SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

JAPFU CHRISTIAN COLLEGE

JAPFU CHRISTIAN COLLEGE KIPFUZHA, KIGWEMA
797005
www.japfuchristiancollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

JAPFÜ CHRISTIAN COLLEGE (JCC) is a residential co-educational institute offering degree programs at the Undergraduates and Post Graduates' Level. The College also provides add-on courses designed to enhance and promote skills and traditional knowledge system.

Nestled in the foothills of the majestic Japfü Mountain, the college exists in perfect harmony with the rich natural surroundings providing ideal atmosphere for students' Academic, Spiritual and Physical developments. The college is equipped with state of the art infrastructures and equipments and manned by faculty and staff that are highly qualified and dedicated in pursuance of its vision and mission.

Japfu Christian College, in line with NEP 2020, is actively engaging and taking initiatives in bringing about multidisciplinary character to its programs while also addressing the immediate needs of its students and state, skill based education for employability in different areas and sectors in particular ; the visible success story being introduction of Skill Enhancement Courses into the curriculum - Naga Traditional Cuisine, Computer Education and Python Programming.

Vision

To impart God-fearing quality education for an all round development of individual to serve humanity with faith and work ensuring success.

Mission

- To impart God-fearing quality education.

- To strive for holistic development of the self.

- To be a useful member of society.

- To fulfil the academic needs of the society.

- To collaborate with other stakeholders in higher education towards progressive change.

- To equip students in order to face future challenges successfully, particularly in the field of technological knowledge and application.

- To develop students towards self reliance and greater productivity.

- To be a useful citizen of the nation and contribute towards unity in diversity.

- To uphold values and ethos that are becoming of a decent member of the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Japfü Christian College is located in a beautiful biodiversity buffer zone, nestled quaintly at the foothills of the 2nd highest peak in Nagaland, the majestic Japfü Peak which provides unpolluted and crystal water.
2. The college is covered under 2(f) & 12 B of the UGC Act.
3. The college is driven by supportive stakeholders.
4. The college is semi-residential with more than 50 % of Office Staff, Faculty and Students residing together, closely knitted.
5. The college follows a healthy organogram with the IQAC acting as the brain in planning, assessing and suggesting the institutional way forwards.
6. As per UGC prescribed norms the college is manned by well qualified and dedicated faculty, with research bend of mind. It is notable to mention that Japfü Christian College has the most number of senior teachers amongst private grant-in-aid colleges in Nagaland.
7. Commendable Student Teacher Ratio of 25:1, thus, enables a robust Feedback and Mentor Mentee system.
8. Innovative ideas and preservation of indigeneous knowledge are both promoted and encouraged. The college is pioneering in the fields of Naga indigeneous cuisine and sustainable methods towards Food Security.
9. The college is catering fully to the upliftment of underprivileged and socio-economically weaker sections of the society.
10. The college Alumni, though fairly young, is registered and strongly motivated to assist the college.
11. Waste management is conveniently routed through Kohima Municipal Council. The college also has a standing Mou with Nagaland Pollution Control Board (NPCB) which advises and guides the college.

Institutional Weakness

1. The college is located in a difficult hilly terrain with both the nearest airport and railway station over a distance of 80 kms away, thereby, making it inconvenient to attract eminent academicians frequently to visit its campus.
2. Frequent landslides and long monsoon disrupts the smooth flow of academic calendar at times.
3. Nagaland is developing its National Highway 29 which results in frequent disruption of Internet cables which often cuts off the e-highway for the college.

Institutional Opportunity

1. Japfü Christian College being under 2 (f) & 12 B of the UGC Act opens much opportunities for faculty members to engage in meaningful research from UGC and other funding agencies, thereby enriching students, contribute to community in and around its vicinity.
2. Location of the college is close to the venue of the famous Hornbill Festival which enhances the college

and attracts students, teachers, parents and visitors. Students and teachers often conducts *Cleanliness Drives* and learns civic sense, so also getting exposure to tourists from all over the world.

3. The institute has opportunities of much collaboration with other stakeholders due to its open multi-disciplinary approach. Often times, it collaborates with science, commerce and professional colleges.
4. The college offers practical skill enhancement courses in Computer Education and Naga Traditional Cuisines, thus, equipping students to be job ready, if desired.
5. Ample numbers of MOUs and Collaborations opens avenues for exposures and peer interactions from other organisations and institutions of higher learning.

Institutional Challenge

1. The majority of students are from far-flung nooks and corners of Nagaland, mostly from low income families, which compels the college to be moderate in its infrastructural developments.
2. The college been located in a Tribal area faces the challenge of poverty and rural indebtedness; thereby its growth towards introduction of new program is slowed.
3. Colleges in Nagaland are mushrooming, thereby, posing fierce competition especially in enrollment issues.
4. UGC Development Grants are paused nationwide which impedes infrastructural developments of the college.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Japfü Christian College demonstrates a commitment to effective curriculum planning and delivery, placing emphasis on a comprehensive educational experience that extends beyond traditional academic boundaries.

In terms of curriculum planning, Japfü Christian College adopts a multidisciplinary approach, which is in line with NEP 2020, integrating a diverse range of subjects in Social Science, Humanities and more recently, Information Technology. Another enrichment to the Curricular aspect and a major thrust area of NEP 2020 is Skill based education which the IQAC has successfully incorporated into the Curriculum apart from the already exising value added courses - Soft Skills and Computer Diploma.

In addition to these, the curriculum includes topics and issues that are relevant to Environmental sustainability, gender and ethics.

The delivery of the curriculum at Japfü Christian College is characterized by interactive and engaging teaching methods. Faculty members employ innovative pedagogical techniques to facilitate effective learning experiences. The college places a strong emphasis on student participation, encouraging active involvement in discussions, projects, and practical applications of theoretical knowledge.

Continuous internal evaluation is a cornerstone of the college's educational framework and thus have 3 internal Exams every Academic Cycle. Regular assessments, feedback mechanisms, and constructive evaluations are integrated into the teaching and learning process. The college's commitment to continuous internal evaluation extends beyond academic performance to include the holistic development of students. Co-curricular and extracurricular activities are integral components of the evaluation process, providing students with

opportunities to showcase their talents and skills beyond the classroom.

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Teaching-learning and Evaluation

The institute places strong emphasis on every student's learning level. Every teacher is assigned a certain number of students to mentor, attendance of all the students is displayed every month on the notice board, and remedial coaching is arranged for students who are weak in attendance and studies before end-semester exams.

The institute has adequate facilities to suit the special needs of differently-abled students. Ramps and railings, special toilets, rest rooms, scribes during examinations are some facilities to provide them opportunities to acquire education.

The institute conducts class tests and internal exams before University End Semester Examinations. This ensures that students are acquainted with the University pattern of examination and helps the institution to act appropriately for the advanced learners and slow learners.

The institute utilizes various teaching-learning methods to enhance the learning experience of students; the use of ICT tools, smart board, experiential learning through various clubs, hands-on training through Skill Enhancement courses etc.

The institute organises Staff Faculty Development Programmes to enhance efficiency and productivity of staff and faculty. These programmes empower teachers and faculty to take up new responsibilities in the implementation of NEP.

Teachers are encouraged to acquire higher education and awards. There are six teachers with PhD degree and six teachers are currently pursuing PhD. The percentage of teachers with NET is high.

Research, Innovations and Extension

Several teachers have published research papers in peer-reviewed journals. Some teachers have published papers in UGC care list journals. Some teachers have presented research papers in National seminars, contributed to book chapters and published books. In the last five years, the college has conducted fifteen seminars/ workshops. Two Minor Research Projects and one STRIDE I project under UGC were completed.

Teachers are involved in various extension services particularly in the community as resource persons, academic advisors/ members in local schools, and trainers. Teachers also collaborate with the community for road maintenance, water management and preservation and conservation of Biodiversity.

The college established the first Naga Food Lab. The college imparts Naga Traditional Cuisine as a Skill Enhancement Course in the Undergraduate programme. The programme is to help students innovate, encourage experiential learning and train them in hospitality.

The NSS, NCC, and MIG are actively involved in extension services, especially in the adopted village, Kigwema. They conduct awareness campaigns in the locality on Biodiversity preservation, water conservation,

cleaning riverbanks, blood donation etc. The MIG conducts a cleanliness drive every Wednesday.

Infrastructure and Learning Resources

Japfü Christian College boasts of a robust infrastructure and a comprehensive array of learning resources, creating an environment conducive to academic excellence and holistic development. The college's commitment to providing state-of-the-art facilities is evident in its well-designed 15 Acres campus, which includes

1. Academic Block
2. Administrative Block
3. Multiplex
4. Hostels (3 ladies and 3 Gents Hostels)
5. Indoor Stadium
6. Futsal Ground
7. Residential Complex - Faculty and Staff
8. Guest House
9. Play Fields - Futsal, 2 Basket Court, 1 Volley Court
10. Auditorium
11. Orchard
12. Green House

Infrastructural facilities are systematically maintained and well equipped.

The Institute's Library is the centre for learning resources, which is fully automated with OPAC and KOHA. Additionally, Faculty and Students have access to the IT Hub for e-resources. IT Infrastructures and Internet Connectivity are well established as well with 2 Computer labs and 2 FTTP Broad Band Connections.

Student Support and Progression

The college prioritizes in providing ample care for student support and progression, opening windows of opportunity, ensuring overall growth and development of its students.

Along with the Post Matric Scholarship the college also caters to students hailing from economically challenged backgrounds by providing financial assistance in the form of Freeship. This Freeship is also extended to those students when three or more siblings from one family are enrolled in the institution at a given time, if and when they apply for it within the stipulated time.

Under the guidance and supervision of the Principal, most of the activities organised by the college are skill-based targeted at enhancing the employability of its students. The college, in collaboration with different agencies, offers programmes such as soft skills, life skills, computer education, organic gardening, bee keeping, piggery and other add on courses along with different clubs and cells. This is a key push factor in unlocking

their potentials and honing their creative abilities in all areas. The institution also lays great emphasis on encouraging and motivating its students to participate in various co-curricular activities such as cultural programmes, annual college week, hostel meet, campus fair etc.

The institution stresses on providing remedial coaching classes for its academically weaker students in addition with career guidance counselling which has consistently produced several alumni achievers excelling in various competitive exams thus far.

With several MoUs and collaborations, both government and non-governmental agencies, the college endeavours to provide entrepreneurial trainings and placement programmes preparing them for future careers and advancements.

The college also has a registered Alumni Association and plays an active role in organizing supportive functions and provides assistance in matters pertaining to academic and co-curricular developments along with financial aids, desks and benches and a proposed guest house.

Governance, Leadership and Management

The governance, leadership and management have a robust system in place focused realising its vision, mission and objectives of the college. It is decentralised in nature, with every rank and file made accessible to each other. Inspite of open accessibility, roles and responsibilities are clearly defined for each administrative staff and the teaching faculty. The college follows a set Organogram with the Board of Management (BOM) at the top, followed by the Principal and others; including students. In the field, the Principal as the Chairman of the IQAC, together with the IQAC Coordinator and other stakeholders acts as the 'Brain' for steering the college towards its vision, mission, academic excellence and all round development of students and staff. The Principal delegate tasks to every employee and takes feedbacks from students, parents and other stakeholders in order to enhance transparency, understanding and up scaling of the college in its pursuit of quality education. Strategy development and deployment are maintained and guided by the Organogram, Constitution and Service Rules of the college. It is coordinated by the Principal. The educational policies framed by the Central & State Government are followed and adapted by the college, as in NEP 2020. Faculty empowerment strategies emphasising on IT Sector, Skill Development and Research & Consultancy are frequently conducted by the college. Also, Performance Appraisal System for teaching and non-teaching staff is in place.

As far as practicable, e-governance is adopted especially in administration and student support. Students' attendance, Exam marks, internal marks etc are carried out through google suite .

The Internal Quality Assurance Cell (IQAC) is manned by a motivated team. The IQAC formulates the Action Plans and the Academic Calendar to ensure smooth beginning and fulfilment of set goals. Online Happiness Quotient Checks/Feedbacks/suggestions are collected from students. Add-on courses/club activities are conducted annually. The college provides Free-ship to Pwd/ poor and needy students. Green Audits, Academic Audits and Administrative Audits are conducted.

Institutional Values and Best Practices

Japfü Christian College emphasizes on a secular outlook and peaceful coexistence. Justice, equality and fraternity are some benchmarks that the college strives to attain as its institutional values. The college respects all, and thus, give due importance to the aspect of Cultural Relativism. Awareness and sensitization programmes and gender audits towards a gender just world have been the crux of its activities. Creating safe spaces for both men and women by making its campus ragging free is a welcome success story.

In order to inculcate positive Nation Building, the college commemorates and celebrates important days, events and festivals, often at the initiative of the college IQAC/NSS and NCC.

The institution utilizes solar power wherever feasible and encourages its students to own a solar lamp. Wastes are segregated into degradable and non-degradable wastes and deposited into the nearest municipal waste drop points. Rain water is harvested and channelled to the nearby terrace wet fields. Green Audit is conducted. Campus is Green & Clean. About 100 Student Volunteers cleans the Campus and neighbourhood every Wednesday morning. Extension cleanliness drives are frequently conducted at the famous Hornbill Festival Venue.

One of the Best Practice of the college is "**Student Ability Centric Skill Based Education**" to promote employability, entrepreneurship and self sustenance, suitable for Nagaland and beyond. Organic gardening, Floriculture, Beekeeping, Swine production, Tech & Art clubs etc., enhances skill based mentoring. The skill based add-on courses are practical and useful that it has been included in the curriculum under NEP 2020. *Naga Traditional Cuisine (NTC) and 2 Computer Courses*, under the initiative of Japfü Christian College, have been included in the syllabi of Nagaland University at the UG Level under *Skill Enhancement Course (SEC).*

Another Best Practice is "**Conservation of Biodiversity"**. The college is located at a biodiversity hot spot zone, nestled right below the 2nd highest peak in Nagaland. Therefore, it is very important to blend in with nature, rather than overcoming it. College has conserved 203 Indigeneous fruit trees and 913 non-indigeneous fruit trees, totalling 1116 fruit trees. These and many other Green efforts are small steps towards conservation of biodiversity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAPFU CHRISTIAN COLLEGE
Address	Japfu Christian College Kipfuzha, kIGWEMA
City	Kohima
State	Nagaland
Pin	797005
Website	www.japfuchristiancollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Visakhonu Hibo	0370-2239305	9856070432	-	info@japfuchristian college.org
IQAC / CIQA coordinator	Vil Pusa	0370-2239310	8974998177	-	vil.mcvil@gmail.co m

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Nagaland	Nagaland University	[View Document](#)
Nagaland	Nagaland University	No File Found

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	16-06-2010	[View Document](#)
12B of UGC	16-06-2010	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Japfu Christian College Kipfuzha, kIGWEMA	Rural	12.5	16187.42

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics,	36	Secondary	English	39	36
UG	BA,English,	36	Secondary	English	51	48
UG	BA,Education,	36	Secondary	English	33	33
UG	BA,History,	36	Secondary	English	84	84
UG	BA,Sociology,	36	Secondary	English	100	98
UG	BA,Political Science,	36	Secondary	English	150	150
PG	MA,Sociology,	24	Under Graduate	English	30	13

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				4				20			
Recruited	0	1	0	1	3	1	0	4	10	10	0	20
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	9	3	0	12
Yet to Recruit				1

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	3	1	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	10	0	19
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	313	2	0	0	315
	Female	209	0	0	0	209
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	379	396	354	315
	Female	333	294	260	205
	Others	0	0	0	0
OBC	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	1	1	2	1
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		713	691	616	522

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The introduction of Choice Based Credit System by the University in 2022 and the subsequent introduction of the Four Year Under Graduate Programme (FYUGP) in 2023, in line with NEP 2020, has brought about flexibility to students as well as institutions, making the Multidisciplinary and Interdisciplinary aspect of NEP 2020 both practical and possible. Japfü Christian College, implementing the Four Years Undergraduate Program by Nagaland University is currently making available to the students 3 Multidisciplinary Courses in the 1st, 2nd and 3rd Semesters. The IQAC's initiative to include Computer Applications (IT) as a Skill Enhancement Course in 2022 was approved by the Academic

	Council and is now implemented as a Skill Enhancement Course in the 1st Semester. The College Core Committee on FYUGP, is committed to realizing the multidisciplinary feature of NEP 2020 through the various approaches to setting up Multidisciplinary HEIs – Academic Collaborations through HEI Clusters and strengthening of Institution by adding departments. The College is already moving toward this through its Mou with NIELIT and Higher Education department; the latest being the introduction of O-Level Course , in collaboration with NIELIT.
2. Academic bank of credits (ABC):	ABC Japfu Christian College is affiliated to Nagaland University and the University is the governing body and authority to implementing Academic Bank of Credit. The College is prepared to implement Academic Bank of Credits once initiated by the affiliating University. As predatory measures for ABC, the IQAC has organized: 1. Student Induction Programmes (SIP) to create awareness among the students, particularly, the first batch of CBCS students, about various learning pathways and career opportunities. 2. Demonstration for registering in the ABC portal via digiLocker.
3. Skill development:	Following NEP 2020 and its emphasis on Skill based knowledge; the College has since been integrating skill based education to its value added courses and, primarily focusing in Information Technology and Indigenous vocational Skills. IT SKILL DEVELOPMENT: Currently, the College is imparting Certificate on Computer Concepts in collaboration with: National Institute of Electronics and Information Technology (NIELIT) With the introduction of FYUGP, the College has incorporated IT into the Curriculum. Skill Enhancement Course on Computer Education is being provided to the students of 1st Semesters. A basic course on Python programming is also being proposed to the University, to be included as SEC in 4th Semester. "O" Level Computer Course is also implemented (2023) in collaboration with NIELIT. INDIGENOUS VOCATIONAL COURSES: Various Clubs of the College (Floriculture, Bee Keeping, Piggery, Organic Farming, Food Club) have been upgraded to value added courses, imparting training and firsthand knowledge to students providing them opportunities to exploit and convert these skills into earning

	opportunities. The IQAC's proposed to Nagaland University for implementing a Skill Enhancement Course on Naga Traditional Cuisine in the 3rd Semester is approved and implemented. . SKILL DEVELOPMENT PROGRAMS In addition to these, the College has been constantly organizing Skill Development and Capacity Building Programmes in the form of demonstrations and trainings by inviting professionals in respective fields: 1. Hospitality & Tourism 2. Communication Skills 3. Handicrafts
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College has incorporated Traditional Naga Indigeneous Culture as a value added and as Extra Curricular Activity in the following manner: 1. Naga Traditional Cuisine - 15 Naga Indigineous Tribes (Also approved as SEC under FYUGP). In this, the students are trained in the tradition Naga Indigeneous practices of food preservation, indigenous medicinal herbs, traditional cuisines etc. 2. Naga Traditional Attires - Learning and fashioning Naga Traditional Attires every Friday (Cultural Friday) 3. Workshops/ Seminar - Naga Women Traditional Attire Seminar conducted already. Plan to have seminar on Naga Men Traditional Attire. 4. Naga Dialects - Starting with numbers in all Naga dialects (Shared as audio files to class groups)
5. Focus on Outcome based education (OBE):	Japfu Christian College has incorporated along with the prescribed University curriculum, extra curricular and value added courses that aim toward bringing an all round development of its students. The focus and emphasis is for the students to develop and attain through these additional courses and activities: Life skills , Basic skills, Professional and vocational skills, Intellectual skills, Interpersonal and personal skills. Nagaland University, the affiliating university has also designed and structured its curriculum and syllabi (FYUGP) which is based on the Outcome Based Approach to Higher Education
6. Distance education/online education:	Japfu Christian College, in its Institutional Development Plan (IDP) , Institutional Preparedness for NEP 2020 has included Online and Distance Education as a potential measure in its move toward becoming a multidisciplinary and Interdisciplinary Higher Education Institute. To begin with, the IQAC will recommend eligible faculty/ professor of practise to register as tutors in MOOCS platforms. Currently, Japfu Christian College engages in online delivery of

education internally, and to its full time students, through google clasroom and direct group interactive sessions through whatsapp class groups. The College is also developing its own LMS to enhance teaching and learning experience - broader learning resources, teacher and student interaction etc. In addition to these, the MoUs and collaboration with institutes and departments has also opened gateways for students to register and enroll fo courses online.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) is established in the College and has been actively participating in self organised activities as well as activities organised by the Office the District Election Officer.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Coordinating Faculty Member: Mr. DITHANGLO MAGH Students'Coordinator: Mr. PETELAVI, BA 3rd Semester The ELC set up of the College is as per the instructions and guidelines mentioned in SVEEP portal.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	One very innovative best practice of the college is the introduction of pledge cards to promote Clean Election, wherein, members of the college and even visitors are encouraged to sign the pledge for clean, transparent and ethical voting. The college supports and facilitates the ELC members to attend awareness programmes, compete in debates, poster campaigns and essay competitions, some even winning and earning laurels for the college. In a recent Youth Parliament debate competition, entitled "One Nation, One Election: A Boon or a Bane for Indian Democracy" was held on 10th October, 2023, wherein Mr. Keviseto Zutso, a differently abled student from BA 5th Semester, won the 3rd position. It was organised by the District Election Office and the Deputy Commissioner's office of Kohima, Nagaland.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in	The Electoral Literacy Club, JCC, in collaboration with Tech and Art Club, during the 14th General Election to Nagaland Legislative Assembly, took part in content creation and awareness initiative through media, by producing a short documentary on "Clean

electoral processes, etc.	Election". The short film was also a winning entry in the video making challenge conducted by the Chief Electoral Officer as part of SVEEP program.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Currently, all enrolled students of Japfu Christian College are already registered voters, having voter I Cards. This latest survey was conducted by the ELC during the 14th General Election; an initiative to create awareness on electoral rights, as well as identify students not enrolled yet.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
625	690	724	716	722

File Description	Document
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 32

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
105.758	126.795	87.890	175.920	136.134

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The IQAC deploy action plans for effective implementation of the curriculum prescribed by Nagaland University. The resolutions taken by the IQAC is discussed at the staff meeting and calendar is drawn for actual implementation. Once the calendar is drawn, Principal, Vice principals, Deans, HoDs of every department and the teaching faculty disseminates the action plan to the learners so that the curriculum is efficiently carried out in every semester for the yearly academic cycle. Internal test and exams are conducted before the end of every semester exam. The result of the same is documented by IQAC. Faculty development programmes/ workshops are conducted frequently for teachers and students. Obstacles or difficulties faced are discussed and addressed so that curriculum plan is implemented successfully every semester.

- 3 Internal Exams before Final External Exam - First Term Exam, Mid Term Exam, Winter Exam
- Class Tests
- Assignments
- Remedial Classes

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 5

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

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

Response: 33.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
318	225	207	208	193

File Description	Document
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

In the Four Years Undergraduate Programme of Nagaland University and implemented by the institution, the following papers include topics and issues that are relevant to human values, Gender and Environment preservation and sustainability:

1. SOC/H/C-7: Sociology of Gender

2. SOC/H/C-16: Environmental Sociology

3. POL/H/C-15: Human Rights in a Comparative Perspective

4. POL/H/C-12: Indian Political thoughts - Mahatma Phule on Gender and Ambedkar on Social Justice

5. EC7.CC18A: Environmental Economics

6. EDNC-18 A: Gender and Education

7. DSE-4 A: Value Education

8. MD-1EVS: Environmental Education

In addition to the mentioned curriculum based papers, the institution has in place various internal structures and value added activities in the form of clubs that addresses these issues.

Clubs like Floriculture, Organic Gardening, NSS, Bee Keeping, Biodiversity and Disaster Management engages in various activities concerning environmental conservation and sustainability – awareness programs, tree plantation, recycling, waste management, water conservation, etc.

Internal College activities like the weekly services, MIG, Fellowships, Afternoon Assembly etc helps in inculcating Human values and virtues to the students. Teachers and student leaders during Assemblies takes turn addressing issues of morality, professional ethics and conduct, health and hygiene, environmental.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 18.88

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

Response: 118

File Description	Document
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
172	242	237	237	274

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

2022-23	2021-22	2020-21	2019-20	2018-19
172	242	237	237	274

File Description	Document
Institutional data in the prescribed format	[View Document](#)

2.1.2

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

Response: 94.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
172	242	237	239	274

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	250	250	250	280

File Description	Document
Institutional data in the prescribed format	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 24.04

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution adopts different methods of teaching and learning approaches to cater to the needs of the diverse student community in the college.

- **Departmental and Inter-departmental activities are organised at regular intervals where students are allowed to present their reports on summer interns/ projects followed by discussions and Q and A.**
- **Teachers frequently conduct classroom discussions on subject-related topics. This activity helps students to broaden their ideas and knowledge and encourages interactive learning.**
- **The college has wi-fi facilities. This enables students to participate in online seminars, workshops and aid in finding study material.**
- **Apart from the computer Lab where computer courses are imparted to students. The college has another computer Lab where students can practise and work on their computer courses during their off period.**
- **During the COVID-19 pandemic, teachers continued teaching through online methods. Recorded videos of lessons were sent to whats app group of respective classes. Students were encouraged to clarify their doubts via phone call, what app etc.**
- **Teachers also use ICT in their teaching methods by presenting PPTs, Videos etc.**
- **The college has MoU with Synod College, Shillong for teacher-student exchange**

- programmes. **This provides opportunities for new learning experiences in different environments.**
  - **The third-semester students are given the opportunity to cook Naga Traditional Cuisine as part of their practical classes under the Skill Enhancement Course. Students, divided into fifteen groups, cook one Naga traditional Cuisine. This activity encourages teamwork and experiential learning. The college gives awards to the best three groups to encourage students.**
  - **Vocational-based activities run by different clubs like organic club, bee-keeping club, floriculture club etc enrich experiential and first-hand learning.**

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 22.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	5	6	6

File Description	Document
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The College is affiliated to Nagaland University and adhere to the University's rule of examination system. 70 marks are assigned for external exams and 30 marks for internal exams for students who are under the old Under Graduate Programme system. The breakup of the internal marks is; 15 % of the marks scored in the internal exam out of a total of 70 marks. The internal exam is a model exam conducted every semester before the final University's end exam. 8 marks are for assignments, projects, class tests and 7 marks are assigned for Departmental activities. Marks break-up of students under FYUP Programme is; 25 marks assigned for internal assessment and 75 marks for external assessment. Internal marks are further divided into three parts; 10% of marks scored in internal exams out of a total of 75 marks, 8 marks assigned for assignments/ projects etc and 7 marks for departmental activities.

All internal examinations are subjected to the same protocols and procedures as external examinations- exam duration, exam pattern, routine, invigilation etc. The college ensures that students are aware of internal assessment evaluation criteria, rules and regulations concerning exams, both internal and external on Orientation Day. Head of Department are given the responsibility to ensure timely completion of the syllabus and conduct of class tests. The Academic Dean of the college furnished the attendance of students every month. This exercise helps the college to track students who are weak in their attendance and take remedial measures.

In case of any grievances or issues, the college has established rules and regulations related to exams and strictly follows them. The installation of CCTV in all the classrooms ensures malpractices are avoided.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Before the start of every academic session, the Institution gives orientation to the students on the courses offered by the institution. This is done so, students are able to decide carefully on what subjects to opt for. Program Outcomes and Courses are also made available to students and teachers through the institution website as well as College Prospectus. Any change made by the University reflected in the prospectus and website without delay.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Institution undertake what is callled the academic audit every academic session. The Principal along with the Vice Principal and Deans study the outcomes and compare with previous years outcomes. This evaluations allows for identification of strength and weaknesses and determining factors relating to specific batches.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 94.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
198	242	218	171	167

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

2022-23	2021-22	2020-21	2019-20	2018-19
211	242	218	194	186

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.25

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 49.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.500	0	0	45.00	2.800

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has established the first Naga Traditional Food lab. The purpose of this Lab is to impart the traditional knowledge, especially, of food sources, food preparation and various preservation methods of the 15 indigenous Naga Tribe. The course on Naga Traditional Cuisine is approved by Nagaland University under FYUGP Programme.

The Research Development Cell of the college has two faculty assigned for IPR, legal and ethical matters. Students, staff and faculty also participated in IPR Awareness Programme organised by the National IP Awareness Mission.

The institution has an established incubation centre, which is the knowledge store of research work, thesis, students' assignments etc.

IQAC had organised seminars on Plagiarism and IPR, Naga Indigenous Cuisine Agro Biodiversity, Climate Change and Food Security, Skill-based quality education towards employability in higher education etc .

The college organises Friday fairs where both teachers and students participate. Hand-made jewellery, fast food, juice bars etc. are sold inside the college campus. This encourages students to bring forth new ideas, bookkeeping and inculcate business acumen.

Girls from the third and fifth semesters participated in the Women Collegepreneurship Programme by Educentre School of Business (ESB). The program aimed to empower young women with entrepreneurial skills, foster innovation and encourage the spirit of entrepreneurship among college students.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

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

Response: 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	8	1	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	3

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	2	0	5

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

The college has an active National Service Scheme, Red Ribbon Club, National Cadet Corp and Mission Interested Group through which various extension activities are carried out by the Institution in the neighbourhood community. The college strives to maintain a hygienic campus and its surroundings by conducting cleanliness drives, Swachh Bharat, social works and seminars inside the campus and its neighbouring community. The Mission Interested Group also conducts cleanliness drive every Wednesday with the goal to maintain a green and plastic free surroundings extending beyond the campus radius.

The NSS, Japfu Christian College, routinely conducts cleanliness drives in its adopted village, Kigwema, especially at Kisama Heritage Village which is the venue for the International Hornbill Festival.

Steps are taken to provide Hands on Training & Awareness on Segregation of waste by the institution. Systematic garbage disposal system is maintained through collaborations with the Kohima Municipal Council, the Mission Interested Group and the college community.

Tree plantation programmes are also organised by the college in collaboration with NSS and Biodiversity Club of the institution. The entire faculty and students' community actively takes part in these plantation programmes. This has resulted in the planting of 1116 number of fruit trees thus increasing the forest cover and doing its bit for the environment. The RRC Unit of the college has also participated in the voluntary blood donation camps at its designated hospital, Bethel Medical Centre Kohima.

Water conservation and its management are strictly observed in the campus with little or no residual wastage. The residual waste is streamlined for terrace cultivation below the campus reducing its water source scarcity.

The college also routinely organises mass social works, Plog Walks and Yoga led by the NSS and NCC Unit of JCC, along with activities like Puneet Sagar Abhiyan, anti-sexual harassment campaigns by the Women Cell, anti-tobacco campaigns and mental health programmes.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

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

Response:

Recognition received for extension activities from government/government recognised bodies:

Extension Services rendered through National Service Schemes (NSS) and Red Ribbon Club (RRC):

1. The College NSS Unit organised a Social Service programme at its adopted village, Kipfuzha Sector, Kigwema Village on 29 April 2023.

2.   On 19th April 2023 a Cleanliness Drive was conducted by the college in collaboration with the Department of Tourism, Government of Nagaland at Kisama Heritage Village.

3.   The NSS, JCC conducted an awareness programme on Community Cleanliness and Social Work in its adopted Village, Kipfuzha Sector, KIgwema on 1st April 2023.

4.   The NSS Unit observed Swachhata 2022 Plog Walk cleaning the area from Japfu Christian College to Kisama Heritage Village on 19th Oct. 2022.

5.   The college organised Swachhata cum Yoga Programme on 14th May 2022 with NSS Cell and Department of Youth Resources and Sports, Government of Nagaland at Kisama Heritage Village.

6.   The NSS Unit Forestry Week from 1st to 7th June 2022 with the theme "Forest Restoration: A path to recovery and well-being". 200 fruit trees were planted during the week in and around the college campus. Similarly, volunteers also observed the same in their own respective places.

7.   JCC Red Ribbon Club volunteers donated blood at Bethel Medical Centre on 1st February 2022.

Extension Services rendered through National Cadet Corp (NCC):

1. The college NCC Unit has conducted a Cleanliness Drive at Dz?kou Valley on 4th March   2023. 22 SD cadets participated in this drive to maintain the valley as a Plastic Free Zone.

2.   The NCC Unit, JCC also participated at the Puneet Sagar Abhiyan on 4th April 2022 where 23 Cadets from NCC SW Girls Battalion cleaned the Mezier? river bank that runs through Kigwema Village.

Apart from these extension activities, the college also serves as the entrance exam centre for Tezpur University, Tezpur, Assam and exam centre for Nagaland Staff Selection Board.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 33

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	4	0	5	2

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 11

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Infrastructures of the College are well planned and designed:

CLASSROOMS: Classrooms are spacious and well furnished. All Classrooms are ICT enabled for enhancing learning and teaching Page experience. The Classrooms have proper lightings and backups (Solar + 10 KVA & 100 KVA Generator)

COMPUTER LAB: The institution has 2 Computer Labs.

- Lab 1 is equipped with 40 systems (Core i 3 processors) and is powered through the a 20 KV Online UPS, having a power back up of 8 hours. The Lab is also equipped with LED Projector and smart board.
- Lab 2 has 15 systems, all connected over 2 main servers.

HALLS: For conduct of Lectures and presentations, the College has 2 Halls - Skyhall and Rev Kevizelie Hall,. Both halls are equipped with Projectors, Sound equipments and power backups.

Japfu Christian College is one among the few colleges of Nagaland having well developed infrastructures for Sports and cultural activities. A brief introduction to these facilities is provided below:

1. ZAPA INDOOR STADIUM: Zapa Indoor Stadium currently houses Badminton Court and a gym. The Indoor Stadium is equipped with proper lighting and power back up facilities. The Gym is equipped with stationary cycles, weights and exercise kits.The stadium has a seating capacity of about 500 spectators in the gallery. Amenities such as separate rest room for ladies and gents are attached to the stadium.

2. Zapa Indoor Stadium also serves as a multipurpose Hall for organizing annual activities. The sufficient space provides for ideal conduct of Cultural activities and social programs.

3. TT HALL: The College has a standard semi- indoor space for Table Tennis.

4. BASKET BALL COURT: There are 2 standard basket Courts being used currently, which are both outdoors. The Basket Courts also have galleries for spectators.

5. VOLLEY BALL COURT: The College has 1 volley court and a seating capcity of about 150 spectators in the gallery.

6. FUTSAL GROUND: The College has one Futsal Ground with limited additional space for athetics.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 41.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
17.23	50.87	35.46	99.51	61.96

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Kezehol Pusa Library of the institution is located on the first floor of the Multiplex Building. The Library has 10,540 books which include textbooks, reference books, competitive exams books etc. It subscribes to three local dailies and two national papers. Apart from that, the library subscribes to nine journals/magazines. Question papers from previous years are also stored for reference.

The college is equipped with KOHA and OPAC. The Library is fully automated with KOHA. It is equipped with Wi-fi, a reprography facility and reading spaces. The college has subscribed to membership in N- List. It has access to 6000+ journals and more than 7,00000 ebooks.

The Library also maintain attendance of all teachers, staff and student visits. The in charge of the Library gives orientation to students on the first day of college regarding the facilities available in the College Library.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

The IT facilities in the College are managed systematically. Systems are regularly updated for software updates - System updates, antivirus definitions etc. User applications are also updated regularly if applicable and practical.

The Institute has two fully functional Computer Labs and one Computer Corner in the Library. The most recent update on IT Facilities is the establishment of Lab 1 with 40 computers, received from NIELIT in June 2023. The MoU with NIELIT has enabled this transaction and along with the systems, a 20 KV online UPS has also been sanctioned. The College has been able to procure a new short throw wireless projector as well as 30 batteries for the online UPS.

In terms of connectivity, the institute has existing Broadband connections with BSNL since 2012. . Additional connections were made with SYMBIOS in December 2023. JIO FIBRE is already installed through out the campus and awaiting activation from regional office.

SYMBIOS internet FTTH Broadband has a bandwith of 250 Mbps LAN nad 100 MBPS Wifi.

The Institute has wifi routers installed for easy access and has optional cellular 5g connectivity for all

carriers - JIO, VI and AIRTEL, all at 5g .

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 10.78

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

Response: 58

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 46.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
23.819	43.064	50.920	103.940	75.385

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 86.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
575	638	548	618	622

File Description	Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

07-05-2024 10:17:27

5.1.3

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

Response: 98.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
611	690	709	712	715

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: C. 2 of the above

File Description	Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 99.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	238	217	171	166

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

2022-23	2021-22	2020-21	2019-20	2018-19
198	242	217	171	167

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	0	1

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	1	0	3

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 5.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	6	3	4

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association of the Institution is registered under Society Registration Act, 1860 as Japfu Christian College Alumni Association, bearing registration number, HOME/SRC-7722. The Alumni Association is actively involved in the affairs of the College through various programs and initiatives:

FINANCIAL CONTRIBUTIONS:

1. All Nagaland Open Quiz Competition - The annual ANOQC is organized in collaboration with the Alumni Association. The Prizes for the Competition is sponsored by the Alumni Association - 10000, 8000 & 5000 for 1st, 2nd and 3rd position respectively.
2. The Alumni Association has contributed over 700000 lakhs toward 25th Anniversary of College for Monolith and Souvenir Publication.
3. Notice Wall
4. Bell Tower
5. Every passing batch has also kept the tradition of contributing to the College development. Over the years, the Alumni has contributed books, furnitures, sound and ICT equipments etc.

The Alumni Association has received approval from the Board of Management for development works within the College Campus to construct a Multi Purpose building.

SUPPORT SERVICES:

1. Career Guidance and Counselling: Alumni Association frequently engages its members who are officers, business entrepreneurs, intellectuals and established professionals as resource persons.

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The vision and mission of the institution is to impart quality education for all-round development of individuals to serve humanity. Keeping with this, the governance mechanisms - Administrations, Teaching and Learning etc are fine-tuned to adapt and facilitate these very aims. The Board of Management, which is the governing body of the Institution, uphold these visions in important decisions and policy-making.

The institution follows the practice of decentralization and participatory management. The following bodies in the college exist for overall governance:

Board of Management (BOM) - The sponsoring council constitutes the BOM, the board remains autonomous in this function and administration, empowered to carry out all activities without any interference except on policy matters.

Academic Committee- The committee consist of the Principal, Vice-principals, Academic Dean, Head of Departments, IQAC co-ordinators and all deans.

IQAC: IQAC is composed of the Principal as the chairperson, teachers representative, one member from the management, administrative staff, nominee from local society, students and alumni, nominee from employers/ industrialists/ stakeholders and IQAC co-ordinator.

Research Development Cell (RDC): The composition of RDC is in tune with the NEP directive. The Principal is the head of research advisory council, a faculty as the director, Staff and faculty engaged as member of other components.

The college also has Skill Development and Placement cell, Library committee/career guidance, counselling cell and placement, Anti-Sexual Harassment cell, Hostel administration etc .

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college is guided by its Constitution and Service Rules. The education strategy outline stated by the Central and State Governments act as the directive for the college, coordinated by the Principal and her team. The clear vision, mission and objective of the college stated in its Constitution enables a focused run towards its goal; the goal to impart quality education to its students and experience positive Alumni outcomes.

Strategy development and deployment are maintained and guided by the Organogram, Constitution and Service Rules of the college activated via the Principal. The educational policies framed by the Central & State Government are followed and adapted by the college, as in NEP 2020. Faculty empowerment strategies emphasising on IT Sector, Skill Development and Research & Consultancy are frequently conducted by the college. Recruitment, administrative setup and service rules are in tune with UGC and affiliated University's Guidelines. For instance, Direct recruitment to the post of Assistant Professor, Associate Professor and Professor in Arts Stream are on the basis of merit and selection, as per the rules of the college/UGC. Recruitment for Non-teaching Staff is also on the basis of merit and selection as per the rules of the college. The recruitment of faculty is widely advertised in Local/ Regional/ National Newspapers. Subject experts are appointed by Director, College Development Council Nagaland University. An Assistant Professor, at entry level must necessarily posses Good academic record with 55% and above marks in Master's Degree from a recognized University or an equivalent grade in a point scale wherever grading system is followed and candidate having NET credit conducted by UGC or similar test accredited by UGC like SLET/ SET is given preference. Likewise, as far as practicable, Japfü Christian College, though located far from the madding crowd has been trying its best to adhere to the rules prescribed by appropriate authorities, and functioning efficiently.

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college has performance appraisal system coordinated by the Principal by way of an Annual Confidential Report (ACR) wherein the employee grades himself/herself, followed by due grading by the Principal. At times the Principal takes the assistance of the HoD or ask him or her to also score the faculty concerned for assessment in specific subject matters. The process is done in order to ensure quality, but with good understanding from all stakeholders towards improvement and not fear, scare or punishment.

Employees Provident Fund (EPF) are in place apart from other incentives/assistance extended during weddings, farewells, death and other serious health issues both to the teaching and non-teaching fraternity. The family of Japfü Christian College (JCC) is tightly knitted together and so assists and help each in addition to the college enviable welfare measures.

Faculty empowerment strategies emphasising on IT Sector, Skill Development and Research & Consultancy are frequently conducted by the college. In order to motivate and promote the teaching faculty; trainings on Research Methodology, Research Paper Writing, Research Proposals, Anti-plagiarism, Ethics in Social Science Research among others are often held. It is for this reason that faculty members have either completed their Ph.Ds or in the process of pursuing their Ph.Ds. Two of our formal teachers, Prof. Kedilezo Kikhi (Tezpur University) and Dr. Chumbeno Ngullie (Nagaland University) have joined Central Universities. Also, two former teachers became Principals, Dr. Lichumo Enie at Unity College, Dimapur and Dr. Keneisenuo Solo as Principal of Eastern Christian College, Dimapur. The current achieving teaching faculty are also promoted through CAS or Direct Appointment to Associate Professor and Professor with added monetary incentives.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 36.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	16	2	3	0

File Description	Document
Institutional data in the prescribed format	[View Document]()

6.3.3

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

Response: 68.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	24	24	25	25

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	0	0	15	16

File Description	Document
Institutional data in the prescribed format	[View Document]()
Copy of the certificates of the program attended by teachers.	[View Document]()

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from

various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The institution is a grant-in-aid college, under department of Higher Education, Government of Nagaland, thereby receives some funds annually. The college is covered under 2(f) & 12 B of the UGC Act, which enables it to apply and avail funds for infrastructural developments, purchase of equipments and research funds. Faculty also mobilizes research funds from Government of India approved funding bodies like ICSSR etc., only. The college also generates funds locally from students' admission and monthly tuition fees. The funds received are meticulously recorded, planned and used, following all financial rules with 2 Cashiers and a Commerce Post Graduate as Project Accounts Officer. The annual budget is prepared and approved by the College Board of Management (BOM).

Financial audits are conducted annually; internally by the Board of Management and externally also by legitimate Chartered Accountants. The college has been maintaining all Internal & External Audit Reports carefully filed for ready reference. The institution believes in honesty and integrity in its financial handlings and dealings. Thus far, there has not been any case of financial disrepute because the financial system is strong. The college issues receipts for any money received and maintains vouchers & cash memos, duly signed by the payee, cashier, project accounts officer and Principal (DDO). The audited reports along with all related receipts and payment vouchers are archived for at least 5 years or more. The income and expenditure of the college is maintained transparently.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell of the Institution has been a driving force in ensuring quality in all aspects - Curricular, Teaching and Learning, Research, Extensions, Infrastructures, Governance and Institutional Values. Following NEP 2020, the IQAC successfully implemented CBCS in 2022 and the consecquent Four Years Under Graduate Program in 2023. Toward its emphasis on Skill based education, 3 new Skill Enhancement Courses have been approved and implemented into the FYUGP Curriculum (SEC - Naga Indigeneous Cuisine, SEC-Computer Education adn SEC- Python Programming). These Courses are Outcome Based and has given a wider scope for the students in terms of skill development and employability.

Academic Auditing is an important aspect and the IQAC periodically analyse and strategize mechanisms for quality education and outcome. The College in its tentative academic calendar has 3 internal assessment exams- Winter, Summer and Mid term exams. These assessments serves as review points for

academic performances, both teacher and students. The IQAC along with the Academic committee, which is inclusive of Deans and Head of Departments reviews and compares these results. It also studies the strategies deployed by teachers and departments and suggest adoption of the same by other departments, if favourable results are achieved.

The IQAC has so far adopted the following strategies and methodologies, as seen in its reviews, for quality outcomes both teaching and learning:

1. Remedial Classes for below average students.
2. Mentor Mentee System
3. Model notes
4. Experiential Learning
5. Departmental and Interdepartmental Activities
6. Class Test and Seminars
7. Audio Visual Classes

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The anti-sexual harassment cell of the college spearheads many related awareness programmes to promote gender equity. To inculcate values, particularly gender equity, in the minds of young students, the college has conducted the following programmes.

· Talk of female hygiene

· Talk on mental health

· Seminar on Human rights

· International Women's Day Celebration

· Talk on the rights of the Differently abled.

· Ladies' Night hosted and organised by boys students

· Gents night hosted and organised by girls' students

The college has a Girls' common room with adequate sitting area and proper sanitation facilities. The room is furnished with magazines and books. The college campus is fenced, which ensures the safety of the students. The Resident officers of both boys and girls are entrusted to look after the welfare of the students. There are twenty CCTV cameras installed at prominent locations on the campus. Sanitary napkins are provided free of cost to students and faculty when needed. Girls NCC- Senior Division and Senior wing is fully functional in the college.

In case of any grievances and distress amongst students, the college has Helpline numbers. The college mentor-mentee meeting is conducted frequently, not only for academic progress but also to address the psychological well-being of the students. Every teacher is assigned a certain number of students to counsel and mentor throughout their study in the college. The college has a resident nurse, available 24X7.

The gender audit report of the college was verified and approved by the Nagaland State Commission for Women, Government of Nagaland on 22nd July 2022.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	[View Document](#)

7.1.3

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

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

Response: B. Any 3 of the above

File Description	Document
Green audit/environmental audit report from recognized bodies	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institute strongly believes in tolerance and respect for all cultures, which are required for society to

live in peace and harmony. It has a zero tolerance policy for ragging and any form of discrimination against students or staff based on their race, tribe, religion, or gender. The College welcomes students from all districts of the state and surrounding states. It does not reject admittance to any student because of their tribe, culture, or religion.

Every year, the institute hosts a Fresher's Day to welcome students from all backgrounds. Every student admitted to the college is valued and treated equally. Various departments also organise cultural days where music and dances from various tribes are performed. Cultural Friday, which occurs every Friday, is another effort of the institution to highlight cultural variety. On this day, staff, teachers, and students wear traditional clothes and accessories.

The College fosters an inclusive environment by resolving any issues in this context. If a student is abused because of his or her tribe, language, or religion, the student may contact the administration, Deans, or mentor.

To give equal opportunity to students coming from weak economic backgrounds, the college offers free ships. In the last five years, the college has given free ships to 73 students. Free ships is given to students from weak economic backgrounds or have three or more siblings studying in the college etc.

The college is dedicated to educating and raising awareness about constitutional and fundamental rights and responsibilities of people. This is achieved using the following methods:

Talk on mental issues and mental health

Awareness on sakhi one-stop centre

Observance of International Yoga Day

Talk on sexual Harassment

Talks on Human Rights and Values

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1: STUDENT ABILITY CENTRIC SKILL BASED EDUCATION

Goal

"Employability with education"- the aim is to harness and develop skills in students that will enable and result in employability.

The Context

Japfü Christian College caters to students from diverse backgrounds and intellectual capacities. Along with the University prescribed outcome based curriculum, the College also integrates add-on courses with the aim to allow students to explore employment possibilities through the skill based courses.

The Practice

The Institute has functional MoUs with leading institutions and government departments- NIELIT, YOUTH NET, EPITOME, NSCW, EDUCENTRE, EMPORIUM etc providing skill training to the students.

Programs on Skill based education that are active currently includes:

1. SEC Course - NAGA Indigenous Traditional Cuisine
2. SEC Course - Computer Education
3. SEC Course - Python Programming
4. O Level Computer Course certified by NIELIT
5. Certificate Course on Computer Concepts awarded by NIELIT
6. Diploma in Computer Application and Maintenance awarded by EPITOME
7. Employability Skills awarded by YOUTHNET
8. Soft Skills Training awarded by EDUCENTRE
9. Initiatives by the Institute on Skill Based Education

1. Organic Farming
2. Floriculture
3. Bee keeping
4. Piggery
5. Rabbit Rearing
6. Tech& Art
7. Skill Training– Basket Weaving, Knitting, Traditional Weaving etc

Certificate and Diploma Courses are offered to the Final year students. The add-on programs on skills are offered in the form of clubs. Students join these clubs based on their interests. Club activities spans across the academic year with engagements on an average 2 times per week. Each Club is overseen and tutored by a Faculty with expertise in the field.

The initiative by the College on skill based education through clubs is dynamic and flexible, adapting to current scenarios and need.

Evidence of Success

The introduction of Skill Enhancement Courses (Computer Applications, Python Programming and Naga Indigenous Traditional Cuisine) into the Curriculum, as part of the Four Years Undergraduate Programme, following NEP 2020 is a major achievement for the Institution and the Students.

Over the course of implementation of these skill based programs, success is visible through Student placements, individual entrepreneurship ventures, Club activity reports etc.

Employability skills and IT certifications has enabled the students and graduates to be placed in leading industries and in the service sectors – Indigo Airlines, YouthNET, Hospitality sector, Government departments etc.

Students members of Organic farming club are able to sell their produce annually apart from the skill learning in organic farming.

The Piggery club is able to provide to the College meat year out especially during occasions.

The Tech and Art Club which promotes IT Skills in multimedia have been producing videos on relevant issues- ragging, Clean Election, Environment conservation etc.

Problems encountered and resources required

Financial means poses some problems especially when undertaking these add on courses in a huge scale, which, in some cases is a necessity – Tech and Art for instance, has requirement on equipments if students are to be exposed to industry level setups. The Piggery Club is always capable of increasing its livestock, if not for upkeep difficulties.

Although financial strain is a fact, the institute is undeterred in providing adequate and appropriate skill opportunities to the students.

BEST PRACTICE 2: CONSERVATION OF BIODIVERSITY

Goal

To achieve sustainable development goals of the UN by 2030, under the agenda for

Sustainable Environment.

Development Goals

- The institution strives to conserve the natural heritage of the state of Nagaland by conserving the natural forests of its vast flora and fauna.
- To maintain environmental stability through biodiversity conservation and preservation of land, water and natural resources.
- To nurture students to be ethically committed to conserve the environment by making the campus clean and green.

Context

The activities of the Conservation of Biodiversity have to be changed in consonance with time and needs. With the global change in temperature our activities have to attune with the present times. Alternative designing of the yearly cycle/ structure of seed sowing has become challenging as global warming is affecting all the four seasons in a year.

The Practice

Management of water conservation is carried out both by the students and the faculty members. Rain water and natural stream water are both accumulated in the campus reservoir which is used by over 700 campus residents. The residual water waste is further streamlined to the terrace fields below the campus for agricultural purposes; this procedure is in strict compliance with the Kigwema Village Council green rules.

To enhance the soil and ecological balance, the campus undertakes plantation of trees. Since this initiative, the campus has seen tremendous increase in the forest green cover thereby fulfilling some of the objectives of the Government of India's 2014 National Mission for a Green India.

The Mission Interest Groups (MIG) undertakes segregation of wastes, to enable re-use of non-biodegradable of resources in the campus. All non-reusable non-biodegradable wastes upon collection are disposed off at the Kohima Municipal Council allocated site for waste collection. The biodegradable wastes are used as manures for cultivation in the campus.

Evidence of Success

With these activities it has led to increase in green cover in the campus and its surroundings. Students have become more appreciative of the green activities in the campus, with many positive feedbacks. These activities are also in tune with Skill Development programs in terms of green skills training activities to achieve the vision of skilled India. The members of Organic farming and Bee Keeping sell their produce to the faculty members in the campus, earnings from the produce helps the students to meet their expenses for reprographic study materials.

Problems Encountered and Resources Required

Since most of the clubs / cells are manned by the students, the institute faces financial challenges in acquiring seeds at certain intervals due to lack of funds, since varieties of seeds have to be acquired/ imported from outside the North-East Region, this involves reasonable expenses of money, time and resources. During the exam period it is utterly difficult for the students to tend the gardens/ Apiaries due to lack of time.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Orchard Campus: Japfü Christian College

In addition to imparting quality education, one very visible distinctive of the college is teaching students to respect the environment, the biodiversity and the ability to grow trees for green cover that by planting trees that bears edible fruits and petals towards sustainable food security. In the wake of global warming and climate change, the college felt very strongly that there is an urgent need to inculcate values, skills and engage students practically to address the issue. It is pertinent; more so, in a non-science college where the need for sustainable skill towards preservation and conservation of mother earth and its resources are in need to care for. The institutional distinctiveness is thus a drive towards attaining a fruit filled campus that serves multiple positive purposes.

Japfü Christian College is located in the foothills of Japfü Mountain, the second highest peak, 3048 meters above sea level, in Nagaland. The college is situated at a biodiversity buffer zone of Japfü peak and its adjoining green clad ranges strives to inculcate in its students the need for biodiversity conservation, food security and sustainable environment enrichment strategies. The college distinctive, thereby, owns a campus that caters to creating green cover for mother earth and producing food security in the form of fruit bearing trees. The onset of globalization is also making indigeneous fruit trees to disappear rapidly, the college, therefore, is re-planting indigeneous and endangered species of organic fruit trees that can be consumed by human, birds, herbivores, caterpillars and insects, year round. There are 1116 number of fruit at Japfü Christian college, in an 16 Acres campus, the college has 203 species of indigeneous fruit trees and 913 non-indigeneous fruit trees, out of which 79 indigeneous fruit trees and 246 non-indigeneous fruit trees and 91 indigeneous fruit trees are mature and bearing fruit, as per their respective season. Japfü Christian College intends to own 1500 fruit trees in the next 5 years. The college is looking at making the campus fruit sufficient with its institutional distinctive aptly named: **"The Orchard Campus".**

RECORD AND REPORT OF FRUIT TREES IN THE CAMPUS

1. **Number of Fruit Trees**

Indigenous Fruit Trees	Non- indigenous Fruit Trees	Total
203	**913**	**1116**

2. **Immature Non-Indigenous Fruit Trees**

Sl. No	Name of the fruit plant (Non-Indigenous and Non bearing).	Total Numbers
	Plum	83
	Pears	59
	Persimmon	352
	Orange	15
	Lemon	25
	Blackberry	15
	Peach	4
	Grapes	2
	Apple	3
	Nectarine	20
	Blueberry	27
	Cherry	50
	Xanthoxylum	12
	Total	**667**

3. **Mature Non-Indigenous Fruit Trees**

Sl. No	Name of the fruiting plant Non Indigenous	Total Numbers
	Raspberry	4
	Pomelo	2
	Plums	109
	Pears	71
	Persimmon	3
	Orange	1
	Lemon	8
	Blackberry	4
	Peach	40
	Grapes	1
	Blueberry	2
	Total	**246**

4. **Immature Indigenous Fruit Trees /Creeper**

Sl. No	Name of the fruit plant Indigenous and fruiting	Total Numbers
	Gooseberry	3
	Peach	10
	Banana	3
	Silver Berry	2
	Mango	2
	Prunus Nepalensis	6
	Guava	1
	Wild Apple	14
	Cherry	2
	Wild Pears	10
12.	Mulberry	11
13	Tree Tomato	48
	Total	**112**

5. **Mature Indigenous Fruit Trees**

Sl. No	Name of the fruit plant Indigenous and Non fruiting	Total Numbers
	Local Peach	25
	Wild Cherry	18
	Prunus Nepalensis	13
	Wild Apple	2
	Wild Pears	2
	Xanthoxylum	3
	Tree Tomato	20
	Local Mountain Ebony	8
	Total	**91**

Japfü Christian College believes that education is truly an all round development, therefore, sustainable life skills are to be aggressively sought, taught and learning outcomes experienced. **The Orchard Campus** concept is a success story for the college, especially for all the staff, faculty and students. The 1116 fruit trees are a treasure to own and a sight to behold. The growing process of young fruit trees are a joy to observe and much lesson to learn. In season, the mature fruit trees blooms and brightens the whole ambience of the college, amidst the surrounding green mountains. The flowering fruit trees gives way in to developing healthy organic fruits that are packed with essential vitamins. It helps in supplementing the much required Vitamin C to the hostellers and campus dwellers by following the Pick-and-Eat but Do-not-Takeaway. The college authority and the Biodiversity Club collects the seeds from the eaten fruits, climbs up the nearest Shurho hillock and throws seeds in order to replenish and increase greenery in an around the college. This initiative is augmented by the fact that the college is located in a biodiversity rich zone of Japfü range which is home to many plants and animals that are on the verge of extinction

elsewhere. The unique distinctiveness of Japfü Christian College is also being replicated by students, alumni and other stakeholders all over Nagaland.

There's an old Naga saying, "**As long as there are forests, there will be no famine, no thirst, no hunger, no hope lost**". Students are in urgent need of finding hope and healing in nature, amid the growing scarcity of employment opportunities, financial stress, socio-economic inequalities, conflict ridden socio-political environment, peer pressure and work pressure that engages no physical activities, excepting the skill enhancement courses. Therefore, the unique practice of falling back on the wonders of nature's way of blooming and fruition of bountiful tree food sources has many latent functions that brings hope, love and joy, while also catering to the taste buds of many a happy mouth. It also has long term benefits as students learn the skill of indigeneous knowledge of growing different fruit trees, propagation, grafting and even conserving the indigeneous fruit trees. New hybrid fruit trees/creepers are also explored for bumper harvests towards a **Fruit Sufficient Campus.** The whole idea of making Japfü Christian College as *The Orchard Campus* is to pass on the skills of growing sustainable food secure fruit trees to posterity.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Japfu Christian College is located in a difficult hilly terrain. The students component comprising of Schedule Tribes, who are mostly first generation or second generation educated citizens of Nagaland. The primary and secondary levels of education are not equally grounded on quality educational foundation but through the hard work, love and persistence of the teaching faculty, the College has been receiving the most Gold Medallists amongst 60+ affiliated colleges under Nagaland University.

Concluding Remarks :

Japfu Christian College has completed 27 years and all these years, Japfu Christian College, while striving for Academic, Spiritual and Physical Excellences, has also and always, more than anything, prioritized its students' individuality and employability - a commitment to the motto, " faith and work", its vision and mission; to enable every student develop character, find purpose and be a contribution member of Society and nation.

Japfu Christian College, as a Higher Education Institute continues to expand and grow, becoming more robust and effective, every year, with every batch. The Institute has been able to confidently jump into the new system, brought about by NEP 2020 - first CBCS and later FYUGP and at the same time able to take initiating roles. Toward this, the College now has a PG Program in Sociology with preparations for PG in Eduation. The first in the State and perhaps, the country, Naga Traditional Lab has also been established.

This is a testament to the commitment and capability of its Faculty, Staff and Students .What sets Japfu Christian College apart from the rest and what enables all these success stories possible, is perhaps the unity and the eagerness exhibited by the Students, Faculty and Staff, the Alumni and the Stakeholders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has made changes as per the report shared by the HEI
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>172</td><td>242</td><td>237</td><td>238</td><td>274</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>172</td><td>242</td><td>237</td><td>237</td><td>274</td></tr></table> 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>172</td><td>242</td><td>237</td><td>238</td><td>274</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>172</td><td>242</td><td>237</td><td>237</td><td>274</td></tr></table> Remark : DVV has made changes as per the report shared by HEI.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>

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| 171 | 240 | 236 | 239 | 274 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
172	242	237	239	274

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
200	250	250	250	280

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
200	250	250	250	280

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	8	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	8	1	1

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

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

| 21.370 | 60.910 | 54.256 | 104.049 | 68.432 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17.23	50.87	35.46	99.51	61.96

Remark : DVV has made changes as per the report shared by the HEI

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
198	242	217	171	167

  Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
195	238	217	171	166

  5.2.1.2. **Number of outgoing students year wise during the last five years**
  Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
198	242	217	171	167

  Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
198	242	217	171	167

Remark : DVV has made changes as per the report shared by HEI.

7.1.2 | **The Institution has facilities and initiatives for**

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

  Answer before DVV Verification : A. 4 or All of the above
  Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the document shared by the HEI

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
611	690	724	716	722

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
625	690	724	716	722