



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

PATKAI CHRISTIAN COLLEGE(AUTONOMOUS)

PATKAI CHRISTIAN COLLEGE (AUTONOMOUS) CHUMUKEDIMA

797103

patkaicollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Patkai Christian College started from the vision of its founding Principal, the Emeritus Principal Reverend Dr. Tuisem A. Shishak while in America as early as the late 1950s to build up “Christian leadership in the church and society”. The vision was translated in 1974 when “a Christian liberal arts college to provide quality higher education for the youth of Indo- Burma” was established with the “unanimous request that Tuisem establish the first liberal arts college for Nagaland and Manipur” by “believers” of the two states. The college was affiliated to North Eastern Hill University (NEHU) until the establishment of Nagaland University in 1994. In 2004, the college was accredited by NAAC for the first time with B++ and granted autonomy by the UGC in the same year. The college has presently 16 academic departments. The Choice Based Credit System (CBCS) was introduced in the year 2016. The college celebrated its Silver Jubilee in 1999 and presently is gearing up for the Golden Jubilee Celebration to take place in 2024. The college has completed the third cycle of NAAC assessment in the year 2021 with ‘A’ Grade and was also awarded College With Potential for Excellence (CPE) in 2010. Patkai’s 1000 acre site was donated by Chumoukedima and Seithekema villages and is located amidst green forests. It is 10 miles from the only railway station, and seven (7) miles from the only airport in Nagaland. The campus is hardly two furlongs from the National Highway (NH) 29 and, another NH connecting Assam is under construction that passes through the college campus. Patkai is a mega campus residential college which is home to 90- 95 % of its employees and students, and runs several institutions and programmes from KG to PG. The college has 21 hostels for students, 67 quarters for the teaching staff and 115 quarters for non- teaching staff. The college provides a supportive ambience with a good number of sporting and other facilities for extra- curricular activities for personality and all round development of students.

Vision

Patkai Christian College is a liberal arts college founded and established on 28 August in 1974 to provide subjects of study that develops students’ knowledge and ability to think. Patkai, as a Christian college firmly believes that education is for the whole man within the framework of spiritual and moral absolutes. Committed to the principle that the truth is revealed by God through Christ “...in Whom are hidden all the treasures of wisdom and knowledge” (Col. 2:3), Patkai will seek to relate its instruction to the needs of contemporary society. The college will consciously seek to place all its activities within the framework of biblical perspective especially on such critical issues as the nature of God, man, nature and the world, and to relate its instruction to the needs of the present society. The college has the vision “To impart high quality education to young people, especially to the tribals; within the framework of spiritual and moral absolutes, catering to the socio-economic needs of the region and pursuit of science and technology for the welfare of the human society and the world as a whole”.

Motto

The central purpose of the college is expressed in its motto: “Lux et Veritas,” Light and Truth. This purpose produces a concern for truth, righteousness and beauty and thereby gives meaning to the ideal of a Christian liberal arts college. The founders of the college maintain that academic excellence and biblical Christian faith and practice are essential to that purpose. Patkai consciously seeks to aid the students in developing habits which will contribute to his well-being - physical, psychological and spiritual - and which will enable them to

participate constructively in community and church life.

Mission

Patkai Christian College is a liberal arts college that offers to develop students' knowledge and ability to think. It believes in the wholesome development of man with the motto of the college 'Lux et Veritas: Light and Truth' which stands for truth, righteousness and beauty thereby, giving meaning to the ideal of a Biblical Christian faith and practice along with academic excellence. The mission of the College briefly lay down as:

- To impart biblical value-based education, indispensable for ideal citizenship. • To inculcate in the student the habit of analytical and creative thinking.
- To teach the use of knowledge for social and economic change. • To create and inspire a wholesome attitude for service of mankind.
- To provide physical, spiritual and moral environment in the campus for pursuit of wholesome education.
- To disseminate and advance knowledge with an updated and global emphasis. • To produce future leadership in all areas of the social world. ?

The Ethics Code

Patkai Christian College seeks to ensure that people are treated equitably regardless of gender, tribe, nationality, religion, economic status, et al. Equality and diversity are integral to priorities and objectives of the college. The community life is governed by the ethical values such as responsibility and accountability, equality of respect and opportunity and collegiality.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college has an area of 1000 acres bearing critical advantages as a result of its location and size. The location of the campus- away from the hustling township -although very much connected to modern civilization makes it most ideal for life-oriented pursuits in academia.
- The college is the first in the region to achieve the status of Autonomy.
- The college is the first to be assessed and accredited by NAAC in the state.
- It is the first college with CPE status in the state.
- The college is the first autonomous college to introduce PG programme in the state.
- It is the first college in the state to introduce the CBCS in UG level for Arts, Commerce and BCA.
- The college has adequate hostel facilities for students and quarters for faculty and staff.

- Being a residential college, there is easy accessibility of mentors for students.
- The college has adequate sports facilities including Indoor Sports Stadium and outdoor Sporting events.
- The college has commendable IT facilities for a rural setting.
- The college has highly dedicated Faculty and Staff.
- It has a commendable Alumni strength among the college employees that are dedicated to all round progress of the College.
- The college has commendable number of women Staff and Students.
- The college has an air- conditioned college library with dedicated staff.
- It has a commendable College Chapel that doubles up as an auditorium with a Grand Piano and a Pipe Organ.
- The Margaret Shishak School of Music with a state of the art building offering Bachelor Degree and Diploma in Music is well- known in the region.
- The college offers adequate employability/ skill development enhancement courses and value added courses.
- The college offers adequate scope for experiential and praxis- oriented courses/ programmes to prepare students for real life challenges.
- The college performs commendable extension/community services through its students and faculties.
- The college has commendable welfare measures for its students, faculty and staff compared to the other private institutions in the state.

Institutional Weakness

- Although a private College, the institution has no proprietor. After the retirement of the founder Principal, there has been no one to mobilise funds in a large way for the college as a result of which, the financial constraint has started to hamper developmental activities of the college.
- There is no residential Medical Doctor in the Campus. The College has been looking for one for some time now. However, due to some reasons associated with the college being a private institution, this problem is yet to be solved.
- Off late, the contemporary challenges that come along with individualistic sense of life seem to have affected the community life in the campus.
- The size of the campus is a blessing as well as a big challenge with upkeep of the Campus becoming unmanageable. The college being located in a tropical zone is also not helping much. This is one area that drains the resources of the College as huge funds are spent on maintenance of the physical infrastructure.

- The modern challenges as a result of the internet boom, impact of social media and mobile phones among the students are drawing the attention of the students away from their main priorities.
- Due to the mushrooming of colleges in the surrounding areas, the college is having problems in attracting the required number of students, thus, directly affecting the enrolment. • Some of the buildings are worn out due to their age but with lack of funds, the College is constraint to do much in solving this problem.

Institutional Opportunity

- Academically, the College is almost ready for adoption of the NEP 2020 with many of the NEP requirements already in place.
- The college has enough space to develop sufficient infrastructure and facilities to elevate itself to a University level.
- The Music department has made a niche for itself in the region, and can work towards entering into MoUs with Music institutions in the country and abroad.
- The Multimedia and Mass Communication department can tie up with the government for funding their projects and creating awareness to various issues facing the society. The department has won several awards from the State government in recognition of the students' efforts in socially relevant themes by their participation in film making and photography competitions.
- The Indo- Myanmar Research Centre can be further developed to harness the potential of researchers in the region in the areas of Social Sciences, Humanities and Sciences. • Many of the Science departments have the potential to tap the unexplored resources of the State by collaborating with government and private agencies as part of the NEP.
- Being a residential college, the college gives ample opportunities to the students to hone their hard and soft skills, and in the process, their personality.
- Students are given sufficient platforms to explore and participate in extension activities through different Cells under the guidance of the teachers. In this way, the college becomes a catalyst for nurturing community feeling and service in the minds of students.
- With adequate ICT facilities in place, there is a huge scope to equip students with technology based knowledge and applications, and online mode of education.

Institutional Challenge

- The bad road condition is posing as a huge challenge to the dwellers and commuters. The Alumni Association is presently undertaking the road project on a priority basis.
- During the monsoon season, the water at the Campus turns muddy bringing a lot of hardships to the residents.

The College in collaboration with the Public Health and Engineering Department of the Government of Nagaland has started working on this problem, and it is believed that this issue will be mitigated to a certain extent.

- There is an urgent need to upgrade the classrooms with modern amenities.
- With the introduction of more Programmes in UG and PG levels, there is a need for more classrooms.
- The introduction of PG programmes in Science stream has also created the need for more Science Laboratories.
- There is less research activity partly due to the workload of the faculty. The college may come up with plans to develop research culture in the institution in the future.
- To sustain adequate students' enrolment, there is a need for the College to be constantly innovative and to adapt itself to the changing environment of the academia. However, with monetary constraint, this becomes a big challenge although the zeal is visible.
- There is an urgent need to renovate/upgrade some of the hostel buildings.
- The College may start considering various options for generation of funds apart from the strategies that are presently adopted.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects Being an Autonomous college since 2005, the college has been designing the curriculum of all its programmes with an aim to give holistic education to the students. The curricula are framed with care by considering scope of academic development, personality development, moral and spiritual wholeness, life skills, and social and ethical/ human values. The local, regional and global needs are accommodated while assessing the programme outcomes, programme specific outcomes and course outcomes. The experiential and field works are aimed at equipping the students with fundamental skills. The academic discourses hone the students' ability towards a critical bent of thinking, written and communication, ICT, and employability and entrepreneurial skills. The college implemented the Choice-Based Credit System in 2016 at the undergraduate level as designed and mandated by the UGC. Within the permissible modification of the syllabus for each course as laid down by the UGC, the academic departments incorporated regional and state-specific course contents in some of the courses. The college reviews and updates the syllabi of all the departments every three years. Keeping up with this practice, there was revision of the CBCS syllabus within permissible 15% change. The revised syllabus came into effect from July 2019. During the report period, the college has introduced 159 courses focused on employability and entrepreneurial skills. The outcome and relevance of the curricula is assessed by a survey conducted involving the feedback of students, alumni and teachers on an annual basis.

Teaching-learning and Evaluation

The college has 17 departments out of which 7 (seven) departments offer Post-Graduate programmes. The

college gives added emphasis on the teaching-learning process. Every department lays down department-specific academic calendar every semester that enables each academic department, the academic dean and the college authority to oversee and monitor the teaching-learning outcome. For instance, the Covid-19 induced lockdown resulted in shutting down educational institutions. However, the teaching-learning process at the College was not interrupted. The Academic Deans monitored the whole process of online teaching-learning to see that the syllabus was covered on time with proper lesson-planning strategies. With the return of faculty to the campus, the classrooms, science labs and few office rooms were converted into ICT enabled classrooms to provide modest Lecture Capturing System for the online classes. Mentoring and remedial classes The college has an automated management examination system. The college has adopted two broad parameters for examination and evaluation: Continuous Internal Assessment (CIA) and End-Semester Examinations (ESE). CIA for 30% of the examination process has the following components: internal examinations (10 marks), tutorial writing (5 marks), class seminar presentation (5 marks) and MCQ examinations (10 marks). The ESE for 70 % is a three-hour descriptive examination for each course conducted at the end of the semester. There are also co-curricular activities where students' participation is compulsory and assessed.

Research, Innovations and Extension

The Research Committee since 2011 has been carrying out its objectives in the form of promoting research, talk, symposiums, research consultancy, writings and publications by scholars. It is currently developing the Indo-Burma (Myanmar) Tribal Research Centre and initiating to create a Research Centre in collaboration with NU. In 2018, the college established an Intellectual Property Rights (IPR) Cell. Dissertation writing is a part of the PG curriculum in the Departments of Geology, Environmental Science, Physics, Botany, Zoology and Political Science and; in the Department of Philosophy, at UG level. There is also a course on Research Methodology too. The Research committee publishes an annual research peer reviewed journal of the college namely, the Patkai Journal of Multidisciplinary Studies (PJMS). During the report period, 4 (four) faculty members have received fellowship for PhD doctoral studies under UGC Faculty Development Programme, and 22 faculty members were awarded PhD degrees. A good amount of Research articles were published out of which most featured in UGC- approved journals. Some faculty contributed book chapters and edited in publications. The college involves itself in numerous outreach programmes such as community- service, Awareness Camps etc. Several units such as the NSS, NCC, Yi, EU, SUPCC, Red Cross, Red Ribbon Club, Green Club and the academic departments are involved in the extension activities. All Undergraduates have skill-oriented courses which require field exposures, industrial and laboratory experiences, with some requiring internship trainings too. Compulsory dissertation writing is practised in the departments of Botany, Geology, English, Environmental Science, Physics, Political Science and Zoology at PG level, and in Philosophy department at the UG level.

Infrastructure and Learning Resources

Patkai Christian College is located in a 1000 acres area with 16 academic departments, a School of Music, 69 classrooms, 41 laboratories, 5 (five) ICT enabled Seminar Halls, a Central Library, Museums, Computer Centre (UGC Resource Centre), Guest House, two cafeterias, one utility shop, College farm, rain water harvesting units and water catchments, fisheries, teak and rubber plantation, floriculture unit, etc. The Margaret Shishak School of Music is situated in the Old Campus with 7 classrooms, 16 practice rooms, 1 study room, 1 (one) computer lab with internet facilities, 6 teachers studios, 1 library, Recital Hall, 1 recording room, 1 piano lab and a kitchen. The Central Library houses 24950 text books, 3880 reference books, 21 journals in addition to dozens of periodicals and magazines. It has access to internet for students and faculty, e-resources, Library

Management Software (SOUL) and photocopy facility. The library is also equipped with the Indo-Burma (Myanmar) Research Centre, an air conditioned reading room and a Heritage Museum to encourage research and innovations. The college has sporting facilities for various games like Football, Cricket, Volleyball, Basket ball court and Kabaddi. It has also an Indoor Stadium, Gymnasium, Swimming Pool, Table Tennis facility etc. and kits for indoor games like Carom Boards, Chess Boards etc. The college upgrades its IT facilities on a regular basis to meet the current technical requirements. In the year 2020 – 2021, the college implemented ERP software in its move towards the usage of Information and Communication Technology at all levels of interaction with the stakeholders.

Student Support and Progression

Students mentoring and counselling programme is one commendable practice of the College in grooming the students into men and women of value. The IQAC kept its goal as “Students Mentoring Activity” to be of top priority in the year 2017 – 2018. Along with the mentoring activity undertaken by the college faculties, the college has three (3) trained counsellors who take up Counselling activity rigorously. Being located in a residential area, the college can function administratively, academically, spiritually/morally and socially. It is easy to conduct timely one-on-one interactions with students and parents enabling assessments of not only curriculum outcomes of the students but also the overall progress of the students. Mentoring and counselling activities become easier as both the mentors/counsellors and students are available in close physical proximity. The Spiritual Ministry assigns faculty and staff once every month to deliver messages of encouragement to students in the hostels. Such visits are found to be extremely helpful in gauging the issues that the students face as the students freely express their opinions on all issues in such an informal environment. The college provides free tuition to the employees’ children and needy students. For quality education and wholesome development of students, the college provides several capability enhancement schemes such as remedial class, mentoring and personal counselling, free coaching and guidance for competitive exams, career counselling, English communication classes, NCC as an add-on course, special class on soft skills, Discipleship training camps, Evangelical camps, mock interviews, etc. The college organises leadership trainings and workshops for students from time to time, and also encourages exposure trips under the guidance of teachers. The Alumni Association Patkai Christian College has membership across the country and globe. The association has contributed to the all round development of the college, and generates funds for maintaining projects that it undertakes. Presently, the association is undertaking the college road project and runs the College Cafeteria in the New Campus beside some other regular projects.

Governance, Leadership and Management

The Board of Trustees (BOT) is the apex body in the organisational structure of the college as depicted in the organogram. The Board is headed by a chairman and the principal of the college is the secretary. The BOT is vested with the power to determine and implement the policies of the institution, and have final control over the management of the affairs of the college. The Governing Body of the college, in active partnership with the BOT, ensure proper functioning of the institution with respect to strategic plans, recruitment policies, academic and administrative proposals. The principal implements and fulfil the directives of the BOT and the Governing Body and ensure that all academic and administrative activities are conducted efficiently. He is assisted by the Vice-Principal, Academic Deans, IQAC team and the Heads of academic departments. The Academic Council is the only authority to approve new courses, syllabi and other regulations related to academics. The Board of studies frame the curriculum, review and update the syllabi and decide on the examination patterns. The Academic Deans closely looks after the management of academic activities and advise the Heads of the

departments. The Controller of Examinations ensures smooth conduct of examinations and effectively manages all examinations related processes like evaluation, certifications, etc. The finance committee carefully analyses the budgets submitted by different departments and give approval. The Library Committee meets regularly under the chairmanship of the Librarian for updating of library facilities and books relevant to the academic curriculum. The committee is responsible for providing a peaceful ambience and student friendly atmosphere. The Dean of Students keeps in constant touch with the hostel wardens, coordinators and advisors of various students' welfare committees and clubs. Co-curricular and extra-curricular activities of the students are closely monitored by the dean. The Administrative Council is responsible for looking after campus facilities like establishment branch, recruitment of field staff, health care centre, grievance cell and transport facilities. The Spiritual Ministry headed by a chaplain looks after the spiritual and moral growth and development of the faculty, staff and students.

Institutional Values and Best Practices

The strength of the college in a good measure lies with the faculty who continuously make an effort to hone and update their skills and academic credentials by pursuing higher learning and attending various Faculty Development Programmes. It would be worthy of mention that in addition to the present strength of highly qualified and committed faculty; from 2016 – 2019, 22 regular faculty on roll have attained PhD degree. Presently also, some of the faculty are on the verge of completing their PhD. Apart from the high academic qualifications; the high moral and ethical standards of the faculty are contributory to the achievements that the college has made thus far. These are testaments to the quality of teaching and learning that the college provides (and maintains) true to the core of its establishment. Moreover, the camaraderie and trust shared between teachers and students is an asset of the college, and integrity- indicator to the trajectory that the college has travelled over the years. In all these achievements, the dedication and role on the part of the support staff cannot be undermined. The fee structure of the college is one commendable feature which is affordable to all, including the common man. This can be considered as one of the important components of the college's social contribution taking into consideration the social and economic situation of the state. Thus, the college's vision of imparting high quality education to young people, especially to the tribals catering to the socio-economic needs of the region is being fulfilled not only with an emphasis on academic and moral standards, but by being empathetic to the needs and aspirations of the young people.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PATKAI CHRISTIAN COLLEGE(AUTONOMOUS)
Address	Patkai Christian College (Autonomous) Chumukedima
City	Dimapur
State	Nagaland
Pin	797103
Website	patkaicollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Thepfuvilie Pieru	03862-240601	9862289533	-	PATKAICOLLEGE@GMAIL.COM
IQAC / CIQA coordinator	RENCHUMI KIKON KUOTSU	03862-240449	9612496751	-	kkrenchumi@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of Establishment, Prior to the Grant of 'Autonomy'	23-08-1974
Date of grant of 'Autonomy' to the College by UGC	23-08-2005

University to which the college is affiliated

State	University name	Document
Nagaland	Nagaland University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	05-09-1988	View Document
12B of UGC	05-09-1988	View Document

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

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

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	18-03-2010
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	Patkai Christian College (Autonomous) Chumukedima	Rural	1000	791025.5

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	Class Twelve	English	50	7
UG	BA,Education	36	Class Twelve	English	50	25
UG	BA,History	36	Class Twelve	English	50	31
UG	BA,Philosophy	36	Class Twelve	English	50	13
UG	BA,Political Science	36	Class Twelve	English	50	46
UG	BCom,Commerce	36	Class Twelve	English	30	9
UG	BVoc,Mass Communication	36	Class Twelve	English	30	11
UG	BCA,Computer Science	36	Class Twelve	English	30	15
UG	BSc,Botany	36	Class Twelve	English	30	10
UG	BSc,Chemistry	36	Class Twelve	English	30	10
UG	BSc,Geology	36	Class Twelve	English	30	20
UG	BSc,Physics	36	Class Twelve	English	30	10
UG	BSc,Mathematics	36	Class Twelve	English	30	2
UG	BVoc,Music	48	Class Twelve	English	30	26
UG	BSc,Zoology	36	Class	English	30	18

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			Twelve			
UG	BA,English	36	Class Twelve	English	50	43
PG	MA,Political Science	24	UG	English	60	53
PG	MSc,Botany	24	UG	English	30	20
PG	MSc,Geolog y	24	UG	English	30	30
PG	MSc,Physics	24	UG	English	20	10
PG	MSc,Environ mental Science	24	UG	English	20	5
PG	MSc,Zoolog y	24	UG	English	30	30
PG	MA,English	24	UG	English	50	41

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/Soci ety or Other Authorized Bodies	0				1				78			
Recruited	0	0	0	0	1	0	0	1	38	40	0	78
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				65
Recruited	50	15	0	65
Yet to Recruit				0

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				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	12	20	0	33
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	24	17	0	41
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	3	0	3
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/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
		0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	456	118	0	0	574
	Female	448	94	0	0	542
	Others	0	0	0	0	0
PG	Male	140	2	0	0	142
	Female	125	12	0	0	137
	Others	0	0	0	0	0
Diploma	Male	6	5	0	0	11
	Female	3	3	0	0	6
	Others	0	0	0	0	0
Certificate / Awareness	Male	9	0	0	0	9
	Female	21	0	0	0	21
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	7	1	1	3
	Female	6	0	0	5
	Others	0	0	0	0
ST	Male	323	365	312	264
	Female	348	329	275	249
	Others	0	0	0	0
OBC	Male	0	0	1	0
	Female	0	0	3	0
	Others	0	0	0	0
General	Male	7	8	6	7
	Female	7	4	3	8
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		698	707	601	536

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
Education	View Document
English	View Document
Environmental Science	View Document
Geology	View Document
History	View Document
Mass Communication	View Document
Mathematics	View Document
Music	View Document
Philosophy	View Document
Physics	View Document
Political Science	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Patkai Christian College is a liberal Arts College that firmly believes that education is for the 'whole man' to be conducted within the framework of physical, spiritual and moral absolutes. Since its inception, the college has adopted a multidisciplinary approach although the term 'clusters' is a new parlance in the academia. From this perspective, it is befitting of the institution to suggest that it is in tune with the vision of the NEP 2020 of the nation. The college offers undergraduate degree programmes in 15 different areas in the faculty of Arts, Commerce, Music, Science and Computer Applications. As a PG College conferred by the UGC in 2011, Post Graduate Programmes in English, Political Science, Botany, Environmental Science, Geology, Physics</p>
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	<p>and Zoology are being offered too. Interdisciplinary Approach The College became Autonomous in 2005, and adopted the Choice Based Credit System (CBCS) in 2016. In tune with the changing landscape of the academia in the country in particular and the global paradigm, the College has been making incremental efforts to become truly interdisciplinary since the adoption of the CBCS. Since then, the compulsory Generic Elective Courses (GEC) in the Under Graduate level is kept open to the students to choose subjects cutting across disciplines. Initially, only the GEC of Arts discipline and Mathematics subject were kept open to be opted from different disciplines. In its preparation to usher in the NEP 2020 approach for quality enhancement, all the GEC are now open for students from all disciplines since 2021. Presently, the College is working on adopting the interdisciplinary approach in the PG Programmes.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Although an autonomous institution, Patkai Christian College bears a permanent affiliation to Nagaland University (NU), and has been functioning with close coordination with the NU. In this regard, over the years, the College has had no issue in applying the NEP students' 'mobility' criteria as far as the component of lateral entry of students from other colleges/universities is concerned. In the same way, students from this institution are accepted half-way through the UG level. Hence, the NEP's requirement for ABC will seamlessly fit in the operational aspects of the College once the modalities are worked out. For this, the college is presently engaged in studying the ABC model envisaged in the NEP 2020 vis-à-vis the ground realities of the institution. Mention may be made that the NU has registered itself for the ABC.</p>
<p>3. Skill development:</p>	<p>The College is imparting various schemes for Soft Skills in Communication, academic writing etc. Value Added Courses and courses on Employability and Entrepreneurial Skills are imparted too. All the departments offer two (2) Skill Enhancement Courses each as per the CBCS requirement. The college offers a state of the art music education which accolades for nurturing celebrated musicians not only in the State but beyond; attract students and faculty from outside the state and abroad. The Music department do take pride to have trained self employed musicians who are the backbones of the Music industry in the Sate</p>

	<p>and beyond. The Mass Communication department has from its inception brought laurels to the college with excellence in their field/skills in varied categories. The college is one of the approved Educational Institutes by Bosch India Limited where a faculty of the college is a certified trainer as Industry Academia Collaboration Coordinator (IACC) under the Youth Employability Skills (YES) in Higher Education which is in line with the New Education Policy of 2020. Through this initiative, the trainer has acquired the technical know-how and the required skill to impart training to the students in the field of skill entrepreneurship. Presently, in an effort to implement the NEP, the College is the process of signing MOUs with few skill centres in the state in the fields of Carpentry, electrical fittings, cutting and tailoring, hospitality, aviation, and cruise line. In addition, the college has staff and faculty with certified skills in these areas, and have in the past, imparted training to some students under the Kaushal schemes. The college is blessed with resources- both natural and acquired -to be able to impart Skill education to its students and others even presently.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The curriculum adopted in the College is highly integrated with the Indian knowledge system. Courses such as Indian History, Public Policy, Indian Administration, India's Foreign Policy, Indian Economy, Indian Philosophy, Environmental Economics, Environmental Philosophy, Industrial Chemicals and Environment, Green Chemistry, Earth and Climate, Environmental Geology, Wild Life Conservation and Management, Principles of Ecology etc. address issues of national concern, and promote national integration. The curricula also incorporates a wide range of courses with a focus on human values such as: Guidance and Counselling, Value and Peace Education, Special Education, Ethics, Philosophy of Religion, Philosophy of Culture, Philosophy of Mahatma Gandhi, Philosophy of Mind, Philosophy of Human Rights, Peace and Conflict Resolution, and Human Rights in Comparative Perspectives, Media Laws and Ethics, etc. As for teaching Indian Language, the college is mooting the idea of tying up with a prestigious College under Delhi University with which the College already has entered into a MoU.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The curriculum of Patkai Christian College makes a</p>

tremendous emphasis on OBE. While many HEIs around the world are facing challenges in keeping up with the goals of education, the college has constantly achieved its goal which is enshrined in its vision of translating students into a 'wholesome man'. The student centric teaching-learning approach adopted in the college has been enhanced with the adoption of the CBCS praxis-oriented education. The OBE of the College are ensured through the following medium of practices:

- The college offers 159 Courses on employability and entrepreneurship enrichment with commendable number of Value added schemes along with free coaching for competitive exams and career counselling.
- The Skill Enhancement Courses offer varied skills with first-hand experience and training equipping students with problem-solving methodologies.
- The institution/all academic departments organise periodic field projects, industrial visits and exposure trips.
- Class seminars/ presentations, dramas/ skits, debate, activity- based projects, group discussions etc. are conducted as part of the CIA.
- Programmes are conducted to mark important events where students participate in poster campaigns, painting and poetry /essay competitions.
- Internship trainings, exposure trips and field works are modes of experiential learning that form an integral part of the curricula.
- Sporting events are conducted throughout the year to generate health and fitness consciousness among the students.
- Students are empowered with leadership skills through the NSS, NCC, YI, EU, Red Cross, Red Ribbon Club, SUPCC, PGSW etc.
- History department organises exposure and study tours, and also maintains a heritage museum in the library complex.
- Political Science department exposes the students to government and non- governmental agencies for a first-hand experience in policing, administration and local governance.
- Mandatory dissertation writing is practised in the PG departments of Environmental Science, Geology, Botany, Physics, Political Science and Zoology, and in Philosophy UG programme.
- Research Methodology is offered as a separate course.
- The Indo-Myanmar Research Centre offers a huge resource for research scholars in the State.

6. Distance education/online education:

The college strives to update itself in IT infrastructure to enhance effective teaching-learning and

administrative management, and access to information. In an untiring effort to achieve its vision, the college upgrades its IT facilities on a regular basis to meet the current technological requirements. Since 2020, the college is using ERP software in its move towards the usage of Information and Communication Technology at all levels of interaction with the stakeholders. Presently, the college is implementing e-governance in all areas of operation: planning and development; administration; finance and accounts; student admission and support; academics and; examination. The use of ICT enabled teaching tools enhanced to a great extent during academic sessions conducted amidst the pandemic, given that the College had to prepare itself for smooth conduct of online class. All the faculties are trained in the skills for online class and interaction. The staff of Examination department possesses the required technical knowledge for conducting all kinds of examinations online. The College is an examination Centre for various state and national examinations conducted online under NTA, UGC, SSC etc. With the availability of adequate resources coupled with commendable IT infrastructure and high Internet connectivity, implementation of the NEP requirement of Distance/Online Education will be possible without any hurdle. Hence, the institutional preparedness for NEP is commendable. It is only a matter of time that the NEP will be implemented in the College.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
24	20	19	18	18
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 17

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1485	1523	1691	1661	1540
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
557	491	565	461	466
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
1284	1523	1539	1661	1540
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
96	393	192	54	90

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

2020-21	2019-20	2018-19	2017-18	2016-17
638	603	585	549	549
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
75	77	77	72	72
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
75	77	77	72	72
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
860	645	850	900	840
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
860	780	690	690	690
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 74****4.4****Total number of computers in the campus for academic purpose****Response: 179**

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
39.27	253.38	332.65	218.23	265.55

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The college offers curriculum in all programmes that carefully integrates holistic development in tune with the college's vision of imparting education for the 'whole man'. The Programme outcomes (POs), Programme Specific outcomes (PSOs) and Course Outcomes (COs) reflect the college's objective to integrate the local, national, regional, and global contemporary needs. Within the parameters laid down by the college- 'academic excellence' and 'spiritual and moral absolutes'- Patkai Christian College offers a curriculum that makes an all out effort to imbibe in students academic knowledge, personality development, professional and civic skills, and social and human values.

Local Needs

Courses in all the Programmes are taught by contextualising local needs and situation. Local-specific courses are taught in History and Political Science outlining the social and political ways of people's life. In addition, students are highly exposed to practical and field-related activities with an aim to sensitise them about the needs of the community.

Regional Needs

There are courses that address regional needs in the curriculum offered by Economics, Education, History and Political Science.

National Needs

Courses such as Indian History, Public Policy, Indian Administration, India's Foreign Policy, Indian Economy, Indian Philosophy, Environmental Economics, Environmental Philosophy, Industrial Chemicals and Environment, Green Chemistry, Earth and Climate, Environmental Geology, Wild Life Conservation and Management, Principles of Ecology etc. address issues of national concern, and promote national integration.

Global Needs

Courses on International Economics, Environmental Economics, International Relations, Global Politics, World History, Human Rights, Value and Peace Education, Earth Resources, Environmental Studies etc. emphasise on contemporary global needs.

In order to sensitise students on environmental concerns and create in them a responsible behaviour as citizens, Environmental Science is offered as a compulsory course in all the Under Graduate degree

programmes. English Communication Skill is another compulsory course in all the UG programmes. The institution offers NCC as a specialised add-on course in UG level with the sponsorship of the UGC.

The college offers 159 Courses on employability and entrepreneurship enrichment. During the report period, 77 new courses were introduced and commendable number of Value added schemes along with free coaching for competitive exams and career counselling were offered to students.

The Skill Enhancement Courses offer varied skills with first-hand experience and training equipping students with problem-solving methodologies.

Internship is a part of the curricula in Music and Mass Communications programmes. Field-study projects are incorporated along with exposure trips by the academic departments in many of the courses.

Mandatory dissertation writing is practised in the PG departments of Environmental Science, Geology, Physics, Botany, Zoology and Political Science, and in Philosophy UG programme. Research Methodology as a separate course is offered too.

File Description	Document
Link for Additional Information	View Document

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

Response: 62.5

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

Response: 24

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

Response: 15

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 27.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
159	159	159	159	159

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 15.2

1.2.1.1 How many new courses are introduced within the last five years

Response: 97

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 638

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 62.5

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

Response: 15

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

Professional Ethics: There are a number of courses which impart specific professional ethics: Educational Management, Educational Technology and Pedagogy, Educational Psychology, Academic Writing and Composition, Media and Communication Skills, Constitutional Government and Democracy in India, Public Policy and Administration in India, Perspectives of Public Administration, Management Principles and Application, Corporate Laws, Income Tax Law and Practice, Consumer Affairs and Customer Care, Organisational Behaviour, Public Relations, Communication and Disaster Management, Communication for Rural Engagements, Natural Resource Management, etc.

Gender: There is adequate sensitization about Gender issues by incorporation of the same in the UG as well as PG syllabi. Various courses such as Women's Writing, Gender and Literature, Gender and Politics, and Women, Power and Politics are taught. Apart from that, concepts on gender equality are being studied as part of some courses that undertakes women's issues, their inclusion and exclusion.

Environment and Sustainability: A course on Environmental Studies is offered to all undergraduate students. Aside, there are courses such as Environmental Economics, Environmental Philosophy, Industrial Chemicals and Environment, Green Chemistry, Earth and Climate, Environmental Geology, Wild Life Conservation and Management, Principles of Ecology etc.

The PG programme in Environmental Science is interdisciplinary in nature.

Human Values: The curricula incorporates a wide range of courses with a focus on human values such as: Guidance and Counselling, Value and Peace Education, Special Education, Ethics, Philosophy of Religion, Philosophy of Culture, Philosophy of Mahatma Gandhi, Philosophy of Mind, Philosophy of Human Rights, Peace and Conflict Resolution, and Human Rights in Comparative Perspectives, Media Laws and Ethics, etc.

Till the year 2016 – 2017, Human Rights Education was offered as an Add- on compulsory subject in the UG level with funding from the UGC.

Skill-Oriented Courses: Each academic department offers two Skill-based courses in their UG curriculum such as:

Department of Economics

- Entrepreneurship Development
- Data Development,

Department of Education

- Curriculum Development
- Early Childhood Care and Education,

Department of English

- English Language Teaching
- Business Communication

Department of History

- Understanding Heritage
- Archives and Museums

Department of Mass Communications

- Industry Interface and Public Service Announcement
- Photography Exhibition

Department of Philosophy

- Logic
- Environmental Philosophy

Department of Political Science

- Your Laws, Your Rights
- Peace and Conflict Resolution

Department of Commerce

- Entrepreneurship

- E - Commerce

Department of Botany

- Floriculture
- Mushroom Culture Technology

Department of Chemistry

- Literature Survey/ Pharmaceutical Chemistry
- Scientific Writing/ Project

Department of Computer Science

- HTML
- PHP Programming

Department of Geology

- Field Geology – I (Basic Field Training)
- Field Geology – II (Geological Mapping)

Department of Mathematics

- LATEX and HTML (P)/ Graph Theory/ Logic and Sets
- Computer Algebra Systems and Related Software (P)/ Transportation and Game Theory

Department of Physics

- Electrical Circuit and Network
- Electronic Instrumentation/ Renewable Energy

Department of Zoology

- Pisciculture/ Aquarium Fish Keeping
- Apiculture

B. Voc Programmes

- The College offers B. Voc programmes in Music, and Multimedia and Mass Communication.

English Communication is a compulsory course in all the UG programmes.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 40

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	6	8	13

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 18.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
107	242	242	348	530

File Description	Document
List of students enrolled	View Document

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

Response: 8.75

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

Response: 130

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

1.4 Feedback System

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

Response: B. Any 3 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

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

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

File Description	Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 85.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
533	562	701	686	629

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
860	780	690	690	690

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

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

Response: 85.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
533	562	701	686	629

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

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

Response:

The college gives its utmost priority in making teaching-learning process friendly and student-centric. The college embarks on the Christian value of charity, inclusiveness and accommodative spirit to mediocre students in its admission policy, and takes the responsibility of creating conducive learning space for academically weaker students without discrimination in multiple ways.

The institution assesses the learning levels of the students and organizes special programmes for advanced learners and slow learners. A student is effectively assessed from different parameters through internal written test, class presentation, debate, group discussion, MCQ examinations, and the End Semester Examinations. These are all conducted in a well regulated manner, and measures are extended on need basis.

Some of the effective mechanisms the college adopts vis-à-vis weaker students are:

- 1. Remedial classes:** Academically weaker students are identified by the respective course incharge/teachers in a number of ways. These students are then informed of the free remedial classes on convenient dates.
- 2. Students mentoring:** Mentoring programme is by far one of the best practices of the College in grooming the students for future endeavours. The Head of Departments (HoDs) of the each department is entrusted to oversee compulsory mentoring in each semester. The HoDs allocate each teacher a certain number of students to be mentored. The mentor makes all the necessary arrangements to meet the students. In such meetings, issues related to: students' inability in grasping the subject-matter; their problems; and; all matters related to their academic aspects are discussed. Students are offered suggestions, and subsequent follow-up action plans are worked out.
- 3. Repeat and improvement examinations:** To facilitate the interests of weaker students, the opportunities of improving their performance in the form of repeat and improvement examinations are conducted.

Besides catering to the needs of the slow learners, the advanced learners are awarded with opportunities for extra-learning. They are encouraged to take up the value added courses that the college offers alongside their regular academic programme. There is a Readers' Club under the supervision of a faculty, and members of the Club meet on a weekly basis. To promote and encourage writing skills, the college also publishes bi-monthly bulletin, and an annual magazine. The responsibilities for these publications are vested with the student community under the guidance of a faculty, who acts as an advisor. There are also

schemes like NSS, NCC, Red Cross, EU, Red Ribbon Club and Young India where all the students participate and enhance their talents. Free coaching for public service examinations and career counselling are made available to students too.

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

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

Response: 19.8

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

2.3 Teaching- Learning Process

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

Response:

- The CBCS offers ample opportunity to students in varied fields for praxis-oriented learning.
- All academic departments organise periodic field projects, industrial visits and exposure trips.
- Class seminars/ presentations, dramas/ skits, debate, activity-based projects, group discussions etc. are conducted as part of the CIA.
- Programmes are conducted to mark important events where students participate in poster campaigns, painting and poetry /essay competitions.
- Internship trainings, exposure trips and field works are modes of experiential learning that form an integral part of the curricula.
- Sporting events are conducted thorough out the year to generate health and fitness consciousness among the students.
- Students are empowered with leadership skills through the NSS, NCC, YI, EU, SUPCC, PGSW etc.
- Botany department has Mushroom and Floriculture units for which hands-on training are provided to students.
- Chemistry department organises special lecture and exchange programmes, educational cum exposure tours, projects, online quiz competitions and Science exhibitions.
- Commerce department conducts industrial visits for hands-on training in entrepreneurship, and on accounting and auditing.
- Computer Science and IT department makes use of group discussions, analysis through available statistical data, project works, online learning through You Tube, NPTEL, social media, etc

- Economics department organises industrial and factories visits to give first-hand experience to students.
- Education department ties up with other institutions to give students a first-hand experience in all-round education management, and organises exposure trips, project works, peer teaching and workshops.
- English department conducts activity-based projects, peer discussion/ teaching, study tour, mock interviews, quizzes, visit to newspaper offices and literary fests etc.
- Environmental Science department is inter-disciplinary, and conducts extensive field studies.
- Geology department conducts field works, poster presentations, quizzes, project works, Science exhibitions, and one- day career guidance programme.
- History department organises exposure and study tours, and also maintains a heritage museum in the library complex.
- Mathematics department conducts quizzes, poster presentation and mini projects in mathematical modelling.
- Music department conducts Masterclasses/ workshops with clinicians from abroad and in the state.
- Mass Communications department organises projects (audio and video), internship trainings, exposure trips and field works, workshops, etc.
- Philosophy department engages the students in practical implementation of the philosophical concepts by organising projects, poster campaigns, and awareness programmes.
- Physics department organises poster campaigns, science exhibitions and project works.
- Political Science department exposes the students to government and non- governmental agencies for a first-hand experience in policing, administration and local governance.
- Zoology department conducts hands-on training in biotechnology and bioinformatics with assistance from research centres like the National Research Centre on Mithun (NRCM- ICAR), SASRD, Nagaland Bee Keeping and Honey Mission NBHM), and Fish Breeding Centre (GON).
- The department of Biblical Studies offers diploma course in Counselling and faculties take up the responsibility of personal counselling.
- Mandatory dissertation writing is practised in the PG departments of Environmental Science, Geology, Botany, Physics, Zoology and Political Science, and in Philosophy UG programme.
- All academic departments offer 2 (two) Skill Enhancement Courses (SEC).

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

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

Response:

Although situated in a rural setting, the college strives to update itself in IT infrastructure to enhance effective teaching-learning management, change in learning approaches, and in access to information. All these developments in the college have affected the ideas and experiences of a wide range of people-faculty, students, and staff in collaborating and exchanging information on a wide scale.

The use for ICT enabled teaching tools enhanced to a great extent during academic sessions conducted amidst the pandemic (COVID-19) in 2020 – 2021. With a view to enable teachers use ICT enabled tools including online resources for effective teaching and learning process, the college has commendable IT infrastructure connected with high Internet connectivity in more than 25 allotted rooms which double up as ICT classrooms.

Apart from the conventional lecture method, the faculty use multiple interactive methods for teaching like group discussions, quiz, tests, assignments, debate, presentations, Viva -Voce, animation clips, video clippings, audio system, and e-resources to expose the students for advanced knowledge and practical learning.

In addition to this, various platforms of apps are being used by the faculty members like Zoom, Google classroom, Eklavya, and Mastersoft. Some of the faculties take extra classes from home and engage students by sharing screen, video and audio clips, PPT, e- book, slides shares etc.

Every faculty member creates a WhatsApp group with different batches for interface and discussion with students for academic purposes. Constant advances to ICT development increases the pressure to teaching faculties but they quickly get accustomed to the changes and try to give the best methods and tool focusing on students skill with technical tools and digital assets, and their ability to apply this skill both to subject knowledge and everyday tasks and to create new ideas, content and knowledge.

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

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

Response: 19.8

2.3.3.1 Number of mentors

Response: 75

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

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

Response:

The Academic Calendar is a very important feature of the college. Several key persons like the Principal, Vice- Principal, Academic Deans, Dean of Students and Controller of Exams are involved in the preparation of the Academic Calendar. Every year, the process of making the calendar begins well ahead of the academic session. The Academic Calendar forms an important component of the College Prospectus. The Calendar provides information on important academic and social events such as College Re-opening, Annual Faculty Staff Meeting, Students' Orientation, Annual Social, Sports and Literary, Science Day, Cultural Day, Students Union Election, Continuous Internal Assessment, End Semester Exam, Community Spiritual Retreat and Semester Breaks.

As for the teaching- plan, the Academic Deans chalk out the time- table for each department based on the Academic Calendar. The college follows a structured teaching plan where five classes are allotted per week for six credit courses; four classes for the five and four credit courses and; two classes for the Skill and Ability enhancement two credit courses. Further, every department lays down department-specific academic calendar every semester for department specific activities like class presentation, assignment writing, field trips, seminars, workshops, cultural events and other academic activities. In addition, each faculty prepares a Lesson-Plan in the beginning of the academic semester. This enables a faculty to keep up with the demands of the day-to-day academic affairs. The faculty may also organise special lectures by bringing a faculty from outside the college for endowment lectures. Sometimes, special lectures are arranged from within the college faculty too. The faculty make use of ICT for class lecture along with the conventional mode of teaching. Students are encouraged to use ICT in class presentation. The class presentation comprises of paper presentation, skit/ drama, debate and extempore speech.

The Examination Department plays an important role by preparing the exam schedule (Internal, MCQ and End Semester) in the course of preparing the Academic Calendar. There is a requirement for each faculty to strictly comply with the dates laid down by the exam department so that the Academic Calendar so prepared is adhered to.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

File Description	Document
2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 100	
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

File Description	Document										
2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)											
Response: 28.63											
2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year wise during the last five years											
<table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>21</td> <td>20</td> <td>18</td> <td>16</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	32	21	20	18	16	
2020-21	2019-20	2018-19	2017-18	2016-17							
32	21	20	18	16							
Link for Additional Information	View Document										

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 12.16**2.4.3.1 Total experience of full-time teachers**

Response: 912

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years****Response:** 26.8**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	20	24	30

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 10.97**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
96	393	192	54	90

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Link for Additional Information	View Document

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

Response:

- Examination procedures
- Processes integrating IT
- Continuous internal assessment system

2016- 2017

- Change made in the 75 % attendance requirement by making it applicable in the end-semester examinations only, and not in internal examinations.
- Installed CCTV in the Examination Section.

2017 - 2018

- 4Th Convocation of the college was conducted.
- The college started hosting various NTA on-line exams under the supervision of the Controller of Exams.

2018 - 2019

- MCQ Examination added as part of the CIA component.
- Introduced Semester awards for meritorious students.
- Introduced Distinction/Grade Gracing of marks.

2020- 2021

- Procured new software for conducting Online Examinations.
- Assisted the college in arrangement and procurement of the new software for Centralized Campus Management System, a cloud-based ERP for the College. The module includes-

1. Online Admission

2. Fees Collection
3. Academic Management
4. Time Table & Attendance
5. Examination (Autonomous)
6. Mobile Applications
7. HRMS
8. Accounts / Tally Integration
9. Hostels
10. E-Learning (ITLE)
11. On Screen Evaluation
12. Accreditation Data Management (NAAC Specific)

- The Staff of the Examination department assisted in giving trainings to various sections of the faculty, students and staff in implementing the Software.
- The Even Semester (January – June) of the 2019-20 academic year was disrupted by the Covid-19-induced lockdown beginning from the month of March 2020. The University Grants Commission (UGC) gave Covid19-compelled detailed guidelines on the 29th of April 2020 on teaching-learning process (online/offline) for higher educational institutions across the country. Based on the UGC guidelines, detailed college-specific examination guidelines were put in place on the 8th of May 2020 for both internal and end-semester components of examinations and evaluation of online examination scripts.
- Soon after the Covid19-induced closure of the college, the entire college students, faculty and staff were given orientation on the process of online teaching-evaluation and the examination system.
- All the students are registered in the college examination portal. For online examinations, students log into the examination portal using each student-designated username and password.
- Covid-19 did not disturb the overall academic events: switched over from physical to online seamlessly; conducted all examinations (internal and end- semester) on online mode; and declared results within the semester timeline.

Examination System during the Covid-19 Lockdown period:

Online Continuous Internal Assessment (CIA): For each 6-credit course and as CIA component, students wrote centrally conducted 45-minute-internal examination for 10 marks and online submission of assignment/tutorial for 20 marks.

The students could log in to the examination portal and check their performance for each course in terms of marks and remarks/comments of the course teacher.

Online End-Semester Examinations (ESE): For each 6-credit course, the end-semester examination was bifurcated into two components: 20-mark MCQ examinations and 50-mark open-book examination. Each 2-credit course had only the open-book examination for 50 marks. Each course was evaluated by the respective course teacher.

Result Declaration: Results for all postgraduate and undergraduate terminal students were declared on the 31st August 2020 and results for all intermediate students were declared on the 30th September 2020. The results were displayed on the college notice boards and also uploaded on the college website.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Patkai Christian College as an autonomous college offers curriculum in all programmes that aims to integrate holistic development of the students. Within the parameters laid down by the college- 'academic excellence' and 'spiritual and moral absolutes'- Patkai Christian College offers a curriculum that makes an all out effort to imbibe in students academic knowledge, personality development, professional and civic skills, and social and human values. The Programme outcomes (POs), Programme Specific outcomes (PSOs) and Course Outcomes (COs) reflect the college's zeal to integrate the local, national, regional, and global contemporary needs.

As a way of disseminating information on the POs, PSOs and COs of all the courses to the teachers and students, the POs, PSOs and COs are displayed in the College website (www.patkaicchristiancollege.edu.in). in addition, a hard copy of the Prospectus is made available to each student and faculty. The College Website carries detailed information about all the Programmes and Courses; the career options and their overall objectives; the faculty profile of each department, their interests, and other academic related information; all information with regard to Inter-disciplinary Courses, General Elective Courses (GEC), Personality Development and Enrichment Courses, Skill Enhancement Courses (SEC) etc. Another mode of communication about the Pos and COs is the orientation programme conducted for the students at the beginning of the each academic session. During this program, the students are informed about the Courses of each Programme by the respective Academic Deans. This is being done carefully so that students make a conscientious choice of the Generic Elective Courses (GEC). The GEC are inter-disciplinary.

The Controller of Examinations highlights the examination pattern followed in the college; the Continuous Assessment and End Semester Exam; the credit system et al.

At the beginning of every Semester, each faculty of introduces the course structures to apprise the students of the content of the Course/s and Examination pattern adopted in the College.

The college offers 159 Courses for employability and entrepreneurship enrichment. During the report period, 77 new courses were introduced along with commendable number of Value Added Schemes, and free coaching for competitive exams and career counselling. All the details pertaining to the conduct of experiential learning and their mode of operation through class activities, project works, field study, internships, and hands-on trainings are displayed on the college website.

The college has a commendable record of students' placement and progression of graduates to higher studies all of which are displayed on the college website.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The college runs 24 full-time programmes. The entire programmes of studies and course structure approved by the Academic Council are uploaded in the college website.

Keeping in view the desired programme outcomes and course outcomes, the college follows a rigid teaching-evaluation structure whereby each faculty and each student is assigned specific and time-bound academic responsibilities.

EXAMINATION SYSTEM

Students are assessed for a total of 100 marks for each course; the mark distribution is broadly divided into two categories: 30 marks for Continuous Internal Assessment (CIA) and 70 marks for End-Semester Examinations (ESE). Numerical marks are converted to grades A, B, C, and D using a ten-point scale. For each 2 credit courses, students are evaluated on a total score of 50 marks.

Continuous Internal Assessment (CIA)

For each 6-credit course, as CIA component, students write centrally conducted 45-minute-internal examination for 10/20 marks; assignment/tutorial for 5 marks and class/oral presentation on a given topic for 5 marks. There is repeat/improvement examination for those who either missed out due to certain reasons and for those who would like to improve their scores in the examinations.

Each student is shown evaluated examination scripts and the scores along with remarks/comment of the course teacher in the class.

Each course teacher enters the scores in the Examination portal and maintains a record of the scores of each student and submits it to the examination section.

End-Semester Examinations (ESE)

Three-hour ESE are conducted for 70 marks for all 6-credit courses, and 2 (two) hour examinations for the 2-credit courses with 50 marks. Each course is evaluated by the respective course teacher of the department.

Each faculty is involved in question setting and evaluation of the examination scripts. All end-semester

examination questions for each course go through a strict and stringent process of moderation by the Question Moderation Board of each department.

The 3-hour End-Semester Examinations, and the internal examinations, are conducted as per the routine set by the Controller of Examinations.

Involvement of External Faculty/Subject Experts

Subject experts approved by the Academic Council of the college are engaged at different stages of the teaching-evaluation process:

1. as members in the Board of Studies;
2. as question setters for end-semester examinations;
3. as question moderators; and
4. as examination script evaluators

In certain cases, examination scripts are sent for a neutral third party evaluation.

Result Declaration

All examinations results are declared as per the academic calendar of the college. All examination-related matters including results are uploaded on the college website. In case of any reported grievances by students, they are given opportunity for re-evaluation and re-scrutiny of their examination scripts as per the rules of the laid down by the college.

The syllabi and examination system have been fine-tuned every three years so as to meet the desired programme and course outcomes. The college is satisfied in seeing the desired programme and course outcomes in most of the students. This is reflected, in part, in the pass percentage and student progression in higher academic pursuits and career opportunities.

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

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

Response: 99.46

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

Response: 554

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

Response: 557	
File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 2.95	
File Description	Document
Upload database of all currently enrolled students	View Document
Link for any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

The Research Committee since 2011 has been carrying out its objectives in the form of promoting research, talk symposiums, research consultancy, writings and publications by scholars. Its main task is to convene meetings of all PhD degree holders of the college and prompt them in applying research related activities through various funding agencies. It also initiates minor research projects, organises research activities, writer's workshop, intellectual debates, seminars and is currently developing the Indo-Myanmar Tribal Research Centre (IMTRC). It further encourages all departments to conduct at least one academic activity in a semester in the form of seminar/ conference and oversees them.

In 2018, the college established the Intellectual Property Rights (IPR) Cell, and signed a MOU with the Patent Information Centre (PIC), Nagaland Science and Technology Council Department of Science and Technology, Govt. of Nagaland in 2019. The main aim of the IPR Cell is to create awareness about matters relating to IPR among students, researchers and faculty. The IPR facilitates and guides students and researchers on IPR filing to PIC and NASTEC. It also organizes awareness programs in collaboration with PIC, NASTEC in the campus and affiliated colleges.

There is dissertation writing for students in the PG departments of Environmental Science, Geology, Botany, Physics, Zoology and Political Science, and in Philosophy UG programme under the guidance of the college faculty in the concerned area of study. In the year 2020, the Research Committee of the College came out with guidelines on Dissertation Guidance and matters related to the same. Research Methodology is offered as a separate course at the Post Graduate level for equipping the students with future research endeavours. The Research Committee also publishes an annual research peer reviewed journal of the college namely Patkai Journal of Multidisciplinary Studies (PJMS).

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

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

Response: 0

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

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

File Description**Document**

List of teachers receiving grant and details of grant received

[View Document](#)**3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years****Response:** 1.07**3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

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

File Description**Document**

List of teachers and their international fellowship details

[View Document](#)

e-copies of the award letters of the teachers

[View Document](#)**3.2 Resource Mobilization for Research****3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response:** 0**3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

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

File Description	Document
List of project and grant details	View Document

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

Response: 0

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

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

3.2.3 Percentage of teachers recognised as research guides

Response: 0

3.2.3.1 Number of teachers recognized as research guides

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document

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

Response: 0

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

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

3.2.4.2 Number of departments offering academic programmes

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

File Description	Document
List of research projects and funding details	View Document

3.3 Innovation Ecosystem

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

Response:

The college has initiated steps that serve as ecosystem for transfer of knowledge in the following manner:

The department of **Botany** possess a Green house where variety of Anthurium is grown. Floriculture and Mushroom cultivation are offered as skill enhancement courses to the students. The students are taught methods of nursery management and principles of garden-designs, and basic methods of cultivation of ornamental plants, packaging and arranging commercial flowers. Extension programme like workshop, hands-on training etc have been organized for students, youth and women of neighbouring areas.

Geology department has plethora of minerals, rock and fossil comprising approximately about 400-500 samples serving as a display unit in educating the students of UG and PG courses. The samples include a good number of floral and faunal species from Silurian till recent.

The department of **History** maintains a heritage museum in the library complex with a special focus on tribal or local culture. Students are involved in collection of artefacts for the museum from places of historical importance in the region. The museum also has collection of audio and visual records of walking archives (octogenarians).

The **Mass Communications** department is highly skill oriented with internships and projects as part of the curriculum.

The **Music** curriculum prepares the students to be entrepreneurs by way of starting their own music studios or getting employment in bigger establishments. Basic courses in computer music applications and composing & arranging are helping students to create and record their compositions for dissemination thereby giving services to their communities. Courses like World Music Cultures, Ethno Music-Arts, and Naga Music are helping students to understand their own ethnic music as well as others through research projects. The recordings (CDs and MP3 files) and interviews collected from projects are archived in the Music Library in the hope that Patkai will become a repository of worth for the preservation and dissemination of Naga folk music.

Computer Science department offers Diploma courses in Web Designing and Software Development.

Physics department conducts certificate course in applied electronics, and computer hardware. The course is designed to develop the skill of the students in dealing with electrical wiring, electronic circuit,

fabrication and repairing, installation, formatting and repairing.

Zoology department maintains an aquarium for culture of locally available ornamental fishes. The department has a good collection of local reptiles and other animals in the museum. Pisciculture and apiculture are taught in skill enhancement courses where the students are given practical exposure to the indigenous methods of fish farm management and types of culture like mono and poly fish culture.

The Indo-Myanmar Tribal Research Centre (IMTRC) houses books and materials that are of immense help to researchers.

The natural landscaping and campus surroundings of sprawling jungle, natural water- bodies, streams and rivers provide essential ecosystem for field-study and research. The college has its own fisheries, horticulture, plantation (rubber and teak), timber enabling students and faculty to members to learn and develop praxis oriented knowledge on the biodiversity of fauna and flora.

All the departments have an Assignment Writing and Project Works as part of the curriculum.

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

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

Response: 51

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	11	3	4	4

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

3.4 Research Publications and Awards

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

Response: B. 3 of the above

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

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

Response: 0

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

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

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

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

Response: 0.86

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	6	18	9	16

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

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

five years

Response: 0.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	3	2	4	3

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

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

Response: 7.35

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

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

Response: 3

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

3.5 Consultancy

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

Response: 0

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

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

File Description	Document
List of consultants and revenue generated by them	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	000	0	0	0

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, -sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The college firmly adheres to imparting human values and ethics to its students. This is partly testified by the college's untiring involvement in community/extension activities through its students and faculty. During the report period, the college has carried out extensive extension activities through the various agencies as listed below.

National Service Scheme (NSS): Through the NSS, the students are provided opportunities to participate in social service activities conducted both within and outside the institution. Regular visits to orphanages and blood donation are conducted to instil the values of community service and care for the needy and downtrodden. The students are also taken to adopted villages to carry out social service activities spreading the message of cleanliness and hygiene among the community.

Evangelical Union (EU): The EU provides ample opportunities to the students to imbibe the moral values and principles as taught in the Bible. It carries out several extension activities by visitation of hostels, colleges, orphanages, street programmes etc. outside the campus. Within the campus, it undertakes cleanliness drives and social works on a regular basis.

National Cadet Corps (NCC): The college has hosted four Special National Integration Camp (SNIC) of the NCC since 2013 where approximately 7000 cadets from the across the country could congregate and learn from each other the rich diversity of our great country. Apart from the regular camps and activities, the NCC also commemorates and participates in important national and international events to instil the spirit of nationalism and patriotism, promotion of a healthy body and mind, care and concern towards our environment and human rights across the world.

Patkai Against Covid (PAC): When the world was grappling with extreme hardships due to the Covid19 pandemic, amid fear and panic, the college formed its own taskforce named Patkai Against Covid19 (PAC). This group of dedicated faculty and staff produced hand sanitizer in the college laboratories and gave away to frontline workers such as healthcare givers, police, sanitation workers, various government offices, media houses etc. The college provided its infrastructural facilities and deputed officials and workers to assist the government in running the quarantine centre established by the state government to accommodate the returnees from several parts of India. The college had also provided a quarantine centre for its employees who returned from outside the state with the untiring initiative of the PAC. The pandemic also snatched away the earning opportunities of many affected families the brunt of which was felt most by women. To this end, the college conducted a training programme for unemployed women in Mushroom cultivation.

SUPCC and PGSWC: Every year, the student bodies undertake cleanliness drive inside and outside the campus during the Annual Social. Department-wise classroom and campus maintenance are undertaken by students with the initiative of faculty and staff. Students are also engaged in giving free tuition to low income students after class.

Apart from the above groups, the college, in general, also engages itself in several social works such as tree plantation, cleanliness drive, blood donation camps and other related activities throughout the year.

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

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

Response: 11

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

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

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

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

Response: 71

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	15	14	14	11

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

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

Response: 81.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
676	1351	1518	1522	1394

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

3.7 Collaboration

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

Response: 13

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

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

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

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

Response: 4

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

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

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Patkai Christian College is spread across two (2) Campuses. The total built-up area of the college has 69 Classrooms, 1 (one) Library building, 5 (five) Conference Halls, 1 (one) Auditorium cum Chapel, and 41 Laboratories that are well ventilated and lit with adequate computing equipments and commendable ICT facilities. The college is in possession of several facilities used for teaching-learning purposes which are listed below: Department of Botany • Mushroom unit • Floriculture unit • Well- equipped laboratory Department of Chemistry • 3 nos. well equipped laboratories Department of Computer Science • 3 nos. well equipped laboratories Department of Environmental Science • 1 no. well equipped laboratory Department of Geology • 3 nos. well equipped laboratories • Museum Department of Mathematics • Well-equipped computer lab with internet facility Department of Multimedia and Mass Communication The department has well equipped studio with shooting and editing facilities such as: • Editing suite • Video and audio equipments • Projector and studio lights • Go- Pro • Light reflectors • Green screen and white screen • Sound recording • News reading desk Department of Physics • 3 nos. well equipped laboratories Department of Zoology • 3 nos. well- equipped laboratories • Museum • Aquarium lab Margaret Shishak School of Music • 16 practice rooms • 1 study room • 1 computer lab with internet facilities • 6 teachers studios • 1 library, Recital Hall • 1 recording room • 1 piano lab • 1 kitchen UGC Resource Centre • 46 nos. computer with internet facilities • 2 nos. Printing and photocopy machine College Library • Printing and Photocopy machine • Computers with internet facilities for the librarians Examination Department: • Personal Computer for all the officials and staff with internet facilities • Scanning machine • Printing and photocopy machine All academic departments are provided with computers and 24/7 internet LAN facilities. In the administrative section too, all officials are provided with a computer, internet and printing facilities.

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

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

Response:

The college provides adequate facilities for games and sports both indoors and outdoors which have been providing a way out for the college community to indulge in physical exercise through different games and sporting events. • The college has a football ground measuring 55 yards in width and 105 yards in length. • The college has two basketball courts measuring 90 feet long and 46 feet wide. • The college has several volleyball courts measuring 18meter long and 9meter wide; one in the girls' hostels and one each in the

boys' hostels of both old and new campus. Two more volleyball courts measuring similar dimension are located alongside the football field. • The college has an indoor badminton stadium with two courts each measuring 44 feet long and 20 feet wide for doubles and for singles the court is marked 17 feet wide. • The college provides several Table Tennis Tables of ITTF standard size; one in girls' hostel and one each in boys' hostel (new and old campus). • For track and field events, the college uses the field space adjacent to the football ground. • The track and field events include 100m, 200m, 400m, 800m, 4x100m relay, 4x200 m, marathon (20 km), high jump, long jump, pole vault, shot put, javelin throw and discuss throw. • The college has a swimming pool constructed with UGC funds. • The Multi Gym which is yet to be made functional, is also a project with UGC funding.

File Description	Document
Geotagged pictures	View Document
Paste link for additional information	View Document

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

Response: 25.68

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 19

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

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

Response: 34.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
12.99	70.81	117.05	83.93	104.78

File Description	Document
Upload audited utilization statements	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Library Automation The PCC Library has been installed SOUL 1.0 software with Network Version in 2006 which was designed and developed for colleges and universities libraries by INFLIBNET, UGC Ahmadabad. In 2014, the Library software has been upgraded with 2.0 Version. The following modules partially automated are: 1. Catalogue 2. Circulation: The library takes care of all possible functions of the circulation like membership management, maintenance and status of Library items, transaction, overdue charges, renewals and reminders, search status and report generation according to the status of the items, etc. 3. On-line Public Access Catalogue (OPAC): OPAC is one of its major attractions which provide both simple and advanced search like author, title, key world, Class number, Accession number etc. 4. Administration: At the administration level the following modules are used; (i) Grouping of user base on policy; (ii) Transactional rights over the system; (iii) Transactional level security to user and; (iv) Common master database being used in modules. Books are all bar-coded. It is indeed, with the automation of the library, the work/services have become more competent and reliable. The users can easily browse books through OPAC, the available books of our library collections. Internet connection is another facility provided for the users with Free Wi-Fi services. The users can browse information anytime during the library working hours.

File Description	Document
Paste Link for additional information	View Document

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

Response: B. Any 3 of the above

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

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

Response: 4.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.61	3.51	4.05	4.82	8.68

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

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

Response: 9.62

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

Response: 150

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

4.3 IT Infrastructure

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

Response:

The college strives to update itself in IT infrastructure to enhance effective teaching-learning and administrative management, and access to information. Each academic department is provided with a computer and internet facility. The teachers use these facilities to prepare lectures, power point presentations, download study materials, conduct practical classes, etc. The computers (46 nos.) in the UGC Resource Centre are kept under the custody of an office assistant (technical). Students can use them for browsing and downloading study materials, for writing assignments, preparing for class seminars, etc. free of cost. A nominal amount is charged for printing and photocopying the downloaded materials. In an

untiring effort to achieve its vision, the college upgrades its IT facilities on a regular basis to meet the current technological requirements. Since 2020, the college is using ERP software in its move towards the usage of Information and Communication Technology at all levels of interaction with the stakeholders. Presently, the college is implementing e-governance in all areas of operation: planning and development; administration; finance and accounts; student admission and support; academics and; examination. The use for ICT enabled teaching tools enhanced to a great extent during academic sessions conducted amidst the pandemic (COVID-19) in 2020 – 2021. With a view to enable teachers use ICT enabled tools including online resources for effective teaching and learning process, the college has commendable IT infrastructure connected with high Internet connectivity in more than 25 allotted rooms which double up as ICT classrooms. The examination department has been conducting exams effortlessly even before the college implemented the ERP in 2020. Exam related matters such as: submission of application; payment of fees, conduct of MCQ exams and; declaration of results is conducted online. The admission process of the college has also been covered with the ERP enabling checking of applications, selection of students, and correspondence with the applicants more accessible and efficient. The Library also has been automated since 2006, and makes use of Management Software to keep track of the books and journals.

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

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

Response: 8.3

File Description	Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

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

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 55.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
26.28	147.39	183.92	104.41	125.79

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

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

Response:

Laboratory: All science departments are directly under the supervision of the Dean of Sciences who makes plans for laboratory activities and practical classes along with the faculty. Requirements of new or additional items are listed by the laboratory assistants in consultation with the department teachers, and the HODs take it up with the Dean, who in turn, forwards it to the management authority for procurement. The laboratory assistants and bearers are responsible for keeping the laboratory neat and clean, and also maintain a record of the inventory of the department. Library: The Library Committee looks after the

administration of the library. The committee is headed by the librarian. The principal of the college and the librarian are permanent members of the committee, whereas the other members have a 3 years term. Feed backs and suggestions from students and teachers are deliberated upon during the committee meetings. Academic departments send the list of new books to be purchased through the HODs to the librarian, who in turn, forward it to the purchase committee and the final approval is given by the principal. Downloading, printing and photocopying of study materials are provided to the students at nominal rate. Sports Complex: The faculty in charges (one male and one female) of games and sports look after the facilities like foot ball and cricket grounds, basket ball and volley ball courts, swimming pool, indoor stadium and multi gym. These two officers are responsible for the smooth conduct of all games and sports activities of the college, which is an annual affair of the students. They appoint some other faculty members to assist them whenever necessary. Computers: Each academic department is provided with a computer and internet facility. The teachers use these facilities to prepare lectures, power point presentations, download study materials, conduct practical classes, etc. The computers (46 nos.) in the UGC resource centre are kept under the custody of an office assistant (technical). Students can use them for browsing and downloading study materials, for writing assignments, preparing for class seminars, etc. free of cost. A nominal amount is charged for printing and photocopying the downloaded materials. Class Rooms: The rooms for theory classes are allotted to each academic department based on the students' enrolment in that particular subject and are taken care of by the students and teachers. Structural maintenance is done by the college management authority and; the works are supervised by the campus superintendant and work supervisor. Hostels/Study Rooms: Hostel administration functions under the hostel wardens under the Dean of Students. Each hostel has a student monitor to assist the warden in maintaining and adhering to the hostel rules and regulations. The hostel mess is managed by one senior warden, along with one senior student, on rotation basis. A senior faculty is appointed by the principal as mess commissioner, who supervises the mess management of all the hostels. The mess commissioner and the dean of students oversee the cleanliness and hygienic condition of the kitchens and dining halls.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 65.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
954	1065	1035	1024	1096

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 0.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	11	11	12	10

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

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

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

Response: 47.43

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

2020-21	2019-20	2018-19	2017-18	2016-17
308	850	750	885	970

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

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances

4. Timely redressal of the grievances through appropriate committees**Response:** A. All of the above

File Description	Document
Upload any additional information	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 5.16**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
26	30	30	27	18

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).**Response:** 47.4**5.2.2.1 Number of outgoing student progressing to higher education.****Response:** 264

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

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

Civil Services/State government examinations, etc.)**Response:** 39**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	20	20	3	16

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	47	35	22	34

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

5.3 Student Participation and Activities**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.****Response:** 43**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	5	17	14	7

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
Any additional information	View Document

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

Response:

There are two Student bodies in the college- the Students' Union Patkai Christian College (SUPCC) and Post Graduate Students' Welfare Council (PGSWC). Formed with an aim to maintain a vibrant relation between the college authority and the student community, both are committed to transparency, accountability and advancement of the interests of the students in particular and the college at large. The two bodies ensure that the students co-operate and participate in the activities beneficial to oneself and the college. They have parliamentary sittings and meetings where they come up with decisions and requests that are put across to the concerned authority for necessary action. This practice has proved to be helpful for the college management in gauging the needs and desires of the students. The Student bodies also have meetings with the BOT, Principal, and Alumni Association whenever the situation demands. The functioning of the student bodies are carried out under the supervision and guidance of the Students' Advisor who is the Dean of Students and a senior faculty.

Patkai is known for the extravagant functions that the students get to organize throughout the year. There is the Annual Social which is an occasion that welcomes the freshers and bids adieu to the outgoing students. Then, the Annual Week- a weeklong gala event hosts the cultural fest, literary competitions, sporting events etc. There are also inter-hostel tournaments happening almost every month. In all these events, the student bodies take up the responsibility of organising and managing the events and, in the process enable students to hone their talents and leadership skills.

Being located in a residential area functioning administratively, academically, spiritually/morally and socially, the student bodies have proved to be a boon to the college authority in disciplining of the fellow students. Students through the student bodies take up mentoring roles of the younger ones, thus helping them to stay out of problems and at the same time, receive guidance for proper conduct in academic and other matters. Students also assist the wardens in monitoring and overseeing the functioning of the Mess. These students represents the student community in meetings concerning to changes (or hike) in the structure of Mess Fees etc. Such practices help the college authority to devise plans even for improvement in matters concerning the mess. In the academic front too, an alumnus is a student representative in the Board of Studies (BOS) of all the departments who bring in the view of the students directly. Thus, changes in the syllabus are done after a careful hearing and analysis of the students' perspectives by the concerned department members of the BOS.

The interest of the students is at the heart of the college, and all matters related to their interests- academic teaching-learning, the hostel administration, library, general administration, social programs and functions, discipline matters etc. - are fine-tuned and handled with care with students' participation.

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

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

Response: 15.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	12	21	22	17

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

5.4 Alumni Engagement

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

Response:

The Patkai Christian College Alumni Association (AAPCC) was formed to foster long term relationships among the alumni in institutional building. The main objective of the AAPCC includes planning, implementing and promoting alumni programs that support the college. Its strategy is to establish and build relationships with alumni by serving as the point of contact for all matters related to alumni affairs, and to maintain regular communication with alumni. The alumni association is actively and successfully playing a major role in the overall development of the college.

The Practice:

Patkai's 7000 plus Alumni (Patkains) are spread all over the country and across the globe. AAPCC plays an active role in being a bridge between the alumni communities across the globe with the alma mater. AAPCC engages itself in organizing meetings and get-togethers. The AAPCC organize the Alumni Sunday in the 1st Sunday of February, where all alumni are invited to come together once a year.

The executive members of the AAPCC meet regularly to discuss and take up developmental activities of the college. Over the years the association has supported many noble causes of the college. Alumni involvement in the growth and continued leadership of the college is visible especially in the different decision making committees including the Board of Trustees. Since 1974, many alumni are placed in good positions in government and top organizations in India and abroad. Many of them come forward regularly to offer their help to the college in various ways, especially towards infrastructural development of the College.

It is pertinent to note herein some of the main annual activities of the alumni Association:

1. Tuisem A. Shishak Annual Lecture
2. Felicitation of an alumnus who has significantly distinguished themselves in various fields and to give students a feel of the latest developments in different fields.
3. Felicitation programme for toppers from all departments.
4. Interactive sessions with out-going UG and PG students in the month of January to create awareness on AAPCC.
5. Alumni Day is being observed every first Sunday of February.
6. Periodical General meeting and audit of accounts
7. College T-shirt project
8. Community service
9. Recreational activity through AAPCC fishery
10. Cleanliness drive in the campus.
11. Tri-annual Alumni get- together.

Ongoing Projects of the Alumni Association:

1. Road Construction of the 1.4 km stretch of road from the Old Campus till the New Campus
2. Maintenance of Dr. Atai Memorial Children Park.
3. Maintenance of AAPCC fishery.
4. Management and running the College Cafeteria to generate revenue for college developmental activities.

The future:

The College administration and AAPCC are in consultation process where the college will have a dedicated fulltime Alumni Director headed by an Alumnus to foster long term relationships and act as a bridge between the alumni communities across the globe with the alma mater. AAPCC has also plans to initiate endowment funds, scholarships and prizes for the students through contributions from the alumni community in the near future, and to conduct periodical alumni reunions.

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

5.4.2 Alumni financial contribution during the last five years (in INR).**Response:** A. ? 15 Lakhs

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

NAAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision of the college: The vision of the college is to impart quality education to the young people, especially the tribals, within the framework of spiritual and moral absolutes, catering to the socio-economic needs of the region and pursuit of science and technology for the welfare of the human society and the world as a whole.

The mission of the college is:

1. To impart biblical value based education
2. To inculcate analytical and creative thinking
3. To teach the use of knowledge for social and economic change
4. To create and inspire a wholesome attitude for service
5. To provide wholesome spiritual and moral education
6. To disseminate and advance knowledge
7. To produce future leadership for churches and societies.

Patkai Christian College is run and managed effectively by a Board of Trustees (BOT). The BOT is responsible to ensure that the college fulfil its vision and mission. It has the authority to determine and implement the policies and have final control over the affairs of the college. The BOT is the highest authority with respect to the governance of the institution, and always strive toward the attainment of the objectives of the college.

The Governing Body of the college looks into the functioning of the institution. It partners with the BOT in setting and monitoring the college's vision and mission, direction, priorities and strategies. The Governing Body takes important decisions in all aspects concerning the governance of the college. All strategic plans, recruitments, academic and administrative proposals are examined carefully by the Governing Body so that the college is in the right path to achieve its goals.

The principal, who is also the secretary of the BOT is empowered to ensure the proper conduct of academic programmes and the implementation of the decisions taken by the statutory bodies like BOT and Governing Body. He monitors the academic and administrative functioning of the college for quality education. The Vice-Principal assists the Principal in various planning and accomplishment of the institutional responsibilities.

Academic Deans closely monitor the administration of the academic departments, by being constantly in touch with the Heads of Departments. The Heads of Departments and faculty members are responsible for designing and necessary modifications of the curriculum to meet the requirements of the contemporary society.

Introduction of new courses, changes in the existing syllabi and new or modified academic regulations are

approved by the Board of Studies and Academic Council. The IQAC effectively ensures quality in all spheres of academic activities of the college, through the recommended quality parameters like teaching, learning and evaluation processes.

The college has always strived for fulfilling its vision and mission through participatory governance. Teachers are appointed as officers-in-charge, convenors, advisors and coordinators in various clubs, associations, and in co-curricular and extra-curricular activities for holistic development of students. The teachers spare no efforts to help and guide the students to become upright and responsible citizens.

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

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

Response:

There are two categories of decentralization and participative management: academic management and administrative management.

Academic: Every academic department has a Board of Studies entrusted to review, restructure and revise the syllabi every three years. All faculty members take active participation by giving necessary inputs on the overall course structure and teaching-learning process in tune with the general standards and also keeping in view the local and regional context.

Administrative: The Board of Trustees (BOT) is the highest policy-making body in the governance of the college administration. The BOT meets twice a year. Within the college administration, the Administrative Council occupies the highest body where all matters related to the management of the college are deliberated upon and decided. Matters/issues are brought to the notice of the Administrative Council by the respective Heads in all the wings of the college – academic and administrative. Those issues that come within the purview of the policy-matters of the college are taken to the Board of Trustees by the Principal for further deliberation and decision. There are two Faculty Representatives in the BOT who represents the faculty.

The Governing Body of the institution comprises representatives from the BOT, UGC Nominee, University nominee, and Director of Higher Education (GON).

The management of the college is carried on with different committees formed to perform and execute varied responsibilities of the college. Being a residential college with 1000 acres of land, wide participation from the lowest rung to the highest echelon of office management is required. There are four annual general meetings (two in each semester) where all faculty and staff deliberate on issues related to overall management of the college.

Case- Study: The academic and administration of the college during the Covid- 19 pandemic is an example of decentralization and participative management.

The Even Semester (January – June) of the 2019 - 2020 academic session was disrupted by the Covid-19 induced lockdown beginning from the month of March 2020. With the UGC suggesting implementation of online mode of class and examination in April 2020 in the aftermath of the outbreak of the covid-19 pandemic, the college came up with college-specific guidelines for online class and examinations based on the UGC guidelines. The teaching-learning mode switched from the traditional to the online mode, almost in seamless manner. ICT enabled classrooms with LCS were set up to enable the teachers take the classes from the designated classrooms. All faculty and staff were called back to the college so that meaningful teaching-learning process could take place. Class routines were remade keeping in mind the need for proper syllabus coverage with proper monitoring by the Academic Deans. Examination pattern was restructured.

With all these facilities in place, results for the Even Semester of the undergraduate and postgraduate courses were declared by 31st August 2020. Consequently, online class for the intermediate students began in August 2020.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

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

Curriculum Development

The college implemented the Choice-Based Credit System in 2016 at the undergraduate level as designed and mandated by the UGC. The college reviews and updates the syllabi of all the departments every three years.

Teaching and Learning

The college gives added emphasis on the teaching-learning process. Every department lays down department-specific academic calendar every semester that enables the concerned department, the academic dean and the college authority to oversee and monitor the teaching-learning outcome.

Examination and Evaluation

There are two broad parameters for examination and evaluation: Continuous Internal Assessment (CIA) and End-Semester Examinations (ESE) - CIA for 30% and ESE for 70 % of marks. Apart from these, there are co-curricular activities where students' participation is compulsory.

The college also organizes a felicitation ceremony where semester toppers of each department are acknowledged with a merit certificate and monetary award.

Research and Development

The Research Committee since 2011 has been carrying out its objectives in the form of promoting research, talk symposiums, research consultancy, writings and publications by scholars. It is currently developing the Indo-Myanmar Tribal Research Centre (IMTRC). In 2018, the college established an Intellectual Property Rights (IPR) cell. Dissertation writing is practised in Departments of Geology, Environmental Science, Physics, Botany, Zoology and Political Science at the PG level. The Department of Philosophy offers dissertation project at the UG level. Course on Research Methodology is offered at the PG level. The Research Committee also publishes an annual research peer reviewed journal of the college namely Patkai Journal of Multidisciplinary Studies (PJMS).

Library, ICT and Physical Infrastructure/Instrumentation

The Central Library houses a large number of text books, reference books, 21 journals in addition to dozens of periodicals and magazines. It has access to internet for students and faculty, e-resources, Library Management Software (SOUL) and photocopy facility. With an aim to encourage research and innovations, the library is also equipped with the Indo-Burma (Myanmar) Research Centre; air conditioned reading room and a Heritage Museum.

The faculty use ICT-enabled tools and instruments for delivery of lectures and sharing of study materials. The college has Learning Management System for comprehensive management and running of the college.

Human Resource Management

The college has 200 plus employees on its payroll. Faculty members undergo UGC-mandated orientation and refresher and other training programmes at various Academic Staff Colleges and institutions. Employees are continuously motivated to obtain new knowledge, skills and abilities through workshops, seminars, trainings, lectures, etc.

Casual, medical and special leaves are granted to employees following the college service rules.

Admission of Students

The college draws students from the north-eastern states and from beyond. All information related to admission to all the academic departments for Postgraduate and Undergraduate courses, and Diploma and Certificate courses are regularly updated on the college website. Being a residential college, these procedures include the hostel admission too. The college follows a very simple and transparent admission policy with cut-off mark fixed as eligibility criterion.

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

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

Response:

The Board of Trustees (BOT) is the apex body in the organisational structure of the college as depicted in the Organogram. This Board is headed by a chairman and the principal of the college is the secretary. Two senior faculty members represent the college teaching staff in the board. All the activities of the college are carried out after approval by the BOT. The BOT is vested with the power to determine and implement the policies of the institution, and have final control over the management of the affairs of the college. The BOT approves the proposals, plans and budgets presented by different committees.

The Governing Body of the college, in active partnership with the BOT, ensure proper functioning of the institution with respect to strategic plans, recruitment policies, academic and administrative proposals.

The principal implements and fulfil the directives of the BOT and the Governing Body and ensure that all academic and administrative activities are conducted efficiently. He is assisted by the Vice-Principal, Academic Deans, IQAC team and the Heads of academic departments in monitoring the regular academic and other activities which are approved by statutory bodies of the college.

The Academic Council is the only authority to approve new courses, syllabi and other regulations related to academics. The Board of studies frame the curriculum, review and update the syllabi and decide on the examination patterns. The Academic Deans closely looks after the management of academic activities and advise the Heads of the departments.

The Controller of Examinations ensures smooth conduct of examinations and effectively manages all examinations related processes like evaluation, certifications, etc.

The finance committee carefully analyses the budgets submitted by different departments and give approval.

The Library Committee meets regularly under the chairmanship of the Librarian for updating of library facilities and books relevant to the academic curriculum. The committee is responsible for providing a peaceful ambience and student friendly atmosphere.

The Dean of Students keeps in constant touch with the hostel wardens, coordinators and advisors of various students' welfare committees and clubs. Co-curricular and extra-curricular activities of the students are closely monitored by the dean.

The Administrative Council is responsible for looking after campus facilities like establishment branch, recruitment of field staff, health care centre, grievance cell and transport facilities. Patkai Christian College is a residential college, where more than 90% of students and employees reside within the campus. The administrative council ensures peaceful atmosphere for all residents of the campus, and put its efforts to provide all amenities befitting a progressive educational institution with modern outlook.

The Spiritual Ministry headed by a chaplain looks after the spiritual and moral growth and development of the faculty, staff and students.

The Human Resource management policy and Service Rules and Regulations clearly define the roles and responsibilities of employees, and give guidance related to recruitment, compensations and incentives, promotion, leave, and providing a peaceful and comfortable working atmosphere.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The college has effective welfare measures for teaching and non- teaching staff

- Residential quarter for 90% of its faculty and staff on minimum rent
- Children's Park
- Free drinking water for students
- Drinking water at subsidised rate with dropping facility
- Departmental store and Canteens
- School with affordable fee structure from LKG to Class XII
- Casual Leave and Earned Leave Provisions
- Sick/Special Leave Provision
- Study Leave Provision for faculty
- Campus Clinic
- Free Ambulance Service
- Free Access to recreational facilities (including the indoor stadium) to employees and their families

Monetary Welfare Measures:

- Contributory Provident Fund (CPF)
- Gratuity
- Employees' Children Scheme (Total exemption of tuition fees in the college)
- Social Security Scheme (Medical Insurance) for students, faculty and staff of the college and the two schools
- Paid Maternity Leave

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

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**Response:** 8.33**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
11	4	5	8	3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 7.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	8	5	5	6

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 46.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
74	77	13	5	6

File Description	Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution comprises of the Day-Care Centre, High School, Higher Secondary School, Under Graduate and Post Graduate Studies. It practices centralization of financial management through a Single branch of Accounts Section. Both Internal and External audit are conducted. Internal audit is usually conducted by a team appointed for a period of 3 (three) years by the BOT, and is focused specially on budget control, assessments, process assessments, legal compliance, and the safeguarding of assets. The team's report is sent to the management, and may result in recommended changes after which the report is taken into consideration for external audit by the CA. The BOT has the authority to approve or reject the report by the concerned party.

Financial control and risk management are carried out through the mechanisms of:

- Budgeting: The Institute rely solely on its Budget for Income and expenditure. Any payment which is not under the budget requires the approval of the BOT.
- Financial Control (Payments and Receipt of Goods): For any requirement, the concerned department puts up for approval to the management. Consequently, a demand list is prepared and the purchase done. Thereafter, purchase is recorded in the Godown Manager's register, and then sent it to the Accounts Section for necessary payment.
- Accounting and expenditure control: All expenditure is done only based on the budget, and accounted under its respective head as is being registered in the ledger register and computer.
- Students' fees are the main source of the Institute's income which is collected through a single window system from accounts section.
- In order to check soiled/fake notes, Cash- counting with fake note detector machine is carried out.
- Banking: Day-to-day collection is recorded and verified daily, and deposited to the College's General Accounts on monthly basis. Payments above Rs. 50,000 are paid through cheque. Investment on fund availability concerning the Institute's fund is done with the approval of the Principal and the Assistant Treasurer.
- The employees' salaries are determined by the BOT according to their qualification and designation. The Institute adopts the policy of Revision of Pay after every 5 years but is not mandatory.
- Confirmed employees can avail loan to a limit of 60% of the CPF accumulated. In the event of failure to repay, the outstanding loan is adjusted from the CPF.

During financial emergency concerning college development, the college may opt for bank loan with the approval of the BOT.

- All receipt and expenditure are recorded in its respective ledger.
- Employees can avail advance payment in case of emergency to a maximum of 2 months' salary, to be repaid within 3 months' time.
- In the past, the College received sponsorship from the NBCC, MBC, and Overseas Funding Agencies. Presently, the UGC and NEC are major sponsoring agencies.
- Audit is done by an internal Audit and a CA annually. For every grant received, audit report is prepared through the CA, and assets certificate with utilization certificate is submitted.

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

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

Response: 156.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0.15	25	0.02	131.02

File Description	Document
Institutional data in prescribed format	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

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

Response:

Patkai Christian College was established in the year 1974 as a liberal arts college with sponsorship from Nagaland Baptist Church Council (NBCC) and Manipur Baptist Convention (MBC). The College is a non profiteering institute providing a wide range of programmes. It is governed by the Board of Trustees the members of which are appointed by the sponsoring bodies. In the past, the College received funds as

sponsorship from the NBCC, MBC, and Overseas Funding Agencies. Presently, the College receives bulk of its funds from the UGC and NEC as major sponsoring agencies.

For the basic operating costs, the College depends on the tuition fees collected from the students. As for developmental cost of physical infrastructure/facilities, the college relies on the grants received from the UGC, State Govt., and NEC.

The source of income of the College is described in the following:

Resource Mobilization:

1. The major income of the college comes from the collection of Tuition Fees from the students.
2. Donation from well-wishers: As mentioned above, in the initial period, the college received funding from the Baptist Churches in Nagaland and Manipur, and Overseas Funding Agencies as foreign aid. However, with the passage of time, the donation from well-wishers has reduced to a great extent, and the college presently, relies on grants from the UGC and NEC.
3. Grants from UGC for various developmental activities and upgradation of educational facility: The College receives funds from the UGC under different heads such as: UGC Autonomous College Grant; UGC College with Potential for Excellence Grant; UGC Seminars and workshop, Minor research grant; UGC Women hostel and Boys Hostel building grant; UGC Outdoor/Indoor sports grant; UGC DDU Kaushal College Grant; UGC BSR Grant; UGC Teachers Fellowship Grant; UGC HRE Grant; UGC GDA Grant
4. The College has received funds for construction of the MSSM Building and Girls' Hostel from the NEC.
5. Grant-in-aid from the State Government: Every year the State Government gives an amount of Rs. 200000/- as assistance towards Faculty Salary.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

1. Implementation of CBCS In the year 2016, the IQAC with full dedication undertook the onus task of implementing the CBCS in the college. The IQAC held several rounds of meetings with the faculty, students and Alumni, and the Senatus. After much deliberation and careful analysis on the whole

implication of the CBCS, it was decided that it would be implemented only in the UG level only. Within the permissible 30% modification of the syllabus for each Programme, the academic departments incorporated regional and state-specific course contents in some of the Programmes. The new system puts an emphasis on experiential learning. Few departments have incorporated dissertation writing in their syllabus too. The Skill Enhancement Courses and various other Courses are offered to enhance the employability and entrepreneurial skills of the students.

2. Updating the Syllabus Every Three Years Since the conferment of autonomous status in 2005, the IQAC has been shouldering the responsibility to collect and analyse students' feedback on the syllabus. The syllabus revision in the college takes place following all the protocols laid down by UGC involving the Departmental Board (Board of Studies) and the Academic Council. Following the expiry of the three years of the CBCS based syllabus, syllabus revision was undertaken in the year 2019. The IQAC of the college undertook several initiatives to review the syllabus, viz., Design of Questionnaire on feedback to the Syllabus; Conduct of Survey; Analysis of the Feedback. Presently (2022), the college is in the process of updating the syllabus.

3. Efforts in ICT Implementation and Usages The use of ICT in teaching-learning process vigorously started in the college with the introduction of UGC prescribed CBCS syllabus at the UG level in 2016. With scarcity of books and reading resources, teachers started the rapid use of e- resources. Every faculty member started a WhatsApp group with different batches for interface and discussion, and sending across e- learning resources for academic purposes. The pandemic situation in 2020 created a new environment on the usage of ICT tools. Based on the UGC guidelines, detailed college-specific teaching and evaluation strategy were put in place. ICT enabled classrooms with LCS were set up to enable the teachers take the classes from the designated classrooms. Presently, the college has implemented ERP software with commendable ICT enabled teaching learning tools connected with high Internet connectivity.

4. Mentoring and Counselling: The IQAC kept its goal as "Students Mentoring Activity" to be of top priority in the year 2017 – 2018, and has been following up the practice all along. Mentoring activity is undertaken by the faculty under the supervision of the head of the academic departments, and three (3) trained counsellors. There is no uniformity in the pattern of mentoring, and mentoring is mostly carried out on a one-on-one interactive basis. The major areas of coverage by the mentors are; the student's personality, academic performance, and career opportunities.

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

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

Response:

Review of Teaching- Learning Outcomes There is proper mechanism to review teaching-learning outcomes in the College with the involvement of the IQAC. The IQAC monitors the teaching-learning

outcomes by keeping a close check on the results, students' progression to higher education and placement of the students the report of which are prepared and submitted to the NAAC regularly. In addition, the following process, structures and methodologies of operations have been adopted with the initiative of the IQAC during the years 2016 -2021. 1. Implementation of CBCS In the year 2016, the IQAC with full dedication undertook the onus task of implementing the CBCS in the college. The IQAC held several rounds of meetings with the faculty, students and Alumni, and the Senatus. After much deliberation and careful analysis on the whole implication of the CBCS, it was decided that it would be implemented only in the UG level only. Within the permissible 30% modification of the syllabus for each Programme, the academic departments incorporated regional and state-specific course contents in some of the Programmes. The new system puts an emphasis on experiential learning. Few departments have incorporated dissertation writing in their syllabus too. The Skill Enhancement Courses and various other Courses are offered to enhance the employability and entrepreneurial skills of the students. 2. Updating the Syllabus Every Three Years Since the conferment of autonomous status in 2005, the IQAC has been shouldering the responsibility to collect and analyse students' feedback on the syllabus. The syllabus revision in the college takes place following all the protocols laid down by UGC involving the Departmental Board (Board of Studies) and the Academic Council. Following the expiry of the three years of the CBCS based syllabus, syllabus revision was undertaken in the year 2019. The IQAC of the college undertook several initiatives to review the syllabus, viz., Design of Questionnaire on feedback to the Syllabus; Conduct of Survey; Analysis of the Feedback. 3. Mentoring and Counselling, and Remedial Classes: The IQAC kept its goal as "Students Mentoring Activity" to be of top priority in the year 2017 – 2018, and has been following up the practice all along. Mentoring activity is undertaken by the faculty under the supervision of the head of the academic departments, and three (3) trained counsellors. There is no uniformity in the pattern of mentoring, and mentoring is mostly carried out on a one-on-one interactive basis. The major areas of coverage by the mentors are; the student's personality, academic performance, and career opportunities. Slow learners, remedial classes are arranged by the HODs of the academic departments, and conducted regularly. In all these exercises, the IQAC plays an important role by way of data collection and report preparation.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: 2 of the above

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

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Patkai Christian College is a co-educational institution with 50% of its students as women. Women have played an important role since the inception of the college and continue to do so. The McClellan Hall which is a residence for women students was the first concrete structure that came up in the college campus. This event is a testament that the institution carefully considers women interests and welfare as a part of its gender sensitivity initiatives.

1. Safety and security

- There is round the clock security provided for all residents of the college.
- The college has a Grievance Cell which addresses the issues faced by both employees and students.
- Women are included in all the Committees of the college.
- There is adequate women representation in both the student bodies- Students Union Patkai Christian College and Post Graduate Students' Welfare. Presently, the Vice-Principal of the college is a woman.

1. Counselling

- The College has an active Counselling Cell with 2 (two) women Counsellors along with the College Chaplain.
- Mandatory courses to address challenges faced by women in society are offered at UG and PG level.

1. Women Cell/Gender Champions

- The college has an active Women Cell although cases of harassment to women employees and students are rarely encountered/ reported.
- The Women Cell organises events related to women such as International Woman's Day.

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

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

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

Response: C. 2 of the above

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

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

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

Response:

Patkai Christian College is a residential college located in Chümoukedima-Seithekema area, Dimapur. The campus includes over 10 buildings for various uses such as Administrative block, classrooms, stadium, canteens etc. In addition, there are numerous hostels for students and residential quarters for faculty and staff of the college.

Solid wastes have emerged as an important issue in sustainable development that requires proper management from all sectors including educational institutions. In this context, the Department of Environmental Science has taken the initiative for managing the various types of solid waste produced in the college campus. The college runs its solid waste management program in collaboration with the Chümoukedima Town Council where the Department of Environmental Science demarcate areas for collection and segregation of wastes and the latter helps in collecting the community and household wastes produced in the campus.

The wastes are broadly classified as degradable and non-degradable wastes. The degradable wastes produced mostly comprises of food wastes, cardboards and papers. The food wastes are managed internally by the residents where it is either used as feed for the livestock or converted to manure through kitchen composting methods. However, the waste produced within the administrative, classrooms and canteen areas require management. A total of 10 solid waste collecting structures serve the various buildings inside the campus area to prevent littering around the campus. The non-degradable wastes mostly comprise plastic wastes (PET bottles), beverage containers, tins, etc. which are gathered and collected by the municipal truck once every week.

Keeping in view with the recent initiative of the Government of Nagaland to ban single-use plastics in the state, the college has also undertaken various measures toward a plastic-free campus. As an initial step towards achieving this goal, certain areas of the college have been identified and labelled as 'single-use plastic-free zones'. The objective of this initiative is to maintain a clean campus with minimum production of solid wastes.

Furthermore, the college manages electronic waste (e-waste) such as old computers, printers and other electronic equipment by disposing them to scrap dealers. E-waste contributes a major bulk to the solid waste stream that may cause significant damage to the environment. In the coming days, the college aims to reduce and recycle its existing equipment and also collaborate with e-waste management agencies for better management and appropriate handling of such waste. The Department of Environmental Science will be looking into ways for a specific and regulated e-waste collection system within the campus to achieve sustainable waste management.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

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

Response: D.1 of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: E. None of the above

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

Response:

The Ethics Code of Patkai Christian College states that all college members are to be treated “equitably regardless of gender, tribe, nationality, religion, [and] economic status.” Since the college is a Christian college residing in a primarily Christian state, most of the students and faculty are Christians but we also have students and faculty that are from other religions such as Hinduism and Islam. The largest ethnic group are Nagas, but even within that group there are multiple tribes, each with their own language and traditions. The college has students from multiple states from India and even internationally like Nepal and Myanmar. Each tribal community organizes events where they meet together as a tribe. This helps to foster their cultural identity. All the tribal communities get together for certain events such as Cultural Day in

order to celebrate both their unique cultural traditions as well as to cultivate a sense of community with one another. During Cultural Day, students from different communities present elements of their culture, like song, dance, clothing, food, and games.

The college also has the National Cadet Corps (NCC), which is taught as an elective subject. Students who enrol in the NCC, besides developing knowledge and skills, also foster a spirit of comradeship with each other, regardless of socioeconomic background. The National Service Scheme (NSS) is also active on campus. Through it students undertake activities to serve and better the community, including cleanliness drives, blood donation, tree plantation, and visiting orphanages.

The college also has a rich history of music learning and music making, both as an extra-curricular activity and as an academic subject. The college has choirs in which students learn to sing together with students from all walks of life. Music has a unique power to unite people. The college's music graduates have been involved in the community, such as teaching in schools, performing in concerts nationally and even internationally, and leading community and religious choirs. All of these activities help to promote a feeling of unity among people, and the development of harmony and tolerance among those they come into contact with through their music.

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

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

Response:

The college, with its motto, 'Light and Truth' continues to work towards inculcating good values to the students and employees.

Apart from the constitutional values that are being taught as part of the syllabus in various semesters, the college also organizes activities and provide platforms to students' community to enable them to learn and imbibe values of a responsible citizenship. The college provides avenues of such learning through NCC, NSS, Evangelical Union, Young Indians (Yi), Red Cross Society, Red Ribbon Club and other voluntary works.

The NCC conducts regular camps, both local and national, providing opportunities for cadets to learn the ideals of a good citizenship by participating at various activities conducted by the NCC. The college has hosted four Special National Integration Camp (SNIC) of the NCC since 2013 where approximately 7000 cadets from the across the country could congregate and learn from each other the rich diversity of our great country. The values of unity and diversity, national integration and the noble ideals enshrined in the constitution are promoted during these camps. The NCC also commemorates and participates in important

national and international events like Republic Day, World Environment Day, International Yoga Day, Independence Day, Human Rights Day, Hum Fit Toh India Fit, Swachhata Pachwada among others instilling in them the spirit of nationalism and patriotism, promotion of a healthy body and mind, care and concern towards our environment and human rights across the world.

A woman cadet from the NCC Army Wing participated in the prestigious President's Republic Day Parade on 26th Aug, 2022.

Through the NSS, the students are endowed with opportunities to participate in nation building by way of social service activities conducted both within and outside the institution. Regular visits to orphanages and blood donation are conducted to instil the values of love and care for each other among the students. The students are also taken to adopted villages to carry out social service activities spreading the message of cleanliness and hygiene among the community.

The Evangelical Union (EU) provides opportunities to the students to imbibe the moral values of love, selflessness, truth, honesty, care and concern of humanity at large during annual retreats and camps. During such camps, the students gain spiritually and morally, the values of which aligns with the values and ideals given in the constitution.

The Young Indians (Yi) offers opportunities to the students to learn and mould their innate skills and abilities which will enable them to become contributors to our economy while making them and the larger society self-reliant and independent.

For the employees of the college, meetings of the faculty and staff are planned every academic session. Such occasions are mandatory for every employee to attend where talks on human values and professional ethics are imparted. Aside, workshops and seminars are conducted too.

The college also conducts several social works such as tree plantation, cleanliness drive, blood donation camps and other related activities throughout the year with the participation of students and employees.

File Description	Document
<ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens 	View Document

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

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

Response: A. All of the above

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

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

Response:

While Patkai Christian College (Autonomous) aims to create conditions for education that enhance the students' academic and personal development by uniting high-level academic knowledge with practical education, the college is also committed to promote socially productive activities and ethical values amongst students and faculty to encourage the same. As national and international days are occasions to educate the general public on issues of concern, the college organizes a programme to commemorate such special days.

Few celebrations that are regularly celebrated are featured such as:

1. NSS Day

In commemoration of NSS day, cleanliness drive programme are organized as a public service programme. The programme aims to inculcate social welfare in students and to provide service to society without bias. NSS volunteer seek to ensure that everyone who is needy gets help to enhance their standard of living and lead a life of dignity. In doing so, volunteers learn from people in villages how to lead a good life. It also provides help in natural and man-made disaster by providing food, clothing and first aid to the victims.

2. National Cadet Corps (NCC)

The NCC commemorates and participates in important national and international events like Republic Day, World Environment Day, International Yoga Day, Independence Day, Human Rights Day, Hum Fit Toh India Fit, Swachhata Pachwada among others instilling in them the spirit of nationalism and patriotism, promotion of a healthy body and mind, care and concern towards our environment and human rights across the world.

3. World Environment Day

On 5th June every year, students, faculty and staff of the college take part in different activities like plantation and cleanliness drive, poster campaigns, slogan writing, etc. to raise awareness on environmental issues among students, teachers & their families. The much popular slogan 'Reduce, Reuse and Recycle' are the main objectives.

4. Children's Day

To commemorate Children's Day, students visit orphanages through the NSS, NCC and EU units of the college.

5. International Woman's Day

The college celebrates International Woman's day by felicitating women achievers of the college, viz., faculty, staff and women toppers.

6. Cultural Day: Cultural Day is an auspicious occasion for the institution. Students start preparing for this occasion one week ahead in order to celebrate both their unique cultural traditions as well as to cultivate a sense of community with one another. During Cultural Day, students from different communities present elements of their culture, like song, dance, clothing, food, and games.

7. Science Day: Science Day is marked by poster campaigns the event of which are organised by the Science departments.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

1. Title of the Practice: Implementation of CBCS

Objectives of the Practice (100): Patkai Christian College as an autonomous institution adheres to the UGC-NAAC requirement of updating itself to the demands of the ever-changing landscape of academia in a quest to maintain academic excellence. The college is the first in the region (North East India) to achieve the status of Autonomous; first to be assessed and accredited by NAAC in the state; first with CPE status in the state; the first affiliated autonomous college to introduce PG programme and; the first in the state to introduce the CBCS syllabus at UG level in Arts, Commerce and Computer Applications.

The Context (150): The college introduced grading system in 2011 and has been making incremental progress ever since. In this light, the IQAC took the initiative of adopting the CBCS and started working towards it from 2015 onwards. The IQAC held several rounds of meetings with the faculty, students and

Alumni, and members of the Senatus. After much deliberation and careful analysis about the whole implication of the CBCS, it was decided that it would be implemented only in the UG level. Within the permissible 30% modification of the syllabus for each course, the academic departments incorporated regional and state-specific courses in some of the programmes.

The Practice (400): Patkai Christian College as an autonomous higher educational institution strives to maintain academic excellence. From this context, the implementation of the CBCS with the UGC designed syllabus is a laudable practice of the college. Being a private college, the need to appoint more faculties was an overwhelming challenge in order to put in place the CBCS. To solve this problem, the Core and Generic Subjects were kept common for most of the academic departments. This arrangement has considerably reduced the workload of the faculties. The content of the courses in the Generic Elective Courses (GE) was also carefully considered to accommodate the UGC mandated provision that students can progress to Post Graduation studies by opting for the same subject in four consecutive semesters.

From the academic year 2021, the college has opened the GEC to all the streams at the UG level in order to allow the students to select courses of their choice from a wide range of courses. This new development has contributed significantly in making the college adopt an inter-disciplinary approach. The step has been initiated as a preparatory measure to adopt the New Educational Policy, 2020 too.

In keeping up with the quality assurance initiatives of the institution as an autonomous College, the IQAC started the process of syllabus revision in 2018. Accordingly, the syllabus was revised following all the protocols laid down by UGC involving the Departmental Board (Board of Studies) and the Academic Council in the year 2019. The present syllabus will complete its three-year cycle during the even semester of 2022. From this perspective, the faculty are presently engaged with the works related to syllabus review. For the upcoming exercise, the IQAC had collected the feedback on the syllabus from students and faculty in 2021, and had completed the analysis of the same too.

Evidence of Success (200): With the implementation of the CBCS and restructuring of the syllabus, the college is equipping the students with knowledge and skills that are comparable with the ones offered in the best colleges and universities across the country. For a college in a rural area with limited resources, this achievement is not a small feat.

The CBCS puts an emphasis on project works in most of the departments. Few departments have incorporated dissertation writing in their syllabus too. This has increased students' awareness and interest in research activities. The Skill Enhancement Courses (SEC) are contributing to the much required experiential and praxis-oriented learning for preparing the students to face the world after graduation. There are also commendable number of courses aimed at enhancing the employability and entrepreneurial skills of students.

With the CBCS, students have the choice for courses that can be tailor-made to suit their career- interests. There is intra-disciplinary and inter-disciplinary exchange of discourses which is the need of the day. The success of the CBCS is evident as students are exposed to varied methodologies and tools of learning making the knowledge that they gain more life- oriented to face challenges and enhance their problem-solving skills.

Problems Encountered and resources required (150): The requirement for more faculties on implementation of the CBCS was faced as a big challenge. This is an issue beyond the reach of the college because of the financial implications it incurs. However, the college carefully analysed the requirements of

the CBCs and implemented it with the conviction it does not overwhelm the college in the long run.

The other challenge came by way of unavailability of books and reading materials. The college library and IT facilities are not fully updated like the colleges and universities in other parts of the country. Moreover, with a very minimal amount of fees collected from students, the desire of the college to have an all round development is yet to see the light. However, with immense dedication and resilience of the faculty, those issues are resolved to a great extent by the use of e- resources.

1. Title of the Practice: Remarkable Extension (Community) Activities vis-a-vis Covid-19 Pandemic Situation

Objectives of the Practice (100): Patkai Christian College is remarkably known for the high standard of human ethics and values it strives to uphold in all circumstances. That the college firmly adheres to imparting valuable human values and ethics to its students is also testified by the college's untiring involvement in community/extension activities through its students and employees. The college believes in the wholesome development of man with the motto of the college '*Lux et Veritas: Light and Truth*' which stands for truth, righteousness and beauty thereby giving meaning to the ideal of a Biblical Christian faith and practice along with academic excellence.

The Context (150): When the world was grappling with extreme hardships due to the Covid19 pandemic, the college did not waste any time in taking up the responsibility of helping humanity to its best ability. Amidst fear and panic, when the state government requested the college to set up a community quarantine centre to accommodate the returnees from several parts of India, the college did not only agree to provide its infrastructural facilities but also deputed officials and workers to assist the government in running the centre. Prior to that, when the lockdown was announced, the college formed its own taskforce named Patkai Against Covid19 (PAC). This group of dedicated faculty and staff led by the Vice-Principal produced hand sanitizer in the college laboratories through voluntary donations by the faculty and staff. The hand sanitizers were given away to frontline workers such as healthcare givers, police, sanitation workers, various government offices, media houses etc.

The Practice (400): The community-life at Patkai Christian College is one of the best practices that one cannot fail to notice. It is this ingredient that makes Patkai unique and admirable among the many educational institutions that stands today. At Patkai, the need and suffering of one member is shared by everybody, and this spirit was found in abundance during the year at a time when the whole world suffered due to the Covid19 pandemic. The helping hand of the college was extended beyond its boundaries despite its own circumstances.

The college has a commendable record of extension activities which are carried out throughout the year by its students, faculty and staff. During the report period, the college has carried out extensive extension activities. Especially noteworthy is the gesture of the college faculty and staff who without any hesitation came out in every possible way to help the community at large during the lockdown. So much so because during this time, the college was also going through a financial crunch and not in a position to pay its employees their full salary due to reduction of college fees necessitated by the countrywide lockdown.

By April, 2021, Covid-19 situation worsened throughout the country and it hit the institution in the worst manner. Few fourth grade staff and a mess supplier's lives were cut short by the virus. The college did everything possible to help the affected within its reach till the burial/cremation of the deceased and even afterwards.

With the government's directive for vaccination, a lot of inconveniences were experienced due to the apprehension and stigma attached to the corona virus. To ease the problem, the college arranged for two vaccination drives in the campus. These programmes were conducted for both the employees and people living in the vicinity of the college. By the time of the second dose vaccination drive, the students had returned to the campus, and students were also included in the vaccination drive. The pandemic also snatched away the earning opportunities of many affected families the brunt of which was felt most by women. In spite of the circumstances, the college also conducted a training programme for unemployed women in Mushroom cultivation.

Two of the college structures are still designated as quarantine centres till date, and whenever the need arises for quarantining the students and employees, the college Covid team do not hesitate to accommodate them with food and bedding all at the expense of the college.

Evidence of Success (200): The pandemic has brought out the real face of the college which is human and gentle. When the need for quarantining its own employees who were returning back to the campus arose, the college also set up its own quarantine centre to accommodate its employees. Upon the arrival of the college employees, the PAC members allocated rooms and wash-rooms in the classroom complex. Filtered water was provided, essential commodities and utilities like dry ration, fresh vegetables, cooking items, toiletries, first aid and personal-care items were made readily available at retail rate. The college vehicle was put in use for ferrying the college employees for medical check-ups and testing free of cost.

The members of the PAC worked day and night to ease the stay of the employees in the centres. All these initiatives undertaken by the college during the pandemic had gone a long way reposing confidence in the employees and students.

Problems Encountered and resources required (150): When the college gave a positive nod to the state government to utilise its infrastructure and human resources for/in the quarantine centre, there was some amount of apprehension among the college community members initially. A situation such as this has never happened before, and therefore, the fear and panic among the people was understandable. Nevertheless, the college responded to the call of humanity by doing everything possible within its resources and provided facilities not only to the outsiders but to its employees and students too.

File Description	Document
Best practices in the Institutional web site	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:

Patkai Christian College started from the vision of its founding Principal, the Emeritus Principal Reverend Dr. Tuisem A. Shishak with the vision: "To impart high quality education to young people, especially to the tribals; within the framework of spiritual and moral absolutes, catering to the socio-economic needs of

the region and pursuit of science and technology for the welfare of the human society and the world as a whole". True to its vision, priority and thrust for Wholesome Development, Patkai Christian College (PCC) has been continuously striving towards the achievement of its vision. The location of the campus - away from the hustling township - although very much connected to modern civilization, makes it most ideal for life-oriented pursuits to meet the motto of the college 'Light and Truth'. PCC is a mega campus residential college which is home to 90 to 95 % of its employees and students and runs several institutions and programmes from KG to PG. The college has 21 hostels for students, 67 quarters for the teaching staff and 115 quarters for non- teaching staff. The college has commendable welfare measures for its students, faculty and staff compared to the other private institutions in the state. That the college provides a supportive ambience with a good number of pro-active initiatives to achieve an all round development of students is reflected by the measures undertaken at the college listed below.

Academic Excellence The college is the first in the region (North East India) to achieve the status of Autonomous; first to be assessed and accredited by NAAC in the state; first with CPE status in the state and; the first affiliated autonomous college to introduce PG programme; first in the state to introduce the CBCS syllabus in UG level for Arts and Commerce streams. The Margaret Shishak School of Music is one of the first of its kind in the region with an impressive architectural structure and offers degree and diploma courses in Music. In an effort to achieve its vision of academic standards in all the academic fields, the college offers adequate employability/ skill development enhancement courses and value added courses, and scope for experiential and praxis- oriented courses/ programmes to prepare students for real life challenges. Apart from the coaching and career counselling sessions, the college also provides special care to outgoing students to prepare themselves to appear in competitive exams and interviews for employment by conducting workshops and seminars exclusively for them.

ICT Facilities and Upgradation In an untiring effort to achieve its vision, the college upgrades its IT facilities on a regular basis to meet the current technological requirements. Since the year 2020, the college is using ERP software in its move towards the usage of ICT at all levels of interaction with the stakeholders. The college has commendable ICT enabled teaching-learning tools connected with high Internet connectivity and well equipped computer labs for conducting classes, online examinations and other academic related activities.

Support System for Sports and Physical Activities The college provides adequate facilities for games and sports both indoors and outdoors which have been providing a way out for the college community to indulge in physical exercise.

Environmental Consciousness The college makes an all-out effort to maintain a pollution free environment throughout the year. To this end, the college maintains user-friendly pathways, restricts entry of vehicles, promotes LED and solar energy use, produces organic fruits and vegetables, and engages students in production of paper bags. The college has its own fisheries, horticulture, plantation (rubber and teak), timber, floriculture and mushroom production projects. Further, the natural landscaping, ecosystem and campus surroundings, check- dams for rain-water harvesting and conservation of water are maintained by the college.

Mentoring and Personal Counselling Living up to the vision, priority and thrust of the college for wholesome development - physical, mental and spiritual - mentoring and personal counselling are areas that the college gives top priority. Along with the mentoring activity undertaken by the college faculties, the college has three (3) trained counsellors who take up counselling activity rigorously. The college is home to nearly 2000 young people, and the sense of community and camaraderie is a true exhibition of the way the college handles its young people with care. Schemes for inculcating Good Citizenship As platforms for students' community to learn and imbibe values of a responsible citizenship, groups such as such as NCC, NSS, Evangelical Union, Red Cross, Red Ribbon Club, Students' Union, and Young Indians (Yi) help to develop discipline, civic sense, spiritual understanding, and leadership. For instance, the NSS conducts blood drives, and the NCC conducts regular local and national camps. These camps provide opportunities for cadets to learn the ideals of a good citizenship by participating at various activities conducted by the NCC.

Extension Activities That the college firmly adheres to imparting valuable human values and ethics to its students is also testified by the college's untiring involvement in community/extension activities

through its students and employees. The NSS carries out cleanliness and plantation drives in the neighbouring villages, and visits orphanages on a regular basis. The EU performs outreach activities by visitation to hospitals, orphanages, hostels and colleges within Dimapur. Students are also engaged in giving free tuition to low income students after class. During the pandemic, the college provided its infrastructural facilities and deputed officials and workers to assist the government in running the quarantine centre established in the college. Apart from the ones mentioned above, the SUPCC and PGSW are also actively involved in cleanliness drives and outreach programmes. Inclusion of Women Patkai Christian College is a co- educational institution with has a commendable number of women Staff and Student on its roll. Women are included in all the Committees of the college, and there is adequate women representation in both the student bodies- Students Union Patkai Christian College and Post Graduate Students' Welfare. Mandatory courses to address issues such as challenges faced by women in society are offered at UG and PG level.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

As part of the Human Resource Development initiative toward a new National Higher Education Policy, the University Grants Commission (UGC) has come up with a comprehensive and broad-based Choice-Based Credit System (CBCS) to be uniformly implemented by all higher educational institutions across the country at the under-graduate and post-graduate levels. At Patkai, a very careful study of the implications of the CBCS was made, and the management of the college was convinced of the many benefits that the new system can offer. The College implemented the CBCS in the year 2016 at the undergraduate level. Presently, the College is working towards the implementation of the CBCS at the PG level. The New Educational Policy, 2020 aims to put the country's academia at par with international standards. This new policy is geared towards bringing equity, efficiency and academic excellence with special emphasis on innovation and improvement in curriculum design, a paradigm shift in learning and teaching pedagogy, and revamped examination and grading patterns. This system is described as "learner-centric" with a "cafeteria approach" allowing students to choose course from a wide range of disciplines: intra-disciplinary as well as inter-disciplinary, depending on the student's interest in the subject(s) and career choice. The system offers opportunities to explore additional avenues of learning for holistic development while pursuing specialisation in the chosen subject of studies. Patkai Christian College as an autonomous institution is also preparing itself to join the nation in venturing itself to the paradigm shift in the landscape of the country's academia. In fact, the College has already in place many of the requirements of the NEP, and presently stands at the threshold, and will implement the NEP as soon as the groundwork is fully prepared.

Concluding Remarks :

Patkai Christian College is a liberal arts PG College that offers to develop students' knowledge and ability to think. It believes in the wholesome development of man with the motto of the college 'Lux et Veritas: Light and Truth' which stands for truth, righteousness and beauty thereby giving meaning to the ideal of a Biblical Christian faith and practice along with academic excellence. The college is the first in the region to achieve the status of Autonomous; first to be assessed and accredited by NAAC in the state; first with CPE status in the state and; the first autonomous college to introduce PG programme; first in the state to introduce the CBCS syllabus in UG level for Arts, Commerce and BCA programmes. The college continuously strives to upgrade itself in terms of academic progress, infrastructural capacities, IT and administrative skills to uphold the vision of the college which is to impart high quality education in all fields. The strength of the college in a good measure lies with the faculty and staff who continuously make an effort to hone and update their skills and academic credentials. As mentioned earlier, from 2016 till date, 22 of the regular faculty on roll have attained PhD degree which is not a small feat for a private institution. It may be also added that presently also, some faculty are on the verge of completing their PhD. The quality of teaching and learning that the college provides (and maintains) remains in tune with its vision and mission- the wholesome development of men and women. The high moral and ethical standards of the faculty and staff are contributory to the achievements that the college has attained thus far. True to the call of the College, the faculty and staff make an all out effort to keep the interests of the students at the heart of the college at all times. The camaraderie and trust shared between the teachers and students is an asset of the college, and integrity- indicator to the trajectory that the college has travelled over the years.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.5.2	<p>Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</p> <p>2.5.2.1. Number of complaints/grievances about evaluation year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>393</td> <td>192</td> <td>54</td> <td>90</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>393</td> <td>192</td> <td>54</td> <td>90</td> </tr> </tbody> </table> <p>Remark : Observation accepted since it is on par with EP 2.4</p>	2020-21	2019-20	2018-19	2017-18	2016-17	0	393	192	54	90	2020-21	2019-20	2018-19	2017-18	2016-17	96	393	192	54	90
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	393	192	54	90																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
96	393	192	54	90																	
2.6.3	<p>Pass Percentage of students(Data for the latest completed academic year)</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution.</p> <p>Answer before DVV Verification : 551 Answer after DVV Verification: 554</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution.</p> <p>Answer before DVV Verification : 556 Answer after DVV Verification: 557</p> <p>Remark : As per the supporting documents provided by the HEI.</p>																				
3.4.3	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>6</td> <td>16</td> <td>7</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	18	6	16	7	15	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
18	6	16	7	15																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

15	6	18	9	16
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Remark : Observation accepted by considering through the template only with ISSN/ISBN numbers and UGC CARE list / SCOPUS/WOS.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	2	4	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	3	2	4	3

Remark : Observation accepted as per the supporting documents

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.1	1.15	0.8	0.4	0.31

Answer After DVV Verification :

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

Remark : Observation accepted As per the supporting documents give by HEI, consultancy generated is meager and not mentioned in the Audited Statement, Hence value may be zero.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 30

Answer after DVV Verification: 19

Remark : Observation accepted as per the supporting documents

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12.99	70.81	117.05	83.93	107.78

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12.99	70.81	117.05	83.93	104.78

Remark : Observation accepted in the metric 4.1.4.

4.2.2 Institution has access to the following:

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

Answer before DVV Verification : C. Any 2 of the above

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

Remark : Observation accepted Institution has subscription to N-List which is inclusive of 1, 2 and 4

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1485</td> <td>1523</td> <td>1691</td> <td>1634</td> <td>1524</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1485	1523	1691	1634	1524
2020-21	2019-20	2018-19	2017-18	2016-17							
1485	1523	1691	1634	1524							

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1485	1523	1691	1661	1540

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
543	431	498	385	417

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
557	491	565	461	466

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	393	192	54	90

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
96	393	192	54	90