a general analysis as this is the first Accreditation cycle for the College.

Strengths

- Since the College is relatively new, the students-teacher ratio is very favourable, especially for Management studies.
- Healthy and productive relationship between the teachers and the students due to its Mentorship programme.
- There is a strong participative decision making process because of the regular monthly faculty and staff meetings as well as HODs meet with the Principal.
- There is a mixture of diverse students' enrolment due to its transparent admission process.
- Because of the College Best Practice in Attendance, the ratio of student's dropout is minimal so far.
- Presence of active extra-curricular committees and clubs such as NSS, Red Ribbon Club, Mission Green etc as well as activities like Literary Day, Cultural Day etc makes it interesting for the students. Most importantly, it helps them to develop their potential and skills.
- Green clean environment away from the hustle and bustle of the town, which makes it conducive for the students to learn.
- A library with good numbers of books, newspapers, magazines etc with enough sitting capacity for both students and faculty.
- Anti-ragging environment in the college where students from diverse background can comfortably settle in for their education.
- Presence of an active and enthusiastic teaching faculty which is one of the most important criteria when it comes to teaching-learning process.

Weaknesses

- Being a private college with limited resources and at initial stage of development, there is much to be developed with regard to its infrastructures, remuneration to its faculty, facilities etc.
- There is less number of faculty members involved in active research and consultancy at the moment.
- Strengthening of library resources especially academic journals, more updated books and materials.
- Campus Placements of the college to be addressed since many firms finds it difficult to come to north east region for recruitment.
- Inadequate funds for implementation of more programmes and activities.

Opportunities

- The location is one of the fastest growing areas in Dimapur, which will be beneficial in the future.
- To make smart classrooms as a norm rather than an exception in the college.
- The college is trying to collaborate and network with professional organisations to provide skill development training for the students.
- To collaborate with university to develop and influence various skills based programmes.
- To develop national level as well as international partnerships and collaborations for various programmes.

Challenges

- As an affiliated College to the university, there are certain constraints when it comes to academic reforms and flexibility.
- Because of its limited resources, the College faces shortcomings relating to provision of various facilities to both students and faculty.
- Being a relatively new institution and located in a comparatively rural outskirts, the number of students enrolment can be a bigger challenge than other older institutions.
- To build a research culture and provide incentives and facilities for the same.
- To build the college as one of the most sought after and reputed institution in the region.
- To attract international students.

SECTION B: PREPARATION OF SELF-STUDY REPORT

1. Profile of the Affiliated/Constituent College

1. Name and Address of the College:

Name:	C-Edge College		
Address:	Naga United Village, 4 th Mile		
City: Dimapur	Pin: 797112	State: Nagaland	
Website:	www.cedgecollege.org		
Email:	c.edge.college@gmail.com	Phone Number: 03862-242728	

2. For Communication

Designation	Name	Contact	Fax	Email
Principal	Dr. Chubatola Aier	#9436061688		chubatola@gmail.com
President	Er. Moa Aier	#9436003989		moaaier@gmail.com
IQAC Coordinator	Wapanginla Ao	#9612583833		wapang79@gmail.com

3. Status of the institution: Affiliated College

4. Type of Institution:

- a) By Gender : Co-education
b) By Shift : Regular

5. It is a recognized minority : No.

6. Sources of funding : Aided College.

7. a) Date of establishment of the college: 19th May 2012

b) University to which the college is affiliated: Nagaland University

c) Details of UGC recognition:

Under Section	Date, Month & Year	Remarks (if any)
i) 2 (f)	15 th July, 2014	UGC letter No. F.No.8-303/2013(CPP-I/C) dated 15.07.2014
ii) 12 (B)	-	Yet to apply

*Please refer Annexure – 1

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

Under Section/Clause	Recognition/Approval details Institution/Department Programme	Day/Month/Year	Validity	Remarks
				Not Applicable

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

If yes, has the College applied for availing the autonomous status? : No

9. Is the College recognized:

a. By UGC as a College with Potential for Excellence (CPE)? : No

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

b. for its performance by any other governmental agency? : No.

If yes, Name of the agency..... and

Date of recognition :.....(dd/mm/yyyy)

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

Location*	Naga United Village, Dimapur – Rural Area
Campus area in sq.mts	10,600 sq.m (2.65 acres)
Built up area in sq. mts	1,500sq.m

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

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

• Auditorium/seminar complex within infrastructural facilities: The College has a basic auditorium for events which is known as Manen Hall, with a seating capacity of 180 people.

• Sports facilities

* Playground: The College uses the neighbouring Govt. School playground (5 minutes walk distance) during sport's week.

• Basketball Court : The College has a basketball court at the campus.

• Badminton : Outdoor Court.

* Swimming pool : None

* Gymnasium : None

Hostel

* Boys' hostel.

i. Number of Hostels : 1 one.

ii. Number of inmates : 14 students.

iii. Facilities(mention available facilities): Television with cable, mess hall, separate rooms, aqua water filter, inverter (power back up)

* Girls' hostel.

i. Number of hostels : 1 (one)

ii. Number of inmates :12 students

iii. Facilities (mention available facilities): Television with cable, mess hall, separate rooms, aqua water filter, inverter (power back up)

- Residential facilities for teaching and non-teaching staff (give numbers available—cadre wise): Rooms are provided for teaching and non-teaching staff for accommodation.
- Cafeteria : 1 (One)
- Health centre: None inside the campus. But, the institute makes use of the Government Health Care Centre which is just behind the institute. The reputed hospital “Referral Hospital” is only half kilometer away from the college campus.
 - First-Aid is provided. There is the availability of a first aid box in the faculty room which is provided for all.
- Facilities like banking, post office, book shops: None
- Transport facilities to cater to the needs of students and staff: The College has a bus which is available for both students and staffs.
- Animal house: None
- Biological waste disposal: Basic
- Generator or other facility for management/regulation of electricity and voltage: Dedicated Transformer and UPS Inverters
- Solid waste management facility: Basic
- Waste Water Management: Basic
- Water Harvesting: Basic

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

Sl.	Programme level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student Strength	No. of students admitted (2016)
1.	Under-Graduate	BA (Bachelor of Arts)	3 years	10+2	English	70	68
2.	Under-Graduate	BBA (Bachelor of Business Administration)	3 years	10+2	English	35	6

13. Does the college offer self-financed Programmes?

If yes, how many? – The College does not offer self-financed programmes.

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

Yes				Number	3
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15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments	UG	PG	Research
Arts	English, History, Political Science, Sociology, Economics.	Yes	No	No
Management	Marketing Management, Human Resource Management, Financial Management	Yes	No	No

16. Number of Programmes offered under (Programme means a degree course like BA, B.Sc., MA, and M.Com...)

- a) Annual System : Nil
 b) Semester System : 2 (two)
 c) Trimester System : Nil

17. Number of Programmes with

- a) Choice based credit system : 2 (two)
 b) Inter/Multi disciplinary approach : None
 c) Any other (Specify and give details) : None

18. Does the college offer UG and/or PG programmes in Teacher Education? No.

19. Does the college offer UG or PG programme in Physical Education? No.

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

Positions	Teaching Faculty						Non-Teaching Staff		Technical Staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC/University/State Government. Recruited	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Yet to										
Sanctioned by the Management/Society or other authorized bodies					8	9	2	2	2	3
Recruited	1	-	-	-	8	9	2	2	2	3
Yet to	-	-	-	-			-	-	-	-

*M-Male, F-Female, NA-Not Applicable

21. Qualifications of the teaching staff:

Highest Qualification	Professor		Asst. Professor		Associate Professor		Total
	M	F	M	F	M	F	
Permanent Teachers							
D.Sc./D.Litt.							
PhD		1					1
M. Phil.		1					1
PG					4	7	11
Temporary Teachers							
PhD							
M. Phil.							
PG							
Part-time Teachers							
PhD							
M. Phil.							
PG					3	2	5

22. Number of Visiting Faculty/Guest Faculty engaged with the College: 4 (Four)

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

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC							-	-
ST	15	5	20	13	25	24	35	35
OBC							1	-
General	15	1	-	-	2	1	2	1
Others							-	-
Total	15	6	20	13	27	25	38	36

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

Types of Students	UG		
Students from the same State where the college is located	159		
Students from other states of India	Nil		
NRI students	Nil		
Foreign students	Nil		
Total	159		

25. Dropout rate in UG and PG (average of the last two batches): 13%

26. Unit Cost of Education

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

(a) Including the salary component: Rs. 27,12,230/-

(b) Excluding the salary component: Rs. 4,10,750/-

27. **Does the college offer any programmes in distance education mode (DEP)?**
Yes - C-Edge College IGNOU Regular Study Centre 2036 (RSC 2036)

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

Sl.	Name of the course/programmes	Teacher – Student Ratio
1	Bachelor of Arts (BA)	1:8
2	Bachelor of Business Administration (BBA)	1:4

29. **Is the college applying for: Accreditation Cycle 1**

30. **Date of accreditation*(applicableforCycle2, Cycle3, Cycle4 andre-assessment only)**
: Not Applicable.

31. **Number of working days during the last academic year: 260**

32. **Number of teaching days during the last academic year: 160**
(Teaching days means days on which lectures were engaged excluding the examination days)

33. **Date of establishment of Internal Quality Assurance Cell (IQAC): (DD/MM/YY)**
12/11/14

34. **Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC : Not applicable**

35. **Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information): None**

2. Criteria-Wise Inputs

CRITERION I: CURRICULAR ASPECTS

1.1.1 CURRICULUM PLANNING AND IMPLEMENTATION

1.1.2 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

- The C-Edge College which was established on 19th May 2012 is a College with a holistic approach and a clear set of Vision and Mission, where each member of the College, whether management, faculty, students or staff is a dreamer filled with aspiration to scale new heights.

Vision Statement: In the present world, education is considered as one of the single most critical components for all forms of social empowerment, progress and development. Hence, the pace and quality of the empowerment, progress and development of the people shall depend upon the quality of education imparted within the society. The C-Edge College thus represent the vision to build and engage in an educational environment that believes in imparting the best quality education within the society, in which it can play a major role in enabling the students to form a ‘Cutting Edge’ mindset, required for sustainable development and in molding the students towards a better future. The ‘C’ also represents Christ; therefore the vision of the College is also to impart education that is Christ-centered.

Mission Statement: The C-Edge College Mission is delivering quality education for:

- Poverty alleviation and sustainable development.
- Community participation and leadership
- Values and life skill education.
- Centre for language development and documentation.
- Fostering creativity and its expression.

With this Vision and Mission in mind, the ideal objective of the C-Edge College is to enable the flowering of the potential and to inculcate knowledge and skills for productive living. It also challenges every member of this institution, specially the students who are the core members, to dream beyond their imagination and to “**Aspire**” high in whichever way they can so as to bring concrete changes and improvement in the society. With this in mind, the common denominator factor that underlines the activities of the college is “**Justice**” which is practiced in all our actions, values and ethics to achieve overall growth and development. Another objective of the college is to teach the principles of the “**Canaan Spirit**” which is based on work ethics, so as to inculcate among the students the basis of hard work for a better and progressive society.

- The vision, mission and objectives of the C- Edge College is communicated to the students, teachers, staff and other stakeholders through;
 - The Handbook which includes all information of the College, from academic guidelines to college rules and regulations so as to ensure that one does not lose its way to the top.
 - The Annual Prospectus that contains information about the admission structure and salient features of the College. The College also maintains its Web-site that contains up to date information.
 - Various Seminars, Meetings, Orientations for both teachers and students.
 - Through interactions and discussions at the parents-teachers meet, that is held annually.
 - Monthly faculty review meetings.
 - Committees and Sub-Committee meetings and activities.
 - Other activities conducted on different occasions in consonance with the Vision and Mission of the College.

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

- The College which is affiliated to Nagaland University has taken up various initiatives for the effective implementation of the curriculum through various steps:
 - At the beginning of each semester, meetings are held, where every faculty and the head of the institution prepare the semester Academic Calendar. Departmental as well as HOD meetings are held to review the previous performance of the students where new inputs are put forward by the faculty for the improvement of the students.
 - On 12th of every month, meetings are held for the review of academic activities among the head of institutions and faculty members. Also separate meetings are held between the Academic Dean of College and HODs to keep track of the smooth functioning of the academic calendar and also semester syllabus.
 - The semester syllabuses are then worked out effectively through class tests, model exams, case studies, discussions and quiz hour among the students. The students also give their presentations on their respective subject. All these are included and are part of their internal assessment.
 - One of the best practices of the College is the maintenance of attendance every month. For that, students who lack the minimum attendance requirements are given extra classes in the form of ‘**Make – Up**’ classes. The concerned faculty takes up extra classes for the students on the topics which they have missed out through explanation, tests or library hour to make up the contact hour deficit. (*refer to the Best Practices section for details*)
 - Perspective/Tutorial classes are also conducted both for the Honours and General classes for effective completion of syllabus.
 - The college also provides **Mentorship** session to the students, where they are guided by their mentors both in academic and personal development. Mentoring is an integral component of C-Edge. The college team of committed faculty act as Mentors who strive to identify, draw and develop the potential of each student assigned to them.

The most important results of Mentorship is that – a) the mentor and mentee develop a high degree of trust and mutual regard, b) the mentor helps the mentee become what that person aspires to be and c) the mentor helps the mentees to realise their potential. The success of the Mentoring programme will require both the parties to be equally responsible to each other. The mentor will take responsibility for monitoring and supervising a mentee’s overall progress and be a natural source of reference for the mentee involving both academic and non-academic support. The Mentor/Mentee meetings are held twice or thrice in a session, either as a group or individually. *(Refer to the Best Practices section for details)*

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

- The college follows the curriculum which is affiliated under the Nagaland University. To translate this, the college conducts various orientations, seminars, workshops within the college campus, with invitees from different work field where the faculty participate actively in discussions.
- Faculty presentations are done every month from each department. For example, one such presentation was based on “Class room management and teaching aids”.
- The College also provides LCD projector for smart class lectures, and computer facility with Wi-Fi connectivity.
- The institution updates the books in the library regularly to insure that teachers have all relevant references for preparation of lectures.
- The university also extends support by conducting workshops, seminars on various aspects of the curriculum.
- The university invites feedback and suggestions from the institutions for curriculum improvement through the Board of Under Graduate Studies (BUGS).

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

- Refer 1.1.2 and 1.1.3 for details of the action plans and initiative taken up by the institute for effective curriculum delivery and transaction on the curriculum.
- In addition, the institute also organises study trips for the students where they can broaden their minds in relation to their culture and their historical background as well as their concerned subjects.
- Students are also given opportunities to participate in various seminars, workshops and business ventures organised by various colleges and organisations.
- The college is in the process to introduce ‘SPEAR Award’. SPEAR here stands for *Science, Personality, Entertainment, Art, Rhetoric* which aims at the overall performance and development shown by students in extra-curricular activities.

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

- For the effective operationalisation of the curriculum, the institution has and will continue to undertake such initiatives as given below:
 - Each department in the college sees to it that there is constant communication with the BUGS at the university. Currently, one faculty from the English department and one from Management department are members of their respective BUGS.
 - Industrial visits are mandatory especially for Management Department. Maintaining relationship with industry is an integral part of the Department and the College.
 - Workshops based on industrial aspects such as Corporate Social Responsibility (CSR), business plans are organised for all the students. Resource persons are eminent people from the corporate sectors and dynamic entrepreneurs and businessmen.
 - Kiremwati Chair: This is an initiative started recently with the endowment donated by Mr. Kiremwati, the first Naga M.Sc who is regarded for his achievement, sacrifices and contribution to the development of education in Nagaland. Under this Chair, the funds from the endowment will be used for research and academic development of both students and faculty.
 - Skill Development Programme: The College is in the process of collaborating with Alaphra Group, an upcoming organisation in the area, which undertakes skill development training for the entire state supported by Indian Institute of Entrepreneurship, Guwahati (IIE) and Ministry of Skill Development.
 - The institute also plans to organise seminars and workshops in partnership with research bodies such as School of Agricultural Research, North East Zone Cultural Council, etc for skills and value added education; and so also maintaining ties with organizations that promote programmes such as the Computer Literacy Programme introduced by the Govt. of India; development of languages; community service and development etc.

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

- The College affiliated to Nagaland University, contributes in the development of curriculum in the following ways:
 - The institute at present has representative members in the university BUGS of the departments of English, Management, Linguistics and Ao Naga.
 - The selected members attend various meetings, workshops, seminars and orientations which are conducted by the University and also at the Higher Education Department.
 - Based on feedback from all stakeholders, suggestions for improvement have been forwarded in the areas of academic calendars, examination reform, streamlining of Credits across a particular discipline and for syllabus review.
 - Reviews about the courses are also undertaken frequently with the faculty and HODs. The feedbacks from these meetings are conveyed to the university as deemed appropriate.

- The College Principal is an executive member of the Nagaland College Principals Forum in the capacity of its Treasurer, which is an apex implementation agency for curriculum review and development.

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

**a) Title of Course: C-E C English Communication Skills (ECS)
Needs Assessment, Design, Development and Planning**

Needs Assessment:

The English language has emerged as the lingua Franca of the world and its demand has increased with the highly developed and competitive world. And to be a part of this competitive and complex world effective communication is the vital factor not only in the work place but in all aspects of an individual’s career prospects and personal development. Considering this crucial need for the students, the C-E C English Communication Skills course was developed and implemented as a Choice Based Credit Paper for our students.

Design: The C-EC English Communication Skills carries 3 Credits for 100 Marks (70/30 Theory and Practical). This paper will present the students with materials on the principles and domains of communication skills, which will enable the student to integrate the skills as a natural element in personal and professional life. This paper will seek to reinforce what is already learnt and enhance their skills in wider areas.

Development:

The course has been developed to enable the students to:

- Have a thorough understanding of the principles and domains of communication skills.
- Improve in fluency in different communicative contexts (both professional and everyday usage).
- Improve in communication skills and function more efficiently at the workplace and in interpersonal relationships.
- Attain a high level of confidence to achieve professional success.

This course has adapted from the materials relating to UGC recommended Functional English, Communication Skills for Technical Students, Communicative English Skills Programmes and such related courses in India and abroad.

Planning:

- i) Needs assessment conducted
- ii) Design of course and development of materials completed
- iii) Approval from affiliating University through Board of Undergraduate Studies (BUGS), Department of English
- iv) Orientation of faculty involved
- v) Implementation

Courses for which developed:

In the VI Semester, the students are to take a Choice Based Credit Paper option, and the C-EC English Communication Skills has been developed as the option for our College.

It has been introduced from the Spring Semester 2015; and as a course designed by C-Edge College, it will be the first and only college under Nagaland University to offer this paper during the academic session of 2015.

b) Canaan Programme (Enrichment Programme):

Needs Assessment:

This programme is based on work ethics so as to inculcate in the students as well as the faculty members the quality of hard work for a better and progressive society. Dedication, Determination and Dependability (3Ds) form an important part of the work ethic which ironically seems to have lost its importance in the present society. Thus, this programme aims to bring about a change in the mind set of the people by instilling in them such work ethics so as to develop a sustainable lifestyle.

Design:

Canaan Programme is inspired by the Canaan Farmers School Movement of South Korea, started in 1931. This movement played a crucial role in teaching national pride to the Korean public, stimulating them to work for poverty eradication through agriculture development. As a result, it has encouraged the institute to adopt this programme so that the participants especially the student, together with their formal education will also be trained to be equipped with skills which can help them to sustain their livelihood.

Keeping in mind the objective to instill work ethic, a 'Green House' has been set up in the college campus. The Green House will have flowers and vegetables which will be maintained by the participants of the Canaan Programme under the guidance of its Co-ordinator.

Development:

This programme is developed to help the participants in the following way:

- To familiarise and equip the participants with work ethics.
- To learn firsthand about cultivation & farming.
- To build up skills in maintaining their livelihood.
- To develop a sustainable lifestyle.

In addition, there are plans to introduce extra skills which will aid more towards work ethics and livelihood

Planning:

- Needs assessment completed
- Orientation of all involved
- Implementation.

Courses for which developed:

This programme will be a value addition add-on course with the objective to provide opportunities to the students to learn skills that will help them to be independent and to build a sustainable life style. Thus, it will be a part of the Enrichment Programmes of the institute and will be available to all interested participants.

c) Entrepreneurship & Business Development- EBP (Add- On Programme)

Needs Assessment:

In this fast paced and ever changing economy, immensely influenced by globalisation, liberalisation and privatisation, the demand to keep abreast with such developments has become one of the main criteria for the country as well as with the states within it. Nagaland is no exception to it. Quality education is the key for a buoyant society. Thus, it is quite challenging for every institution to equip their students not only with the curriculum education but to keep them updated with the major changes happening in the environment. With that in mind, C-Edge College has initiated a value added programme known as Entrepreneurship & Business Development Programme (EBDP) which targets to create a conducive environment for the students who want to establish businesses in future. It will be a systematic and organised mode to enable an individual to become an entrepreneur. The programme will help one to access the knowledge, skills, values and attitudes to be an entrepreneur.

Design: The main objective of this programme is not only to strengthen the competency and desire of the students to start their own business but also to develop an entrepreneurial culture in the society. This programme will offer packages/modules on entrepreneurship development aptly adequate to the business needs of the young people. Through this programme, the students will be equipped mentally to undertake new business ventures. The purpose of this programme is to develop competency of the subjects through learning the basic start-up knowledge of a business, business planning, financial literacy and basic managerial skills.

Development:

This certified programme is developed to help the students in the following way:

- To help one to access the knowledge, skills, values and attitudes to be an entrepreneur.
- To provide a lifelike experience.
- To educate the participants in the working of the business sectors.
- To strengthen the business competency.
- To be equipped in business project/plan.
- To fulfill the need for a sustainable livelihood, self-employment and self reliance.

Planning:

- Needs assessment completed
- Course structure and syllabus development
- Qualified resource persons identification
- Logistics formulation.

This programme will be implemented from 2016 – 17.

Courses for which developed: This programme will be a Certificate course offered to all the interested students of both Arts and Management streams. It will be for the duration of two months with 30 percent on theory and 70 percent on practical.

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

- To achieve the objectives of the curriculum, the college monitors the achievement of the curriculum objectives through the following ways:
 - Every faculty feels responsible for each student and therefore every department holds monthly meetings, where they discuss about the needs and improvement of the student.
 - Besides departmental meetings, there is a common faculty meeting along with the head of institution, where each aspect is reviewed on monthly basis for successful implementation of the syllabus and curriculum.
 - The students are given assignments, project works, class tests and question hours are been held to assess the students learning process. On timely basis, orientations are given to the students as well as to the faculty, to ensure the smooth running of the curriculum, and to make the teaching learning process an integral part of the institution.
 - A most crucial element is the effort to identify and project the quality attributes we wish to see in our graduates. Benchmarks are set and evaluation is regularly processed to analyse whether the curriculum transaction has been able to achieve the desired level.

1.2 ACADEMIC FLEXIBILITY

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

(Please refer to 1.1.7)

- In collaboration with an reputed organisation known as ‘Alaphra Group’, skill based training programme certified by Indian Institute of Entrepreneurship, Guwahati and supported by the Ministry of Skill Development, will be provided to the students interested as well as to the people from the community. The initiative is in the process of completing the modalities.

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

- The University does not allow/no provision for such programmes at present.

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

- **Range of core/Elective options offered by the Universities and those opted by the College**

Except for the Autonomous colleges (so far two only in Nagaland), the Nagaland University does not offer much academic flexibility. However, in cognizance of the crucial need for skills development and improved potential for employability in the present times, our college has developed its own structures towards this end. (Please refer to 1.1.7). Outlined below are the options provided by the University and those taken up by our college:

Streams: BA and BBA

A minimum of 3 years (6 semesters) and a maximum of 5 years (10 semesters) are required to qualify for the BA and BBA Degree. For BA, the students can choose any subject as Honours paper from the core subjects which are provided by the college i.e. English, Alternative English, History, Political Science, Sociology and Economics.

For Honours course, the total elective papers is 6 and total Honours Paper is 8 or 7+1 Project Paper where the students are given the opportunity to opt for Project Paper in the VI semester, apart from other common courses like English, MIL, EVS. For the Pass Course, there are 6 papers in each Elective subject. Elective papers from I to VI semester are compulsory and common for both the Honours and Pass Course. But for Honours Paper in the V and VI semesters the students are offered an option to choose one as their own choice of paper.

For BBA, it does not have any Pass course but it is taken as a semi- Professional course equivalent to Honours. All subjects are compulsory up to III Semester and Specialization is offered only from the IV semester in any of the following:

- ✓ Marketing Management
- ✓ Financial Management
- ✓ Human Resource Management

- **Choice Based Credit System and range of subjects offered.**

In the 6th Semester, the BA students are offered a Choice Based Credit paper. Under this provision, students are given the freedom to opt for any paper of 3 Credits as per his/ her interest in any subject irrespective of the streams of studies within or outside his / her interest. In this regard, the College offers Communication Skills (ECS) under the CBCP in lieu of EVS-II which was introduced in the Spring Semester of 2015. (Refer 1.1.7 for details)

- **Courses offered in modular form:** No provision from Nagaland University.
- **Credit transfer and accumulation facility:** No provision from Nagaland University.
- **Lateral and vertical mobility within and across programmes and courses:** No provision from the Nagaland University.

- **Enrichment courses:** C-EC English Communicative Skills and Canaan Programme(Refer 1.1.7 for details)
- **Additional remarks:** As stated above, the university system does allow much flexibility or academic mobility. However, within the prescribed framework, the College strives and aspires for enrichment provisions where the students can build up employability value. For this, the College has introduced value added programmes like Study Circle, Canaan Programme, Mission Green, and Skill based training for improvement in skills and employability.

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

- No. The institution does not provide any self Financed Programmes.

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

- Yes. The institution has introduced three skill oriented programmes namely:
 - C-EC English Communication Skills (Refer 1.1.7)
 - Canaan Programme (Refer 1.1.7)
 - Entrepreneurial Development Programme (Refer 1.1.7)
 - Skill Development Training: The institute is in the process to collaborate with a reputed organisation known as Alaphra Group to start employment oriented skills training at the campus which is supported by the IIE (Indian Institute of Entrepreneurship, Guwahati) under the Ministry of Skill Development.

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

- No, the University does not provide the flexibility.

1.3. CURRICULUM ENRICHMENT

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

- To integrate smooth academic functions and objectives, the institution tries to supplement the University's Curriculum by
 - Participating in the **various workshops**, meetings, and orientations organized by the concerned University and other such agencies. Faculty members are sent to participate and to put forward constructive suggestions and ideas based on the present academic programmes, so as to improve and develop the teaching learning process.
 - Within the institution, meetings are held every month among the **HOD** of various Departments and try to bring ideas and changes for the betterment of the students.
 - Monthly Faculty **Meetings** are held where various issues concerning the curriculum are deliberated.
 - Various **extra co-curricular activities** and committees are formed and is functioning which supplements the University's Curriculum to ensure that the academic programmes and institution's goals and objectives are integrated.
 - Implementation of Mentoring programme and Perspective classes.
 - **Canaan programme** is introduced and is functional to supplement the university's curriculum. (Refer 1.1.7)
 - **Edge Study Circle** is another effort made by the institution to supplement the University's Curriculum and to ensure that the academic programmes and institution's goals and objectives are integrated. ESC is an innovative outreach programme of C-Edge College focused on specific learning outcomes for the participants. At Edge Study Circle, the participants believe in learning together to acquire new knowledge and to critically analyse the status quo with the view to formulate one's own concepts towards self-improvement and towards pioneering a better society. To achieve these, learning how to learn and also relearn wherever required would be a critical component of such a process. This process at Edge Study Circle would involve dynamic participatory sessions in the following areas:
 - a) Learning Strategies,
 - b) Language skills and life skills and
 - c) Syllabus related discussions.

ESC believes that education ignites the mind and lights and soul. The programme is held once a week on Tuesdays.

1.3.2. What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

- ❖ As we have a fixed syllabus and curriculum from the University, primary focus is exerted on the teaching methodology within the college so that applicability aspect of each course is highlighted. Career counseling and placement cell are also active programmes of the college.
- ❖ We are the first college in Nagaland to introduce Psychometric and Aptitude testing towards enhancing the student's awareness of themselves and their potential.
- ❖ In order to cater to the needs of the dynamic employment market, the institute has introduced a choice based credit paper known as English Communication Skills (ECS), which aims at improving and inculcating in the students the skills which will be helpful and useful in finding a job. ECS is a practical based paper which includes topics like interview skills, presentation skills, public speaking skills, meeting procedure, body language, host/compere skills etc. This skill will aid the students to get through competitive interviews and also ignite the passion of going professional which they weren't aware of.
- ❖ The institute has collaborated with a reputed organisation known as Alaphra Group to start employment oriented skills training at the campus which is supported by the IIE (Indian Institute of Entrepreneurship, Guwahati) under the Ministry of Micro and Small Scale Industries.
- ❖ Industrial visits are mandatory for Management students as it gives a clear picture of the functioning of an organisation.
- ❖ Field Study Trips are undertaken by the students with faculty in charge based on their subject or topics relevant.

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

- ❖ In order to inculcate 'Cutting Edge' mindset and to integrate cross cutting issues of day to day life among the students, the institution has taken up various steps and initiatives within the college and introduced various curricular activities so that the students are aware of the issues in the society. In order to impart Gender education, the college has conducted orientation for the faculty on the topic "Gender Equality" on 2014 with Lindsay Graham as the Resource person. Even the students were involved in PPT presentation on the Gender issue topic as part of their internal assessment, from the Sociology department.
- ❖ To bring awareness in climate change, the College has recently (2015) launched the C-Edge College 'Mission Green', with the core objective to create and develop eco consciousness, eco friendly and eco technologies with its members as 'Green Volunteers'. Under the initiative of Mission Green, the College has conducted "one person one tree" day where both the faculty and students participated actively. Apart from the Mission Green, the students also learn and practice protection of environment through Environmental Studies (EVS) which forms a part of the academic curriculum. Students are given an opportunity to undertake field work in different fields e.g. the students had field study trip on waste management.

- ❖ As part of internal assessment, the Political Science students gave presentations and held group discussion on Human Rights topic. To impart education on computer basic, the college also provides ICT availability to the students and also to the faculty.
- ❖ Apart from all these, the college also tries to bring all-round development of the students by initiating various seminars on dignity of labour through ‘Canaan Spirit’; issues on corruption raised by ACAUT.
- ❖ As part of the academic curriculum the students are also given Case study projects on such topics as ‘Child Labour’, ‘Differences between the Private schools and Government Schools’, ‘IBM issues’ etc. In the VI semester, the students are given a Project paper for research on a particular issue based topic.
- ❖ The institution also organized “Foothill Highway by Foot” 60 kms trek which had helped the students to be aware of the present day political and economic scenario of Nagaland. It sensitized the students on the various economic opportunities available in that area. It has also helped the students to learn about the social issues and differences first hand. Additionally, it was a part of the extracurricular activities with curricular weightage.
- ❖ The Faculty members give presentation monthly on various social issues related like ‘Cross Culture in the Society’, ‘Consumer Rights’ etc.

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

- In order to ensure holistic development among the students the college offers various enrichment programmes which help the students not only in their academic aspects but also brings out the better side of their personality in moral and ethical values. The college has **Evangelical Union (E.U)** service, which is held every Friday of the week. The participation from the faculty and the students are very positive.
- The institution also has **Mentorship** session which is also the best practice of the college. The faculties are assigned students, where they had session to bring out the best within the students and to guide them in their personal and academic lines. (Refer 1.1.2.1)
- The formation of **NSS and RRC** also enriches the students by organizing various social works within the campus and outside.
- In order to impart enrichment programmes, the college offers **Edge- Study Circle** where students are taught learning strategies, language skills, and life skills etc that are necessary for sustainable development in life. (Refer 1.3.1 for details)

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

- In all educational institution, the feedback of the stakeholders is an important pillar for the development of the institution especially in enriching the curriculum. Through feedback from the stakeholders, the college has come up with and introduced activities and programmes which will guide the students particularly when it comes to areas such

as academic performance, discipline, personality development, and infrastructural development. Some examples are:

- On the basis of feedbacks from the students in regard to cleanliness in the college, the measures for making the college campus a ‘Tobacco Free Zone’ was formulated. For better effectiveness, this has been adopted as an initiative of the College Students Forum.
- Feedback from parents/guardians is another integral part which is generally done during the PTC – Parent Teachers Conference (the most recent concluded on 15th December 2015). The institute was able to gain constructive suggestions, ideas and views from the parents which were adopted in both academic and extracurricular levels. The Frontier Edge Hostel Endowment Fund is a direct outcome of feedback from parents of the Boy’s hostel.
- Taking feedback from the students and teachers has seen the strengthening of the mentorship programme and the Internal Assessment process.
- Feedback is also taken to improve the examination procedures.

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

- The College has a healthy and strong Feedback System through questionnaires, reviews, interviews and interaction which help tremendously to monitor and evaluate the quality of its enrichment programmes.

1.4 FEEDBACK SYSTEM

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

- The College follows a regular feedback system which also includes matters on curriculum. Through this, the faculty concern keeps a note of any feedbacks which can be taken to the University through BUGS (Board of under Graduate Studies). Currently, the college has one member in BUGS from Management Department and another from English Department. They participate in various meetings, workshops and discussions relating to the making of the curriculum.

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

- Yes, Feedback Forms are provided annually to the students based on different aspects including the curriculum. Based on the feedback and its rationality, faculty who are part of the BUGS (Board of Under-Graduate Studies) with the affiliating University, forward the feedback to the concerned section of the university. Efforts are also made to bring about relevant internal modifications and implementation accordingly. Additionally, Feedback from the Parents & Alumni is also followed during Parent –Teachers Conference and Alumni Meet respectively.
- On the basis of the Feedback, the needs of the students in regard to the curriculum are recognised. Since the members involved with BUGS are limited, the college based on the feedbacks has introduced some new programmes internally which will help them to learn new skills and aid them with the formal education. Such new programmes are the Canaan programme and Entrepreneurship & Business Planning. (For more details on the programmes – refer 1.1.7)
- Additionally, based on the feedback received from the students, the college also follows remedial classes, tutorial classes and make up classes for weaker students and to those who desire enrichment.

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

- The College in its four years running has introduced several new courses and programmes –
 - 1) English Communication Skills (ECS) from Spring Semester 2015 under CBCP in lieu of EVS-II
 - 2) Canaan Programme
 - 3) Entrepreneurship & Business Planning
- The rationale for introducing such new courses and programme is to equip the students with the necessary skills which will help them in their future endeavours to be equipped to face the challenges of employability and also to be in consonance with the objective to impart education as a learning for life. (Refer 1.1.7 for details)

CRITERION II

TEACHING – LEARNING AND EVALUATION

2.1 STUDENT ENROLLMENT AND PROFILE.

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

The College ensures that there are publicity and transparency through the following processes:

- By letting the existing students and other stakeholders know about the admission for the new sessions. Notices as well as verbal communication are given out about the details of the new admission process.
- Advertisements in the local newspaper – around 3 to 4 dailies, are published before and immediately after the Class Twelve (Higher Secondary) results are declared.
- There is also regular media coverage of its various activities, both curricular and co-curricular which is an ongoing process.
- Visiting various higher secondary schools around the state for awareness drive regarding the college and especially about Management studies since it is relatively a new subject in Nagaland.
- Social media especially Facebook is also used.
- College website is also updated on the admission process and the courses offered by the institute.
- The institute also publishes the Admission Brochure every year with the latest updated information concerning admission and the courses offered.
- Transparency is insured through setting up of the Admission Committee and also by providing access to any information that may be required from any interested party.

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

- The College follows the Nagaland University criteria for admission cut off.
Bachelor of Arts (General) – Pass percentage
Bachelor of Arts (Honours) – 45%
Bachelor of Business Administration (BBA) – 40%
- Being a new College, the intake capacity of the college can accommodate the present trend of applicants. Therefore:
- As long as the prospective students fulfill the University criteria for admission into the under graduate courses, he or she can get admitted into the College.
- Course/subject counseling is also provided by the Admission Counselors for students who want to clear their doubts about their subjects and course.

- Interviews and direct interactions with the Principal are also conducted with the guardian/parent together with the prospective candidates, in case of special or complicated admission.

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

- The students who pass 10+2 examinations or equivalent examination from any recognized university/board are eligible for admission to first semester of the Three Years Degree Course in Arts; and 40% is the qualifying for Management Studies. However, students desiring to study Honours Course (Arts) should secure a minimum of 45% marks in the concerned subject in the 10+2 level subject. Students from other Streams (Science/Commerce) shifting to Arts Stream are allowed to opt for Honours only if they have the aggregate of 45% marks at 10+2. It is to be noted that every college affiliated to the Nagaland University follows the eligibility for admission given in their guidelines.
- Comparison with other colleges – However, some of the colleges in the district where applicants are more than the intake capacity has cut off marks beyond the required marks. For example –
 - 1) *Patkai Christian College: Students with 40% marks can apply for general subjects. But, the students opting for Honours paper should have the following cut-off marks – Education 45%, Economics 45%, English 45%, History 55%, Political Science 50%, and Philosophy 45%.*
 - 2) *Dimapur Govt. College: Students with 45%marks can get admitted for Arts and 40% for Commerce.*

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

- Yes, the college has a mechanism to review the admission process and student profiles annually through analysis basis of number of students and various categories, caste, tribes, academic etc. It is an ongoing process. Admission process and Student profiles are discussed during the faculty meeting with the entire HOD’s and other teaching faculty present. In addition, recently, an Admission Committee is formed with three members who will be known as Admission Counselors. They will keep a close contact with the Principal and Administrator on matters of admission of new students.
- The Admission Counselors will aid the students coming for admission through clearing out their doubts about taking up various subject combinations. Many times, some students have no idea about the subject content and takes up an optional or Honours paper simply as their friends are taking it or because their relative suggested it. Once the academic session starts, sometimes, the students regret taking certain subjects instead of the other. Thus, leading to some students dropping their Honours paper or scoring less in a particular subject which drastically de-motivate them. To avoid all these, admission counseling is important.

- Additionally, since Management Studies is relatively new in the state, many are not aware of the subjects included in the curriculum though they might be interested in this course of study. Thus, through the admission counselors, the students can be cleared of their confusion and doubts.
- Once the admission process closes, analytic profiles are constructed which give indications of trends in such areas as numbers enroll, quality of new admission, gender and community data etc. (Please refer to Annexure II for sample). These profiles are analysed for demographic input which enable the management and faculty to understand more deeply the trends of growth of the college.

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

- * SC/ST
- * OBC
- * Women
- * Differently abled
- * Economically weaker sections
- * Minority community
- * Any other

- There is no discrimination when it comes to SC/ST, OBC, Women, Differently abled, economically weaker sections or minority community. The college adheres to the commitment of embracing diversity and inclusion.
- In keeping with the C-Edge College vision and mission for social empowerment and poverty alleviation, admission for the degree courses is open to students from all backgrounds and cultures. There are no restrictions as long as they qualify for the university admission cut-off criteria. In addition, the following are provided in order to cater to the diversity of students in terms of categories and economic conditions -
 - Student Welfare Fund – The College has set up the Student Welfare Fund for deserving students who need financial assistance and for those students who are differently-abled.
 - Scholarship and Stipends – 1) Students of C-Edge College are eligible for Government Scholarships as per Govt. norms, criteria and eligibility.
2) C-Edge Merit Studentship for economically weaker students is available to students from III to VI semesters.
 - Special remedial classes are conducted for students who are differently-abled and who have health problems.

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

Sl.	Programmes	Year	Number of Applications	Number of Students Admitted	Demand Ratio
1	Bachelor of Arts (BA)	2013	37	20	9:5
		2014	45	30	3:2
		2015	60	43	10:7
		2016	101	68	10:7
2	Bachelor of Business Administration (BBA)	2014	7	3	2:1
		2015	12	8	3:2
		2016	7	6	1:1

There has been a marked increase in both the applications and the total admitted. We believe that the reasons for this encouraging trend are:

- Providing quality education, skills through curricular and other non-scholastic activities, catering to the diverse students without any discrimination and by sensing the need of the area through mentoring etc.
- There is a growing recognition of the college among the community as a desired institution for further studies.

There are only two colleges under Nagaland University that offers BBA. But it is observed that the trend of admission in Management is not encouraging so far. This is due to the fact that Nagas are yet to be comfortable with this course of study and prefer to go for traditional courses such as Arts, Commerce or Science. In spite of the financial losses incurred, the College is making all efforts to sustain this area of study with the understanding that we need to explore new options to boost the present state of regressive economy in Nagaland.

2.2 CATERING TO STUDENT DIVERSITY.

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

- The institution is open to cater to the needs of the differently-abled students. So far, the institute has no students with severe problems. But for some who has hearing problems or has health issues, the following has been undertaken:

- Special remedial classes are undertaken by the departments according to the needs of the student.
- Mentorship is one programme which helps all the students especially the differently-abled.
- There is no discrimination in admission procedures.

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

Yes, the College assesses the students' needs in terms of knowledge and skills before the commencement of the programme through two stages:-

- The First Stage: Orientation programmes are held before the start of a new session. It is held at two levels: departmental and college level. During the departmental orientation, each department representative gives a talk and presentation on their respective subjects to the students. This way, students can be cleared about the subjects they have chosen. If any student wants to change their subject, then they are given the opportunity to do so within a time frame. After that, another orientation at the college level is held with the new students from all the departments. During this session, the students are made aware of the rules and regulations, the semester system, the internal assessment, the grading system, the attendance system and all that is included in the Handbook.
- The Second Stage: During the second stage, each department administers Assessment Test on their knowledge and skills through the Internal Assessment framework.

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

To bridge the knowledge gap of the enrolled students, the following strategies are adopted by the institute which would enable them to cope with the programme of their choice:

- The college has set in place a practice under the nomenclature of "Perspective Classes". This is a specific strategy aimed towards bridging the knowledge gap, and also to enable more intensive teacher-learner engagement for enhancement of learning.
- In addition to the remedial classes for special students, the College also conducts 'Make-up' classes for those students with low attendance. The concerned teacher sits with the students and takes classes on the topics missed by the students. (Refer to the Best Practices Section for details)
- Tutorials are also provided for the students in consultation with their concerned teachers.
- Mentorship session is one programme which helps the students to bridge the knowledge gap and to enable them to cope with the programme of their choice.
- An enrichment strategy is the Edge Study Circle (Refer 1.3.1 for details)

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

- Sensitivity to issues of gender, inclusion, environment, ethical living, sustainable education, etc is a part of the college culture and incorporated into the college policies. Thus, in order to sensitise the issues of gender, inclusion, and environment etc., the college has invited eminent persons to held talks and discussions together with the teachers as well as with the students. Presentations and seminars were conducted on topics like gender equality, environmental hazards, Illegal Bangladeshi Immigrants etc.
- To insure practical implementation consequent to sensitisation, committees are formed to guide and help the students as well as the staffs on sensitive issues – viz. Sexual Harassment Committee; Anti-Ragging Committee; formation of Mission Green and Green Volunteers. Ours is the first college in Dimapur to be declared as “Tobacco Free Campus” and this is implemented as an initiative of the College Students Forum.
- Sexual Harassment Committee: Sexual Harassment Committee was formed on 2016 with the objective to prohibit any such unwelcome physical, verbal, or non-verbal conduct of sexual nature within the college campus. The Committee consists of four members with the Principal as the Appellate Authority, who may refer the Board if or when necessary. (Please refer Annexure III)
- Anti-Ragging Committee: Ragging is an act of causing, inducing, compelling or forcing a student, whether by way of a practical joke or otherwise, to do any act which detracts from human dignity. Thus, Anti-Ragging Committee was formed on 2015 to ensure that the college is free from such act/acts within the campus. It is under the supervision of the Disciplinary Committee. The core objective is to create friendly campus where every individual student develops the overall personality. At present, the Anti-Ragging Committee comprise of three members. (Please refer Annexure IV)

Mission Green: C-Edge College ‘Mission Green’ was launched on 10th April 2015. One of the core objectives of Mission Green is ***to create and develop eco consciousness and eco friendly behaviour***. Mission Green will be voluntary based and its members will be known as ***“Green Volunteers”***. However, all the students in VI semester who takes up EVS (Environmental Studies) will automatically become a member of Mission Green, which is regarded as a substantial part in EVS activities. Additionally, the other students can also become a Green Volunteers.

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

- As a college with small number of students at present, it is easy to identify the different categories of students through their class and examination performances and through personal contacts which is made possible through mentorship programme (Refer to the Best Practices Section for details). Identification is also facilitated through observation of behavior in relation to curricular and extracurricular activities and manner of
-

participation. The management and faculty make efforts to motivate and give additional input through Remedial and Enrichment handling. In the event of extraordinary learning needs, linkage with trained specialists will be initiated.

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

- The Exam Branch maintains the student's grades and keeps a track of each performance. Likewise, the Head of Department keeps a record of the internal assessment as well as the academic performance of the students which they analyse and evaluate. Based on that, those students who lag behind their peers are given remedial classes.
- Students with backlog papers are also given extra special classes by their respective subject teachers.
- Those students who are slow learners, or are physically challenged are always identified and are monitored by the respective teachers. That way, the need for special tutorial classes is initiated.
- Mentorship is where one to one session between the mentor and the mentee helps to identify risk levels and also to encourage not giving up.

2.3 TEACHING – LEARNING PROCESS

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

- Academic Calendar– The Academic Calendar is prepared before the start of any semester session based on the University Calendar and in consultation with the college faculty according to the college activities. (Please refer Annexure V)
- Log book – Each teaching faculty maintains a log book where the attendance, lessons taken and contact hours details are added by the teacher on the monthly basis.
- Process of Moderation - At the end of the each semester exam, the faculty together with the Principal sits down for an evaluative meeting. Each department presents the results, both internal and external, of their students and contemplates on their growth and failure. This session is important because during this time, not only the performance of the students but their overall performance is discussed and reflected upon. Plus, suggestions and ways are shared to deal with different issues.

- Teaching plan format has been worked out by the college and is used by the teachers to complete the process before the start of each semester. (Please refer Annexure VI)
- Examination Blueprint - Based on the Academic guidelines of the University, the college has worked out a blueprint for internal assessment. This examination blueprint has been very useful in the following: (Please refer to Annexure VII)
 - a) Gives easy accessibility for teachers/mentors concerned on their students performances
 - b) Helps in bringing out accurate assessments of each and every students
 - c) Aids in keeping a track of the student's grades and marks. (Please refer Annex VIII)
- The external evaluation is carried out according to University guidelines.

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

IQAC since its inception on November 2014 has undertaken various steps, in order to contribute towards the improvement of the teaching-learning process,

- IQAC has the mandate to keep a comprehensive overview of all academic and co-curricular/extra-curricular activities.
- IQAC aims to organise and conducts teaching enrichment training and workshop for the teaching faculty by inviting external expert trainers.
- It also monitors and gives suggestions for activities and improvement.

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

To make learning more student-centric, the college provides all possible support structures and systems for the teachers. The teachers are encouraged to motivate the students to develop learning skills which are as follows:

- Conducting workshops and orientations on methodologies that enable teachers to understand the differences between a teacher-centric and learner-centric class. It is strongly emphasized that a learner-centric approach is the need of the hour. Student initiative and interaction is encouraged and actualized through various processes as outlined in the following segments.
- Students are to either do a Group as well as Individual Presentation using LCD projector, which is a part of internal assessment. This system works towards developing interactive as well as independent learning. It also encourages higher study skills.
- Library assignments to inculcate independent learning. Each concern teacher gives library assignment per week based on the syllabus or related to the syllabus.
- Plays, debates and group discussions are also a part and parcel of every department which enables collaborative learning.
- Edge Study Circle has been started with its objective for developing thinking and study skills. (Refer to 1.3.1)

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

- These aspects are inbuilt into the college vision and mission where we see academic or book education as only a part of the education. The college has put in place several structures to enable this aspect of nurturing the potential and skills. The main framework will be the SPEAR Prize to the students who excel in the areas of Scientific temper, Personality, Entertainment, Aesthetics and Rhetoric (SPEAR). This programme will enable students to participate in various activities that will draw out their potentials for creativity and innovation. Some more details are given in the following segments.
- C-Sat Quiz and Critical Reasoning based on ‘What if’, Situational Reaction Test, WAT (Work Association Test) and TAT Test are conducted to stimulate critical thinking.
- Literary Week as well as Fine Arts Day is one event in every year academic calendar where students are given the platform to showcase their creativity and talents. Various platforms like Debate, Extempore speech, Spelling Bee, Quiz, Folklore Story Telling, Drawing Competition, Ethnic wear competition etc are organised for the students.
- Edge-study Circle (ESC) is an innovative outreach program of the college which focused on specific learning outcomes for the participants. It involves dynamic participatory sessions in the following areas like learning strategies, language skills, life skills and syllabus related discussion. This session is open to students, teachers as well as individuals from outside.

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

- The technologies and facilities available and used by the faculty for effective teaching are in the form of LCD projector, overhead machine, computer with internet facility, and library loaded with diverse relevant books. These are some effective teaching aids which help in enhancing the understanding and helps in longer retention of the information.
- Wi-Fi Campus is on the process (expected by February 2017). Thus, once Wi-Fi Campus is installed, NPTEL and NME-ICT will be registered and will be made usable.
- E Materials available in the library which can be acquired after consultation with the librarian.

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

- Scholars and eminent persons from different fields and areas are invited to do Presentation, Talks and Discussion on various issues relating to the curriculum as well as other significant social and business matters.
- Workshops are conducted based on such areas as Corporate Social Responsibility (CSR), Business Planning, Human Rights, Legal Awareness, and Illegal Immigration etc.

- Formation of Reading Club – Through this medium, we get access to all levels and streams of knowledge of all times and all nations.
- All are encouraged to search in the internet for latest developments which are instantly uploaded.
- Apart from in-house programmes, the teachers as well as the students are encouraged to attend seminars and such knowledge based programmes held by various organisations outside the institution.
- The institute in near future believes in introducing blended learning in the form of E-Learning which will enable students to have an innovative style of learning.

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

- **Mentorship** – Mentoring is an integral component of C-Edge. Each faculty acts as mentors to each student and strives to identify, draw and develop the best of their talents. Mentoring is a confidential relationship between the Mentor and the Mentee. Under this programme, the mentor makes sure that his/her mentees are given proper guidance in every aspect. Special attention is given to those who are challenging inside the class, lack discipline, is irregular or is less interested in their studies. The mentor will take responsibility for monitoring and supervising a mentee's overall progress and be a natural source of reference for the mentee involving both academic and non-academic matters.

Officially, mentor-mentee meeting is being conducted twice in every session but the meeting can be conducted by the concerned mentor as often depending on the issues of his/her mentee. The reports are submitted to the principal through the mentorship in charge after every session is conducted. Any issues to be addressed are dealt with accordingly. All the mentors collect the contact numbers of their concerned mentees, parents or guardians for emergency or in case if the issues arise concerning the mentees.

Mentoring has been successful from the day of inception, with the effort of the teachers, some challenging students were brought back in the right track, and we can see the positive outcome from them.

The entire student enrolled come under this programme and the beneficial impact is seen in a large number of the mentees.

- **Career Counseling & Guidance Cell (CCGC)** – The purpose of CCGC is to provide assistance to the students towards choosing the right career path and also to determine the higher educational courses appropriately. Thus, career guidance workshops, career fests etc are initiated by the cell for the students in this regard.

This programme covers the entire student population with various activities over the academic year. 4 of our graduates have found placement as a result of the career guidance and counseling activities.

- **Evangelical Union (EU)**– understanding that Emotional Quotient (EQ) and Spiritual Quotient (SQ) are as crucial as Intelligence Quotient (IQ) to the holistic development and well-being of a person; and in consonance with our avowal that ‘C’ in C-Edge also represents ‘Christ’, we have a vibrant student ministry with the Evangelical Union (EU). The C-Edge EU train up the students to be not just educated persons but fine human beings who know the Lord and their responsibilities. The EU is an inter-denominational ministry. Apart from this, daily Vespers are held in the hostels and hostellers are encouraged to be active members in their churches located nearby.

Membership to the EU is voluntary and we find that about 50% of the students take active part in this ministry. All hostellers are beneficiaries of the Vespers where regular worship, sharing and fellowship are the highlights.

- **Psycho Metric Testing** – This was part of the Career Guidance & Counseling Cell (CGCC) activity. Psycho Metric Test was conducted on 5th February 2016 for the students by a renowned psychologist - Ms. Imkumla Aier of Advanced Psychological Counseling Centre (APCC) based in Dimapur, Nagaland. Psychometric Testing includes a combination of aptitude and personality tests which measure one’s job-relevant cognitive abilities and personality. This test provides specific answers to the students about their right career based on their cognitive ability and personality. This was a productive exercise for the students because through this test, they found out their strengths and weaknesses, their motivating factors and the right career choice for them. 40 students took this test, and it is expected that more will benefit as this is slotted to be a regular feature of the College support system.

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

- (a) Apart from the lectures and the use of the white/black boards, the teaching faculty is encouraged to make use of the following innovative methods often to make the teaching and learning interesting and more effective:
 - Case Studies
 - Viva Voce
 - Role play
 - Audio Visuals
 - Outside the classroom activities are also undertaken by the respective teachers such as industrial visits and educational tours.
 - The college is also adopting experiential learning process of learning outside the classroom like trekking along the Foothill Area, for all interested. Based on this experience, students as well as the teachers were encouraged to write a report each based on their own topics/subjects, viz. from business, social, cultural, political aspects. There was also essay and picture competition where prizes were given for First, Second and Third.
 - AWARDS: Positive reinforcement in the form of awards and prizes such as Laurel Awards for academic performance, Star Attendance Awards for discipline and SPEAR awards for all round development.

- (b) The institution not only encourages but takes the initiative to create an environment leading to new and innovative approaches and the impact of such innovative practices can be easily absorbed from the improvement of the students in terms of their grades, behaviour and achievements. (To quote from one graduating student of 2016: “My experience in this college is far better than what I expected. I got many opportunities such as – elected as the General Secretary of EU and also being a part of Student’s Forum which have all moulded me both spiritually and personally.”

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

- Library is a heart of information and is a bank of knowledge. It is an integral part of academic pursuits. There are 3078 volumes available in the library. The students and the teaching faculty use them regularly to augment the teaching-learning process. Library assignments are a core part of the regular process of teaching.

A Library Log is being maintained to monitor the rate of traffic and it is proposed that the best users will be recognized to encourage more use of the library.

The timings are from 9AM to 2:15PM. A Wi-Fi facility is expected to be made available by Feb 2017, for learning purposes.

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

- The college does not face much problem in completing the curriculum. The college has a planned time frame and academic calendar which is followed systematically. It is evenly planned out after thorough discussion and study in order not to affect any normal working days. But, in case of any challenges in completing the curriculum, than adjustment between and within the departments in the form of extra classes are undertaken.
- In the event that any unprecedented setback may arise in completion of the curriculum within a given time frame, the institution is open to realignment of dates and activities without compromising on the university requirements and maximum input for the students and faculty concerned.

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

- Feedback – There are two types of Feedback Forms for the Existing as well as the Outgoing students. Feedbacks on the departments, teachers, co-curricular activities, administration, library, ITES, and self evaluation are included in the feedback forms for the existing students. Whereas for the outgoing students, feedbacks as well as suggestions for the curriculum, various programmes, clubs, committees, and essay type feedback on the faculty are included.
- Departmental Meetings – Meetings with the HoDs are conducted by the Principal every semester to evaluate and contemplate on each department concerning teaching learning.
- Internal Assessment – The process of Internal Assessment and student performance in the activities in this component is taken as indicators of quality of performance for both students as well as faculty.

- Student Academic Performance (SAP)–The Exam Branch maintains and keeps a track of each student’s marks and grades from First Semester onwards. Thus, based on that, analysis of SAP is done by the faculty, which is also one of the integral parts of monitoring and evaluating teaching learning.
- Model Exam – Exams are conducted especially for the first semester students before the final university exam so that the students will get acquainted with the university exam pattern.
- Mentorship Reports: This forms a rich source of input for evaluation of quality of teaching and learning.

2.4 TEACHER QUALITY

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

Highest Qualification	Professor		Assoc Prof		Asst Prof		Total
	M	F	M	F	M	F	
Permanent teachers							
D. Sc/D.Litt.							
Ph. D		1					1
M.Phil.		1					1
PG					5	9	14
Temporary teachers							
Ph. D							
M.Phil.							
PG							
Part Time teachers							
Ph. D							
M.Phil.							
PG					1	3	4

- For the recruitment and selection of its faculty, the college conducts interviews based on the applications received after the advertisement for the vacancy as been put out
- Subject experts are invited from the university to conduct the interview. In times of exigent requirement, temporary internal arrangements are made after taking into account the best resources available.

- As part of the retention process, incentives are provided for the faculties to appear for NET exams, or to attend workshops and seminars.
- Special arrangements are made for faculty who want to pursue further studies like PhD, M. Phil. etc.

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

To cope with the conditions described above, the institution takes the following measures:

- Identifies subject matter specialists (SMS) who can help the institution as guest faculty.
- Faculty members found capable are given specific tasks and orientation.
- In the first phase of introduction of Environmental Studies, a subject matter specialist (SMS) from Nagaland University was engaged. Under his able guidance the first batch could complete the course successfully and the pattern has been followed over the semesters.

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

- The following staff development programmes were held:-
 - *Faculty retreat
 - * Class Management – Teaching and learning skills
 - * Workshop on Research Methodology
 - * Faculty Orientation Workshop
 - * External staff development programmes

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	0
HRD programmes	9
Orientation programmes	12
Staff training conducted by the university	1
Staff training conducted by other institutions	0
Summer/winter schools, workshops, etc.	10

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

- Teaching learning methods/approaches: Training based on this for the faculty is on the process.
- Handling new curriculum: The institute keeps in touch with the university for any changes as well as on the national and global trends. It is an ongoing process that faculty and staff are oriented and expected to incorporate this knowledge in their engagement with teaching-learning improvement efforts.
- Content/knowledge management: Moderation meeting held such as for SSR, student's performance is also an ongoing process.
- Selection, development and use of enrichment materials: Ongoing process
- Assessment : Ongoing process
- Cross cutting issues: Ongoing process
- Audio Visual Aids/multimedia: This is part and parcel of teaching as well as presentations by the students and the teachers
- OERs – Downloaded materials are made available at the library
- Teaching learning material development, selection and use: The College has recently come up with a textbook on its CBCP subject –English Communicative Skills.

c) Percentage of faculty

- * invited as resource persons in Workshops/Seminars/ Conferences organized by external professional agencies : **20%**
- * participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies : **60%**
- * presented papers in Workshops/Seminars/Conferences conducted or recognized by professional agencies : **30%**

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

- The College encourages and motivates the teaching faculty to pursue PhD either full time or part time. In addition -
 - Stipends are provided for the faculties to appear for NET exams.
 - Encouragement and opportunities are given to the faculty to publish in journals
 - Special arrangements are initiated for faculty who want to pursue further studies like M.Phil., PhD etc.
 - In addition, the College is also on the process of introducing teachers exchange programme.

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

- Higher Education faculty does not come under the ambit of recognition for state awards in Nagaland. Moreover, as a fledgling institution, we are yet to mark a mark in this field but it is the aspiration of the institute and the faculty to grow up in stature as excellent quality education providers.

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

- Yes, Feedback Forms are provided to the students to evaluate their respective teachers annually.
- Based on it, the issues concerns are discussed and contemplate during the faculty meeting and also one to one session according to the circumstances. Suggestions and ideas are shared among the faculty to improve on the quality of the teaching-learning process.
- External Peers evaluation will be initiated with maturation of the institution and its constituents.

2.5. EVALUATION PROCESS AND REFORMS

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

- The evaluation process is transparent. If there is any clarification, then it is open to all. In the semester system, the evaluation process is internal except for IV and VI semester. But, even in these semesters there is internal assessment where the marks are printed and placed on the notice board.
- All the stakeholders especially the students and faculty of the institution are aware of the evaluation processes through the college Handbook and through Orientation sessions.

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

- The University is trying to reform the Marking System which is a major area of concern in Nagaland. Accordingly, the college also incorporates whatever guidelines are issued by the University.
- The Internal Assessment component is a new introduction along with the semester system. The format for the marks distribution and the process of evaluation has been developed by the institution on its own, keeping in mind the conditions laid out by the University.
- Framework for conduct of Internal Assessment has been developed by the college.
- Initiatives are also taken by the college to insure that elements of the exam process and any upcoming reforms are well digested and implemented without contradictions. This is a case in point regarding moderation for declaration of results.

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

- The institution ensure effective implementation of the evaluation reforms of the university:
 - By carefully noting all notifications from the University and ensuring that it is implemented without contradiction.
 - By maintaining constant flow of information between the students and the teachers.
 - By maintaining constant flow of information between the university and the college.

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

Formative Assessment Approaches: The formative assessment is done through internal evaluation to check the student's comprehension skill and knowledge. These are some of the methods adopted:

- Group discussion
- Workshop
- Seminar
- Class Test
- Viva Voce
- Assignment
- Presentation
- Debate
- Quiz
- Project

- The strengths and weaknesses of the students are analyzed by the teacher through the methods mentioned above, through interaction in the class and on the basis of academic performance of last examination. Additional classes in the form of remedial and make up classes are given to the students whose performances and attendance are not satisfactory. Additional internal assessment opportunities are provided for some students based on justifiable reasons.
- Concession in class attendance, to certain level, is given to the deserving and needy students for participating in various types of college/ intercollegiate/university/state/national events.

Summative Assessment Approaches: Semester end examination conducted by the university together with the internal assessment marks gives the summative assessment of the students. The total marks of each subject are divided into 70 marks at semester end examination and 30 marks at internal assessment. These are some of the methods adopted to aid the students in their semester end examination:

- Question paper pattern and types of question is discussed in the class by the subject teacher.
- Previous question papers are made available to the students at the library for references.
- Model answers are discussed in the class by the respective subject teacher.
- Detailed time table is displayed on the notice board at least a week before the date of commencement of examination.
- Model exams are conducted for the first semester students only so as to acquaint them with the university exam pattern.
- Revisions and extra classes are conducted by the concern teachers on the topics requested by the students before the exam.

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

- Every department has their own format of internal assessment, keeping in mind the modalities provided by the college. The total internal assessment is 30 marks. Based on that, the table below gives a detail on the weightage of different aspects of internal assessment:

Sl.	Internal Assessment Aspects	Weightages
1.	Class Tests (2 best out of 3)	10 marks
2.	Assignments (2 best out of 3)	10 marks
3.	Presentation (1 out of 1)	5 marks
4.	Quiz, debate, group discussion & (2 best out of 3)	5 marks (II to VI Semester) 2.5 marks (I Semester)
5.	Model exam (only for I Semester students)	2.5 marks (I Semester)

- One month before the final semester exam, the first phase details of the marks obtained by the students are put up on the notice board. Students who lack the necessary marks in their internal assessment are given a chance for improvement.
- With adequate education to the students regarding the provisions for re-evaluation and improvements, the students have made use of these provisions to pull up their grades. This has also motivated them to be more conscious about their sincerity and responsibility for their performance.

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

- The University has not given any graduates attributes. However, the graduate attributes specified by the college is a MISSION for imparting quality education for poverty alleviation and sustainable development, values and life skills education, centre for language development and documentation, community participation and leadership. For the attainment of these attributes, the college organises extra-curricular activities geared towards imparting life skills and social awareness. Introduction of “CANAAAN SPIRIT” with the principles of work and work ethics is also another initiative by the college to cultivate the attributes mentioned.
- The college specifies that the ultimate graduate attributes will be that of a “Cutting Edge Mindset” leading to becoming a “Cutting Edge Citizen” who will be productive members of the community and the nation from whichever stream of study or whatever the grades may be attained.

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

- The College follows the university mechanism to redress the student’s grievances related to evaluation. The students can either go for re-evaluation or for improvement exam for the concerned papers/subjects.
 - Re-evaluation – The students are allowed to apply for re-evaluation of the paper they feel was not up to expectation. They have to do that within one month after the university exam results are out.
 - Improvement exam – The students can also apply to write improvement exam within the set date given by the university after its results are declared.
 - Internal improvement provision – To improve their internal assessment marks, students are given a chance for re-test, re-assignment, re-representation etc. This is done within one month before the final exam.

2.6. STUDENT PERFORMANCE AND LEARNING OUTCOMES

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

- Yes, the college has clear stated learning outcomes through its Vision and Mission of academic attributes, personal attributes and cutting edge citizens. (Refer 1.1.2 for details)
- The students and staff are made aware of these during the orientation sessions, mentorship sessions and classroom interactions; and during faculty meetings and orientations.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the student’s results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

- The institution monitors and communicates the progress and performance of students through the following processes:
 - Maintaining Grades and Performance Track and analysis thereof by the exam branch.
 - The different departments also maintain their own tracks for evaluation and students are advised on how to improve themselves on the basis of this.
 - Mentoring/Mentorship - The mentor and the mentee share and discuss the latter results and performance. Issues relating to the mentee’s performance are reflected upon so that the best possible outcome can be expected in coming times.
 - Subject teacher - The teachers concerned also guide the students with complex issues relating to their outcomes.
- Analysis of the Students Results/Achievements (Last Four Years): The College has only two batches of Graduate Students so far – Only the data of Arts discipline is mentioned below. Management Discipline started in 2014 only. Thus the first batch of BBA shall appear final University Exams only by April 2017.

Year	Course/Prog	Appeared	Passed	Percentage	Remarks
2015	BA	9	9	100%	With average CGPA higher than University Average
2016	BA	18	18	100%	- do -

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

- The College has a well defined structure for both scholastic and non scholastic activities, targeted towards the aim to facilitate the achievement of the intended learning outcomes which is enshrined in the college vision and mission statement.

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

- The following are the initiatives taken up by the institution to enhance the social and economic relevance of the courses offered:
 - Industrial trips/visits of the management students.
 - Visits to an historical importance sites/monuments/parks etc.
 - Student's participation at the Entrepreneurship Competition
 - Field work by visiting environmental hazard areas/hospitals and documentation of it
 - Student's participation at job fair.
 - Student's placement where interested graduated students are given the opportunity to attend interviews with the associated organisations.
 - Students visit to the Legislative Assembly to observe the then ongoing session of the political parties
 - Students are encourage to attend conferences based on social and economic issues
 - The effort is exerted to bring out both theory and practicum of each subject and activity so as to imprint on the students that all these are focused towards learning and preparation for a sustainable life in all aspects.

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

- **Grades and Marks tracking:** In this process, the performance of each student is tracked and analysis is carried out. According to the performance indicators, relevant actions are taken. (Please refer Annexure VIII)
- **Semester Review Meetings:** An intensive review meeting is conducted after every semester university exam results are declared. This review meeting gives a clear idea on the students' performances and learning outcomes. Based on that, ideas and suggestions are shared among the concerned teaching faculty to overcome such barriers when it comes to learning.
- **HOD Meetings:** Regular meetings of the Head of Departments are conducted to analyse on the student's performance and learning outcomes.
- **Mentorship:** The feedbacks from the mentorship session also help to use it for planning and overcoming barriers of learning.
- **Suggestion Box and Feedback:** Suggestion box has been placed for any student, staff or faculty to give feedback freely. Structured feedback is also taken on a regular basis.

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

- By consistent implementation and monitoring of all the structures in place to facilitate learning.

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

- 1) During the review and moderation meeting after the exam, the teachers along with the principal keep track and discusses the student's performances. For details refer to (Please refer Annexure IX)
- 2) Principal also conducts meeting with all the HOD's every semester to review the departmental progress especially the student's performances and achievements.
- 3) Mentorship is another process where the concern mentors is given the assessment outcomes of their mentees based on their performances.

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

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

The College houses the *Ao Senden Literature Board (ASLB)* archives and language documentation cell.

[The *Ao Senden* is the apex Tribal body representing all members of the Ao tribe, one of the major tribes of Nagaland. All school text books, books and literature to be published in Ao language, first needs the formal approval/endorsement of the ASLB].

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

- Yes, the institute has a Research Committee to monitor and address the issues related to research. It is constituted under IQAC and is composed as follows:

Sl.	Name	Research Member	Designation
1	Praveen Patrick Dukpa	Convener	Dept of Economics
2	Wapanginla Ao	Member	Dept of Management
3	Vetsusie Savino	Member	Dept of Sociology
4	Limongi Khuvung	Member	Dept of Political Science

The following are some of the Action Plans of Research Committee, to inculcate and develop Research culture in the institution:

- The Research Committee will organise/conduct orientation programmes on research methodology and basic statistics for students and faculty.
- The Research Committee will work towards a Research Journal for the college.
- The Research Committee will also try to enhance the quality of research publication by faculty and students.
- The Research Committee will organise workshops based on research methodology and project making.
- The Research Committee will also encourage the faculties and students to attend national and international seminars and conference outside the College.
- The Research Committee will see to that all departments subscribe a research journal.
- The Research Committee will conduct seminars in the college for paper presentation.
- The Research Committee will promote departmental as well as inter departmental research.

Some of the recommendations of the Committee are as follows:

- To conduct workshops on research methodology and SPSS
 - To subscribe research journals for every department
 - To published research journal annually.
- The committee has come into formal shape only recently but it is encouraging to see that it is already creating a better directed movement in inculcating a research culture in the college.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

- The institute has formed a Research Committee to facilitate smooth progress and implementations of research development
- The institute extends full institutional support to researchers in their projects to insure its progress and completion.

Autonomy to the principal investigator: Yes

- The College provides ICT enabled facility as well as all other infrastructural facilities available.

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

- The Institute has formed the Research Committee – it will be instrumental in encouraging and providing the appropriate perspectives to the students. It will also help the students in developing scientific temper and research culture and aptitude among the students. In addition, the following are some of the initiatives taken by the college for the same:
- Some of the effort made by the institution in developing scientific temper and research culture and aptitude among students are the formation of the literary club which organizes debates, quiz and essay writing competition, presentation. Students are encouraged to participate in these programmes organized by the college. They are also encouraged to actively participate in intercollegiate arts and literary competition. At the same time, students are also encouraged to contribute articles, journals in college magazine (prism).
- Students are also encouraged to participate in programmes organized by the Forum of the college and different youth welfare organisation (ACAUT, Entrepreneurs and Arts & Literature Club) in different levels like inter college level competition.
- Project Work/Paper for every final year students from Arts (Honours) and Management is compulsory.
- The most comprehensive effort is in instituting the SPEAR Prize which is an acronym for Science, Personality, Entertainment, Aesthetics and Rhetoric. This will be centered on both curricular and extracurricular activities, it is visualized and expected that working around this structure will enable holistic development and also provide opportunities for the students to test their potential areas.

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

- Faculty members are encouraged in the direction of Ph.D. programmes. Few are engaged in research publication. Some faculty members are involved in individual research activity too.

Details of the faculties regarding research guidance/individual engaged in research:

Name of the Faculty	Name of the Department	No. of Scholars	
		Completed	Ongoing
Dr. Chubatola Aier	English	1	1
Praveen	Economics	-	1
Daisy Shitio	English	-	1
Wapanginla Ao	Management	-	1
Vibizo Chozu	History	-	1
Aloli H Kinny	Political Science	-	1
Vetsusie Savino	Sociology	-	1

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

- On many occasions, the College has invited resource people and has conducted workshops/training programmes with focus on capacity building in terms of research and imbibing research culture among the staff and students. Some of them are listed below :
- Workshop on Research Methodology: A Workshop on Research Methodology for the faculty was conducted on 21st January, 2015. This was part of the Faculty Development Programme based on Project Making. The resource person for the workshop was Mr. Dhrubajyoti Bordoloi, Assistant Professor from the School of Management, Nagaland University. This workshop was one of the initial stages towards imbibing research culture among the staff.
- Orientation on Project Work: An orientation was held for the students based on 'Project Work' by three teaching faculty of the institute. This orientation was primarily for the final year students who will be writing their project paper soon. The orientation was held on February 2015.

The details of the orientation are as follows:

Name	Designation	Subject
Ms. Alice Donna	Asst Professor – Sociology Dept	Research Methodology
Ms. Daisy Shitio	Academic Dean/Asst Professor - English Dept	Project Work
Mr. Meya Longkumer	Asst Professor - English Dept	Materials required for research/project

- SSR Moderation: A day long workshop was held on 14th December 2016 on the SSR moderation organised by the IQAC with the faculty. The moderation session included deliberation and researching on completing and bringing out the SSR.

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

Sl.	Research Areas	Details
1	Research Wing	Documentation of the Ao Senden Literature Board – Archives & language documentation
2	Language Wing	Availability of language lab & expertise guidance by the Principal, Dr. Chubatola Aier - a Scholar in Applied Linguistics. She is also the Principal Investigator of the Ao Stone Legends Documentation Project.
3	EVS Project – Insect Collection	Every EVS students after every alternate year undergo insect collection project with the aim to study the ecological changes happening around the Naga United Village area. Guidance given by SMS, Prof. I Yongdang of Nagaland University

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

- The College had invited researchers of eminence to visit the college and interact with teachers and students as listed below: Professor I. Yongdang from Nagaland University, Professor Lanunungsang, Pro-VC of Nagaland University, Mrs. Lindsay Graham Longkumer from Scotland, and Professor Moon from Vision University, South Korea.

Name	Designation	Event
Ms. Lindsay Graham Longkumer	International Social Worker, based in UK.	Workshop
Prof. Lanunungsang	Former Pro VC – Nagaland University	Interactive Session
Prof. Yongdang	Professor - NU	Interactive Session
Prof. Chang Sun Moon	Professor–Vision University, South Korea	Interactive Session
Mr. Choi Byung	Principal, Korea Culinary Art & Science (KCAS), Korea	Culinary exchange program
Mr. Park Dong-Gyu	V.P, KCAS, Korea	Culinary Program
Mr. KwangSeok-Jang	Faculty, KCAS, Korea	Culinary Program

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus? : None

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

- A prioritized research area advocated by the college is in the field of language development. A product of this has been development of the English Communication Skills course and publication of a textbook which is available to the students and any member of the wider community interested in soft skills.
- To disseminate this awareness of the importance of language development and maintenance, it is confirmed that the International Mother Language Day will be observed in the college in collaboration with Ao Senden Literature Board and the All India Forum for Right to Education – CLEAR (Campaign for Language Equality and Rights). This will be coordinated by the Language Development Cell of the college.
- The institution encourages and organizes for the students of various department exposure trip/educational tours to gain in depth information and firsthand experience of knowledge outside the classrooms. This also provides opportunities to interact with various communities on issues of mutual benefit.

3.2 RESOURCE MOBILIZATION FOR RESEARCH

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

- Rs 4.50 lakhs were allocated during 2015-16, which was about 5% of the total budget.

Head	Title	Allocation	Expenditure	Remarks
Publication.	Ao Naga Stone Legends.	3.00 lakhs	Utilised. Field trips, publication etc.	To be published by end 2016
Language	ASLB Research Wing	1.30 lakhs	Utilised. Furniture, documentation etc.	Ongoing.
Initiatives	On various researches related promotional activities.	0.20 lakhs	Utilised.	Continuous process.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years? : None at present.

3.2.3 What are the financial provisions made available to support student research projects by students? : None at present.

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

- There has been a good collaboration among the various departments towards inter-disciplinary research. For example: The faculty from the Department of Management and Economics are in the process to bring about a joint research work on “Women Entrepreneurship in Nagaland”. Likewise, the other departments are also in the process of a joint venture.
- The departments of History, Economics and Management have collaborated on the teaching and learning of EVS for both the Arts and Management streams which have produced very successful results.
- The departments of Sociology and Political Science have collaborated on paper presentations on “Human Rights.”

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

- No, but in the process of seeking.

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

- The faculty members are encouraged by the management and in the stage of exploration for research projects and funding.
- At present, there is an ongoing research through the grants from North East Zone Cultural Centre (NEZCC) a Central Govt Institution, for documentation of Ao Naga Stone Legend.

3.3 INFRASTRUCTURE FOR RESEARCH

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

- The following are the research facilities available to the students and research scholars within the campus:
 - * Provision for journals: Each department subscribes to leading research journals concerning their subject.
 - * The management motivates and provides incentives to attend seminars and workshops within and outside the state
 - * The faculty is encouraged and also provided opportunities to present their research papers externally as well as internally.
 - * There is availability of Wi-Fi connection which can aid tremendously during the research process.
 - * Library is continuing to update with latest books, journals, articles, cds etc. based on research.
 - * The availability of a seminar hall and ICT lab will also aid in the research process for conducting research seminar and workshops, project etc.

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

- Research Committee is established and constituted under IQAC to monitor and address issues relating to research which also include processing requirements to meet the need of researchers. Through motivation, incentives and funding for research activities, the institution hopes to meet the need of researchers. Additionally, effort is on to upgrade the library, enhance the computer lab and equip as well as enthuse the teachers and students of the College to do more research in various fields. The teachers are encouraged to attend seminars and workshops and apply for PhD studies.

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

- Yes, The institute received a start up amount from an eminent personality from the state Mr. Kiremwati Ao, the first Naga to have the qualification of M.Sc and served at the state educational department and known as the Architect of Modern Education System in Nagaland. An eminent person who had contributed immensely to the development of education in Nagaland, thus, the institute has introduced the Kiremwati Chair. The institute plans to organise workshops, seminars etc related to research under the aegis of this Chair.

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

- Through networking with other institutions/universities.

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

Sl.	Library	Sl.	Others
1	Books of various subjects available for references	4	Documentation of the Ao Senden Literature Board – Archives & language documentation
2	Journals based on different disciplines available	5	Research Committee – gives opportunity by conducting seminars & workshops for both students & faculty
3	CDs, other materials available	6	Availability of IT room with computer and Wi-Fi connection

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

- At present, apart from what the college has set up within its own resources, there are no collaborative research facilities developed/created by any other research institutes in the college. But the college has collaborative manner for teaching as well as research such as seminar hall and library with reading room and the college is working towards such facilities as it grows over the years.

3.4 RESEARCH PUBLICATION AND AWARDS

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

- Patents obtained and filed (process and product): None.
- Original research contributing to product improvement: None.
- Research studies or surveys benefiting the community or improving the services:
 1. The EVS (Environmental Studies) students of BA V semester went for field study during the year 2015 on Waste Management. They visited the dumping site of Dimapur Municipal Council and the Dimapur District Hospital garbage disposal area. The students wrote reports on the site visits based on their observation and the data collected. Through this, the students provided suggestions and feedback on the best ways of waste management.

2. Insect collection by the EVS Students to study the ecological changes happening around the Naga United Village Area.
- Research inputs contributing to new initiatives and social development:
Yes, documentation for Stone Legend Project for NEZCC (North East Zone Cultural Centre) – Dr. Chubatola Aier, the Principal of the college is the Principal Investigator of the project. This research project aims to present a fresh perspective on the epistemology of the Ao Nagas in Nagaland.

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

- Yes, the Institute is in the process of setting up a Publication wing which will take care of publication of relevant books as well as research journal. There is a committee comprising of two faculty members and the Asst. Librarian. The college is yet to set up partnerships in this area.

3.4.3 Give details of publications by the faculty and students:

Name	Designation	Title of the publication	ISSN/ISBN NO.	Volume & Issue
Wapanginla Ao	Asst. Prof	The Importance of Soft Skills in the lives of the Students	2394-2851	V: 1 Issue: III
Meya Longkumer	Asst. Prof	Change without forgetting the past: a critical introspection	Process of Printing	Process of Printing
Vibizo Chuzo	Asst. Prof	History of Exogamy as a social bond in Nagaland with special reference to Chakesang Tribe	2394-2851	V: 1 Issue: III
Alice Donna	Asst. Prof	Social System prior to arrival of Britishers	Process of Printing	Process of Printing
Aloli H Kinny	Asst. Prof	Current Status of Nagas in Administrative Field	Process of Printing	Process of Printing

3.5 CONSULTANCY

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

- One of the vital elements of the Management Department is to develop a healthy institute-industry interface. Thus, keeping that in mind, to develop collaboration and strong relationship with industrial organisation is one function which is an ongoing process. So far, industrial visits and bringing experts from industrial and corporate sectors to interact with the students have been undertaken. Management department being relatively new is working towards building up the systems and strategies for establishing institute-industry interface which can be beneficial for all the students concerned.

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

- The college allows its faculty to engage in consultancy work according to their potential and capabilities. The college encourages the faculty members to write research articles to reputed national/international journals as well as Peer reviewed/refereed journals as a mark of free consultancy to many research scholars in the respective disciplines. The faculty also offers its expertise in the form of disseminating knowledge, academic information and guidance to different institutions. This paves the way for a good platform with academic institutions and other agencies to enable professional enrichment. The institution does not publish the expertise available for consultancy services, but their expertise is well known in their respective areas of specialization and they are approached as and when their services are required. Important events of the College are publicized in the local media which can inform others of the areas of expertise present in the College.

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

- Faculty members are positively encouraged to be research oriented and community service committed so as to develop into sought for consultants. As and when the opportunities arise, the institute makes provision for the staffs for participation in the consultancy services.

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

The following are the broad areas contributed by the existing faculty in the institute:

Sl.	Areas	Consultancy Services	Revenue generated
1	Social/Community	Vision 2030/ABAM	As social work.
2	Social/Community	Vision Mokokchung 2040	As social work (ongoing).
3	Education	Mayangnokcha Awards (High School Level)	Sponsoring member.
4	Language program	Language Skills	Host College. Ongoing.
5	Teaching of English	English Teaching skills	Rs 20,000/-
6	Leadership	Workshop on leadership skills	As a social contribution without cost
7	Management	(i) Time Management (ii) Communication Skills	Rs. 30,000

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

- The college has not done any major consultancy services as such so a concrete policy is not yet made. However, when it comes to student's participation in other events outside the college where cash prizes are earned, there is a sharing of revenue 70-30 (70% to students – 30% to college). Thus, the staff consultancy earning will take the reference from the student's pattern. But, the actual will be based on case by case basis, depending on the involvement of the institute and its resources to be used.

3.6 INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR) AND EXTENSION ACTIVITIES

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

- The College encourages the students to involve in various social movements/activities through participation in numerous activities organized by NSS/RRC Forum. Students are encouraged to join any one of these extension activities: (i) National Service Scheme (NSS) (ii) Red Ribbon Club (RRC) (iii) 'MISSION GREEN' (They also celebrate important days of national and international importance. Students are also motivated to participate in different seminars/workshops and discussions to give them exposure to current societal problems and generate awareness regarding their roles and responsibilities in society.)
- NSS has adopted the neighbouring Nihoto Village and has committed to be a part of their community centric process. NSS has and will continue to undertake various social services oriented and community development activities there. As Mahatma Gandhi said that the first duty of a student is to prepare themselves for final dedication in the services of those

who provided the sinews of the nation so essential to society. Thus, the students through such community services like tree plantation, cleaning the surrounding of the village including the church premises as well as white wash of the existing trees is doing something positive so that the lives of the villagers might be raised to a higher material and moral level (Please refer Annexure X). The college NSS (NATIONAL SERVICE SCHEME) and RRC (RED RIBBON CLUB) conducts mass social work every year under the theme 'KEEP CLEAN, STAY HEALTHY'. Everyone takes active part by cleaning the college surroundings, locality, main road public toilet, drainage etc. On 12th August 2016, the NSS together with RRC initiated and organized the Swachh Bharat Campaign – cleanliness drive

- Our college has also launched 'MISSION GREEN' on 10th April 2015, mission green objective is to create and develop eco-consciousness, eco friendly behavior among the people in and around.
- Tobacco Control Drive: College is declared as 'Tobacco Free' institution and activities undertaken to create awareness among the community.

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

- Membership Registers to maintain lists of students participating in various activities/programmes.
- Constitution of different committees/units/forum etc.
- Division of all the students into House Groups where the participation of students are noted.
- Reports from the Units/Committees which present the participation of its members.

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

- For the overall performance and quality of the institution, after every event academic activities, and end semester results, all the concerned departments/committees organize meetings and review the concern unit for an intensive analysis. HODS of all the departments also bring the feedback of their respective departments to the Principal and to the stake holders.
- Suggestion Box is placed where stakeholders are free to give their feedback.
- Alumni/Parents/Guardians and all well wishers of the college are also always encouraged to put forward their perceptions/suggestions regarding the performance and quality of the college.

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

- The institute plans and organises its extension and outreach programmes through its various committees and groups. For e.g. NSS, RRC, Mission Green, EU etc.

Year	Outreach Programmes	Budget	Impact
2013	Aid for fire victims	Clothes and other household items were donated by the faculty and staff of the college for donation to the fire victims. Materials worth Rs.5,000/ was donated	Through these outreach programmes, the students had an experience of helping and serving people in need.
2014	Foothill Trekking	Rs. 1.00lakh	Through the Foothill Trekking, the students learnt about the culture and socio economic situation of Nagaland. They also learnt about the business venture opportunity that will arise because of the new foothill highway which is underway to be workable soon. Through the study trip, the students learnt the functioning of an organisation and also how such industries are vital to the community..
	Study trip to Dimul factory	Transport was provided by the institute.	
2015	Department of History field trip to Khezakhonoma	₹ Rs.30,000/-	Through the field trip, the students learnt the custom, culture and the history of Khezakhonoma village and also shared experiences on a shared heritage.
2016	Special Camping – Nihoto village	₹ Rs.12,500/-	Special Camp of NSS has been a tremendous learning experience for the volunteers because they learnt the value of hard work and service to people.
	Swachh Bharat Campaign – Cleanliness Drive	₹ Rs.6,500/-	

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

- The institution has full support in order to promote the active participation of students in extension activities including participation in NSS, RRC, MG (Mission Green). The college invites resource person to talk on the objective and idea behind the respective forum, students are also highly encouraged to be actively involved in RRC and NSS.

- Various camps and seminars have been held to promote and facilitate the students by the institution. Such as the mission green, world environment day, etc
- As and when the opportunities arise, the college provides options for participation and recognition extended as a form of promotion.
- Social work and other activities are organized to provide opportunities for participation in extension services.

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

- With active involvement by the students in the various activities organized by the institution, the students are much more active and aware of the social, political and economic situation. It also directly helps the students to boost their knowledge. By actively participating in all these, students' mentality and their habits are well trained to be so much aware of the things that are happening around. Below are some of the reviews and comments from the students who participated at the extension activities organised by different groups of the institution which clearly shows the values and skills inculcated:

Sl	Extension Activities	Comments / Reviews by participants
1	Swachh Bharat Campaign (NSS)	<p>"I learnt that by working together as a team, we can achieve our objectives and within a short period, because in a team, we are guided and motivated by our fellow mates and our seniors. Through their right suggestions and showing us the right path, reaching the objectives becomes easier. I have learnt the value of team work" – Toki Swu (III Sem BBA)</p> <p>"Through the Swachh Bharat campaign, I have learnt that if each individual take up this campaign as their own responsibility and join hands together, it will make the mission a triumphant one. It also motivated me that I should always maintain cleanliness around me. It has also made me realise that through this, it can help reduce health hazard and lethal disease rate. Moreover, I had a fun time cleaning the Dimapur city with my classmates as a team" – Yingken Mukho (I Sem BA)</p>
2	Special Camp at Nihoto (NSS)	<p>"Through this camping experience, I have really learnt that NSS motto 'Not me but you'. I have learnt that working hard and service to others is not a waste but a need, which inspires me to be a better person" – Yapangtola (IV SemBA)</p> <p>"I have learnt how to manage time because at the camp, every activity was set accordingly and this has helped me to develop a new habit of time management. Most importantly, I feel very happy to have done something for the people I don't know" – Imliakum (Class of 2016)</p>
3	Extension activities of EU	"EU and its extension activities has always been an inspiring force in my personality development. It has helped me gained great confidence and to get more closer to God" – Sangleyenla (Class of 2015)

		“Through EU outreach activities, I have learned to interact with different people and to face the crowd. I have also learnt to be a more responsible Christian” – Nokchachila (Class of 2015)
4	Foothill Trek Experience	<p>“I got the opportunity to learn and discover numerous things which were unknown to me. When I started on this journey I went as myself but when I returned it was a different me. I became more adventurous, down to earth and cultivated a broader outlook towards life” – Ongru (II Sem BA)</p> <p>“Mentally and physically, I have gained many things. Mentally, it has broadened my thought. I am proud to say that physically, I could walk for 67 kilometers” – Vesatalu (II Sem BA)</p>

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

- The College through its various committees and groups have initiated and organised activities within and outside the campus by ensuring the involvement of the community, with the aim to contribute to the community development. Some specific examples are:
 - For the “Foothill Trek” programme, the communities along the way were made aware of the objectives of the trek, pockets of the villages provided refreshments and this provided a great opportunity for sharing and interaction. The Engineer-in-Chief and his officials from the Government of Nagaland were also involved in the activity and even extended financial and logistic assistance.
 - During NSS camping, the community concerned is consulted before making the arrangements. They are also given participatory roles as guest speakers and invitees.

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

- National Service Scheme (NSS) has forged a constructive relationship with the village council, church, youth unions and other organisations at Nihoto Village. On 25th April 2016, NSS held its first special camp with the theme “Not me, but you” and declared Nihoto Village as its adopted village.

NSS unit of the college takes adoption of Nihoto village as a very meaningful part of its activities. The village adoption programme will ensure continuity of work vis-à-vis sustained action, evaluation and follow up work.

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

- **Balakrishnan Ramanathan EVS Award:** Seeing the activities and direction on which the college is taking in terms of environmental issues viz. Mission Green, Balakrishnan Ramanathan was encouraged to contribute towards the institution by giving an endowment. He was an Assistant General Manager of INCAB (Indian Cables Limited). Personally, B. Ramanathan likes wild life conservation and keeping the planet green is his and his family's passion. The College with an understanding with B. Ramanathan and his family decided to convert this endowment into Balakrishnan Ramanathan Award for EVS (Environmental Studies) subject topper. As a token of recognition to promote the importance of maintaining a sustainable and green environment, a Memorandum of Understanding was entered on 25th January 2016 between C-Edge College and Mr. Balakrishnan Ramanathan, Hyderabad.

3.7 COLLABORATIONS

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

- This is one area which the institute plans to strengthen in the coming days. As a young institute, we are yet to firm up on our research resources. However, initiatives in this direction have already been activated and developments are awaited. In fact, a few MOUs have already been signed on collaboration and partnerships with several individuals, institutes and organisations. (Refer to 3.7.2)

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

MOU's for Collaborations and Partnerships with C-Edge College				
Sl.	Name & Partner Location.	MOU Date	Funding	Activity/Program
1	Ao Senden Literature Board (ASLB) Research Wing Mokokchung.	September 2014	Collaborative	Ao language Documentation, Research and Development.
2	Korea Culinary Arts Sciences High School (KCAS), South Korea.	January 2015	Partnership	Culinary program, faculty, student exchange, etc.
3	Indira Gandhi Open University (IGNOU). N.Delhi	February 2015	Honorariums	Study Centre for Distance Education
4	Kiremwati Chair Kohima.	December 2015	Endowment	Professorship, lectures, seminars etc
5	Imtilepden & Limayangla Studentship. Kohima.	December 2015	Endowment	Free Studentship for one student
6	Bendang Lemtur & Tiarenla Studentship. Mokokchung.	December 2015	Endowment	Free Studentship for one student
7	Lanukumdang Longkumer & Watimenla Studentship. Mokokchung.	December 2015	Endowment	Free Studentship for one student
8	Frontier Edge Boys Hostel Welfare Fund. College.	January 2016	Endowment	Hostellers welfare
9	Balakrishnan Ramanathan Award Singapore/Hyderabad.	January 2016	Endowment	Award for the subject topper in EVS (Environmental Science)
10	The Firm Foundation (TFF), Thailand.	October 2016	Partnership	Student, Faculty and Cultural Exchange – short term mission etc.

The process and product of the MOUs have given tremendous boost and direction to the college. It has enabled both the management and faculty to realize the vast options that collaborations can facilitate for future prospects, particularly for the students. It has enhanced perceptions and the scope of operation.

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

- **Sky International Academy:** It is an institution based in Guwahati which provides different job oriented courses for self development especially in Aviation, Hospitality and Tour & Travel sector. They have been conducting seminars in the college and interacting with the students either in person or in mass to create awareness about Career Opportunities. Students have benefitted from this programme. Few students have joined the academy after their graduation to undergo training which is job oriented. Thus, this programme has been beneficial for the students in getting placement in reputed organisation around India.

- **Used Books Depository (USA):** This is a Christian ministry based in Montgomery, USA, which collects used books and distributes them to designated beneficiaries. C-Edge College was fortunate enough to connect through a common contact through whose recommendation the college could receive more than 500 volumes of books for the library.
- **Alaphra Group:** The Institution is in the process of collaborating with Alaphra Group for training purposes. Alaphra Group is a premier organisation specializing in skill based training programmes. We plan to start certificate based skill training for the students as well as from the people from the Naga United village area.

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

- The institute has not been in a position to organise conferences at such high level events so far.

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

- (Refer to 3.7.2)

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

Sl.	Name	Planning	Establishment	Implementation
1	Ao Senden Literature Board (ASLB) Research Wing	<p>*Regular meeting are conducted with ASLB.</p> <p>*To work/collaborate on mapping the linguistic history and structure of Nagaland and to collaborate further on development and promotion of mother tongues in a multi-lingual context.</p>	The Research Wing of ASLB is to be set up in C Edge college based on Meeting Minutes of ASLB held on 30 th Sept 2014.	<p>*The Archives of the Research wing of ASLB is set up at C-Edge College.</p> <p>*An interactive session on Mother Tongue was held on 20th March 2016 at the college with the presence of ASLB Chairman, All India Forum for Right to Education (AIFRTE) Presidium Member, Campaign for Language Equality and Rights (CLEAR) Founder Member and C-Edge College Language Dev Cell Convener.</p>

				*Resolved to jointly celebrate the International Mother Language Day on 21 st February 2017 at C-Edge College.
2	Korea Culinary Arts Sciences High School (KCAS) South Korea.	To start Korean Culinary programme in the college because of the recognition of the important link of nutrition, health and science. C- Edge plans to introduce culinary arts and science for a healthy lifestyle. As a start, the college plans to introduce Korean culinary programme.	MOU was signed with KCAS as partnership for culinary course and student exchange program.	*Culinary exchange event on January 2016 where the KCAS students visited and culinary cooking event was held. Both Naga and Korean dishes were presented by the respective students and faculty of the college. *C-Edge team led by Principal visited KCAS in June 2016 *Second exchange programme plan for January 2017
3	Indira Gandhi Open University (IGNOU) New Delhi.	To provide educational opportunities through distance mode.	Regular Study Center (RSC) 2036, was set up.	Started 7 (seven) programmes from June 2016 session.
4	Kiremwati Chair	Kiremwati who is known as 'The Architect of Education' in Nagaland and his family in honour of his lifetime achievements, works and sacrifices for the cause of education and to inspire the coming generations perpetuated this collaboration.	An MOU was signed with the family of Kiremwati and C-Edge College on 10 th January 2016 to institute the 'Kiremwati Chair'.	An endowment fund was donated where the interest earned will be used for research programmes and to conduct seminars, lectures and workshops.
5	P. Imtilepden & Limayangla Aier Studentship	Recognising education for nation building and that no meritorious and deserving students should be disabled from pursuing higher education simply on	An MOU was signed on 14 th December 2015. A Committee was set up to analyse the applications	Miss Zelhoubeinou Sokha of BA V Sem was selected by the committee to receive this studentship. The beneficiary student's monthly tuition fees will be covered for

		account of economic inability, this Christian Mission work for education, this studentship was developed.	submitted for studentship.	two semester from this Studentship.
6	Bendang Lemtur & Tiarenla Aier Mission for Studentship	Recognising education for nation building and that no meritorious and deserving students should be disabled from pursuing higher education simply on account of economic inability, this Christian Mission work for education, this studentship was developed..	An MOU was signed on 21 st December 2015. Thus, a Committee was set up to analyse the applications submitted for studentship.	Mr. Hantsukiu T Yimchunger of BA V Sem was selected by the committee to receive this studentship. The beneficiary student's monthly tuition fees will be covered for two semester from this Studentship.
7	I Lanu Longkumer & Watimenla Aier Mission for Studentship	Recognising education for nation building and that no meritorious and deserving students should be disabled from pursuing higher education simply on account of economic inability, this Christian Mission work for education, this studentship was developed.	An MOU was signed on 22 nd February 2016. Thus, a Committee was set up to analyse the applications submitted for studentship.	Mr. Nahnyam Wangsu of V Sem BA was selected by the committee to receive this studentship. The beneficiary student's monthly tuition fees will be covered for two semester from this Studentship.
8	Frontier Edge Boys Hostel Welfare Fund	During the Parents Teachers Conference in 2015, some parents of the students in the hostel donated money which led to creation of the Frontier Edge Boys Hostel Welfare Fund	Established in 2015	The funds are used for the welfare of the inmates in the boy's hostel.
9	Balakrishnan Ramanathan Award	B. Ramanathan believes in the power of education to liberate minds and sets them in the path towards self improvement. Thus, this award is initiated	As a token of recognition to promote the importance of maintaining a sustainable & green environment,	Students from both streams: Arts & Management – subject topper in EVS (Environmental Studies) is selected for the <i>Balakrishnan Ramanathan Award</i> .

		to inspire students for wild life conservations and keeping the planet green and also to believe that the power to change their destiny lies in their hands and that it is education that grants this.	an MOU was signed on 26 th January 2016	
10	The Firm Foundation (TFF), Thailand	Recognising the need to introduce students as well as the faculty to various cultures and ideas which they might normally not be exposed too and also short term trips to work with different communities – which will led to meaningful interactions and broaden the horizon of all, this MOU was collaborated.	An MOU was signed on 28 th October, 2016.	This MOU was collaborated recently; thus, the implementation is still on the process.

CRITERION IV INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

- The primary concern of the institution at the present stage of development is creation and enhancement of infrastructure which will provide adequate facilities geared towards effective teaching and learning. This is inclusive of all the aspects for holistic education which require such infrastructure as new buildings for expanding classrooms, extra & co-curricular activities infrastructure, hostels, faculty and staff quarters and so on.
- The perspective infrastructure enhancement includes the following:
 - o Construction of a 350-400 seater indoor auditorium for seminars, workshop, presentations & drama etc.
 - o Dedicated language lab.
 - o Multipurpose Indoor Stadium.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized Facilities and equipment for teaching, learning and research etc.

- The infrastructure facilities available for conducting the curricular and co-curricular activities are:

CLASSROOMS		
	Number	Seating Capacity
07 Rooms for Arts	{ G-14 G-13 G-11 G-05 G-00 G-10 110	250 students in total
03 for Management	{ G-12 G-07 111	75 students in total
01 for Language Lab	- 109	15 students in total
01 Conference Room	- 108	30 students in total

- **Technology enabled learning spaces:**

Number/Technology	Seating Capacity
1 Classroom with LCD projector	80 students

- **Tutorial spaces** – Sufficient classrooms are available from 2:15 pm onwards and used for Tutorials/extra classes and also we have classroom for English lab.

- **Seminar halls:** Manen Hall

- **Laboratories:** Language Lab

- **Botanical garden:** Green House (Canaan Programme) 30’x80’

- **Animal house:** Nil

- **Specialized facilities and equipment for teaching, learning and research etc** - The college provide computer Lab (ICT Classroom) and also LCD projector with projector screen for class presentation and other purpose as per requirement and also BSNL Broadband connection for Management and Arts department as well as to the faculty members through Wi-Fi.

b) Extra-curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc..

The facilities available for extra-curricular activities are:

1) NSS and RRC: - There are designated teaching faculty in-charge of NSS and RCC. They look after the matters related to activities, official correspondence etc and also provide necessary information to the stake holders.

2) Sports and Games: -The College ground is available for sports. The college has court for basket ball, badminton and volley ball. Moreover, the College has Games and Sports Committee to look after and guide the motivated students who are keen in sports.

3) Auditorium cum Seminar Hall: - Manen Hall with seating capacity of 150 nos. New auditorium with seating capacity of 400 is under construction

4) Outdoor and indoor games: The facilities available for outdoor games are: Basket ball court, volleyball and we are planning for badminton court and indoor games like table tennis, chess, puzzles etc, except Carom and playing cards which is not allowed in the college.

5) National Cadet Corps: Nil

6) Fine Arts and Cultural Committee: This committee looks after activities involving the arts and aesthetics. There is the “Manen Hall” with sound system, musical instruments for practice and performances. A cultural fest is held every year.

7) Public speaking: Manen Hall and Classrooms with adequate sound system.

8) Seminars and Literary Committee: -There is a designated committee who plan and carry out consistent activities throughout the academic session.

9) Mission Green: -It is an offshoot of the EVS coursework. This voluntary group focuses on activities that cover environmental issues.

10) Yoga: -Yoga sessions are available for interested students and faculty.

11) Health and Hygiene:-

- Basic health care facilities are available at the Naga United village sub-centre which is located behind the college.
- First Aid is provided.
- College has been declared as a ‘Tobacco Free Zone’ –sense of self responsibility and awareness is propagated by entrusting the implementation of the programme to the CEC Student’s Forum.

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

- The Academic Committee and the Routine Committee work together and plan the allocation of classes for ensuring that the available infrastructure is in line with its academic growth and optimal utilization of the available infrastructure and resources. On Fridays after the class hours are over the Evangelical Union use the Hall for the purpose of preaching the word of God among the young generation and bring them together for development of the youth mentally also. On 1st and 3rd Saturday Social work is being done in the college and around for that they use the lobby of the college for discussions and refreshment.

- **The Master Plan of the college** (Please refer Annexure XIII)

Examples of the major facilities developed during the last 3 years:

Facility Completed	Year	Expenditure
Green House	2015-16	4.50 (Horticulture Dept) 0.30 (College)
Basket ball Court (Concreted)	2015-16	5.90 lakh
Manen Hall (temporary)	2015-16	4.10 lakh
One Two storied academic RCC building	2011-16	437.84 lakh
Temporary Staff Quarters – 3 no’s	2014-16	6.35 lakh
College gate and Fencing(Boundary)	2013-14	2.50 lakh
Cafeteria	2012-13	1.50 lakh
Hostel (Boys) (temporary)	2013-14	3.25 lakh
Hostel Mess (temporary)	2013-14	2.40 lakh
Dedicated Transformer Installed along with HT Lines and LT Network within the campus along with campus lighting	2012-13	14.86 lakh

As a very young college, it is evident from the Perspective Master Plan that the College is just in the initial stage of infrastructure development. Commendable development has been achieved so far without much external support funding, with optimum utilization of available resources. The plans for future expansion are also incorporated in the Perspective Master Plan.

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

- None so far but incorporated in future development plans.

4.1.5 Give details on the residential facility and various provisions available within them:

- **Hostel Facility** – There are two hostels with a capacity for 30 inmates (15 boys & 15 girls)
- **Recreational facilities, Table Tennis etc.** – Common rooms with indoor playing facilities are available.
- **Computer facility including access to internet in hostel** – Available as the Hostel is in the campus so they can use computer lab (**ICT Room**). Wi-Fi facility is also accessible.
- **Facilities for medical emergencies** – In case of medical emergencies the students and staff are taken to the nearby **Naga united village Sub-Dispensary** which is just round the corner of the college. The premier hospital of the city, **CIHSR (REFERRAL) Hospital** is also located at a distance of 1 km away from the college.
- **Library facility in the hostels** – Not available
- **Internet and Wi-Fi facility** – Wi-Fi available within the campus including hostel
- **Recreational facility** - common room with audio-visual equipments – Available with TV and Music System
- **Available residential facility for the staff and occupancy** – It is available in Hostel along with students without any charges.
- **Constant supply of safe drinking water** – Yes. At present, water is filtered with the help of RO system installed in the hostel mess.
- **Security** – Yes, there are clear boundary walls made of barb wire around the four side of the college campus. The local police station is contacted as required/ in case of emergencies. Prescribed College uniform along with identity card to students is provided which helps in identification generally and in response during emergencies.

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

- **First Aid:** A First Aid Box is kept for both faculty and students.
- **Sub Centre:** A Sub-Dispensary is located just behind the college which provide basic health care
- **Referral Hospital:** CIHSR (Referral Hospital), a premier hospital is located just half kilometer from the college.
- **Medical Allowance for confirmed staffs:** Medical allowances are given to each faculty and staff on confirmation after two years of service which is included in their monthly salary.

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

- Since C-Edge College is a new college, some units are clubbed together whereas some plans for additional space are in the process of development.

Sl	Units	Facilities Details
1	IQAC	A separate room with cupboard
2	Career Counseling & Guidance Centre	Clubbed with IQAC Cell
3	Placement Unit	Clubbed with IQAC Cell
3	Grievance Redressal Cell	Clubbed with Student Welfare
4	Health Centre	A sub dispensary is located just behind the college campus
5	Cafeteria	A well maintained cafeteria is available which provides wholesome food for both faculty & students
6	Recreational Spaces	A basketball court & table tennis facilities are available for both faculty and students
7	Drinking Water	Filtered water by RO system is installed in the hostel mess which is available for all.
8	Auditorium	‘Manen Hall’ for all kinds of programmes & functions
9	Conference Room	A conference room with the seating capacity of 35 with LCD projector is available

4.2 LIBRARY AS A LEARNING RESOURCE

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

- Yes, the library has an Advisory Committee. The Library Advisory Committee is composed of:
 - i) Convener: 1 senior faculty member
 - ii) Member: 1-2 faculty member(s)
 - iii) Assistant Librarian.

Initiatives:

- Providing information on time regarding Dues, Duration of holding books etc
- Regular updates on library facilities and information.

- Book exhibitions
- Creating an environment of making library use a habit.
- Working towards making the library more resourceful by taking user input for requirements.
- Taking stock of requirements according to the syllabus and curriculum

4.2.2 Provide details of the following:

- **Total area of the library (in Sq. ft.)** – 547.20 with attached toilets for males and females
- **Total seating capacity** – 25 students and 5 staff
- **Working hours** (9:00 – 16:00 hours) (on working days, before examination days, during examination days, during vacation) – Library access is open for all during normal working days (barring National holidays and Puja vacation), before and during examination days and summer vacation.
- **Layout of the library** (individual reading carrels, lounge area for browsing, BSNL Broadband internet connection with on-line power backup facility for students and teachers. And also digital photocopy machine is available for rarest copies.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last Three (3) years.

- Priority is given to purchase and use of current titles etc by firstly requiring the faculty and department's concerned along with the librarian to provide lists according to current requirements.
- Amount spent on books, journals etc during the last three years:

Year	Amount
2016	70,000
2015	60,000
2014	60,000

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

- OPAC – Nil
- Electronic Resource Management package for e-journals – Nil
- Federated searching tools to search articles in multiple databases – Nil
- Library Website – None
- In-house/remote access to e-publications – Nil
- Library automation – None
- Total number of computers for public access – One
- Total numbers of printers for public access – One
- Internet band width/ speed – 512kbps (WI-FI installed)
- Institutional Repository – Nil
- Content management system for e-learning – Nil
- Participation in Resource sharing networks/consortia (like Inflibnet) – Nil

4.2.5 Provide details on the following items:

Average number of walk-ins	According to June/July 2016 – 284
Average number of books issued/returned	65
Ratio of library books to students enrolled	66
Average number of books added during last three years	50
Average number of login to OPAC	No such facility
Average number of login to e-resource	Forty
Average number of e-resources downloaded/printed	Twenty
Number of information literacy trainings organized	One
Details of “weeding out” (books damaged beyond repair)	None so far

4.2.6 Give details of the specialized services provided by the library

- Manuscripts - Nil
- Reference - Yes
- Reprography – Yes
- ILL (Inter Library Loan Service) – No
- Information deployment and notification (Information Deployment and Notification) – Yes
- Printing – Yes
- Reading list/ Bibliography compilation – Yes, in process
- In-house/remote access to e-resources – Basic access available
- User Orientation and awareness – Done from time to time
- Assistance in searching Databases – Available and done by librarian
- INFLIBNET/IUC facilities -Nil

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

- Library access is open for all on every normal working day (9:00 – 14:30 hours).
- The library provides the ‘open-access’ system to the staff. Books are racked according to subjects. Books are kept in shelves in the reading room.
- A property counter is maintained in the library to keep personal belongings of the library users.
- Library cards are issued to the students and staff. Library clearance is checked out by the college administration before issuing admit card of final examination to the students and also to teaching faculty.
- Photocopy facility is available for students and faculty.
- Reliance Jio Wi-Fi/Dongle modem internet connection is available for librarian to search information.
- User orientation & awareness workshops are held regularly by the library committee.

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

- As for now, there are no visually challenged persons among students as well as teaching and non-teaching staff in the college. As such this has not been fully developed. However, provisions for special facilities are included in the Perspective plan.

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

- Yes, the library takes regular feedback from its users (written format) along with the other feedback session. The issues collected are discussed in the Library Advisory Committee meetings and strategies for improvement are taken under consideration and processed for the improvement of the services of the library.

4.3 I.T INFRASTRUCTURE

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- Numbers of Computer is 11.
 - Computers : Processor – Intel(R)Pentium 4/i3/i2 CPU, Installed Memory (RAM) – 1.00 GB, System Type – 32 bit operating system.
 - Computer-student ratio – 1:17
 - LAN facility – none
 - Licensed software – All software are licensed.
 - Number of nodes/ computers with Internet facility – 20
 - Any other –One laptop

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

- The College provides computer facility with Reliance Jio Wi-Fi internet connection in the campus except in the classrooms. Restricted off-campus provision is made for faculty and staffs with specific assignment which require such service.

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

- The College regularly upgrades the computers with latest configuration. At present, the college has:

- (i) 11 computer and 1 laptop
- (ii) 6 printers,
- (iii) 3 offline UPS& 2 online UPS
- (iv) There is an ICT lab

Plans and strategies for upgrading the IT infrastructure and associated facilities:

- (i) There are plans to extend computer facilities with broad Wi-Fi system
- (ii) LAN facilities to be made available once WI-FI is installed
- (iii) Plan to upgrade the ICT room with more computers and features for learning enhancers.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution for last three years

Year	Rs. Lakhs
2014	3.50
2015	2.50
2016	1.75

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

- Computer lab is available in the campus. Students as well as faculty are allowed to make use of it. Students from Management stream make optimum use of it since they have a subject on computer application especially for their practical classes. Other students are also encouraged to make use of it especially for their assignments and presentations. The college has plans to collaborate with a private computer institution to provide computer education for all the students who are interested.

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

- The college places the student at the centre of the teaching learning process. In this changing world, the use of modern technology has paramount importance. Taking into consideration above facts, the college provides various technological tools to the faculty members available in institute. The faculty members make use of modern equipments such as LCD, CD, and DVD for the effective teaching. The faculty members show movies / documentary films on social & environmental issues to the students based on syllabus. Teachers use the interactive board and LCD Projector for power-point presentation, showing documentary films and related videos for an effective teaching-learning process. This helps students to be more attentive and their interest in the subject matter is sustained. On finishing their assignments, students are made to present their papers, after which, discussion and interaction takes place, and teachers also give their suggestions and inputs. In addition to

this, activities like quiz, debate, open book test, etc., are conducted for their internal assessment, so that students are given the privilege to score marks, apart from the written external exams. All these, indicate that students are placed at the centre of teaching-learning process with the teachers rendering the role of facilitators.

- Some examples on how the learning activities and technologies deployed by the institution place the student at the centre of teaching-learning process:
 - (a) Classes: Students are shown how to utilize ICT resources and then encouraged to explore independently. These supplement what the textbooks and lectures cannot get across to the students sometimes.
 - (b) Assignments: The teachers see to it that the class assignments given to the students can be done through IT enabled technology. Topics are given which can be done only through research in the internet or journals. Through this, independent learning is also inculcated where the student has the freedom to choose their topics which are subject related.

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

- The College does not avail so far the National Knowledge Network connectivity directly or through the affiliating university.

4.4 MAINTENANCE OF CAMPUS FACILITIES.

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

Facilities	Year	Budget Allocated	Remarks
Sports	2016	25,000	Purchase of Table Tennis Board, construction of basketball court, purchase of minor sports equipments, construction of Manen Hall for TT
	2015	6,00,000	
	2014	3,35,000	
Cafeteria	2016	15,000	Extension and Maintenance
	2015	8,000	
	2014	8,000	
Ground Maintenance	2016	75,000	Earth filling of low lying areas, wages to 'mali', street lighting, miscellaneous
	2015	4,50,000	
	2014	60,000	

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

- The institute has ground staffs for maintenance and upkeep of the infrastructure, facilities and equipment. They fall directly under the supervision of the top management and administration. Each aspect of the infrastructure and facilities, falls under a particular category of usage, for which specific person are designated with responsibility. A stock register is also maintained.

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

- Since the quantity of the equipment/instruments is less, the maintenance of such is carried out through the year as and when necessary. The computers and electronic instruments are repaired and maintained time-to-time from the funds available in the college.

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

As the College has a dedicated 11/0.4kv 25KVA transformer installed within its campus, the quality of voltage availability is quite good and fluctuations are at a minimum. However, minor voltage fluctuations are maintained/controlled as below;

- i. Each computer is connected with UPS to protect from voltage fluctuations. Besides, the college has been installed with 2kv online UPS for the safety of sensitive equipments in the ICT lab.
- ii. One inverter has been installed in the college office and one in Principal's office for uninterrupted power supply.
- iii. The College has installed Aqua Guard system for drinking water which is serviced by the Company according to need.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT MENTORING AND SUPPORT.

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

- Yes, the institution publishes its updated Prospectus and Handbook annually. The information provided to students is as follows:
 - The College Theme, Vision and Mission Statement
 - College Pledge
 - Admission procedures and eligibilities
 - Faculty Profile
 - Various activities and formation undertaken by the college
 - The courses offered and the courses of study
 - Introduction to Semester system
 - Facilities available
 - College Publications
 - College Best Practices
 - Awards and Scholarships
 - Information on statutory cells such as Anti-Ragging, Anti - Sexual Harassment, and Student Grievances and Redressal.

- The College ensures its commitment and accountability by striving through participative frame work activities and by setting up appropriate mechanisms for implementation, monitoring and evaluation.

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

- Yes, the financial aids are available and are disbursed on time. All the scholarships mention below are given every semester.

Sl.	Type of Scholarship	Nos. of Scholarship	Amount
1	Student Welfare Fund	1	1500
2	Studentships	3	600-800/- each p.m

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

-90% of the students receive financial assistance from the State Government under the Central Government Scheme in the form of Post Matric scholarships, as Scheduled Tribe (ST) section.

5.1.4 What are the specific support services/facilities available for students?

✓ Students from SC/ST, OBC and Economically Weaker Sections

(A) **Post-Matric Scholarships** for SC students, ST students and OBC students under central government schemes.

(B) **C-Edge Studentship** for economically weaker student(s), at present there are three such studentship (For details refer to 3.7.6)

(c) **Anti-Ragging**: The Disciplinary Committee of the College undertakes the issue on ‘Anti-Ragging’.

There is no record of such instances reported till date.

- ✓ **Students with physical disabilities**: Special arrangements are made according to specific conditions.
- ✓ **Overseas students**: The College received expression of interest/applications from 4 overseas students during 2013 and 8 overseas students during 2014. The College offered admission but the interested overseas students, in spite of being recommended for grant of Student Visa by the Government of Nagaland to Government of India, the requisite Visa was not granted. Thus, there are no overseas students enrolled in the College so far.
- ✓ **Students to participate in various competitions/National and International**: Encourages for participating in co-curricular, extracurricular, extension activities/competitions, like games & sports, Cultural, NSS & RRC and provides financial assistances. Various committees/units like ‘cultural committee’, ‘magazine committee’, ‘games and sports committee’, ‘and drama/debate committee’ are formed to encourage and train the students to participate at state/ national competitions.
- ✓ **Medical assistance to students**: There is a health centre just behind the college. In addition, the college provides first aid box to meet any emergency needs of the students and the faculty.
- ✓ **Skill development**: Provides ICT enables students to prepare power point presentation, to use MS Word, MS Excel, etc. besides, the college provides WI-FI facility within the college campus. The College had introduced English Communication Skills as Choice Based Credit Papers to VI Semester in lieu of EVS-II. In addition, the institute is in the process of introducing skill development training programme with collaboration with Alaphra Group based in Dimapur, supported by Ministry of Skill Development.
- ✓ **Support for “slow learners”**: Tutorial classes are taken to comprehend the difficult units in the syllabus. Personal guidance is also provided. Extra attentions are given in the practical classes. Library hour is also maintained to help the slow learners. Improvement tests and mentorship contribute effective support to the slow learners.
- ✓ **Exposures of students to other institution of higher learning/corporate/business house etc.**
 - Industrial visit to DIMUL by Management Department for its students on 24th September 2015.
 - The Environmental Studies (EVS) students along with their teachers in charge took a field study tour on Waste Management in collaboration with the DMC – Municipal Council and District Hospital. On 25th September 2015.

- The History department undertook a field trip to Khezakhonoma as part of the educational and exposure trip.
- ✓ **Publication of student magazines:** The College encourages the students to write & exchange their views through Prism, a bi-annual publication of the College, sub-titled as the '*Colors of C-Edge*'.

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

- The college is in the process of developing an entrepreneurial course which will be an add-on programme for the students. (Refer to 1.1.7- c)
- The students are encouraged to be a part of entrepreneurial events organised by external organisations. Thus, several students from Management Department & Economics Department participated in the Entrepreneurship Competition conducted by the Youth Net, Nagaland. At the end of the competition, the students learnt more about market, sale, and cost product, and a critical impact was that they could grasp hands-on the general idea about risk bearing business ventures.
- The institute also organises events where students can explore the entrepreneurial ability by participating at such events by opening food and accessories stalls. During Cultural Events and Sports Meet, existing students as well as Alumni are given opportunity to open and manage stalls and such other similar ventures. The college believes that through this experience, the students have gained insights about risk taking, responsibilities and operating a business which are all essential aspects of an entrepreneur. It is a theory meets practicum process through which the students have experienced testing their entrepreneurial capabilities.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, quiz competitions, debate and discussions, cultural activities etc

- Students are encouraged to actively participate in extra-curricular & co-curricular activities and such activities are in built into the academic calendar in keeping with the vision and mission of the college.
- The College has various committees to implement the following extra and co-curricular activities throughout the year such as Sports Meet, Quiz Competitions; Spell Bee Competition, Extempore speech competition, Problem-Solving & Role-Play Competition, Debate and Discussions, Cultural Events etc.
- Various committees such as Fine Arts, Literary committee, NSS, RRC, Mission Green etc are formed along with students as its members to exchange and also to train the students. The involvement of students in such committees enables them to develop leadership qualities and provides a platform for active participation.
- Students also participate in competitions and programmes outside the college with grooming from the college faculty.

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

- (b) The Literary Committee conducts ‘Literary Event’ every year since 2013 which acts as support and guidance to the students in preparing for the competitive exams. ‘Literary Event’ quiz are designed in such a way to assist the students in preparing competitive examinations. The questions for such quiz are set according to UPSC and other competitive examination question pattern allowing the students to have familiarity with those job-oriented examinations. This is enabled by making the quiz audio visual and power point display of questions. Besides General Studies, the stress is laid more on Civil Service Aptitude Test (CSAT) of students. It goes without saying that this is indeed helping many civil service aspirant students as an ideal training platform.
- (c) **Edge Study Circle (ESC)** – Edge Study Circle is an innovative outreach programme of C-Edge College focused on specific learning outcomes for the participants. At Edge Study Circle, the participants believe in learning together to acquire new knowledge and to critically analyse the status quo with the view to formulate one’s own concepts towards self-improvement and towards pioneering a better society. ESC is coordinated by two well known people who have experiences working in NICSE, a reputed coaching institution for civil services aspirants. Thus, through this, the students get support and guidance when it comes to competitive exams and any other such exams.
- (d) At present, only two batches have graduated out from the college. Many have opted to go for further studies. And the rest are preparing for various competitive exams and public sector jobs. It is yet early to test the outcome of the input from the college.

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

- (a) The College has Career Guidance and Counseling Cell (CGCC) with one of the experienced faculty as the in charge who provide various counseling services to the students. The Cell also conducts workshops where resource persons from different fields enlighten the students about various exciting and new career options.
- (b) Apart from the CGCC, the faculty members also provide academic and personal counseling to the students regarding choice of course and subjects regarding admissions, low attendance, learning techniques, developing smart study skills and poor performance in internal assessment and end semester examinations.
- (c) Mentorship is another best practice of the college where committed faculty act as mentors to each student assigned to them as their mentee and strives to identify, draw and develop the best of their talents and also share any personal issue which is taken as confidential between the mentor and the mentee. (Refer to 2.3.7 for details)
- (d) **Psycho-Metric Test:** A renowned psychologist has conducted the psycho-metric test with the students. Testing includes a combination of aptitude and personality tests which measure one’s job-relevant cognitive abilities and personality. This test provides specific

answers to the students about right career choices based on their cognitive ability and personality. The results of the test were revealed to the students individually through a counseling session.

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

- Yes, the college has a structured mechanism for career guidance and placement cell under the Career Guidance and Counseling Cell (CGCC).
- (a) The CGCC conducted a workshop on 26th September 2014, to prepare students to higher level of education and for job opportunities. Such workshops and seminars will be a continuous process to guide every final year students.
- (b) With the introduction of CEC – English Communication Skills, the students are prepared on interview skills through thorough practical sessions.
- (c) Through the Mentorship programme, the mentor also guides the mentees (students) to identify job opportunities according to their mettle as observed by the mentor.
- The Cell is in the process to develop a stronger structured mechanism for placement. As of now, the college is collaborating with an organisation known as Sky International Academy. It is an institution based in Guwahati which provides different job oriented courses for self development especially in Aviation, Hospitality and Tour & Travel sector. They have been conducting seminars in the college and interacting with the students either in person or in mass to create awareness about Career Opportunities. Students have benefitted from this programme. A few students have joined the academy after their graduation to undergo training which is job oriented. Thus, this programme has been beneficial for the students in getting placement in reputed organisations around India.

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

- The college has a Grievance Redressal Cell headed by a Convener from among the faculty. Students address their grievances either to the Convener, concerned Head of Departments, Convener of the different Committees such as Academic, Discipline etc and directly to the Principal or through their class representatives (CRs) and C-Edge College Students Forum (CECSF).
- To meet the grievances more effectively, a ‘Suggestion Box’ has been placed.
- Students’ grievances are also addressed in the feedback forms which are distributed annually.

Some of the grievances redressed during the last four years are:

Grievances	Redressed
More number of books in library	Each session, numbers of books are ordered Departmental wise.
Reading Room/Section In the library	Provided
Providing Basketball court	Completed
To make ICT Class as an optional course for those students who have diploma course certificates.	ICT Class is made an optional course
Make up classes penalty imposition	Penalty is imposed once in a session
To conduct Model Examinations for II,III, IV, V & VI Semesters too.	Discussed but decided that model exam will remain only for I semester.
To control and maintain strict vigilance over consumption of tobacco & intoxicant substances	The College declared in February 2016 as "Tobacco Free Zone"
Cleaning & monitoring proper usage of rest rooms	CECSF assigned to monitor the same.
Sufficient time for using Recreational facilities	Provided.

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

- The College has formed a committee for resolving issues pertaining to sexual harassment. However, no such offence has been reported till now to the committee.
- The committee organizes awareness programmes and campaigns. Some of their activities are conducting discussions, debate and talk on legal aspects of incriminating behaviour.

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

- Yes the college has an anti-ragging committee. The college also has a separate disciplinary committee who keep vigilance on the campus. Till now, no incident of ragging has been reported.

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

- The welfare schemes made available to the students are enlisted below-
 - Post-Matric Scholarship for SC, ST & OBC
 - C-Edge College Stipend for economically weaker student(s). This shall be available to students from III to VI Semesters. 2 (two) students shall under this stipend ship for 2 Semesters each, subject to a maximum of Rs 1,500/- per semester.
 - Frontier Edge Boys Hostel Welfare Fund
 - Bendang Lemtur & Tiarenla Studentship
 - Imtilepden & Limayangla Studentship
 - Lanukumdang Longkumer and Watimenla Studentship

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

- Yes, the College has Alumni Association which is under the process for registration.
- The College has just two young Alumni groups; most of them are still pursuing their further studies and seeking a profession. So, contributions and activities for institutional, academic and infrastructure development will take time.

5.2 STUDENT PROGRESSION

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

- The college so far has only two graduate batches. The college through its Alumni Association keeps track of each student who has graduated.

Class Batch	Higher Education (diploma courses included)	Employment (self employed included)
2015	67%	22%
2016	56%	27%

- From the table, it is clear that most of the graduated students opt for higher studies and other diploma courses which will eventually aid them in their future prospect for jobs and such.
- Feedback from Alumni tells that except for a few who have decided to take a break from studies, majority of graduates have opted for further studies either in Higher Education or professional preparation. A significant segment has taken initiatives towards self employment and career seeding.

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

- The College till date has only two batches of graduates. Thus, the details furnished below are for two years. C-Edge has two programmes: Arts and Management. But, Management become functional from 2014, its first batch shall graduate only by June 2017. So, the details mentioned below will be of the Arts programme (BA).

Name of the College	2015		2016	
	Pass Percentage	Completion Rate	Pass Percentage	Completion Rate
C-Edge College	100%	81%	100%	77%
Patkai Christian College (Autonomous). Dimapur.	88%	92%	94%	94%
Immanuel College Dimapur.	75%	73%	82%	79%
Pranabananda Women's College. Dimapur.	72%	-	66%	-

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

- One of the best practices of the college is conducting monthly Faculty Presentation where the faculty gives presentation on various topics and issues which facilitate student progression to higher level of education and towards employment.
- The Career Guidance Counseling Cell helps to prepare students towards higher level of education and for job opportunities.
- The Alumni members were also given opportunity to venture for Job Fair.
- In order to encourage students for further research, the 6th semester Honours students are offered a Project paper. Under the guidance of departmental HOD, the students pursue research on topics of their choice from the optional honours syllabus.
- Canaan programme is introduced for the students so as to equip them with skills which can help them to sustain their livelihood. Thus, keeping in mind the objective to instill work ethic, the design of this programme is the introduction and installation of a 'Green House' in the college campus. The Green House will provide experiential learning under the guidance of its Co-ordinator.

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

- The college provides special assistance and support to students who are at risk of failure and drop out. The following are the measures/step adopted by the college for such students-
 - Tutorials / extra classes are taken by faculty members of the concerned departments.
 - Repetition of lectures
 - Regular class tests
 - Improvement tests
 - Make-up classes
 - Edge Study-circle
 - Library Hour
 - Personal guidance in the teaching-learning process is adopted.
 - Discussion with the respective mentors.
 - Discussion with the parents about their poor performance.
 - Mentorship sessions

5.3 STUDENT PARTICIPATION AND ACTIVITIES.

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

- The college organizes various activities on games & sports, cultural and other extracurricular activities for the students in the college. Different committees are also formed with a Convener and some members (including both faculty & students).

Games & Sports:

- Recreational hall which is equipped with indoor game facility such as chess, Chinese checker, table tennis, scrabble etc.
- Basketball Court inside the campus.
- Games & Sports committee to encourage participation in various games & sports such as football, volleyball, table tennis, chess etc.

Cultural:

- Manen Hall is used for organising programmes.
- Fine Arts & Cultural Day is organized annually where folklore recitation, drama, mono act, ethnic wear competition & folk song competition are conducted. Students and faculty wear their traditional attire and display the rich traditional attire.
- The students presented cultural song in Tetso College during the RBI (Reserve Bank of India) Ombudsman seminar.

Other extracurricular activities:

The college has many units like NSS, RRC, Literary Club, Mission Green, Evangelical Union, Mentoring, ICT, Social Media, Publication & Library, Drama Club, Monthly Faculty Presentation, Games & Sports & Fine Arts.

Details of participation in inter-collegiate Activities:

- Miss Sangleyenla secured first position in Extempore speech conducted by Morung Express
- Mr Imliakum secured second position in Extempore speech conducted by Morung Express
- Mr Akangjungshi won the First prize in photography competition under District Level.
- Mr Hantsukiu won the third prize in photography competition under District Level.
- Miss Phomlentenla participated in photography competition under District Level.
- Miss Sangleyenla represented the college in Debate competition on the topic “Naga society adheres to ethical and moral values” held at Sazolie College, Kohima and won a Consolation prize.
- Mr. Akangjungshi won the first prize in photography competition conducted by Nagaland University management department for their fest ‘Zoomax’.
- Mr. Toki Swu and Mr. Akangjungshi won the second prize for Business Plan competition conducted by Nagaland University management department for their fest ‘Zoomax’.

- The college rock band ‘Dustless’ participated at the Rock Beat Contest organised by NU management department for their fest ‘Zoomax’.
- Mr. Temsuren and Mr. Akangjungshi participated in Basketball match conducted on UESI Prayer Day at Tetso College, Dimapur
- Mr. Khuvito participated in Volleyball match on UESI Prayer Day at Tetso College, Dimapur.

Details of Students participation in intra-college activities:

Games & Sports:

Students participated in college Sports Meet (100 m & 200 m Race, high jump, Twenty-Twenty T20 cricket match among juniors and seniors and along with teachers, football, volleyball, basketball, tug of war, Rally race & indoor games competition such as chess, scrabble, table tennis & arm wrestling.

Cultural Activities:

Students participated in Folklore recitation competition, folk song competition, display of ethnic attire, Mono act, Drama, Ethnic wear competition and Ethnic food stall.

- At the beginning of each session, the College prepares a calendar known as Program Calendar which has all the extra & co curricular activities scheduled. The Program Calendar will give an idea about the various intra-college activities which are undertaken. (Please refer Annexure XI)

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

Activities	Level	Participants/winner	Position	Year
Extempore Speech at Morung Fest	Zonal	Miss Sangleyenla (III Sem BA)	1 st Position	2013
Extempore Speech at Morung Fest	Zonal	Mr Imliakum (I Semester BA)	2 nd Position	2013
Photography Competition under District Level organised by NSACS – Nagaland State AIDS Control Society)	Zonal	Mr Akangjungshi (I Sem BBA)	First Prize	2014
Photography competition under District Level organised by NSACS – Nagaland State AIDS Control Society)	Zonal	Mr Hantsukiu (I Sem BA)	Third Prize	2014

Photography competition under District Level organised by NSACS – Nagaland State AIDS Control Society)	Zonal	Miss Phomlentenla (I Sem BA)	Participated	2014
Photography competition organised by NSACS – Nagaland State AIDS Control Society)	State	Mr. Akangjungshi (I Sem BBA)	Third Prize	2014
Debate competition on the topic “Naga society adheres to ethical and moral values” at Sazolie College, Kohima	State	Miss Sangleyenla (IV Semester BA)	Consolation Prize	2014
Photography competition (Zoomax – Management Fest) conducted by the (MBA) Mgmt Department, Nagaland University.	University	Mr. Akangjungshi (III Semester BBA)	1 st Prize	2015
Business plan competition (Zoomax – Management Fest) conducted by the Management Dept. NU.	University	Mr. Akangjungshi (III Sem BBA) & Mr. Toki Swu (I Sem BBA)	2 nd Prize	2015
Rural-La-Carte (marketing an indigenous product) Competition conducted by the Mgmt Dept at the ICFAI Univ, Nagaland (Bizhorn Mgmt Fest)	University	Mr. David & Ms. Abigial of BBA V & II Semester respectively.	2 nd Prize	2016
Business Plan Competition conducted by the Management Department at the ICFAI Univ, Nagaland (Bizhorn Mgmt Fest)	University	Mr. Akangjungshi & Mr. Shiluwati of BBA V Semester –	1 st Prize	2016
‘Minute to win it’ Competition conducted by the Mgmt Department at the ICFAI Univ, Nagaland (Bizhorn Mgmt Fest)	University	Mr. David & Mr. Lhukrosa of BBA III Semester.	2 nd Prize	2016
Ad Selfie at Management Fest Aspire, C-Edge College	Inter-College	Miss Imsurenla, Miss Tayong & Miss Rovine of BA VI & IV	2 nd Place	2016
A Minute Express at Management Fest Aspire, C-Edge College	Inter-College	Mr. Suliem VI Sem BA & Miss Tayong IV Sem BA	2 nd place	2016
Choir Competition at Tetso College COMFIESTA	Inter-College	34 students from BA & BBA represented the College Choir	1 st Prize	2016
Ad Promo (Product Promotion Skills) at Tetso College COMFEISTA	Inter-College	Mr. Akangjungshi VI Sem BBA, Mr. David & Mr. Toki Swu of IV Sem BBA.	1 st Prize	2016

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

- The College reviews the feedback from students, graduates and employers during the Faculty Meeting. The obtained data are discussed and measures taken to improve the performance as well as the quality of the institutional provisions. Mentorship is another platform where feedbacks are received and efforts made for improvement. Departmental review is also conducted.
- As graduates and employers are still at a manageable quantity, personal level seeking of data and feedback is an ongoing process. It is found very useful for the college to monitor its products and stream that into improvement measures of the institutional provisions.

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

- The College bi-annual magazine ‘Prism’ subtitled as the “Colors Of C-Edge” is a platform where writers and readers, students and teachers alike can exchange their views, showcase their concerns, aspirations and explore their writing skills. Honors students from VI Semester were offered Project Paper where the students presented project paper under the guidance of the concerned Teacher. BA & BBA students who participated in the Youth Net Opportunity “Entrepreneurial competition” also submitted paper on report of their activities and experience.
- The College also publishes the Yearbook with involvement from the students where the details about the graduating students are recorded.
- The lists of publications/materials brought out by the students are enclosed.

Sl.	Year	Publications/Materials	Issue Number and Date
1	2012	Prism	Issue No. 1 / July –December 2012
2	2013	Prism	Issue No. 2 / January – June 2013
3	2013	Prism	Issue No. 3 / July – December 2013
4	2014	Prism	Issue No. 4 / January – June 2014
5	2014	Prism	Issue No. 5 / July – December 2014
6	2015	Prism	Issue No. 6 / January – June 2015
7	2015	Prism	Issue No. 7 / July – December 2015
8	2015-16	Prism	Issue No. 8 / January – April 2016
9	2016	Prism	Issue No.9 / July – December 2016
10	2015	Yearbook 2015	Issue No. 1/ 2015
11	2016	Yearbook 2016	Issue No. 2 / 2016

Prism : Bi-annual publication.

Year Book : Annual publication.

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

- Yes, the College has a Students' Forum- *C-Edge College Students' Forum (CECSF)*.
- It functions under its own Constitution approved by the College Management.
- It takes active part and initiative for various College programs such as Freshers Day, Commencement, Social Work, students' discipline, building team spirit etc.
- Each student makes a nominal annual subscription.

Appointment Committee:

- It consists of three faculty members. They will conduct the procedures for formation of the CECSF according to the Regulations given in the College Handbook.

Selection & Appointment:

Each class shall elect/select/nominate 3 (three) as below-

Class Representative	: 1
Asst. Class Representative	: 1 (Male)
Asst. Class Representative	: 1 (Female)

The election/selection/nomination shall be taken from amongst the students themselves. The CRs shall be elected/selected/nominated on a given day, under the supervision of an Appointment Committee. The elected/ nominated Class Representatives (CRs) shall comprise of the Forum Committee.

A faculty member shall be the convener of the Committee to be duly appointed by the Principal.

The Committee may be comprised of 3-5 members with one or two student members. During the same day, the CRs under the supervision of the Appointment Committee, shall elect, select/nominate the General Secretary & all other students' posts.

The names so finalized shall be presented to the President of the CECSF, for final approval and acceptance.

The C-Edge College Students Forum Committee consists of 13 members-

1. President	: Principal Ex-Officio
2. General Secretary	: 1
3. Asst. General Secretary	: 1
4. Games & Sports Secretary	: 1
5. Asst Games & Sports Secretary	: 1
6. Social Service Secretary	: 1
7. Asst Social Service Secretary	: 1
8. Fine Arts & Cultural Secretary	: 1
9. Asst. Fine Arts & Cultural Secretary	: 1
10. Literary Secretary	: 1
11. Asst Literary Secretary	: 1
12. Finance Secretary	: 1
13. Student Advisor	: 1

Activities of the CECSF:

- a) The general body of the CECSF consists of all the students from BA & BBA streams of the College to represent the whole students' body. The CECSF will take the major role in organizing College functions such as Fresher's Social, Commencement Day (Parting Social), College Week, Literary Day and so on. They also take the responsibility of making physical arrangements for such functions. Along with NSS, they also coordinate in organizing social work. The CECSF involves in all functions in close coordination with the college authority and the Student Advisor. The CECSF also monitors the disciplinary issues along with the Disciplinary Committee. Each member contributes to the specific Committees assigned. They also take efforts to involve maximum students and their participation in various activities organized by the college.
- b) A major activity of the CECSF is the initiative for Tobacco Control and maintaining the college as a "Tobacco Free" campus.

Funding: Through Membership, collection and grant

Constitution: (Please refer Annexure XII)

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

Sl.	Academic/Administrative Bodies	Student Present	Role
1	CEC Students Forum	13	They form the Executive Members of the College Student's Forum together with the College Principal as the President of the CECSF.
2	Prism Editorial Board	4	Members
3	Seminars & Literary Committee	4	Members
4	Fine Arts & Cultural Committee	4	Members
5	Yearbook Editorial Board	5	Members
6	Games & Sports Committee	5	Members
7	Mission Green	2	Team Leader & Asst. TL
8	Alumni Association	2	President & Secretary
9	Red Ribbon Club	3	Members
10	NSS	5	Members

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

- The faculty members of the college maintain a good link with the former faculty members. The institute networks and collaborates with them through Foundation Day of the College, Fresher's Day, Commencement Day and any other such events. There is regular flow of information and visits from former faculty.

The College networks with the Alumni through the activities of the Alumni Association which is an integral part of the college. The college also invites Alumni in the various activities especially in important gathering/functions of the college and also gives them opportunities to participate and be a part of it.

The College also connects with the former faculty and Alumni of the institution through media like Facebook page and Whatsapp groups.

CRITERION VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

- Our Vision:

The *Vision* of C-Edge College is underpinned by the belief that education is one of the most critical components for all forms of social empowerment, progress and development. Hence the pace and quality of the empowerment, progress and development of the people shall depend upon the quality of education imparted within the society.

Our Mission – Quality Education for;

- Poverty Alleviation and Sustainable Development
- Community Participation and Leadership
- Values and Life Skills Education
- Centre for Language Development and Documentation
- Fostering Creativity and its Expression

The ideal objective of an educational activity is to enable the flowering of latent potential and to inculcate knowledge and skills for productive living, and to be a useful citizen. The term “Cutting-Edge” visualizes such outcomes not only in terms of an adequate arrival, but to be participants in the most advanced and exciting developments in a field. It also means to gain a leading edge, an advantage. The C-Edge College thus presents the Vision to build and engage in an educational environment which enables its students towards the formation of a ‘cutting-edge’ mindset. We believe that the human mind must first ‘Aspire’ and reach the ‘cutting-edge’ frontier before we can actually set out to achieve any goal within the realm of excellence.

‘C’ also representing Christ, C-Edge is a co-ed Christian College. God made man in His image. Thus to understand oneself, one must first know God. We therefore believe that true education needs to be Christ- centered.

The strength and depth of the faculty is crucial to ensure the quality of an educational institution. The College is committed towards building and maintaining such a faculty who are imbued with the understanding of the teaching profession as a mission; and who will move with unstinted dedication towards materialization of the Vision and Mission of the College.

- All college policies and actions are anchored by the Vision and Mission enumerated above and through this, we aspire to achieve a distinctive characteristic in being an institution that produces “cutting edge citizens” with attributes of confidence, self-reliance and community service orientation.

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

- When it comes to designing and implementation of its quality policy and plans, the role of the top management, Principal and Faculty is cardinal and the process is collaborative.

6.1.3 What is the involvement of the leadership in ensuring?

Statement	Leadership
The policy statements and action plans for fulfillment of the stated mission	High and direct involvement
Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan	High and direct involvement
Interaction with stakeholders	High and direct involvement
Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders	High and direct involvement
Reinforcing the culture of excellence	High and direct involvement
Champion organizational change	High and direct involvement

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

- The President and Principal in coordination with Faculty Members, Board of Governors (BoG), different committees, HODs, C-Edge College Students' Forum (CECSF), NSS & RRC Programme Officer/Nodal Officer monitors all the institutional activities. The President and Principal in consultation with Academic Dean, Board of Governors and all the HODs evaluate the policies and plans of the College for effective implementation and improvement from time to time.

- Regular monitoring and evaluation through meetings, reviews, interaction and direct involvement is integral to the college functioning.

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

- There is direct involvement in the guidance and the expertise provided by the President as well as by the Principal which is helping the faculty to move towards academic excellence.

- The product of the leadership provided to the faculty by the top management are the structures in place in the College such as:

(1) Academic Dean	(13) Mission Green (Volunteer basis)
(2) Examination In Charge & Committee Members	(14) Alumni Association
(3) Prism Editorial Board (College Bi-Annual Magazine)	(15) Mentoring
(4) Publication & Library Advisory Committee	(16) Career Guidance & Counseling
(5) Seminar & Literary Committee (SLC)	(17) Social Media Moderator
(6) Disciplinary Committee	(18) Student Welfare Advisor
(7) Fine Arts & Cultural Committee (FACC)	(19) Internal Quality Assurance Cell (IQAC) Committee
(8) Year Book Editorial Board	(20) Sound System equipment In Charge
(9) Games and Sports Committee	(21) ICT In Charge
(10) Drama Club (English Dept.)	(22) Student Attendance In Charge
(11) NSS Wing & RRC Club	(23) Evangelical Union (EU) Advisor
(12) Representative to Board of Governors (BoG)	(24) Mess Committee (Hostel) Advisor

It helps to share, learn and train them in their leadership qualities. The faculty members take care of all the activities of the mentioned committees/units & assignments given to them in co-ordination with the Students and with the advice and guidance from the higher authorities.

6.1.6 How does the college groom leadership at various levels?

- The Management of the College is very particular about grooming the next generation leaders who will continue the traditions of the college. So, the college grooms leadership at the following levels:

* Students level: The college faculty members with the higher authorities coordinate in grooming students for leadership role. The C-Edge College Student's Forum (CESF), class representatives, assistants, house leaders, representatives of different committees members are some of the examples of students' involvement when it comes to grooming leadership.

* Faculty level: The faculties are also given opportunities such as Academic Dean, Examination In charge, various publication editorial board, Disciplinary Committee, Mentoring in charge, IQAC, EU, ICT in charge, fine arts & cultural committee etc.

* Staff level: The establishment works are carried out through the Office Assistants under the Administrator.

- It is the practice of the management to impart specific skills training and orientation at all levels with the objective to facilitate efficient and independent functioning. This grooming and mode of functioning is essential for optimum output of quality work.

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

- Every department in the college has a Head of Department (HOD). The college has delegated authority to each HOD, to execute and make decision in relation to their respective department's activity in consultation with the Principal.
- Committees and Assignments.
- Work specific delegations.

Within given guidelines and parameters, the members assigned are provided operational autonomy with a clear flow of information.

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

- Yes, the College strongly promotes a culture of participative management.
 - (i) Regular meetings comprising of management, principal, faculty and union members are held and opinions and suggestions of each member is heard and considered.
 - (ii) In so far as the involvement of students in participative management is concerned, the college has been given the responsibility of arranging extra-curricular activities to the CEC Students' Forum, which has representatives from each class.
 - (iii) All the Departments are given the liberty to plan and decide for their annual departmental activities.
 - (iv) Planning and decision making are also done in the Committee Meetings where all the members, including the student representatives nominated to the different committees, are free to give their input and suggestions.
 - (v) In all aspects, the College values and tries to garner the expertise of its faculty, students and stakeholders in order to keep improving its management and administration.

6.2 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

- Yes, the College has a formally stated quality policy. (*Refer Criteria I – 1.1.2*)
- Developed: Developed already since the inception of the College and incorporated in the Vision and Mission.

Driven: By keeping track and analysis of current trends and needs by the faculty and management

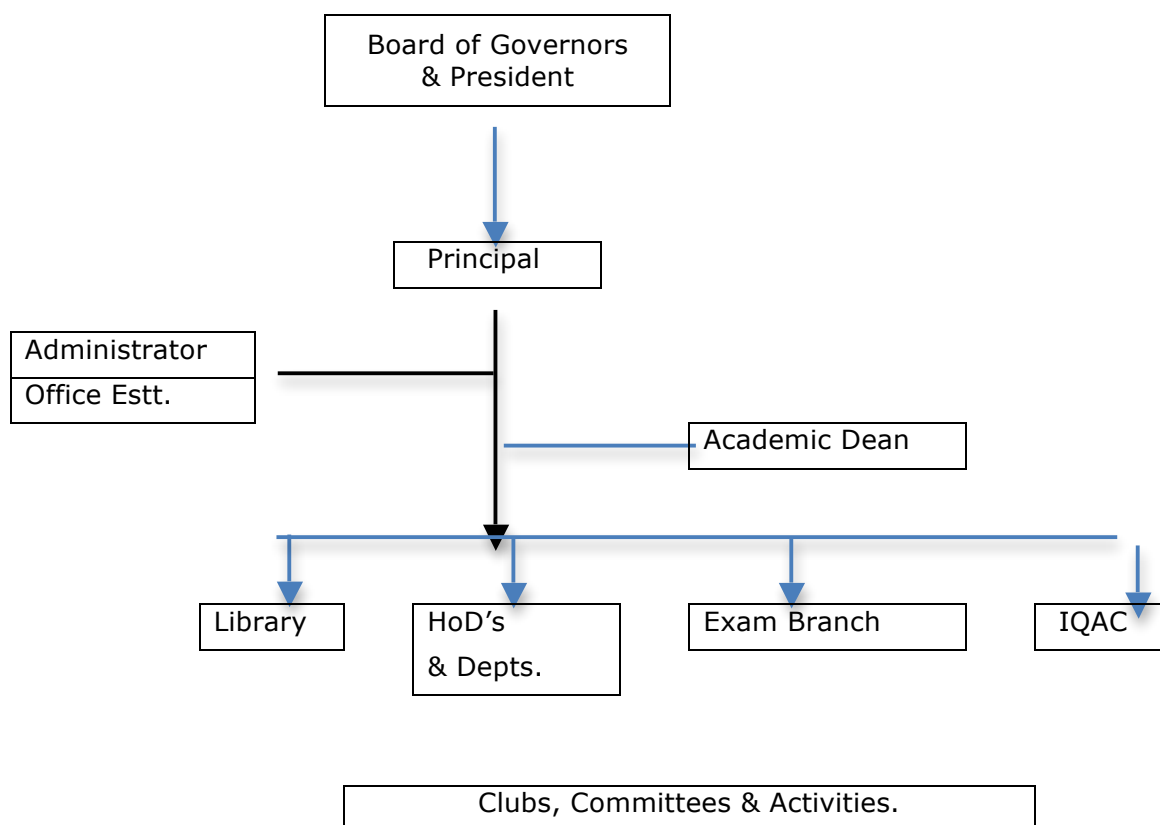
Deployed: Through all the activities – academic and extra-curricular programmes.

Reviewed: For all academic, co-curricular and extra-curricular activities are reviewed by the management and faculty on a regular basis. On the basis of these reviews, further strategies are evolved for quality control.

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

- Yes, there is Perspective Plan for infrastructure and campus development: (Please refer Annexure XIV)
 - (i) Academic: There are plans to introduce more disciplines and inculcate a stronger research culture. We expect to introduce B.Com and PGDM (Post Graduate Diploma in Management) programs.
 - (ii) Infrastructure: Buildings for hostels (separate boys and girls), staffs quarters, larger library hall & other facilities.
 - (iii) Expansion: There are plans to have more courses & programmes such as Skill Development programmes. We plan to expand a Culinary Program with dedicated kitchen facilities.
 - (iv) Sports & Co-Curricular: Our College recognises that non-scholastic aspects such as sports and other extra- and co-curricular activities are as equally important as the academic aspects. We believe that sports should be an integral part of the educational system. Therefore, due importance and priority is given in this sector. Multi-purpose indoor stadium, gym, martial arts, track & field, play field etc. are in the perspective plan for development.

6.2.3 Describe the internal organizational structure and decision-making processes



- The internal organisational structure comprises of the President, the Principal, the Administrator, and the faculty & office staff – Teaching & Non Teaching. The decision making with regard to the academic, is mostly participative in nature where the opinions and ideas of all are taken into consideration and unanimous decision making is the practice.
- Monthly Faculty review meetings are held where issues concerning with both academic and non academic are deliberated and discussed. Thus, decisions based on these are arrived through consensus.
- The various Committees which have students as members also make their own plans and decisions concerning their respective activities.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- **Teaching & Learning:** The College has the following quality improvement strategies when it comes to teaching & learning:
 - To make each classroom into smart classrooms
 - Remedial and enrichment classes which is known as Perspective Classes in the college
 - Focus on self learning and presentations
 - To encourage and guide faculty to attend national as well as international seminars
 - To introduce more add-on courses and also to introduce certificate programmes
 - It is also on the process to introduce skills development programme.
- **Research & Development:** The College has instituted the ‘Kiremwati Chair’ which will be one of the main drivers when it comes to research and development. In addition, the college has the following strategies:
 - To have every faculty member to apply for either a minor or major research project
 - To have collaborative projects with other institutions
 - To have a separate research cell centre
 - To publish at least one research journal
 - To have every faculty to write for reputed and recognised journals
 - To encourage research projects for students.
- **Community engagement:** The College NSS, RRC has been regularly organising programmes which enable the students to take part in activity which is community-centered. The following are some of the strategies which will aid in community engagement:
 - To have collaboration and tie up with NGOs and to take part in their social development activities.
 - To have more awareness programmes with the community near to the campus
 - To help the local bodies in their community projects
- **Human Resource management:** The management of the college takes into consideration the review of the departments when it comes to their workloads and requirement for extra faculty. When opportunities arise, concerned faculties are also sent for orientation or workshops organised by the University. In addition, the following are some of the strategies for the development of human resource management:
 - To send more faculties for training and workshop based on leadership skills, communication skills, teaching skills etc.

- To conduct trainings and workshops for non teaching faculty with regard to office management, library management etc.
- Industry interaction: The College especially the Management Department has industry interface through industrial visits, assignments and projects based on corporate and private organisations, visitation by businessmen for workshops etc for students. The following are some of the strategies related to industry interface:
 - To have collaboration with various industries.
 - To strengthen placements in industry through the Placement cell.
 - To engage more eminent personalities from the industry to interact with the students.

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

- The Head of the institution follows the open door policy to ensure that adequate information is available for the top management and the stake holders, to review the activities of the institution through the following:
 - Regular meetings: Meetings of the faculty conducted by the Head of the Institution is one activity where the adequate information is made available. Meetings are also conducted with the student body by the Head of the Institution who also happens to be the ex officio of the CEC Student Forum.
 - Notification: Notices with any relevant information are circulated to the faculty whenever needed. Notices are also put up at the faculty notice board as well as the common notice boards too.
 - PTC – Parents Teachers Conference: Annually, parents teacher meet are organised by the college where the parents and guardians of the students gets the adequate information.
 - Mentorship: The direct contact between the mentor and the mentees is also a necessary tool to ensure that adequate information is available.
- In our college, the top management is also a part of the meetings and activities revolving around all spheres of the college life. Therefore, flow of information to the top management from all the above is direct and prompt.

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

- Monthly faculty and staff meetings are held where the issues concerning academic, extracurricular, curriculum, library, etc are shared and discussed. Most of the time, decisions are taken unanimously for the effectiveness and efficiency of the institution. In addition, incentives, motivation, encouragement and recognition are used by the management to encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes.
- To encourage and support involvement towards improved effectiveness and efficiency, the management promotes an institutional environment of working as a team and as a family. Each member is motivated to serve as a directly responsible stakeholder in the qualitative growth and development of the institution.

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

- Resolutions made by the Management Council and Implementation thereof:

Sl.	Resolution	Status of Implementation
1	To develop and introduce English Communication Skills (ECS) as CBCP in order to enhance students skills and confidence	Approved by University and ongoing
2	To apply the principles of Canaan Programme to instill dignity of labour towards a sustainable life.	Ongoing
3	To set up a Language Lab	Ongoing. Search for funding/financing.
4	To build up International partnerships	One MOU already inked, second MOU is under discussion.
5	To organise awareness campaigns on Tobacco Control and Cleanliness	Ongoing, College already declared tobacco free zone.
6	To develop strategies to raise the level of awareness about Management studies in Nagaland	3 pronged lines of action developed and ongoing.

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

- Yes, however as the college is relatively new, in its fifth year running and is still not eligible to apply for autonomy. But, the college from the very beginning has focused on quality higher education and will strive with the vision for future growth towards autonomy and introduction of PG courses eventually.

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

- Whenever there are instances of grievances /complaints, the institute has several mechanisms for prompt redressal such as:
- A Suggestion Box has been installed where the students can drop their grievances and complaints. The IQAC together with the Disciplinary Committee sees to it that the cases are analysed and resolved, in consultation with the Principal.
 - Anti-ragging, Anti-sexual harassment and student grievance cell has been set up to monitor by the members.
 - Mentorship Programme: Mentor-Mentee programme can best be defined as an extra space provided to the students for their all round development under the watchful direction of a mentor.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

- None.

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

- Yes, the college has a strong feedback system on institutional performance. The college collects regular written feedback from the students. The entire process is monitored and carried out by the IQAC through questionnaire system. The questionnaire is prepared based on the curriculum, infrastructural facilities, extracurricular activities, student support, teaching etc. The feedback is forwarded to the Principal who in turn directs it to the concerned faculty and staffs for further action.
- This process has resulted in many outcomes. One of such instances is from the curricular aspects where the outgoing students gave feedback on the choice based credit paper which was taken into consideration by the concerned department. Other such outcomes also include feedback by students on their teacher's teaching style, infrastructures, library etc.
- Changes in the norms such as Wi-Fi connection, Photocopy facilities etc have also been taken into consideration and appropriate changes made.
- Feedbacks on library content such as extra books or updated books suggested are also taken into consideration.

6.3 FACULTY EMPOWERMENT STRATEGIES.

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

- To ensure professional development of its teaching and non teaching staff:
 - a) Regular in-house workshops and orientations are held.
 - b) The college has initiated workshops, seminars and orientation training by inviting eminent people from different fields.
 - c) The institute gives incentives for NET and research work.
 - d) Special leave for extension service and programme
 - e) Regular review and update sessions internally

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

- (Refer to 6.3.1)

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

- UGC API (Academic Performance Indicator) has been modified and applied as relevant to the context of our college.

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

- The main outcome is to ensure professionalism and welfare of the faculty and staff. Deserving members are acknowledged and in case of lack in any area, efforts are made to overcome the gap. For instance, NET being a requirement, a decision was taken by the management to provide incentives for those who wish to appear the NET exams.
- Reports and decisions are communicated in the form of personal interaction and counseling if required. Written memos may also be issued.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

- The following are some of the welfare facilities that are available for teaching and non teaching staff:-

(a) Crèche/room for baby care is available	– 1%
(b) Medical allowance after completion of two years	– 60%
(c) CPF	– 60%
(d) Maternity leave	– 1%

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

- Due recognition of merit performance is one measure taken by the institution for attracting and retaining eminent faculty. In addition, the following measures are also taken:
 - Prior teaching experience is taken into consideration for increment in their pay/salary
 - Additional increment for NET/SLET/PhD qualified staff
 - Encouragement to do research work by working out schedules

6.4 FINANCIAL MANAGEMENT AND RESOURCE MOBILISATION

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

- C-Edge College is a private grant-in-aid institution run by Management where the entire development is undertaken by them. As a private institution with private investment, the Management takes utmost care for efficient use of all its available resources.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

- The institutional mechanisms for internal and external audit are done by a Chartered Accountant annually.
- Since the audit is done annually, the last audit done was the 2014-15.
- There are no major audit objections so far.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

- The College is sponsored by the *Aier Education Trust (AET)* and the college is currently running with a deficit as student revenue is low. Therefore, the deficit is made up by the Trust as grant/private investment.
- The college also receives grant-in-aid from the government of Nagaland as form of recognition.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

- After obtaining UGC recognition under section 2(f), the College prepared several proposals for funding which included setting up of Language Lab, IQAC Cell, and Entrepreneur Development Programme (EDP), Equal Opportunity Cell (EOC), construction of college auditorium, etc to the UGC, duly forwarded by competent authority, the College Development Council (CDC) Nagaland University. However, UGC informed the College that it can become eligible for funding only after obtaining recognition under section 12(B). As the college is not yet eligible for 12 (B), the matter is kept in abeyance.
- Department of Higher Education, Government of Nagaland has also been approached to secure funding for establishment of language lab.
- The College made efforts to secure funding for construction of auditorium through the MP Local Area Development Scheme (MPLADS). This has been recently granted during August 2016 and construction shall start and is expected to complete the auditorium (350 seater) by the end of 2017.

6.5 INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)?

- Yes, the institution has instituted the Internal Quality Assurance Cell (IQAC). At the instance of NAAC for quality sustenance in the higher education institutions, C-edge College, Dimapur established their Internal Quality Assurance Cell (IQAC) in the year 2014.

Objective: The primary aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. It also aims to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

IQAC Structure

As per requirements of NAAC, the IQAC has been constituted under the Chairmanship of the Head of the Institute. He/ She shall be assisted by a Coordinator who shall be a senior faculty member.

Composition of the C-Edge College IQAC Team

Sl.	Name	Designation	IQAC Designated
1	Dr. Chubatola. Aier	Principal of C-Edge College	Chairperson
2	Er. Moa Aier	President of C-Edge College	Management Rep.
3	Ms.WapanginlaAo	HoD, Dept of Management Studies	Coordinator
4	Mr. Praveen Dukpa	Dept of Economics	Secretary
5	Ms. AlilaAo	Dept of History	Member
6	Mr. Vibizo Chozou	Dept of History cum Student Welfare In charge	Member
7	Ms. Tiajungla	Assistant Librarian	Member
8	Mr. Meyatemsu	HoD, Dept of English	Member
9	Dr. Behera	State IQAC Coordinator	External Expert
10	Mr. Imkong Aier	Member, Board of Governors	External Member

If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

- The primary aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. It also aims to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. As per NAAC, C-Edge College IQAC is conceived as a mechanism to build and ensure a quality culture at the institute. It is formed for planning, guiding and monitoring Quality Assurance and Quality Enhancement activities of the institute. The College IQAC will be the driving force for the efforts and measures towards academic excellence. It will not be another hierarchical structure or record keeping branch in the college, but will act as a facilitative and participative organ of the institute.

- With the establishment of the college IQAC, it has contributed tremendously in institutionalizing the quality assurance processes as this cell has developed as an encompassing structure involve directly with all processes and activities of the college. To illustrate a few functions of the IQAC are highlighted below:-

- (a) IQAC is the core mechanism through which quality enhancement is activated and monitored
- (b) The members coordinate and assist in collection and analysis of data relating to the various aspects of the college and its functions.
- (c) The team is responsible for organising the facts and the results into a logical and cohesive report.
- (d) The IQAC team will identify various aspects for development and take follow up measures for its implementation.

b. How many decisions of the IQAC have been approved by the management/authorities for implementation and how many of them were actually implemented?

Sl.	Decisions of IQAC	Implementation
1	Workshops for students	Implemented
2	Faculty Development activities	Implemented
3	Industrial Visits	Implemented
4	Suggestion Box	Implemented
5	Generator for continuous electricity	Approved & in the process of implementation
6	Auditorium	Approved. Under construction.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

- Yes, IQAC has two eminent person has the external member in the committee.

(i) Dr. Ranjan Behera: He is the State IQAC Coordinator who has made significant contribution by conducting workshop on NAAC guidelines and also held talks and discussions with all the faculties and students, on the importance and the need of having an IQAC system. He is also helping and guiding the IQAC with the process of accreditation.

(ii) Mr. Imkong Aier: Professionally a Post Graduate teacher in the Dimapur Government Higher Secondary School and also a resource person for NICSE, the premier institute for civil services aspirants. Mr. Imkong Aier is also a member of the Board of Governors CEC who has made significance contributions by donating a lot to the college library and also assisting in the admission process. He is the coordinator and the resource person of Edge Study Circle.

d. How do students and alumni contribute to the effective functioning of the IQAC?

- Activities of IQAC are carried out and mobilised through CEC Student Forum. Awareness and sensitisation of quality education, role of students etc. are carried out through the Forum. However, Alumni Association was formed recently. So, they are yet to make a mark in the functioning of the IQAC.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

- IQAC has constant communication and interaction with the staff of the college by conducting meetings, workshops etc. IQAC also sees to it that the faculties are also engaged with the process of making the SSR.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

- In the year 2015, institutionalization of intrinsic quality mechanisms were coordinated under one umbrella that includes the wings of the Internal Quality Assurance Cell (IQAC), the Grievance Redressal Cell, the Mentor Meeting Reports and the system of the Dean who are the supervisory authorities appointed by the Principal. Keeping in mind the Seven Steps To Quality assured by the National Assessment and Accreditation Council that is, quest for excellence, understanding the concept, action-orientation, learner-centric approach, innovation for change, training to build competencies and year-round activity, the institution promotes both faculty and administrative staff towards qualitative progression.
- The Grievance Redressal Cell redresses every month the student feedback in the form of grievances and suggestions, which the Heads, the Dean and the Principal work upon collectively to implement the decisions of qualitative improvements in both teaching-learning and administration. The Principal carries out surprise checks of class-room teaching and of the administrative records of the office staff to counteract complacency.
- The Mentor invites their students to share their difficulties which they present in a written report to the Coordinating Team that works upon it in accordance with the guidance of the Principal. Parent feedbacks are also elicited by the IQAC. The IQAC annually obtains feedback from the students about the curriculum content, relevance, learning value in terms of skills, relevance of reading material; evaluation of teaching, feedback on teachers-knowledge base, communication skills, interest generated, and ability to integrate course material with broader contemporary issues, accessibility, and satisfaction about evaluation methods.
- It also undertakes the annual faculty self appraisal which was redesigned and restructured to make it a more meaningful exercise titled **Quality and Creativity - A Faculty Self-Appraisal**. This comprehensive feedback was processed by the IQAC team in coordination with the Principal and the Grievance Redressal Cell to bring about qualitative improvements in teaching-learning and administration.

- Qualitative progression is a year-round activity which the Principal also actively undertakes with every teacher on an individual basis. Some of the mechanisms developed by the IQAC include the creation of various clubs and cells/committees to facilitate the smooth functioning of the college's curricular and co-curricular programmes.
- In keeping with the best traditions of true democracy, feedbacks are invited from all faculty members and the students. The faculty members are free to introduce their innovative ideas to IQAC. They can also highlight their strategies through the '**Self-Appraisal Performa**' which is filled by every faculty member. Likewise, feedback from the students is also obtained through questionnaire and also via the suggestion box kept at a specified place throughout the session.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

-Yes, the institute provides training to its staff for effective implementation of the quality assurance procedures through various approaches:

(a) Presentation by President: In faculty meetings, President of the College from time to time share on new techniques and strategies to improve in academic as well as in other activities.

(b) Participative & Collaborative Approach : There is frequent get-togethers among the faculty and also with the top management where reviews are shared, inputs are taken and implemented. Through this practice, the institute plans to bring about improvement in the academic & other activities.

(c) Perspective plan to conduct such training

- Impact :

(a) Academic: Through the various approaches, there is been improvement in the study skills and also progressive movement in their grades.

(b) Behavioural aspects: There have been changes in the behaviour of the students which can be seen through their more disciplined conduct. This has also helped them to refine themselves.

(c) Fine tuning of activities: Because of the reviews taken after every academic session and other activities, there have been tremendous changes when it comes to organising events. Faculty as well as students is able to organise activities in a more professional away.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

- Yes, the College undertakes Academic Audit and other external review through the following processes. The outcomes are used to improved institutional activities in the following manner:

Sl.	Audit/Review	Outcome Used
1	Semester End Departmental Review Meeting	Through this review meeting, various deliberations are held with regard to academic performance of the students as well as the departments. SWOC analysis of the entire academic session is carried out to bring about further improvement
2	Departmental reports	Each department submits departmental report to the IQAC with the details of their department's activities and their perspective plans. Departmental reports immensely help each department to understand their strengths and weaknesses. Accordingly, each department can evaluate on it for further development for their department which in turn will help to improve the institutional activities
3	Mentorship	This is one programme which strives to identify and, draw and develop the potential of each student from all direction including academic. (Refer 2.3.7 for details)
4	Statistical data are also collected for comparative analysis	Tracking of performances in academic grades and also to track completion rate

6.5.5 How is the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

- The internal quality assurance mechanisms are directly aligned with the requirements of the relevant external quality assurance agencies through the various notifications sent by the University, State Higher Education Department, NAAC and UGC. It is the endeavour of the college to reach the standard norms of the regulatory authorities to the extent possible within its resources.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

- To continuously review the teaching learning process, the college has the following methodologies:

- 1) Logbook: Maintenance of Logbook by the teaching faculty helps a lot when it comes to finding out topics for makeup classes:

- 2) Faculty Review Meeting: This is a regular activity. Faculty review meetings are held on the 12th of every month. It is conducted by the Principal. Through this interaction and deliberation, the teaching learning process can be continuously reviewed.
- 3) HOD Meeting: HOD meetings are also held often every semester. It is conducted by the Principal. Every aspects concerning to teaching learning is deliberated and discussed.
- 4) Mentorship:(Refer to 2.3.7)
- 5) Lesson Plans
- 6) Academic Calendar
(For more detail, refer to 6.5.4)

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

- The institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders through the following means:
 - Circulars/notifications
 - Press notes/releases
 - Parents-Teachers meet

CRITERION VII INNOVATIONS AND BEST PRACTICES

7.1 ENVIRONMENT CONSCIOUSNESS

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

- The College is dedicated to creating environmental awareness and building a sense of sincere responsibility in combating environmental deterioration since the very beginning. Location being rural based with scenic natural settings, it has a very high prospect and potential of transforming into an ideal rural green institution. We are indeed proud to introduce the College 'Mission Green' and the proactive team associated with it called the 'Green Volunteers'. In collaboration with this team, the college observes seminars, workshops, social works etc at regular intervals. The college is now running four years and we have so far observed four plantations drive enabling us to plant thousands of trees besides other eco friendly maintenance. The college is further beautified by the maintenance of four gardens looked after by four houses of the college namely Forerunner, Pathfinder, Trendsetter and Trailblazer. Maintenance clean surrounding is another effort of the college. To serve this aim, we with the help of Students' Forum members regulate the management of waste products and its proper disposal. Our tireless effort to convert the campus into Plastic and tobacco free zone is in fact starting to take shape and in within very short period of time we are expectation 100% achievement in this regard. One specialty of C-Edge College is our constant endeavour to inculcate in the mind of the student a spirit of rationality and responsibility. We believe that the need to maintain cleanliness and the imperativeness to safeguard environment should come automatically which need not necessarily be taught. In a nutshell, we desire that each student must be a role player when it comes to environmental issue. Besides, the college maintains a fix sum to be utilized in connection to environmental and eco-friendly maintenance.

Thus, eco-consciousness and Green Audit is a part of the college policies and action.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- *Energy conservation, *Use of renewable energy, *Water harvesting, *Check dam construction, *Efforts for Carbon neutrality, *Plantation
- *Hazardous waste management, *e-waste management

Energy conservation:

- Energy conservation is perhaps one thing where every student is ever conscious as a result of our continuous stress on its importance. Unnecessary wastage of water from toilets, wash rooms, canteen etc, and power wastage, be it from lights, fans, printer & Xerox machines, computers and laptops, projectors etc has greatly been minimized. All the lightings are fitted with CFL bulbs.

Use of renewable energy:

- The use of renewable energy sources is not available at the moment. But the talks about the importance of using renewable energy in the form of mini solar enabled power generation was deliberated and its significance has been seen as beneficial in two ways. Firstly, it can address the problem of power shortage; secondly it can be a contributory factor in ensuring green environment.

Water harvesting:

- Even though the region around the college receives abundance annual rainfall the move to establish and maintain water harvesting has not been started yet. However, this is included in the perspective plan.

Check dam construction:

- No dams are located around the institution and nearby places.

Efforts for Carbon neutrality:

- Not much of this activity is available.

Plantation:

- Plantation of tree saplings forms an important part of environmental activity. So far in our few years of existence we have undertaken four plantation drives enabling us to plant more than a thousand trees in and around the college campus.

Hazardous waste management:

- Waste products are the primary source of pollution. The college has constituted a student body known as C-Edge College Student Forum (CECSF) this body monitors and regulates the maintenance of cleanliness in and around the campus. Use of plastics bags, bottles and other plastic products has been discouraged. The effort in converting the institute in to plastic and tobacco free zone under process and is getting the desired response. The emphasized on the use of recycled goods is gaining momentum and this is achieved by allowing the students to sometimes engage themselves in creating any useful material or object out of waste products. This helps in their creativity skill and serves the importance of environmental safeguard by recycling the waste for reuse. Proper dustbins separately for plastic bags, plastic bottles, waste papers and other wastes are maintained. Learning that tobacco consumption has ill effects in a number of ways (spiting, problem in disposing tobacco covers, health effect etc) the college has made total ban of tobacco use at least within the campus which is strictly regulated by imposition of Rs 250/- as fine.
- There is general lack of awareness in this area and the college is working towards effective management of hazardous waste both by creating awareness and taking measures for safe disposal.

E-waste management:

- The College being new, not much electronic wastes are generated at the moment. But, collaboration with companies to supply the e-waste for recycling is in the process.

7.2 INNOVATIONS

7.2. Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

- The College as an educational institution was founded with a firm objective to providing quality education. To meet the value of quality education, the institution is open to innovations and innovative thoughts with a sole consideration that it must positively impact the overall functioning of the college.
1. One important innovation is the fortnightly faculty presentations which has been initiated since the very beginning of the College. This is considered innovative because from the Naga society context, giving presentations is yet to be considered as accustomed practice. The topic for such presentation can be from any angle as per the likes and interests of the faculty presenter. During our few years of existence we have had a good number of such presentations from different topics of academic, socio-economic and political importance. The amount of enthusiastic response both from the faculty and students testifies its positive impact satisfying the inquisitive minds of students in particular with additional information outside their academic syllabus. What seems to be more admirable is the feedback that comes from the students after the presentation. For this faculty presentation we follow a scheduled routine by fixing the names of faculty members in different dates. Some important topics which have been presented includes among other, 'personality development' 'significance of 2014 general election', 'consumer rights protection', 'the art of influencing people' 'decision making' etc.
 2. Another important area which can also be rightly called as a good innovation is the practical value brought in through power point presentation by students. This is considered innovative because from the Naga society context, giving presentation is yet to be considered as accustomed practice. Each Student has to perform at least one power point presentation in a semester. Now this has been seen as a very important contributory factor for enriching the student's teaching-learning process, which has been testified by the amount of attention and seriousness paid towards this activity. We believe this can go a long way for the future career prospect of each student. We have seen that this particular power point presentation of students has helped them in enriching a deeper understanding of a particular topic assigned, it helps the students communication skills and above all, it is an ideal platform for students making them confident in approaching and addressing the audience.
 3. Since the year 2013 in the College 'Literary Event' quiz events are held which are designed in such a way to assist the students in preparing for competitive examinations. The questions for such quiz are set according to UPSC and other competitive examination question patterns allowing the students to have familiarity with those job-oriented examinations. This is enabled by incorporating audio visual and power point display of questions. Besides General Studies, the stress is laid more on Civil Service Aptitude Test (CSAT) of students. It goes without saying that this is indeed helping many civil service aspirant students as an ideal training platform.

4. Canaan Programme: It was introduced in 2015 with the objective to instill a sense of dignity of labour, the pioneering spirit, and of patriotism. The rationale is that unless one has a deep sense of work culture, ethics, and sacrifice, nation and individual development will be minimal. The members in this programme are known as Canaan Hands. The installation of a Green House in the campus is a part of the Canaan Programme activity. The Canaan Hands plant, care and grow Gerbera flowers with a view of income generation.
5. Perspective Classes: This is one of the latest innovative systems introduced in the College from the academic year 2016 and shall be considered as one of the Best Practices. Perspective classes will be the combination of tutorial, remedial and coaching classes which has been in existence in the college since its inception. Through this new system of Perspective classes, the College looks to bring about more qualitative and productive sessions with the students related to the subjects. It will also help the students and the teachers alike to get a firmer grasp of the subjects and its applicability. In addition, perspective classes will also help the weaker students to catch up, stronger students to take deeper roots, and creative students to explore further.
6. Attendance & Contact Hour Deficit Make Up System: (Refer to Best Practices)

7.3 BEST PRACTICES

7.3.1 Elaborate on any two best practices in the given format at page no.98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

- Taking into account that the quality of the students is the greatest asset, the College has taken up several measures as “Best Practices”, in the following we present two which are stringently adopted:
 1. **Attendance and Contact Hours Deficit Makeup:** Keeping in tune with recommendations of the National Assessment and Accreditation Council, (NAAC), as a starting point the college has initiated a “best practice” in the area of maintaining strict attendance and ensuring that Contact Hours are recovered by absentees so that they are eligible for the specified Credits. Understanding that excellent attendance will automatically impact the overall performance of the student, recovery of lost contact hours are effectively worked out. Here, in lieu of fine impositions and simply accepting leave applications, students are assigned comprehensive exercises by the concerned teachers. With this deficit recovery system in place we have seen marked improvements. The college awards a prize and certificate to the highest attendance scorer every semester, with the condition that they should have a minimum of 90%. As such, the college has adopted stringent and innovative measures to maintain high attendance as one of its best practices. To accomplish this objective, the following modalities are being implemented.
 - Monthly attendance and cumulative attendance shall be put up in the notice board by the first week of every month.

- Names of students having attendance below 80% shall be shaded. This shall be considered as the first or subsequent warning as the case may be.
- The students having less than the requisite percentage of attendance by the second month of the semester shall be ask to make up during the third month of the semester either through library hours, assignments, unit test, question answer discussion method, project works presentation etc or other course work. The concern Assistant professor shall provide the makeup plan.
- If the makeup is not completed by the end of the third month a written warning shall be issued by the first week of the fourth month of the semester. This shall be the last chance for makeup during the subsequent last month (fifth month) left before end semester exam.
- Students failing to reach the minimum attendance or makeup adequate attendance even after this may not be allowed to sit for the end semester exam.
- The Office will prepare monthly attendance and contact hour's deficit statement separately.
- Students who have contact hour's deficit will be required to make up the deficit with imposition of penalty.
- Each student shall have to take clearance from all concerned Departments and clear all dues, if any, before he/she is allowed to sit for the end semester exam.

To accomplish the task of achieving good attendance and to encourage this trend, the College provides the following awards to the best attendance achievers:

Sl.	Name of the award	Category
1	Star Attendance Awards (Citation)	To every student in every class reaching 90% or above in attendance during the semester.
2	Best Star Attendance Awards (Citation)	To one student during the semester from each class with the highest attendance subject to reaching the minimum of 90%.
3	Champion Star Attendance Award (Citation + Rs 500)	Best attendance from combined attendance from I to V semester to be awarded to a VI semester student subject to reaching the minimum of 90%.

Following is the reproduction of January 2015 attendance record of Semester VI. Only the record of three subjects has been displayed here.

Sl.	Student ID	Name	History		Sociology		Pol. Science	
			Total no of classes attended out of 15	%	Total no of classes attended out of 16	%	Total no of classes attended out of 16	%
1	1201001	Chubaakum	11 days	73%	14 days	88%	14 days	88%
2	1201002	Vekitulie Solo	3 days	20%	4 days	25%	4 days	25%
3	1201003	Sangleyenla Oung			15 days	94%	15 days	94%
4	1201004	VilotoAchumi	1 days	7%	2 days	12%	2 days	12%

5	1201005	Aosunep	14 days	93%	16 days	100%	16 days	100%
6	1201006	Nokchachila	14 days	93%	14 days	88%	14 days	88%
7	1201009	S. Imkongakum	11 days	73%	14 days	88%	14 days	88%
8	1201010	K. Anna	12 days	80%	13 days	81%	13 days	81%
9	1201011	Anali K. Yeptho	13 days	87%	14 days	88%	14 days	88%

* Attendance below the min requisite of 80% is shaded. They should improve their attendance.

* A Certificate will be given to students who attain 90% and above and the topper will be awarded a prize.

* Note: If any errors found, report to the Principal's office within three days.

Sl.	Student ID	Name	History	Sociology	Pol. Science
1	1201001	Chubaakum	1 CHD*		
2	1201002	Vekitulie Solo	9 CHD	9 CHD	9 CHD
3	1201004	VilotoAchumi	11 CHD	11 CHD	11 CHD
4	1201009	S. Imkongakum	1 CHD		

*CHD: Contact Hour Deficit.

With the team of committed faculty members, contact hour deficit has been efficiently worked out each semester allowing each student to write their end semester examinations. The role of both the faculty and the student are involved in this success, firstly the students writes their exams because of their efforts and hard labor in making up the deficits, secondly the faculty members who takes additional responsibility in filling those deficits. So far none of the students has been debarred from writing their end semester exams due to want of attendance requirements.

2. **Mentorship:** The practice of Mentor/Mentee relation is another area of attraction thus forming another layer of college best practices. Mentor-Mentee relation can best be defined as an extra space provided to the students for their all round development under watchful direction of a mentor. Each student is under the direct guidance of a Mentor. This relationship goes beyond strict academic discipline benefiting the students in their character building, talent identification, moral support, value advice etc. Experiencing from this practice for the last few years we conclude that it really has served its purpose and is continuing to enrich the students in multi ways. There has been a lot of advantages that the students have derived from the professional advice and guidance of their mentors but some key areas where the students had derived maximum benefit can be seen in areas such as career guidance and character and personality building. This practice demands that the mentor-mentee must share a very close and cordial relation maintaining a constant touch. It is the secret duty of every mentor to see that his mentee is properly behaved and without disciplinary problems, to evaluate at regular intervals about his mentees academic performance and achievements, to check that his attendance in class is not neglected and above all a mentor's duty is to see that the desired change he wished on his mentee is affected. The success of the Mentoring program will require both the parties to be equally responsible to each other. The mentor will take responsibility for monitoring and supervising a mentee's overall progress and be a natural source of reference for the mentee involving both academic and non-academic support. The mentee will take responsibility to be responsive to the initiatives of the mentor and be cooperative in making the program functional with the full awareness that the mentee is the ultimate beneficiary.

There shall be at least 2-3 mentor/mentee meetings in a session.

The activation of this close mentor-mentee relation is made possible because of the proper guidelines laid down by the college recommending regular meeting between the two whether in group or in individual person as the case may be depending on the situation and need. Here is a reproduction copy of mentor-mentee meeting record.

Date & Time	Mentees attendance	Place	Issues Discussed	Outcome and resolution	Remark
7-06-2015 11:30 am	All the mentees present	G - 14	A brief orientation on the value of mentor/mentee relationship was introduced and explained in particular to new mentees.	Mentees present were inspired by the aims and objectives behind the introduction of this practice.	Very satisfactory
12-08-15 12:15 pm	Mentee A and Mentee B (names have not been given for confidentiality reasons)	G - 14	Meeting was immediately arranged on receiver of complains in regard to bunking of classes and misbehavior in the class by the two mentees. After making an inquiry about their behavior and attitude certain advises were given. Besides disciplinary issues of the two mentees the meeting mainly concentrated on how to control habitual consumption of tobacco, as both the mentees confessed their tobacco addiction.	After explaining the ill effects of tobacco and the benefits of tobacco free life certain ways and means were shared and discussed to help keep off the bad habit and the mentee promised to keep a try on the suggestion.	Very satisfactory

BEST PRACTICES

TITLE OF THE PRACTICE I: *Contact Hours Deficit (CHD) Make Up.*

1. **OBJECTIVES OF THE PRACTICE:** Taking into account the quality of the students as the greatest asset, the College has taken up several measures to attain this. As a starting point the college has initiated a “best practice” in the area of maintaining strict attendance and ensuring that Contact Hours are recovered by absentees so that they are eligible for the specified Credits as given by the Nagaland University. Understanding that excellent attendance will automatically impact the overall performance of the student, recovery of lost contact hours are effectively worked out. Here, in lieu of fine impositions and simply accepting leave applications, students are assigned comprehensive exercises by the concerned teachers. With this deficit recovery system in place we have seen marked improvements.

As a further incentive, the college awards a prize and certificate to the highest attendance scorer every semester, with the condition that they should have a minimum of 90%. This called the Star Attendance Awards.

The college has thus adopted stringent and innovative measures to maintain high attendance as one of its best practices with the view to achieve all round quality enhancement as high attendance will ensure that the student is immersed thoroughly in all curricular and extracurricular activities of the institution..

2. **THE PRACTICE:**

To accomplish this objective, the following modalities are being implemented.

- Monthly attendance and cumulative attendance shall be put up in the notice board by the first week of every month.
- Names of students having attendance below 80% shall be shaded. This shall be considered as the first or subsequent warning as the case may be.
- The students having less than the requisite percentage of attendance by the second month of the semester shall be asked to make up during the third month of the semester either through library hours, assignments, unit tesst, question answer discussion method, project works presentation etc or other course work. The concerned Assistant professor shall provide the make up plan.
- If the make up is not completed by the end of the third month a written warning shall be issued by the first week of the fourth month of the semester. This shall be the last chance for makeup during the subsequent last month (fifth month) left before end semester exams.
- Students failing to reach the minimum attendance or adequate makeup even after this, may not be allowed to sit for the end semester exams.
- The Office will prepare monthly attendance and contact hours deficit statement separately.

- Students who have contact hours deficit will be required to make up the deficit with imposition of penalty. However, the imposition will be waived for valid Leave cases.
- Each student shall have to take clearance from all concerned Departments and clear all dues, if any, before he/she is allowed to sit for the end semester exams.

To accomplish the task of achieving good attendance and to encourage this trend the College provides the following awards to the best attendance achievers:

Sl.	Name of the award	Category
1	Star Attendance Awards (Citation)	To every student in every class reaching 90% or above in attendance during the semester.
2	Best Star Attendance Awards (Citation)	To one student during the semester from each class with the highest attendance subject to reaching the minimum of 90%.
3	Champion Star Attendance Award (Citation + Rs 500)	Best attendance from combined attendance from I to V semester to be awarded to a VI semester student subject to reaching the minimum of 90%.

Following is the reproduction of January 2015 attendance record of Semester VI. Only the record of three subjects has been displayed here.

Sl.	Student ID	Name	His		Soc		Pol. Sc	
			Total classes attended out of 15	%	Total classes attended out of 16	%	Total classes attended out of 16	%
1	1201001	Chubaakum	11 days	73%	14 days	88%	14 days	88%
2	1201002	Vekitulie Solo	3 days	20%	4 days	25%	4 days	25%
3	1201003	SangleyenlaOung			15 days	94%	15 days	94%
4	1201004	VilotoAchumi	1 days	7%	2 days	12%	2 days	12%
5	1201005	Aosunep	14 days	93%	16 days	100%	16 days	100%
6	1201006	Nokchachila	14 days	93%	14 days	88%	14 days	88%
7	1201009	S. Imkongakum	11 days	73%	14 days	88%	14 days	88%
8	1201010	K. Anna	12 days	80%	13 days	81%	13 days	81%
9	1201011	Anali K. Yeptho	13 days	87%	14 days	88%	14 days	88%

*Attendance below the minimum requisite of 80% is shaded. They should improve their attendance.

* A certificate will be given to students who attain 90% and above and the topper will be awarded a prize.

* Note: If any errors found, report to the Principal's office within three days.

Contact Hours Deficit (CHD) Track

<i>Sl.</i>	<i>Student ID</i>	<i>Name</i>	<i>His</i>	<i>Soc</i>	<i>Pol. Sc</i>
1	1201001	Chubaakum	1 CHD		
2	1201002	Vekitulie Solo	9 CHD	9 CHD	9 CHD
3	1201004	VilotoAchumi	11 CHD	11 CHD	11 CHD
4	1201009	S. Imkongakum	1 CHD		

3. IMPACT OF THE PRACTICE:

The impact of deficit contact hours ‘makes up classes’ is indeed phenomenal with the team of committed faculty members working sacrificially to make the contact hour deficit make up system an effective mechanism. The role of both the faculty and the students are involved in this success, firstly the students who qualify to write their exams because of their efforts and hard labour in making up the deficits, secondly the faculty members who take additional responsibility in conducting those deficits. So far none of the students has been debarred from writing their end semester exams due to want of attendance requirements.

4. RESOURCES REQUIRED: To begin with, there should be one in charge, most probably a full time faculty. The duty is to look after the student’s monthly attendance record in the college and provide data on the notice board. Based on the data provided by the in charge, for students falling short on the required attendance percentage, immediate arrangement is made to recover their attendance deficit by the concerned teacher.

Deficit Recovery can be done in different ways viz. Library hours, presentations, unit test, question-answer methods, project works, extra classes etc. Files and registers are maintained for the purpose of documentation of the practice.

5. CONTACT PERSON: Principal/ Contact Hour Deficit In-charge/Concern Mentors

TITLE OF THE PRACTICE II: *Mentorship Programme*

1. OBJECTIVES OF THE PRACTICE:

The practice of Mentor/Mentee relation is another area of attraction thus forming another layer of college best practice. Mentor-Mentee programme can best be defined as an extra space provided to the students for their all round development under the watchful direction of a mentor. Each student is under the direct guidance of a Mentor. This relationship goes beyond strict academic discipline benefiting the students in their character building, talent identification, moral support, value advice etc. Experiencing from this practice for the last few years we conclude that it really has served its purpose and is continuing to enrich the students in multi ways. There have been a lot of advantages that the students have derived from the professional advice and guidance of their mentors; some key areas where the students had derived maximum benefit can be seen in areas such as career guidance and character and personality building.

2. THE PRACTICE AND ITS IMPACT:

This practice demands that the mentor-mentee must share a very close and cordial relationship and maintaining a constant touch. It is the sacred duty of every mentor to see that his mentee is properly behaved and without disciplinary problems, to evaluate at regular intervals about his mentees academic performance and achievements, to check that his attendance in class is not neglected and above all a mentor's duty is to see that the desired change is affected in his mentee. The success of the Mentoring program will require both the parties to be equally responsible to each other. The mentor will take responsibility for monitoring and supervising a mentee's overall progress and be a natural source of reference for the mentee involving both academic and non-academic support. The mentee will take responsibility to be responsive to the initiatives of the mentor and be cooperative in making the program functional with the full awareness that the mentee is the ultimate beneficiary.

There shall be at least 2-3 mentor/mentee meetings in a session.

The activation of this close mentor-mentee relation is made possible because of the proper guidelines laid down by the college recommending regular meetings whether in group or individually as the case may be depending on the situation and need. Here is a reproduction copy of mentor-mentee meeting record.

Name of the Mentor	Name of the Mentees
Mr BenjungOzukum	A,B,D,C,E,F,G, H,I,J,K

Date & Time	Mentees' attendance	Place	Issues Discussed	Outcome and Resolution	Remarks
7-06-2015 11:30 am	All the mentees present	G – 14	A brief orientation on the value of mentor/mentee relationship was introduced and explained in particular to new mentees.	Mentees present were inspired by the aims and objectives behind the introduction of this practice.	Very satisfactory
12-08-15 12:15 pm	X and Y	G- 14	Meeting was immediately arranged on receipt of complaints in regard to bunking of classes and misbehaviour in the class by the two mentees. After making an inquiry about their behaviour and attitude certain advise were given. Besides disciplinary issues of the two mentees the meeting mainly concentrated on how to control habitual consumption of tobacco, as both the mentees confessed their tobacco addiction.	After explaining the ill effects of tobacco and the benefits of tobacco free life, certain ways and means were shared and discussed to help keep off the bad habit and the mentee promised to give a try on the suggestion.	Very satisfactory

3. THE IMPACT: Qualitative transformation of the students is an important impact of the practice. Here, the desired change of the students based on their personality, character, discipline, attentiveness etc need to be taken into consideration. For example, we have had a number of students with different problems such as being difficult and indifferent in class, irresponsive, or even addictive to banned substances etc. who actually graduated from the college as a reformed and responsible person. The mentoring programme goes beyond the

college and this was learned from the fact that the students continue to seek their mentor's valuable advice even after they graduated and left the college.

4. RESOURCE REQUIRED: For the mentor-mentee sessions, they can meet and interact anywhere inside the campus. It can be an empty classroom, the open lawns, cafeteria etc as long as they are comfortable and found convenient. Documentation in files and registers are entered after every session with each mentee.

5. CONTACT PERSON: Principal/Mentorship Programme In-Charge/Concern Mentors

Evaluative Reports of Various Departments

Department of Management

1. Name of the Department : *Management Studies*
2. Year of Establishment : *Established in 2012 & functional from 2014*
3. Names of courses/programmes offered
UG Course (Under Graduates): BBA – Bachelor of Business Administration
4. Names of Interdisciplinary courses and the departments/units involved
Management is a study which is interdisciplinary in nature. Thus, the course is offered with an integrative approach from various functional areas such as Economics, IT, Quantitative Techniques, Communication Skills, Entrepreneurship Development, Environmental Studies, English, together with the overall Management subjects.
5. Annual/ semester/choice based credit system (programme wise)
We follow the Semester system of our affiliated university. In addition, at 5th Semester, the students have one choice based credit paper – Entrepreneurship Development.
6. Participation of the department in the courses offered by other departments
Faculty from Management department takes classes of the Environmental Studies (EVS) subject, Sociology Honours paper (Industrial Sociology) and also BA CBCP semester VI English Communication Skills.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
Nothing so far but we have plans to do so in the future
8. Details of courses/programmes discontinued (if any) with reasons : *None*
9. Number of Teaching posts

	Sanctioned	Filled
Professors	As per norms	-
Associate Professors	As per norms	-
Assistant Professors	As per norms	4

10. Faculty profile with name, qualification, designation, specialisation, (D.Sc./D.Litt./PhD/MPhil.etc)

Name	Qualification	Designation	Specialisation	No. of years of experience	No. of PhD students guided for the last four years
Wapanginla Ao	MHRM (MBA)	HoD - Assistant Professor	Human Resource Management	8	-
Dilip Kumar Patel	MBA/DCA	Assistant Professor	Marketing/HRM	2	-
Lipokmarla	MBA	Assistant Professor	Marketing/HRM	1	-
Puru Kichu	MBA/M.Com	Assistant Professor	Financial Management	11	-

11. List of Senior Visiting Faculty : 2

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

Lectures delivered (%)	Practical classes (%)
30%	None

13. Student -Teacher Ratio (programme wise) : 5:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

Academic Support Staff : As per norms

Administrative Staff : As per norms

15. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG

Post Graduate: 4

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

: None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

: None

18. Research Centre /facility recognized by the University : None

19. Publications:

a) Publication per faculty

* Number of papers published in peer reviewed journals (national / international) by faculty and students: 1

- * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- * Monographs: 0
- * Chapter in Books: 0
- * Books Edited: 1
- * Books with ISBN/ISSN numbers with details of publishers: 0
- * Citation Index: 0
- * SNIP: 0
- * SJR: 0
- * Impact factor: 0
- * h-index: 0

This is one area which the department is encouraging its faculty to be more proactive.

20. Areas of consultancy and income generated

One of the faculty members has been giving consultancy services to the governmental establishment in the form of conducting trainings for its various employees. This consultancy is based on the individual effort.

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards.

: None so far

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme : *None*

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:

100% (as all the students once they take up specialisation subject in IV semester, have to undertake summer/winter internship at a reputed organisation for a month) In addition, each student has to submit a project based on it.

23. Awards / Recognitions received by faculty and students

• *Students*

Sl.	Name	Class	Award Title	Level	Year
1	Akangjungshi	BBA SEM I	Won at the Photography Competition, both district and state level, conducted by Nagaland State AIDS Control Society (NSACS)	State	2013
2	Toki Swu	BBA SEM II	2 nd at the Business Plan competition, conducted by Nagaland University Management Fest – Zoomax 2015	University	2015
3	Akangjungshi	BBA SEM III	2 nd at the Business Plan competition, conducted by Nagaland University - Management Fest , Zoomax 2015	University	2015
4	Akangjungshi	BBA SEM III	2 nd at the Business based photography competition conducted by Nagaland University -Management Fest Zoomax 2015	University	2015
5	Shiluwati	BBA SEM	Recognition by YouthNet for being a part of the 'First Cut' Entrepreneurship	State	2015

		III	Competition 2015		
6	Akangjungshi	BBA SEM III	Recognition by YouthNet for being a part of the 'First Cut' Entrepreneurship Competition 2015	State	2015
7	David	BBA SEM III	2 nd at Rural-La-Carte (marketing an indigenous product) Competition conducted by the Management Department at the ICFAI University, Nagaland (Bizhorn Management Fest)	University	2016
8	Abhigial	BBA SEM I	2 nd at Rural-La-Carte (marketing an indigenous product) Competition conducted by the Management Department at the ICFAI University, Nagaland (Bizhorn Management Fest)	University	2016
9	Akangjungshi	BBA V Sem	1 st at Business Plan Competition conducted by the Management Department at the ICFAI University, Nagaland (Bizhorn Management Fest)	University	2016
10	Shiluwati	BBA V Sem	1 st at Business Plan Competition conducted by the Management Department at the ICFAI University, Nagaland (Bizhorn Management Fest)	University	2016
11	David	BBA III Sem	2 nd at 'Minute to win it' Competition conducted by the Management Department at the ICFAI University, Nagaland (Bizhorn Management Fest)	University	2016
12	Lhukrosa	BBA III Sem	2 nd at 'Minute to win it' Competition conducted by the Management Department at the ICFAI University, Nagaland (Bizhorn Management Fest)	University	2016
13	Akangjungshi	BBA VI Sem	1 st at COMFIESTA, Tetso College – AD Promo (Production Promo Skills)	College	2016
14	David	BBA IV Sem	1 st at COMFIESTA, Tetso College – AD Promo (Production Promo Skills)	College	2016
15	Toki Swu	BBA IV Sem	1 st at COMFIESTA, Tetso College – AD Promo (Production Promo Skills)	College	2016

24. List of eminent academicians and scientists / visitors to the department

Name	Designation	Organisation
Mr. Nagato Swu	Project Associate	NEIDA – TATA Trust
Mr. Dhrubajyoti Bordoloi	Assistant Professor	School of Management – Nagaland University
Miss Shakshi A Singh	Head of Administration	Sky International Academy - Guwahati
Miss Rani	Trainer	Sky International Academy - Guwahati

25. Seminars/ Conferences/Workshops organized & the source of funding a) National b) International : *None*

26. Student profile programme/course wise:

Name of the course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
Bachelor of Business Administration (BBA)	21	16	13	3	NA

*This figure includes the overall Management dept. students' profile.

*Management dept. became functional only from 2014 so we will have our first graduates in 2017 only.

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other states	% of students from abroad
Bachelor of Business Administration (BBA)	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Since the course is relatively new, functional from 2014 only, we are yet to have graduate students who can clear such competitive exams

29. Student progression

Student progression	Against % enrolled
UG to PG	NA
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Entrepreneurship/Self-employment	NA

Since the course is relatively new, functional from 2014 only, the first batch shall graduate by June 2017.

30. Details of Infrastructural facilities:

a) Library: *The library has a seating capacity of 25 and is spacious and well lit. It is well stocked with the basic as well as the updated books and texts for both faculty and students. It also includes newspapers, magazines, journals, educational CDs etc.*

b) Internet facilities for Staff & Students: *The College provides LAN Wi-Fi facilities for both students and faculty.*

c) Class rooms with ICT facility: *Classrooms are well ventilated and spacious to accommodate the number of available students. There is availability of LCD projector which can be used in all the classrooms for smart teaching and presentations by both students and faculty.*

d) Laboratories: *The College has a well equipped Language Lab which can be used for communication based subjects such as business communication for Management students as well as for English Communication Skills subject for Arts students.*

31. Number of students receiving financial assistance from college, university, government or other agencies
Out of the 11 students in Management department, 9 students receive scholarship from the Central Government on the basis of SC/ST.

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts
The following are some of the student enrichment programmes held by the department. The department has more plans for special lectures, seminars etc.

Sl.	Name of the Workshop	Resource Person/Expert	Organisation
1	Workshop on CSR – Corporate Social Responsibility	Mr. Nagato, Project Associate	NEIDA- TATA TRUST
2	Workshop on Business Plan and Strategies	Mr. Toina Yeptho (MBA)	Successful Entrepreneur

- The Department also organised and conducted successfully its first Management Fest by the name ASPIRE 2016. Different colleges were invited from Dimapur & Kohima and were part of the event. Competitions like Business plan, business quiz, Brand Battle, Face off, Ad Selfie, A minute express & Painting based on business social responsibility were conducted successfully. The BBA students were given an opportunity to be the manager of different events. This was a ground for them to practice and learn skills practically like teamwork, responsibility, delegation, planning, organising, controlling, decision making etc.

This fest was also an opportunity for other students from various colleges especially non management students to explore and discover their entrepreneurial & business skills.

33. Teaching methods adopted to improve student learning

The following are the methods adopted to improve student learning:

- *Smart class room lectures with the use of White board, LCD projector, audio & video visuals etc*
- *Case Studies & Discussions*
- *Term projects*
- *Report Assignments*
- *Make up classes in the form of tutorials*
- *Presentations by students – individual/group*
- *Industrial visits*
- *Summer and winter assignments based on industry interface*
- *Summer/Winter internship*

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Every student is a part of the activities conducted by NSS. This includes cleaning and clearing jungles in and outside the campus, in the neighbouring areas and town. Each student is encouraged to be a part of the extension activities whether conducted by the college or any other NGO's, social clubs & unions.

35. SWOC analysis of the department and Future plans

Strengths: *One of the advantages of being a young department and college is that the student-teacher ratio is very favourable. The Management department has well qualified and dedicated faculty. Almost all of them have many years of corporate experiences. Even the part time faculty members are upcoming and successful entrepreneurs and businessmen. These contribute to the first hand experience approach of education to the students. Industrial interface is one of the main activities of the department which is vital for any Management student. The department also makes it compulsory for each student to write reports and make assignments in every semester based on their interaction with any private organisation according to the topics given by their concerned teachers. This practice will help the students to get a clearer picture of what they have been and will be studying. The availability of a well stocked library and Wi-Fi facilities also aid the students in their education. The practice of different interesting teaching methods by the faculty keep the students more interested and aid in easy learning process. Finally, the department sees to it that the various workshops conducted for the students are based on the relevant topics and Management styles.*

Weaknesses: *Due to the fact that the college is a young institute, there can be a few weaknesses that the faculty as well as the students may face, such as infrastructure, inadequate salary to its faculty etc. In addition, geographically, North East India especially Nagaland still lack the existence of MNC's or huge organizational set ups. This might hamper in the process of students' placement opportunity. The teaching faculty has to be encouraged to take part in research activities. There is a lack of research culture in the department.*

Opportunities: *One of the opportunities that lay ahead is to develop and to have a functional 100% smart classroom with all the high tech facilities. In the coming years, the location of the college will be one of the fastest growing areas in the state which can benefit all in future. The department is also on the process of collaborating with different organisations which can aid the students in their skill development potential. The opportunity to develop a strong placement cell is in the process.*

Challenges: *One of the biggest challenges of the department is the student enrolment as the Management subject is relatively new in Nagaland and also due to the department being very new in the college. Also, to create a research culture among its faculty is challenging. Due to its limited resources and initial stage of development, the department faces shortcomings in various activities.*

Future plans

- 1) To have special lectures from eminent visiting faculty.
- 2) To conduct and participate in seminars for both faculty and students.
- 3) To have more contacts and collaboration with different industries.
- 4) To offer more choice based credit papers to the students.
- 5) To encourage and introduce simulated activities based on Management Principles and Practice.

Department of Sociology

1. Name of the department : *Sociology*
2. Year of Establishment : *19th May, 2012*
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : *U.G*
4. Names of Interdisciplinary courses and the departments/units involved
Environmental Studies with Management and Economics.
5. Annual/ semester/choice based credit system (programme wise)
Semester System is followed.
6. Participation of the department in the courses offered by other departments.
Sociology Department also takes part in imparting Environmental Studies- EVS and Research Methodology subjects to the Management students.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
None
8. Details of courses/programmes discontinued (if any) with reasons : *None*
9. Number of Teaching posts

	Sanctioned	Filled
Professors	As per norms	-
Associate Professors	As per norms	-
Assistant Professors	As per norms	2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialisation	No. of years of experience	No. of PhD students guided for the last four years
P. Alice Donna	MA	HoD - Assistant Professor	Entrepreneurship Development & Social Research Methods	4	-
Rhipeu Thele	MA	Assistant Professor	Industrial Sociology	2	-

11. List of senior visiting faculty : *None*

-
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty : *None*
13. Student -Teacher Ratio (programme wise). *30:1*
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled. : *As per norms*
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.
Post Graduate: 2
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : *None*
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : *None*
18. Research Centre /facility recognized by the University : *None*
19. Publications:
- a) Publication per faculty
- *Number of papers published in peer reviewed journals (national / international) by faculty and students:
 - *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - *Monographs
 - *Chapter in Books
 - *Books Edited
 - *Books with ISBN/ISSN numbers with details of publishers
 - *Citation Index
 - *SNIP
 - *SJR
 - *Impact factor
 - *h-index
- None*
20. Areas of consultancy and income generated : *None*
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards.... *None*
22. Student projects
- a) percentage of students who have done in-house projects including inter departmental/programme. *100%*
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies : *None*
-

23. Awards / Recognitions received by faculty and students
*Student - *Second Runners Up in Extempore Speech at Morung Fest 2013, Dimapur Nagaland*
24. List of eminent academicians and scientists / visitors to the department
None
25. Seminars/ Conferences/Workshops organized & the source of funding a) National b) International : *None*

26. Student profile programme/course wise:

Name of the course/programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
Sociology	110	82	56	26	90%

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other states	% of students from abroad
Sociology	100%	0%	0%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? *NA to date*

29. Student Progression

Student progression	Against % enrolled
UG to PG	100%
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Entrepreneurship/Self-employment	NA

30. Details of infrastructural facilities:

- a) Library: *In Sociology department, we have a good number of books which comprise of basic books like principles of sociology, sociological thinkers, research methodology to more specialised books on urban sociology, industrial sociology, rural sociology, population and society, demography etc.*
- b) Internet facilities for students & staffs: *Our college provides Wi-Fi internet facilities for both the students and the teachers*
- c) Classrooms with ICT facilities: *The college also provides classrooms which can be accompanied by LCD projector*
- d) Laboratories: *None*

31. Number of students receiving financial assistance from college, university, government or other agencies. 100%
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts.
Research Projects are undertaken.
33. Teaching methods adopted to improve student learning
To improve teaching learning process, the Department conducts class test, improvement test, presentations, field work, class discussion, project work, etc. For smart class room teaching, faculty also gives power point presentations.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities.
The students take active part in all the college activities like NSS, RRC, EU etc, the students also take their own responsibility in initiating voluntary activities of the college as an individual responsibility or group responsibility as well
35. SWOC analysis of the department and Future plans.

Strengths

- *The strength of the department is that from the time of its inception, we have students who opted for Sociology Honours.*
- *Till date we have 82 general students and 6 Honours students.*
- *The Research Project Paper is being conducted under the guidance of Sociology department.*
- *Sociology department also assists in teaching Environmental Studies to the Management students.*
- *In the year 2014 research work on the “Impact of Sanskritization and Westernization in Indian Society” was completed and submitted to the department by one Alumni Sociology Honours student.*

Weaknesses

Some of the weaknesses and challenges faced by the department are:

- *Lack in number of teaching faculty members.*
- *There is decrease in the number of students who opt for Sociology Honours.*
- *Shortage of relevant books for reference in the library largely due to scarcity of prescribed books in the market.*

Opportunities

- *Sociology department also offers opportunity to students to conduct research from 2nd semester onwards.*
- *The department also provides opportunities to participate in other co-curricular activities like NSS, Canaan Hands, Evangelical Union, and activities outside the college etc.*
- *The department also gets an opportunity in guiding other departments how to conduct research work for the project paper.*

Challenges

- *Giving less importance to the general paper as compared to the honours papers*
- *Less number of students being admitted into the department*

Future plans

Some of the future plans are:

- *To have more number of faculty members.*
- *To carry out more research work.*
- *To have more students interested in the study of society.*
- *To conduct more power point presentations.*
- *To give more importance in studying our Naga Village Development Board activities apart from the University curriculum*

Department of Political Science

1. Name of the Department : *Political Science*
2. Year of Establishment : *Established in 2012& functional since then*
3. Names of courses/programmes offered
UG Course (Under Graduates): BA – Bachelor of Arts
4. Names of Interdisciplinary courses and the departments/units involved
In VI Semester, students are introduced to the study of comparative politics – a subject which is regarded as an inter-disciplinary approach to the subject.
5. Annual/ semester/choice based credit system (programme wise)
Semester system is followed. There is a choice based credit paper in English Communication Skills in the VI Semester.
6. Participation of the department in the courses offered by other departments
*One of the Faculties is involved in teaching topic - Minority (SC/ST), Constitutional Amendments and their Rights to Sociology students
And also teaches Consumers Protection Act to BBA Students.*
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
Nothing so far but we have plans to do so in the future
8. Details of courses/programmes discontinued (if any) with reasons. *None*

9. Number of Teaching posts

Designation	Sanctioned	Filled
Professors	As per norms	-
Associate Professors	As per norms	-
Assistant Professors	As per norms	2

10. Faculty profile with name, qualification, designation, specialisation, (D.Sc./D. Litt./PhD/MPhil.etc)

Name	Qualification	Designation	Specialisation	No. of years of experience	No. of PhD students guided for the last four years
Ms Aloli H Kinny	MA, DCA	HoD - Assistant Professor	Indian Government and Politics	4	-
Ms.Limongi	MA, M.Phil	Assistant Professor	Indian Government & Politics, International Politics	1	-

11. List of Senior Visiting Faculty : *None*

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

Lectures delivered (%)	Practical classes (%)
None	None

13. Student-Teacher Ratio(programme wise) 30:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

*Academic Support Staff: As per norms**Administrative Staff: As per norms*

15. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG PG: 2

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

None

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received

*None*18. Research Centre /facility recognized by the University : *None*

19. Publications:

- B) Publication per faculty
- * Number of papers published in peer reviewed journals (national / international) by faculty and students: 1
 - * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.)
 - * Monographs
 - * Chapter in Books
 - * Books Edited
 - * Books with ISBN/ISSN numbers with details of publishers
 - * Citation Index
 - * SNIP
 - * SJR
 - * Impact factor
 - * h-index

So far, none of the faculty has published in any journals. But, that is one area which the department is encouraging its faculty to do so.

20. Areas of consultancy and income generated : *None*

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards.... *None so far*

22. Student projects

B) Percentage of students who have done in-house projects including interdepartmental/programme: *None*

B) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: *None*

23. Awards/Recognitions received by faculty and students

- *Students*

Sl.	Name	Award Title
1	Sangleyenla	Inter-collegiate Debate Competition- Consolation Prize.

24. List of eminent academicians and scientists/visitors to the department : *None*

25. Seminars/Conferences/Workshops organized & the source of funding

a) National

B) International

The Department has so far conducted a number of Debates, discussions and presentation on many issues. A workshop on Human Rights was also held.

Date	Name of the Workshop	Outcome
10-12-2015	World Human Rights Day	It was beneficial and created awareness among the faculty and the students.

26. Student profile programme/course wise:

Name of the course/programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
BA General	101	94	57	37	100% (2016)
BA Honours	15	11	8	3	100% (2016)

*This figure includes the overall Political Science dept. students' profile.

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other states	% of students from abroad
Bachelor of Arts (BA)	95%	5%	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Being a young institution the college till date has only one graduating batch (2012 batch). The graduating students are indeed working very hard to clearing the mentioned examinations or pursuing higher education.

29. Student progression

Student progression	Against % enrolled
UG to PG	2
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities:

a) Library: *The College has an efficient and well maintained library system which has a seating capacity of approximately 30 students and is well spacious and well updated. Besides the Departmental related books it also includes newspapers, magazines, journals, educational CDs etc.*

b) Internet facilities for Staff & Students:

The College provides LAN Wi-Fi facilities for both students and faculty.

c) Class rooms with ICT facility: *Inside the classrooms the traditional Black Board has been replaced by White Boards. Classrooms are well ventilated and spacious to accommodate the number of available students. The stress is given for smart teaching in the form of Power Point usages both for the faculty members and the students alike hence there is availability of LCD projector which can be used in all the classrooms.*

d) Laboratories: *The College is also the centre for language education giving importance to English Communication and language skill through its program called, 'Edge Study Circle' It has Language Lab which can be used for communication subject such as business communication for Management students as well as for English Communication Skills subject for Arts students.*

31. Number of students receiving financial assistance from college, university, government or other agencies.

All the students enrolled in the Department receive scholarship in the form of Post Matric scholarships for SCs & STs.

32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts.

The department has more plans for special lectures, seminars in the coming days etc.

33. Teaching methods adopted to improve student learning

The following are the methods adopted to improve student learning:

- *Question Hour related problem solving discussions*
- *Perspective Classes*
- *Open Book Test*
- *Smart class room lectures with the use of White board, LCD projector, audio & video visuals etc*
- *Project works, Assignments, debate, Unit test etc*
- *Deficit Make up classes in the form of tutorials*
- *Presentations by students (Verbal or Power point) – individual/group*
- *Summer and winter assignments based on mini research*
- *Thematic Apperception Test (TAT)*
- *Word Association Test (WAT)*
- *Critical Analysis*
- *Improvement Test & oral Test*
- *Reading hour*
- *Case Study*

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

The college with the help of NSS conducts compulsory social work on every 2nd Saturdays. This is mandatory for every students and the faculty. Here, the work coverage is significant as it looks after cleaning, clearing, beautification, plantations etc in and around the college as well as outside in the community.

35. SWOC analysis of the department and Future plans.

Strengths:

One strength of the department is that it is one of the largest departments in the C-Edge College. Strength of the department is that the student-teacher ratio is very favourable and manageable. The Political Science department has well qualified and dedicated faculty. As mentioned above, with the manageable strength, there is flexibility in its functioning according to the arising needs and requirements of the students.

Weaknesses:

Due to the fact that the college is a young emerging institute, there can be a few weaknesses that the faculty as well as the students may face such as infrastructure, inadequate salary to its faculty etc. The teaching faculty has to be encouraged to take part in research activities. There is a lack of research culture which the Department is trying to positively work out in the future.

Opportunities:

One of the opportunities that lay ahead is to develop and to have a functional 100% smart classroom with all the high tech facilities. The department is also on the process of collaborating with different colleges which can aid the students in their academic pursuance.

Challenges:

As a young Department, there are some challenges which the department positively tries to tackle. Insufficiency in availability of material for certain papers. During the 6th Semester, the Honours Students are offered Project Paper. However, one of the hurdles faced is non-availability of sufficient reading materials and references.

Future plans

- *To have special lectures from eminent visiting faculty.*
- *To conduct and participate in seminars for both faculty and students.*
- *To give utmost importance in participating National/State Level Sponsored Seminars and Workshops.*
- *To have more contacts and collaboration with different institutions.*
- *To encourage and introduce simulated activities to create awareness.*
- *Visitation of places/Institutions (Political importance)*

Department of History

1. Name of the Department : *History*
2. Year of Establishment : *Established in 2012*
3. Names of courses/programmes offered
UG Course (Under Graduates): BA – Bachelor of History
4. Names of Interdisciplinary courses and the departments/units involved : *None*
5. Annual/ semester/choice based credit system (programme wise)
We follow Semester system of our affiliated University.
6. Participation of the department in the courses offered by other departments
Faculty from History department participates in imparting Environmental Studies subject to the students of BA as well as BBA.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
Nil
8. Details of courses/programmes discontinued (if any) with reasons : *None*
9. Number of Teaching posts

	Sanctioned	Filled
Professors	As per norms	-
Associate Professors	As per norms	-
Assistant Professors	As per norms	2

10. Faculty profile with name, qualification, designation, specialisation, (D.Sc./D. Litt./PhD/MPhil.etc)

Name	Qualification	Designation	Specialisation	No. of years of experience	No. of PhD students guided for the last four years
Alila Ao	M.A	HoD Assistant Professor	General History	3	-
Vibizo Chuzo	M.A	Assistant Professor	Medieval History	8	-

11. List of Senior Visiting Faculty : None

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

Lectures delivered (%)	Practical classes (%)
0%	None

13. Student -Teacher Ratio (programme wise)

General Class - 58:1

Honours Class – 6:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

Academic Support Staff: As per norms

Administrative Staff: As per norms

15. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG

Post Graduate: 2

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. : *None*

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : *None*

18. Research Centre /facility recognized by the University : *None*

19. Publications:

a) Publication per faculty

* Number of papers published in peer reviewed journals (national / international) by faculty and students: 1

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): 0

* Monographs: 0

* Chapter in Books: 0

* Books Edited: 0

* Books with ISBN/ISSN numbers with details of publishers: 0

* Citation Index: 0

* SNIP: 0

* SJR: -

* Impact factor: -

* h-index: -

So far, none of the faculty has published in any journals. But, that is one area which the department is encouraging its faculty to do so.

20. Areas of consultancy and income generated : *Nil*

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards.... : *None so far*

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: *100%*

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: *None*

23. Awards / Recognitions received by faculty and students : *None*

24. List of eminent academicians and scientists / visitors to the department : *Nil*

25. Seminars/ Conferences/Workshops organized & the source of funding a) National b) International : *None*

26. Student profile programme/course wise:

Name of the course/programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
BA History (General)	113	109	53	56	100% (2016)
BA History (Honours)	18	12	9	6	NA

**The first batch of Honour's student will be graduating only in 2017.*

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other states	% of students from abroad
BA (History)	100%	0%	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? *NA*

29. Student progression

Student progression	Against % enrolled
UG to PG	NA
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities:

a) Library: *Our college library is utilised both by the faculty members and students. In History section, books are available from the Ancient, Medieval and Modern to World History. Other related books like History of South East Asia, Naga History etc are also available.*

b) Internet facilities for Staff & Students: *The College provides Wi-Fi connection. This provision is utilised to the full extent both by the faculty and students for academic purposes.*

c) Class rooms with ICT facility: *Students make provision of the ICT facilities which is provided by the college as part of their academic learning. Basic computer concepts are taught to the students to cope with the outside knowledge.*

d) Laboratories: *NA*

31. Number of students receiving financial assistance from college, university, government or other agencies *100%*

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts *Nil*

33. Teaching methods adopted to improve student learning

In order to improve the teaching-learning method, the department has initiated on the use of smart class teaching like white board, use of LCD projector for presentations both by the students and faculty, showing historical movies, documentary etc. In addition, to improve and test the knowledge of the students, class tests, improvement tests, discussions, quiz hour, assignments, make up classes are taken up by the concern department.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

In regard to social activities, students actively participate in social works, Blood donation camp, etc which are initiated by RRC and NSS.

35. SWOC analysis of the department and Future plans

The History department established in 2012 has come a long way on its three years journey. Initially with zero percent of Honours students, at present, it has increased to three honours students (2014) and 87 general students. Though less in number, we try to impart evaluative education about the history of India and also make them aware of the social, political, and economic conditions of our Naga history. The strength and weakness lies in the fact that it has fewer students but tries to impart cooperation among the faculties and students. Another weak point is the shortage of teaching faculty, lesser number of honours students and limited books for reference in the library. However, the challenge is to make these weaknesses into strength and creating opportunity for presentation and individual attention to improve in their area of interest.

Future plans

With these pros and cons, the department is trying to bring constructive changes in the near future. We are honoured to get an opportunity to go for the field trip in Khezakhonoma in Pfutsero district, a Naga ancestral place of origin. Though, it is just the beginning, the future of History department seems promising with upcoming field trip, workshops etc.

Department of Economics

1. Name of the Department : *Economics*
2. Year of Establishment : *Established in 2012 & functional from 2013*
3. Names of courses/programmes offered
UG Course (Under Graduates): BA – Bachelor of Economics
4. Names of Interdisciplinary courses and the departments/units involved
Faculty are involved in teaching Environmental Studies (EVS) and also in teaching BBA subjects like Business Environment, Business Economics, Quantitative Techniques & Statistics.
5. Annual/ semester/choice based credit system (programme wise)
We follow Semester system of our affiliated University.
6. Participation of the department in the courses offered by other departments
Faculty are involved in teaching Environmental Studies (EVS) and also in teaching BBA subjects like Business Environment, Business Economics, Quantitative Techniques & Statistics.
7. Courses in collaboration with other universities, industries, foreign institutions, etc. *Nil*
8. Details of courses/programmes discontinued (if any) with reasons : *None*
9. Number of Teaching posts

	Sanctioned	Filled
Professors	As per norms	-
Associate Professors	As per norms	-
Assistant Professors	As per norms	3

10. Faculty profile with name, qualification, designation, specialisation, (D.Sc./D. Litt./PhD/MPhil.etc)

Name	Qualification	Designation	Specialisation	No. of years of experience	No. of PhD students guided for the last 4 yrs
I. Imsuakum Longkumer	M.A	HoD - Assistant Professor	<ul style="list-style-type: none"> • Economics of growth & dev • Agriculture economics 	2	-
Mapuenla I Jamir	M.A	Assistant Professor	<ul style="list-style-type: none"> • Agricultural economics • Financial institutions and 	1	-

			markets		
Praveen Dukpa	MA/Research Scholar	Assistant Professor	<ul style="list-style-type: none"> • Agricultural economics • Financial institutions & markets 	3	-

11. List of Senior Visiting Faculty : *None*

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

Lectures delivered (%)	Practical classes (%)
None	None

13. Student -Teacher Ratio (programme wise)

General - 14:1

Honours – 3:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

Academic Support Staff: As per norms

Administrative Staff: As per norms

15. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG : *Post Graduate - 3*

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : *None*

18. Research Centre /facility recognized by the University : *None*

19. Publications:

a) Publication per faculty

* Number of papers published in peer reviewed journals (national / international) by faculty and students

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

So far, none of the faculty has published in any journals. But, that is one area which the department is encouraging its faculty to do so.

20. Areas of consultancy and income generated : Nil

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards.... None so far

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme : None

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies:

100% (as the students once they take up specialisation subject in IV semester, has to undertake summer/winter internship at reputed organisation for a month) In addition, each student has to submit a project based on it.

23. Awards / Recognitions received by faculty and students

• Students

Sl.	Name	Award Title	Designation
1	Hantsukui VI Semester	Won at the Photography Competition, both district and state level, conducted by Nagaland State AIDS Control Society (NSACS)	Student
2	Imsurenla IV Semester	Recognition by YouthNet for being a part of the 'First Cut' Entrepreneurship Competition 2015	Student
3	Hantsukui IV Semester	Recognition by YouthNet for being a part of the 'First Cut' Entrepreneurship Competition 2015	Student
4	Zelhoubenou IV Semester	Recognition by YouthNet for being a part of the 'First Cut' Entrepreneurship Competition 2015	Student

24. List of eminent academicians and scientists / visitors to the department : Nil

25. Seminars/ Conferences/Workshops organized & the source of funding a) National b) International : None

26. Student profile programme/course wise:

Name of the course/programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
Economics (General)	50	43	26	17	100% (2016)
Economics (Honours)	15	9	7	2	NA

*The first batch of Honours students will be graduating only in 2017.

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other states	% of students from abroad
Bachelor of Arts (Economics)	100%	0%	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NA

29. Student progression

Student progression	Against % enrolled
UG to PG	NA
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities:

a) Library: *The library has a seating capacity of 25 and is well spacious and well lit. It is well stocked with the basic as well as the updated books and texts for both faculty and students. It also includes newspapers, magazines, journals, educational CDs etc.*

b) Internet facilities for Staff & Students: *The College provides LAN Wi-Fi facilities for both students and faculty.*

c) Class rooms with ICT facility: *Classrooms are well ventilated and spacious to accommodate the number of available students. There is availability of LCD projector which can be used in all the classrooms for smart teaching and presentation by both students and faculty.*

d) Laboratories: *The College has a well equipped Language Lab which can be used for communication subject such as business communication for management students as well as for English Communication Skills subject for Arts students.*

31. Number of students receiving financial assistance from college, university, government or other agencies

Out of the 28 students in Management department, 27 students receive scholarship from the Central Government on the basis of SC/ST.

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts : Nil

33. Teaching methods adopted to improve student learning

The following are the methods adopted to improve student learning:

- *White board, LCD projector, audio & video visuals etc*
- *Power point presentation*
- *Group discussion method*
- *Continuous Internal Assessment*
- *Classroom seminar session*
- *Make up classes in the form of tutorials*

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Every student is a part of the social work conducted by NSS. Such social work includes cleaning and clearing jungles in and outside the campus, in the neighbouring areas and town. Each student is encouraged to be a part of the extension activities either conducted by the college or any other NGO's, social clubs & unions.

35. SWOC analysis of the department and Future plans

Strengths:

- *Dedicated professors and eager students works as an ideal combination for information generation*
- *Updates curriculum*
- *Good team work among the faculty and staff*
- *Residential nature of the college*
- *Favourable teacher – student ratio: possibility of open interaction*
- *Good library facility*

Weaknesses:

- *Not enough focus on research*
- *Students are not much interested to learn Economics as general subject so number of students is quite less than other subjects*
- *Limited internet connectivity*

Opportunities:

- *Diversity of entering students*
- *Teachers help other departments like Management in their Statistics paper*
- *To improve the educational level of disadvantaged section of students*
- *One of the opportunities that lay ahead is to develop and to have a functional 100% smart classroom with all the high tech facilities*

Challenges:

- *Encouraging students to develop both mathematical capability and command over language*
- *Lack of competitiveness spirit in students*
- *It is a challenge to sustain the habit of extra reading among the students*

Future plans

1. *To organise seminars, workshops and fieldtrips*
2. *To inculcate in the minds of the students the importance of academic excellence and a thirst for higher learning.*
3. *To mould the minds of the students and thereby produce intelligence, develop critical thinking and scientific temper.*

Department of English

- 1 Name of the Department : *English*
- 2 Year of Establishment : *Established in 2012 & functional since then*
- 3 Names of courses/programmes offered
UG Course (Under Graduates) BA General and Honours
- 4 Names of Interdisciplinary courses and the departments/units involved
 - *English is taken up as a compulsory subject in BBA Semester I & II and BA Semester I, II, III & IV*
 - *Faculty is also involved in teaching English Communication Skills (ECS) in the BA VI Semester.*
- 5 Annual/ semester/choice based credit system (programme wise)
It follows the semester system. Besides, a choice based credit paper is offered in Semester VI known as CEC English Communication Skills.
- 6 Participation of the department in the courses offered by other departments
English is a compulsory subject taken up both in the Management and Arts stream respectively.
- 7 Courses in collaboration with other universities, industries, foreign institutions, etc. : *None*
- 8 Details of courses/programmes discontinued (if any) with reasons
There is no course which has been discontinued.
- 9 Number of Teaching posts.

Positions	Sanctioned	Filled
Professors	As per norms	1
Associate Professors	As per norms	-
Assistant Professors	As per norms	4

- 10 Faculty profile with name, qualification, designation, specialisation, (D.Sc./D. Litt./PhD/ MPhil.etc)

Name	Qualification	Designation	Specialisation	No. of years of experience	PhD students guided for the last 4 years
Dr. Chubatola Aier	MA, PGDTE, PhD	Principal & English faculty	English Language	28	-
Daisy Shitio	MA, NET	Academic Dean – Asst Professor	English Literature	8	-
Meyatemsu Longkumer	MA, Dip in Tourism	HoD – Asst Professor	Modern Poetry	3	-
Yimwapangla Jamir	MA English	Assistant Professor	English Literature	4	-
Abenla Aonok	MA English	Guest Faculty	English Lit.	4	-

11 List of Senior Visiting Faculty : None

12 Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

Lectures delivered (%)	Practical classes (%)
25-30%	20%

13 Student -Teacher Ratio (programme wise) 20:1

14 Number of academic support staff (technical) and administrative staff; sanctioned and filled
Academic Support Staff: As per norms
Administrative Staff: As per norms

15 Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG
Ph.D: 1, Post Graduate: 4

16 Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

a) *Dr. Chubatola Aier- Project Funding from NEZCC on "Stone Legends of the AO Nagas"- Total Grants received- Rs 3 lakh*

17 Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
None

18 Research Centre /facility recognized by the University : None

19 Publications:

Publication per faculty:

Dr. Chubatola Aier is primarily doing editing work as social service to individuals and academic institutions. Most literary activities are largely academic oriented with main thrust on Education and Language Development, deeply involved in enrichment of both the Ao language and English. Some significant works are-

- (i) *Ao O Lenpi I - IV (Editor)*
- (ii) *Mejen O (Editor)*
- (iii) *The Sumi Ahuna- Zhekugha Assumi (Edited)*
- (iv) *Lessons from Life-Kiremwati (Edited)*
- (v) *Impur Chanu- I Ben Wati (Translated from Ao to English)*
- (vi) *Ao Zulu Yinsem- Ao Senden Literature Board (Contributor)*
- (vii) *Talensen: Formal Education in Ao Area (Co-Author)*
- (viii) *Joys and Sorrows of an Administrative Officer (Editor)*

- *Mr. Meyatemsu Longkumer presented a paper on "change without forgetting the past (critical introspection)" at the State Level Seminar conducted by Pranabananda Women's College, Dimapur during 2016.*

* Number of papers published in peer reviewed journals (national / international) by faculty and students: 2

* Number of publications listed in International Database (For E.g: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books edited: (i) *The Sumi Ahuna- Zhekugha Assumi (Edited)*, (ii) *Lessons from Life-Kiremwati (Edited)*, *Compilation and Publication of Ao Naga Dictionary under Ao Senden Literature Board.*

(ii) *A Textbook on English Communication Skills*

* Books with ISBN/ISSN numbers with details of publishers: *The Sumi Ahuna- ISBN-978-93-80500-00-3*,

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

20 Areas of consultancy and income generated: None

21 Faculty as members in a) National committees b) International Committees c) Editorial Boards....

22 Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme : 100%

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: None

23 Awards / Recognitions received by faculty and students

Sl.	Name	Award Title
1	Sangle Oung (BA)	Won Extempore Speech in Morung Fest 2014
2	Sangle Oung (BA)	Consolation prize for Debate held at Sazolie College-State Level, 2014 on the topic "Naga Society adheres to ethical and moral values"

List of eminent academicians and scientists/visitors to the department

Name	Designation	Organisation
Mr. Dhrubajyoti Bordoloi	Assistant Professor	School of Management – Nagaland University
Lindsay Graham Longkumer	International Social Worker	UK based NGO

24 Seminars/ Conferences/Workshops organized & the source of funding a) National b) International : Nil

25 Student profile programme/course wise:

Name of the course/programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
BA Semester I	43	40	24	16	99
BBA Semester I	08	08	08	0	100
BA Semester III	30	29	19	11	99
BA Semester V	20	18	16	04	90
BA Semester VI	09	09	5	4	100

26 Diversity of Students

Name of the Course	% of students from the same state	% of students from other states	% of students from abroad
BA	100%	0%	0%

27 How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

The first batch graduated in 2015, therefore the concerned graduate students are still pursuing for the mentioned criteria.

28 Student progression

Student progression	Against % enrolled
UG to PG	NA
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Entrepreneurship/Self-employment	NA

29 Details of Infrastructural facilities:

a) Library: *Books prescribed for the course and others are readily available to both students and faculty in the form of textbooks, guide books and references.*

b) Internet facilities for Staff & Students: *WIFI connection is available within the college premises for academic purpose to both faculty and students.*

c) Class rooms with ICT facility: *LCD projector is available which can be used in all the classrooms for smart teaching and presentation by both students and faculty.*

d) Laboratories: *There is one existing Language Lab.*

30 Number of students receiving financial assistance from college, university, government or other agencies

505 of the students are receiving financial assistance in the form of annual scholarship from the Government sector (Post Matric Scholarship)

31 Details on student enrichment programmes (special lectures / workshops /seminar) with external experts.

Sl.	Name of the Workshop	Resource Person/Expert	Organisation
1.	English teaching to non-native English Speakers	Lindsay Graham Longkumer	UK based NGO

32 Teaching methods adopted to improve student learning

The following are the methods adopted to improve student learning:

- *Make-up Classes*
- *Tutoring*
- *Remedial Classes*
- *Power Point Presentation*
- *Movie Class*
- *Enactment*
- *Skill Development*
- *Quiz*

-
- Debate
 - Group Discussion
 - Student's Presentation
 - Project Work
 - Summer and Winter assignment
 - Library hour

33 Participation in Institutional Social Responsibility (ISR) and Extension activities

Monthly social work conducted by NSS, Visitation to Old age home and orphanage, Road show for social awareness, participation in social work conducted by Village Council, Foothill Highway Expedition, Pilgrim Walk, Editing work as social service to individuals and academic institutions

34 SWOC analysis of the department and Future plans

Strengths: *The department has sincere, dedicated and proactive faculty. They are co-operative, multi-taskers, very good mentors, hardworking efficient students with good caliber, highly qualified efficient Principal who also part of the department.*

Weaknesses: *Workaholics in short.*

Opportunities: *Admissions to UG General and Honors students hailing from rural areas, giving special attention to weaker students, encouraging each other.*

Challenges: *Opening up the student initially, building their communication/ language skills, boosting their confidence in order to face the challenges of the outside world, sometimes difficulty in getting from some laid-back students.*

Future plans:

1. *To conduct and attend more seminars and workshops*
2. *To have special lectures from eminent visiting faculty.*
3. *To attend refresher course by the faculty*
4. *To go for field trip to places of literary importance like language lab and universities*
5. *To form a drama club*
6. *To encourage faculty to teach English in other countries as special faculty.*

CERTIFICATE OF COMPLIANCE



C-Edge College

'ASPIRE'
COLLEGE OF ARTS & MANAGEMENT

*Affiliated to Nagaland University
Recognised by UGC under Sec (2f)*

Naga United Village (4th Mile)
Dimapur - 797112, Nagaland.
Ph: +91-3862-242728
website: www.cedgecollege.org
email: c.edge.college@gmail.com

Certificate of Compliance

(Affiliated/Constituent/ Autonomous College and Recognised Institutions)

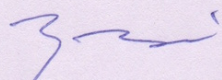
This is to certified that C-EDGE COLLEGE (Name of the Institution) fulfills all norms:

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

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

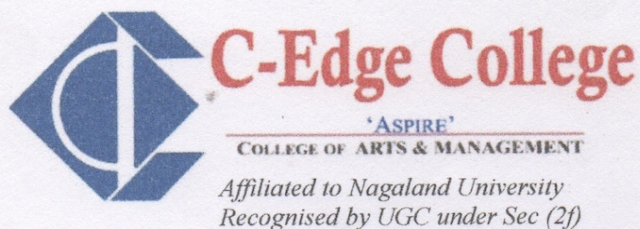
It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation, or Recognition by the Regulatory Council, as the case may be.

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


Signature of the Principal

Principal
C- Edge College
Dimapur : Nagaland

DECLARATION



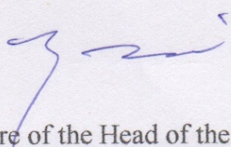
Naga United Village (4th Mile)
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Ph: +91-3862-242728
website: www.cedgecollege.org
email: c.edge.college@gmail.com

Declaration by the Head of the Institution

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

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.


Signature of the Head of the institution
with seal:

Principal
C- Edge College
Dimapur : Nagaland

Place: C-EDGE COLLEGE .

Date: 30/11/16 .