



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

S. D. JAIN GIRLS' COLLEGE

S. D. JAIN GIRLS COLLEGE JAIN TEMPLE ROAD
797112

www.sdjaingirlscollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The College was established to promote collegiate education in arts and commerce subjects among the girls students in Dimapur town in the state of Nagaland and to instill in the minds of such students the feeling which shall give them an allround personality firmly based in humanitarian values and and a liberal outlook. With a view to fostering higher education amongst the girls and as a token of care for them, Shri Digamber Jain Samaj, Dimapur Nagaland, started S.D.Jain Girls' College in the year 1993. The college aspires to be an institute of excellence imparting best education to the young minds. The objective of the institution is to prepare young girls as responsible citizens for tomorrow and the management spares no means to achieve this goal. The college strives to be an institution of excellence imparting quality education in Arts & Humanities and Commerce for Degree courses under the Nagaland University. The college started functioning from 6th August 1993 with a handful of dedicated teachers and 40 students. It was a distant dream then the heights that it achieved today. At present the college comprises 1164 students. Academic faculty comprises of 30 members including 2 temporary members and 15 non-teaching staff. The preparation of this Self Study Report (SSR) has been a wonderful voyage of discovery for the institution's leadership and staff. It has provided valuable insights into various aspects of college administration, infrastructure, curricula, teaching methods, academic research and teacher-student relationship in terms of our strengths, weaknesses, opportunities and challenges.

Vision

TOWARDS EXCELLENCE IN EDUCATION

Mission

The college was established to promote liberal education in arts and commerce subject among the girls student of Dimapur town in the state of Nagaland and to instill in the minds of each student the feelings which shall give them an allround personality firmly based in humanitarian and socio-religious outlook, mutual love and respect for the diversity of human existence in line with achievinng nationalistic goals. The mission statement has been outlined in the college prospectus from admission up to the academic calendar of the whole year where policies activities etc are mentioned that the colleges want to achieve.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Managed by Shri Digamber Jain Samaj, Dimapur.

Second girls-only college and the first girls' college offering Commerce stream in Nagaland.

Favorable location: centrally located and the near state transport terminus, private taxi stand and railway station.

Consistent performance of the students in their exams.

Peaceful and congenial atmosphere.

Earned the popular recognition as one of the pillars of women's empowerment in Nagaland.

Ragging free environment.

Transparency in admission process.

Decentralised administration with delegated authority resulting in quick decision making process.

High retention rate of the faculty members.

Have the distinction of producing the highest number of university graduates in Nagaland.

Institutional Weakness

Limited infrastructure.

Remoteness of the region and Nagaland in particular is limiting the potentialities in the areas of collaboration, consultancy and other research related activities.

No designated unit for proper recording of statistics of the co-curricular and extra-curricular activities of the college.

Lack of proper playground for outdoor sports.

Institutional Opportunity

With UGC recognition under 2F and 12B status, the institution can tap the resources under UGC schemes.

Opportunity to produce women political representatives which is nil at present in the Nagaland Legislative Assembly.

With satisfactory NAAC accreditation, a wide range of opportunities will be available which can bring about qualitative changes in the overall development of the institution.

The College may seek support from its well placed alumni, in terms of information and other resources.

Institutional Challenge

To get accredited by NAAC with a better grade in 2nd cycle.

There is a huge gap between number of applicants and students admitted in the college.

The demand ratio for various courses is quite high. To build this institution as a centre of excellence in the North-East region.

Overcoming the bottlenecks in academic and administrative, more heavily constrained resources, increasing competition in traditional and non- traditional institutions, heightened accountability, increasing role of IT, among related other issues.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution has set forth a clear and focused vision for itself in the form of providing quality education along with holistic development of students. Focus is on imparting knowledge that goes beyond the prescribed syllabi and training that transcends the confines of the classroom. We strive to produce industry-ready professionals, who contribute to nation building and economic growth. In order to translate this vision into reality, one of the important missions is to ensure transparent, efficient and flexible system of curriculum delivery. The institution encourages improvisation in teaching pedagogies and has put in place feedback mechanisms to optimize curriculum delivery and maintain quality of learning. Growth opportunities for the faculty are provided in the form of participation in career development programs, knowledge workshops, research and ICT skill development. While the faculty teaches the courses as per the curriculum mandated by the Nagaland University, they participate in Board of Undergraduate Studies (BUGS) meetings and provide inputs and suggestions for revision of the syllabi in line with industry trends. Students are the most important stakeholders in an educational institution. Academic and leadership excellence cannot be achieved without putting in place a foolproof student feedback system for critically evaluating the courses offered and the teaching-learning process used.

Teaching-learning and Evaluation

The norms and criteria for the admission of Undergraduate are within the framework of the Nagaland University rules. It is one of the most sought after colleges as is reflected in the number of applicants. The Admission Committee works actively to keep the admission procedure simple, efficient, error free and transparent. The student Assessment is done not only before the commencement of the programme, i.e., at the time of orientation programme, but also during the course of the programme through interactions with teachers. In order to enhance learning the Various Departments organizes appropriate lectures, seminars and workshops periodically with the help of subject experts. Various events organized by the college provide a platform for all round development of the students. These are particularly beneficial for acquiring soft skills, leadership qualities, organizing abilities and the capability to work in teams. Sensitization of staff and students on issues of various environmental and social concerns is done through various committees like the Anti-Ragging Committee, Committee Against Sexual Harassment, etc. and societies like the NCC, etc.

The College provides conducive atmosphere for research and strongly encourages teachers to participate in seminars, conferences, research projects and publish their work in national and international journals of repute. The institution has a transparent mechanism for communicating the process of evaluation and reforms to the stakeholders, wherein the internal assessment records are display in the college notice on timely basis. Teachers

conduct in-process evaluation of students' comprehensive learning needs and academic progress and provide with continuous feedback. The semester-end examination results are closely watched and analysed and follow-up actions taken for the betterment of future learning outcomes.

Research, Innovations and Extension

We strongly believe that research is the prime source of knowledge and innovation. Knowledge generated on the basis of excellence and sustainable development of the institution. The College continually strives to inculcate the spirit of research and scientific temper in the young minds as a matter of routine through curriculum-based attempts and research projects. Teachers are encouraged to publish research articles in different journals/ periodicals etc., and participate in seminars, conferences, and workshops etc., They are also encouraged to do their PhD's. The College contributes to the development and well-being of the society through the active participation of the students, faculty and staff in extension works and community services.

Infrastructure and Learning Resources

The physical facilities of the College are planned, developed and maintained to facilitate effective and efficient conduct of the College academic programmes and other related activities. The College is committed to improving the quality of the library to enable students to acquire information, knowledge and skills required for their courses. Fairly adequate IT infrastructure is available in the College to assist staff and students in the performance of academic and administrative purposes. Sufficient resources are allotted from time to time for the maintenance and optimum utilization of the campus infrastructure facilities.

Student Support and Progression

The institution provides financial aid to its students through post-matric scholarship under State and Central Government Schemes under the ST/SC schemes. The College Website and its updated prospectus contain all the relevant information regarding the institution and its admission process. The institution encourages its students to participate in co-curricular and extra co-curricular activities within and outside the institution. There is an Alumni Association which contributes to the development of the institution. Optimal progression of the students is supported through remedial classes, coaching, career talks, counseling, conduct of entrance examination for higher studies and job opportunities, placement links etc. The value of social responsibility and good citizenship is imbibed in the students through their participation in extension activities, games and sports, cultural events and community service.

Governance, Leadership and Management

The College leadership adopts a participatory system of management by enlisting the active cooperation of all the committees that have been formed for better management of the affairs of the college. Development and deployment of strategies for realization of academic and administrative objectives are done on a regular need based routine. The internal quality of the College is assured through a self-regulated system functioning under the IQAC which adopts a participatory approach to achieve excellence in all academic and administrative aspects. The institution tries to redress any grievances of the students or faculty through its respective Grievance Redressal Cell. Several welfare measures have been implemented for the teaching and non-teaching

faculty like EPF, maternity leave, casual leave, etc.

Institutional Values and Best Practices

Regular programmes and activities are conducted by the institution involving the faculty and students to generate environmental consciousness. The Management together with the faculty plan and execute certain innovations which have led to qualitative development of the institution. The College encourages creativity and innovations leading to quality enhancement. Some of the innovations which have created a positive impact in the functioning of the Institution are: mentoring, developing oratory skills, notification of students' monthly attendance, decentralized management, skill development programme and involvement of students council (SWC) in welfare activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	S. D. JAIN GIRLS' COLLEGE
Address	S. D. Jain Girls College Jain Temple Road
City	Dimapur
State	Nagaland
Pin	797112
Website	www.sdjaingirlscollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Kirtichandra Rout	03862-232754	9862042555	-	sdjgc1993@gmail.com
IQAC / CIQA coordinator	Sant Kumar Gupta	03862-230230	9436013686	-	sant.k.gupta@gmail.com

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Nagaland	Nagaland University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	21-12-2013	View Document		
12B of UGC	21-12-2013	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	S. D. Jain Girls College Jain Temple Road	Urban	0.49	2075

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,English,	48	HSSLC	English	85	85
UG	BA,Economics,	48	HSSLC	English	20	20
UG	BA,Education,	48	HSSLC	English	60	60
UG	BA,History,	48	HSSLC	English	60	58
UG	BA,Pol Science,	48	HSSLC	English	60	58
UG	BCom,Commerce Honours,	48	HSSLC	English	93	93
UG	BCom,General,	36	HSSLC	English	20	0
UG	BA,General,	36	HSSLC	English	80	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				28			
Recruited	0	0	0	0	0	0	0	0	8	20	0	28
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						15
Recruited	6		9		0	15
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	19	0	25
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	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	374	0	0	0	374
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	5	6	10	6
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	213	273	255	178
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	15	21	27	32
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	141	133	126	83
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		374	433	418	299

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The academic plan of S. D. Jain Girls' College is in line with the National Education Policy 2020, which mandates each Higher Education Institutes (HEIs) to award degrees and offer courses. The College has
-----------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	immense potential in multidisciplinary/ interdisciplinary approaches in education since languages and literature like English, Hindi and subjects like Economics, History, Political Science, Education, Sociology and Commerce are taught in the college. To enhance the multidisciplinary nature of teaching, the college motivates the students to select their choice of subjects to develop their intellectual, social, emotional, and moral values along with a scope for employability.
2. Academic bank of credits (ABC):	One of the provisions of the NEP is the introduction of the Academic Bank of Credit for the students. A student can earn credits from outside the institution also. It is an academic service mechanism as a digital or virtual entity to facilitate students to become its academic account holders. The College is an affiliated college of Nagaland University following the university guidelines and instructions. So, once the university introduces the system, the college is going to do the needful action regarding this.
3. Skill development:	As per the provisions of the NEP, Nagaland University proposes the common pool of Skill Enhancement Courses and respective Colleges can select the SEC courses from the given list. As an affiliated college of Nagaland university, the college has introduced SEC courses from the common pool for the students. Besides the existing Skill Enhancement Courses, the college has introduced a certificate course in computer application for the benefits of the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	According to NEP, art and culture are inextricably linked to language. Language can provide the way of expression of thoughts and creativity as well as to see the world environment. The College has two languages and literature i.e., English (with honours course) and Hindi. There are subjects like History and Political Science where students can have knowledge of Indian art, culture, music, tradition and polity. The college takes initiatives to promote local culture by organizing various cultural events in different occasion in college campus.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery assessment is planned to achieve the stated objectives of the curriculum. It focuses on

	measuring student performance i.e., outcomes at different levels. As an affiliated college of Nagaland university, the college is following the instructions and guidelines in this regard issued by the university as per NEP.
6. Distance education/online education:	During pandemic the college has adopted online teaching –learning system for the benefits of students. The college has subscribed Google Suite and other online platform so that faculty members were in touch with students. The faculty members were also able to prepare e-content and share it with students and the students were facilitated in preparing as well as submission of assignments through online mode. Hence, the college is well-prepared to take online education even further through the SWAYAM platform and within the scope of University provisions. Besides that the college is a study centre of Indira Gandhi National Open University (IGNOU). It offers UG and PG courses in arts and commerce. Students can complete their study and obtain certificates in distance education also.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) has been set up in the College.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, They are appointed by the college and ELC is functional. The ELC is representative in character as it gives equal importance to help all the students within the college and the community at the local level irrespective of religion, caste, tribe and socio-economic background.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	a) Participated in the Painting Competition, Sticker Design and Essay Competition under 'Youth Voters' festival organized by district administration. b) Essay Writing Competition on the topic 'Role of Youths in upbringing clean election' and 'Political scenario of Nagaland' c) Awareness talks on 'My Vote Matters' and Slogan writing Competition.

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college organizes competitions in varied forms such as Essay Writing on relevant topics of Electoral Rights and significance of young voters. Slogan Writing competitions are held to instill an awareness and to develop democratic values and participation in electoral processes.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>About 70% of the students are enrolled as voters. The ELC makes an effort to sensitize the students through Seminars and Awareness Programmes to make the students aware about their voting rights and how to register as an eligible voter.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
372	424	364	403	408
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 36

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	30	30	29	29

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
77.37	59.71	45.68	68.97	42.74
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The S. D. Jain Girls' College has set forth a clear and focused vision for itself in order to provide quality education, incorporating the concept of holistic growth of students. The institution aims at imparting knowledge that goes beyond the prescribed syllabi, thus, imparting training that transcends the confines of the classroom. Our endeavour is to produce professionals, who would efficiently contribute towards the need of the hour in nationbuilding and economic growth. To translate this concept into reality, our emphasis is to ensure transparent, efficient and flexible system of curriculum delivery.

The institution encourages improvisation in teaching pedagogies and has put in place a feedback mechanism to optimize curriculum delivery and maintain quality of learning. Developmental opportunities for the faculty are provided in the form of participation in career development programmes, knowledge, workshops, research and ICT skills developments. While the faculty teaches the courses as per the curricula mandated by the affiliating university (Nagaland University), they participate in Board of Undergraduate studies (BUGS) meetings and provide inputs and suggestions for revision of the syllabi according to recent trends in other universities and keeping an eye on the employability quotient in the prevailing job market. Students are at the receiving end in an educational institution. Academic and leadership excellence cannot be achieved without applying the unerring and effective students feedback system, for critically evaluating the courses offered and the teaching-learning process used. The College authority, through the 'Internal Quality Assurance Cell' with the support of the faculty & staff, regularly assesses the students' feedback and suggest areas for improvement.

- The affiliating university provides details of the Course and guidelines relating to curriculum, model questions and others to be given to the teaching faculty.
- The IQAC members deploy action plans for effective implementation of the curriculum prescribed by the Nagaland University.
- At the beginning of every academic session the college prepares the Academic calendar, publishes the prospectus and syllabus, and prepares class routines and details of activities and co-curricular activities.
- For the effective delivery of the curriculum, lectures are planned to be integrated with regard to materials, group discussions, seminars, assignments, presentation of papers, use of audio-visual aids as far as possible.
- Besides, the college organizes field-trips and educational tours to give exposure to the students

1.2 Academic Flexibility

1.2.1

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

Response: 0

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution, being an affiliated college, has no autonomous powers of its own except to follow the university directives. The college depends entirely on the curriculum given by the University for the Programmes. However, the institution, in all possible manners, makes effort to enrich, organize and add quality to the curriculum by conducting or allowing the students to participate in seminar and workshops, discussions and interactions with the aim of helping the students understand the curriculum at their level. The faculty members with their rich experience organize and present the curriculum to the students in the following ways:

- The teachers engage the students in the process of translating the curriculum through interactive methods.
- Students weak in studies are identified and given special attention.
- Advanced learners are motivated to take up project works and participate in academic/co-curricular competitions held within and outside the college.
- ICT aids, within our limited resources and the constraints of infrastructure, are used for effective teaching.
- Various programmes on disaster management, blood donation camp, self defense techniques for girls, periodic Yoga sessions and social work under Swachh Bharat Abhiyan etc, are organized to impart lessons in ethical lifestyle and humanity and the necessity of mutual coexistence.
- To facilitate development of employable and life skills, the institution conduct educational tour and field-study trips.
- To provide better career options, Career Counseling seminars and job oriented programmes are held from time to time.

The students are given community orientation through the activities of Red Ribbon Club and departmental clubs. Students are involved in various co-curricular and extracurricular activities throughout the year which gives them the platform to build their confidence, imbibe team-culture and learn social skills. Games and sports, literary and cultural activities, performing art and fine arts competitions, waste-utilization and management and environment awareness lectures, etc are held annually to spread health consciousness and the duties and responsibilities of an enlightened citizen.

1.3.2

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

Response: 24.19

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

Response: 90

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
376	366	299	418	382

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
376	366	299	418	382

File Description

Document

Institutional data in the prescribed format

[View Document](#)

2.1.2

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

Response: 33.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	68	60	69	59

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

2022-23	2021-22	2020-21	2019-20	2018-19
190	207	148	181	187

File Description	Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.83

2.3 Teaching- Learning Process

2.3.1

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

Response:

- Teaching-learning being a two way process, the teacher and the learner both needs to play an equal, active, participative and collaborative role to make this act effective. Some of the methods used for enhancing learning experiences are:
- The institute provides free access to internet for both teachers and students, as this offers more options to learn from materials in the open source.
- Feedback or Suggestion Boxes have been put in accessible areas where a student can have the freedom to give feedback through write ups, and the necessary actions follows up. It helps the faculty members to know their strengths and weaknesses and also identify areas which require improvement or correction.
- Steps have been taken to encourage the teachers to make learning student-centric by promoting learning styles with a combination of readings, lectures, group discussion, seminars, home assignments, field trips and projects wherever necessary.
- Opportunity is given to maximum number of students to get involved in teaching-learning activities like presentations, case studies, etc.
- The quality of teaching learning processes are evaluated by taking feedback from students, organizing parents-teacher meetings and evaluation of students progress through class tests.
- Each departments organizes activities such as seminars, group discussions,field study tours, paper presentation,quiz,debates, projects inorder to develop students abilities and skills.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	30	30	29	29

2.4.2

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

Response: 29.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	8	8	7

File Description

Institution data in the prescribed format

Document

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The University changed the evaluation procedure from CBCS to FYUG Programme in the year 2023 and

the college has adopted the same. Under this system, internal assessment constitutes 25% of the mark which is accumulated on the basis of the performance of the students on three different parameters. The University having given the liberty to the colleges to choose the internal assessment methods, the college decides the following-written test to evaluate the learning skills, comprehension and knowledge based on assignment/project writing to evaluate students' writing skills and research ability, and presentation to evaluate the verbal articulation skills of the students.

This assessment is a continuous process which is spread throughout the span of a certain semester culminating in the end-semester exams. Only those students who qualify in both the internal assessments and having fulfilled attendance norms percentage are allowed to write the end-semester exams. The college has introduced the following initiatives:

- * Schedule for internal assessment is prepared and notified at the beginning of every semester.
- * Monthly attendance percentage of every individual student is notified in the subsequent month to help the students keep updated with their actual attendance position in relation to the cut off.
- * To ensure that the quality of evaluation is optimized. the answer scripts after being evaluated by the examiners are scrutinised and by the head of the departments (HODs) before being put-up for tabulation for the onward submission of the same to the university.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme outcome, programme specific outcomes and course outcomes for all programmes offered by the institution are stated and displayed on the college website and communicated to teachers and students. The admission committee works actively to keep the admission procedure simple, efficient, error free and transparent based on the university norms so that clear information is disseminated to students.

1.The college conducts orientation programme for the incoming fresh students where detail information of the course outcome is informed to the students. Along with the Principal and Vice Principal, each Head of Department gives a brief introduction of their respective subject matter. They were given a time period to makeup their mind what will be the final subject combination. Change of course and subjects as fa as possible is allowed within the norms of time and eligibility specified by the affiliating university.

2.The students are briefed about the university guidelines, notification regarding evaluation and examination process and criteria for qualifying the semester, during the orientation programme.

3.Every subject teacher gives a brief summary of the syllabus and the mark divisions and about the

question paper pattern, mark allotment etc to the students

4.Periodically through various means such as notifications, classroom interaction and mentor-mentee meetings, the students are given feedback on their performance in the internal assessment and class attendance percentage with suggestions and remarks. The assessment and results of students are duly conducted and communicated to the students on time through the college notice board and its website.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

For the assessment of specific program outcomes and goals, the college and the teachers use various evaluation scales, certain direct and indirect assessment tests, record of attendance, etc, to monitor the attainment of the learning outcomes. At intervals, students academic performance is collected through direct measures since they are objective, concrete and measurable. Priority is always given to assignments, internal exams, projects, homeworks, class-test and paper presentation. Students performance is quantified and reviewed and then slow learners and problem-students are sorted from the lot. They are then sent to Mentors for special counselling. Extra care is rendered to them in the form of remedial classes.

After completion of every month, the sum total of the attendance of the students is culculated and then displayed on the notice board. Students who remain absent for period more than two days at a stretch are then required to submit their leave application to the principal or vice-principal. Only after the leave is granted, they are permitted to attend the classes. Further, this practice helps to track the students attendance and involvement in the academic activities.

The college encourages the students whose performance is excellent academically by awarding them with prizes and certificates. The names of the best academic achievers are displayed on the achievers board and they are also rewarded on the college annual day. Students with excellent performance in the university exams are credited for their achievements by mentioning them in the college annual magazine.

Perodic evaluation and assessment process has not only improved students learning abilities but also improvised the instructional materials.

2.6.3

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

Response: 93.54

2.6.3.1 Number of final year students who passed the university examination year wise during the

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
314	370	366	350	294

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

2022-23	2021-22	2020-21	2019-20	2018-19
369	372	370	394	306

File Description	Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response: 2.97**

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 6.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	1.6	1.6

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

S.D. Jain Girls' College is just 28 years old. It has supported its faculty members to complete their PhDs and other research activities. The Alumni of the college also not lagged behind in pursuing research works while extending consultancy services wherever they are placed. The reason for tilting towards this trend may be attributed to the rigorous data based assignments to students, research activities of the teaching faculty as well as frequent organizing/attendance of workshops and seminars that keeps the spirit of research alive throughout the year.

3.2.2

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

Response: 1

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

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

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**3.3.2**

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

Response: 0.03

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

The institution promotes institution-neighbourhood-community network by organizing activities such as cleanliness drives, plantation and other awareness programmes. By carrying out such activities students are modulated into responsible citizens and they in turn teach the others towards community development. The college faculty and students are involved in multifarious activities for promoting the idea of institute neighborhood community network. Engagement of students in these activities is the first window to observe life closely at the grassroots. They become sensitive to the challenges of a developing society like ours and observe the inequities and the challenges they pose towards development potential of people.

3.4.2

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

Response:

The institution has not received Awards and recognitions received for extension activities from government/government recognised bodies from 2018 to 2023.

3.4.3

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	2	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Our Institution emphasizes on providing a great academic ambiance among women folk and for building a bright future for the dreamers who comes and aspires for a generous and bright future. Guides of our aspiring dreamers are always enthusiastic to provide their utmost abilities to be exploited in the best possible way so as to ensure that dreamers can fulfill their desires and cultivate at the most.

CLASSROOMS:	SPACIOUS	SMALLER	NORMAL
Third Floor	03	02	02
Second Floor	02	00	04
First Floor	00	00	03
TOTAL	05	02	09

AUDITORIUM : Two(02) Specious Seminar Hall well Furnished with all modern equipment inclusive of C.C.TV. with LED Light and Sound system.

Seven (07) big Class rooms are upgraded with Smart Interactive Board with internet faciiliites.

4.1.2

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

Response: 10.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.18	00	9.78	1.85	9.04

File Description	Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library is currently not automated using ILMS. Given the size of our institution and library such automation though considered a priority, an effort is made to move in that direction. Currently all records are maintained both in digital and paper based. However, as of now reading room space alongside the Library, 10 PC's are provided for the use by students. All the PC's in the library have unlimited internet access. A printer and and photocopier is also used by the students and the teachers on a minimal pay-and-use basis. The automation of the college library with Integrated Library Management System (ILMS) is underway. The college at present is working towards upgrading the library so as to make it the hub of knowledge-learning centre through the acquisition and dissemination of knowledge resources.

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT infrastructure of the college may not currently match upto the state of the art institutions of the highest standard. However, within our limited affordability we are seeing incremental improvements made as resources allow. Currently free and unlimited Wi-Fi for students and teachers, at least 20 PC's with 24/7 internet access in diferrent locations of the college including the Principal's chamber, Vice principal's

chamber, administrative office, library, IGNOU office. All computers and internet routers are fitted with UPS devices for power back-up in addition to a 3000 KV Diesel Generator for alternate source of power. We have a very stable internet service which is constantly watched and any glitches are sorted out at the shortest possible duration by hiring the services of freelancers. The College has internet broadband subscription and wi-fi hotspots can be accessed from any part of the college building: the administrative block, class room and library. The college has also installed biometric finger print attendance system to maximise the contribution and working hours. Surveillance cameras there watching the proceedings almost everywhere in the college: the administrative block, corridors, classrooms, library and the immediate surroundings. Seven (07) big classrooms are upgraded with Smart Board with internet facility.

4.3.2

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

Response: 37.2

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

Response: 10

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 63.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
48.86	48.29	27.68	43.38	20.08

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 50.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
163	227	145	209	243

File Description

Institutional data in the prescribed format

Document

[View Document](#)

5.1.2

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

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

Response: E. None of the above

File Description

Institutional data in the prescribed format

Document

[View Document](#)

5.1.3

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

Response: 0

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career

counselling offered by the institution year wise during last five years

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.1.4**

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

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

Response: C. 2 of the above

File Description**Document**

Details of statutory/regulatory Committees (to be notified in institutional website also)

[View Document](#)**5.2 Student Progression****5.2.1**

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

Response: 0.12

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
314	370	366	350	294

File Description	Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0.12

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

last five years

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 184.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
403	181	0	279	60

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1**

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

Response:

The Alumni Association activities limits itself in internal fund raising for the welfare of the college, motivating the fresher's during the orientation period, organizing get-togethers, taking part in institution's cultural activities etc. The association humbly functions at the moment but has generously offered to contribute in a little way, more than twenty(20) big dustbins to carry out the Swatch Bharat Abhiyan to convey a message of cleanliness and waste free environment in the college campus. Besides, they also offered to contribute ten(10) wall clocks to convey a message that punctuality is the builder of success.



Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

1. VISION: Towards Excellence in Education

2. MISSION: Shri Digamber Jain Girls' College, Dimapur in the state of Nagaland would strive to prepare young girls as responsible citizens for tomorrow. The college was established to promote higher education in arts and commerce subject among the girls student in the state of Nagaland and to instil in the minds of each student the feelings which shall give them an all-round personality firmly based in humanitarian values with a libertarian outlook, scientific temper coupled with mutual co-existence of all living beings and achieve national developmental goals through perseverance.

3. ACTION PLAN: As per the academic calendar of the university, the college prepares the action plan and institutional goals for the academic session. The principal of the institution prepares the action plan in consultation with the vice principal and all the respective heads of the department. The college Management also ensures flexibility in the action plans in order to accommodate new and evolving ideas. The plan is formulated as follows.

i. Strict discipline is observed in terms of punctuality of students and staff in the premises.

ii. Student-centric teaching and other facilities in the campus, love and care to all students through counseling.

iii. Interaction with stakeholders The college has put in place a mechanism to interrelate with all the stakeholders including the management, advisory board, alumni, faculty, staff, parents and students. Orientation for students, meeting and discussion by staff and faculty. HODs meetings, departmental meetings, cell meetings are frequently held so that stakeholders know the institutional goals and targets prior to implementation. The college intends to keep them in the loop in all matters related to functioning of the college.

iv. Support for policy and planning through Need Analysis, Research Inputs and Feedback The leadership is quite aware of the paradigm shift in the field of education and therefore feedbacks from the students in consultation with the stakeholders is analyzed and incorporated into institutional plan to strengthen the institutional processes in all respects.

v. Reinforcing the culture of excellence and champion organisational change.

To promote the culture of excellence in the institution, efforts are being made by the leadership to

conduct socio and cultural analysis at the beginning of every every academic session.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The administrative and academic bodies of the College, before the beginning of the academic session prepare a tentative academic calendar, listing all routine events and activities of the College :Admission date, session opening day, vacations and other breaks, Internal Examinations, Remedial Routine, Cultural Events, Departmental and inter-departmental activities, the College week, Freshers' Day and Parting Social, etc.. By developing a course-map, the college is able to effectively undertake every activity, This is also made available to all faculty, staff, students and parents through the college prospectus and information is made available in the public domain through the webpage.

The management empowers the top faculty to focus on strategic planning and managing its daily activities, It establishes a clean mission, vision and set objectives and communicate the institutional goals, describes what is expected in terms of result and this encourages the faculty to think creatively to solve problems and figures out the path to improve the quality aspects. Such quality-policies are reviewed at regular intervals through IQAC and personal interview and through them the management realises its strategic quality-policy. Lesson plans are also designed by respective departments and subject teachers in accordance with the tentative calendar for effective delivery and completion of course syllabi.

The institutions has its perspective planning. It makes projections of medium and long term development plans. The aspects which are considered for inclusion in the short term planning are upgradation of infrastructure facilities like construction of an auditorium (construction is underway and expected to be ready before the next academic session), Hostel and additional classrooms, To offer add-ons and skill based courses is another aspect which the college is contemplating seriously which, however, is impeded by infrastructural constraints. The long term plan is to upgrade this institution into an exclusive women-only university which will be the first of its kind in the North East.

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution plays a significant role to enhance the professional development of its teaching and non teaching staff. The institution facilitates the faculties in term of financial help, reduced workload, special leave, etc for whoever wants to undergo research or engage in research related projects. Special incentives are also given to Ph.D or NET qualified faculties. Training programme for knowledge upgradation are held regularly both for faculties and non teaching staff. The faculty members are encouraged to attend refresher courses, orientation programmes, seminars, workshop, conference, etc. The non teaching staffs are encouraged to attend courses and training programme to upgrade their knowledge in office administration. Many welfare schemes are available for teaching and non teaching staff such as Employees Provident Fund, ESI contribution for the eligible staff, Gratuity, Casual Leave, Maternity Leave, Some Medical Aid, Annual Increment in basic Salary and financial assistance in time of sickness/ demise/emergencies and health insurance for all teaching and non teaching staff.

6.3.2

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative

*training programs during the last five years***Response:** 1.36**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

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

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

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

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

6.4 Financial Management and Resource Mobilization**6.4.1**

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The financial resource made available to the college mostly from fees collected from the students. Budgetary allocations made to various committees for undertaking assignments as building construction and maintenance, augmentation of library resources, sports and other extra-curricular activities by the head of the Institution is subjected to audit at the end of the allotted assignment and at end of every financial year by a C.A. appointed by management.

The major source of Institution's fund is Fees received from student and an annual Grants-in-Aid (approx Rupees two lakhs in a year) released by the State Govt. In case of any deficit, the Institution meets the same through its reserve fund. After the internal audit, a chartered accountant does the final auditing.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Even though the institution is undergoing only the first cycle of accreditation, it has established an Internal Quality Assurance cell (IQAC) ensuring quality assurance to its stakeholders. In this regard the IQAC acts as a primary agent in implementing the quality parameters of the institution. It supervises the activities of the institution and devises such plans and programmes which contribute to institutionalizing the quality assurance process. The institution aims at all-round development of the student and, therefore, besides effective curriculum transaction and academic accomplishments, we emphasize the inculcation of moral values, civic sense, health and hygiene awareness, informed citizenship, environmental awareness and the feeling of national self-respect.

Some of the decisions taken by IQAC which have been approved and implemented are:

1. Construction of an Auditorium.
2. Installed Wi-Fi enabled Campus.
3. CCTV Surveillance provided.
4. Creation of College Website.
5. Construction of clean Hygienic Toilets
6. Expansion of existing library.
7. Installed office automation software.
8. Installation of Smart Board with internet connectivity.

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**

- 3. Collaborative quality initiatives with other institution(s)**
4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: B. Any 3 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The college by its motto and practice, being a girl's college, shows extra sensitivity towards girls interests, emotions, needs and demands, not only in terms of providing physical facilities but through personal care and touch. College environment is such that the student feels safe and secure due to predominance of sensitive lady mentors and lady teachers. The presence of Students Welfare Council, Committee Against Sexual Harassment at Workplace, Anti-Ragging Cell and the Grievance Redressal Cell make the campus free and secured. Some of the facilities available in the campus are:

- 1.Counselling Room
- 2.Students' Common Room
- 3.Ladies Toilet in each Floor.
- 4.Free Medical Checkup at Jain Charitable Hospital owned by S.D Jain Samaj Dimapur.

7.1.2

The Institution has facilities and initiatives for

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

Response: D.1 of the above

7.1.3

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

- 1.Green audit / Environment audit**

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

Response: D. Any 1 of the above

7.1.4

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

Response:

One of the best practices of the institution is value education. The objective of this practice is to inculcate ethical and social values in the students in order to make them responsible citizens of the nation. It aims to groom young minds to be morally strong and socially responsible to discharge deep sense of social responsibility. Our college focuses on grooming students who are not only excel in academics but all round personally having good sense of moral, ethical, social and civic responsibility to contribute in nation building.

Social service campaign initiated by the college is one of such initiative. **Social service** campaigning is always a soul feeding exercise but to execution needs a comprehensive planning, dedication and motivation on the part of the students. Our students, Especially NCC wing of our college organized various activities. Understanding Pluralism, socio-religious tolerance, values centering social harmony, civic responsibilities, promoting fraternity, liberty and equality is the motto of such program.

Department of Political Science observe Constitution Day, or Samvidan Divas, on 26th November, 2021, 2022 and 2023. This awareness program is held as an annual event and is initiated by the Department. HoD of political Department highlighted the importance of the constitutional values.

Besides that, as a part of social service and community awareness following program was organized

Sl No	Events	Date
1	Kargil Vijay Diwas	26-05-2020
2	Quiet India Movement	09-07-2020
3	Independence Day	15-08-2020
4	International Literacy Day	08-09-2020
5	Indian Constitution Day	26-11-2020
6	Earth Day	22-04-2021
7	International Labour Day	01-05-2021
8	Anti Tobacco Day	31-05-2021
9	Nukkad Natak	21-05-2021
10	Quiet India Movement	09-08-2021
11	Poster Making on Covid -19	11-08-2021
12	Plantation Day	12-08-2021
13	Independence Day Celebration	14-08-2021

14	National youth Day	12-01-2022
15	Republic Day	26-01-2022
16	World No-Tobacco Day	31-05-2022
17	Environment Day	05-06-2022
18	Child Labour Day	12-06-2022
19	Yoga Day	06-07-2022
20	Flag Rally (Har Ghar Tiranga)	12-08-2022
21	Independence Day Celebration	15-08-2022
22	Gandhi Jayanti	02-10-2022
23	World Nature Day (Sustainable Green Initiative)	03-10-2022
24	Rashtriya Ekta Diwas	31-10-2022
25	Constitution Day	26-11-2022

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICES

Title no-1: Orientation to Professional courses

2. Goal:

- To motivate, sensitize orient the students for future profession best suited to their aptitude and inclinedness.
- To introduce them to the world of work and get themselves acquainted with various professions available.
- To help the students to have proper choice of their career.
- To develop the quality of professionalism.
- To realize the importance of Skill development.
- To acquaint the students with various professions available for their pursuance, suitable and potentialities
- To develop human qualities

3. The Context:

The challenges in to be redressed in designing and implementing this practice is as follows:

- To find efficient guidance and counseling professionals.
- Explaining the concept of the practice and its advantages to students.
- Motivating the students to participate in such practice.
- Proper time slot allotted in between serious academic schedule.

- Encouraging students to do better quality work within the timeframe.
- Providing platforms to help students to present their work

4. The Practice:

- Orientation to Professional courses has become an incorporating part in the teaching learning exercise at the college for which time has been specified in advance.
- Through notice board and circulars students are informed to avail the facility of such activities.
- Normally such programs are conducted, either at the beginning of the academic session or before the end of the session.
- Students are selected from the final semesters just to use this knowledge to their advantages.
- Different professionals and counselors are contacted in advance and scheduled the program.
- Each programs are well supported by LCD projector, audio system and other electronic devices.
- Normally, sessions are divided according to class in order to cater the needs of each and every one.
- Discussion interaction/worksheet and brain storming are the major mode of interaction.

5. Evidence of Success:

Due to such initiative students who are in the crossroads of their life wondering about the future prospect within their area of persuasion, got proper direction about the career options available in different fields and take a better choice.

Many students are absorbed in aviation section, hospitality sector, banking and securities, defense and much more across the country.

Students aspiring to pursue higher education are thoroughly benefited guided by having proper choice of higher educational institutions available for their pursuance, which is available from their feedback.

6. Problems Encountered and Resources Required:

Problems encountered are-

1. Initially motivating the students to participate in such program.
2. Continuous monitoring of the students till the fulfillment of the objective.
3. As per new academic pattern of continuous assessment, the time management for such programs has become difficult.
4. It is very difficult to get feedbacks from the students after completion of their academic courses. Despite creation of the alumni association, whatsapp group and facebook page, students least bothered to respond back either about their current courses or their professional status. On the top of that the contact numbers of the students in our database does not remain operational once the student exits from the institution.

The resources required are-

1. Time management by the students.
2. Reasonable expenses of money, time and manpower.

Best Practices no-II: Social service & through Fee Exemption

From the very inception it has been the policy and principle of our institution to promote education through charity, accessibility, quality and competitiveness. In this direction the management and the authority have frame policy for Fee Exemption. This exemption or scholarship consists of three categories. **Complete exemption, Partial Exemption and Recurrent exemption.**

Complete exemption: In order to promote the spirit of competitiveness and quality enhancement and inclusiveness, the policy of complete exemption has adapted by the college administration. This scholarship scheme is applicable for those students who are the Rank holders from Nagaland Board of School Education (NBSE) of the current session seeking admission. Students across the program (BA/ B Com) are eligible of this scheme. Other board rank holders are not included in this scheme. This is for providing a platform of higher education to the meritorious students from the of the state of Nagaland.

Besides that students from the poor family background approved by the college managing body are also falls into this category. Such category of students is asked to submit application to the college managing body through the college authority. Managing body authenticate the status of such students and approve their application of admission.

Partial Exemption: In order to promote the spirit of competitiveness and quality enhancement for other meritorious students, the provision of Partial Exemption of has adapted. It is also applicable across the program (BA/B Com). The Scheme of partial exemption of college fee is applicable to that student who has secured 75% of marks in the examination conducted by the Nagaland Board of School Education (NBSE) of the current session seeking admission. In Partial Exemption, the 1st Instalment of college fee is not charged. Only the 2nd instalment is charged.

Recurrent exemption: To reinforce consistency and sincerity of the students, the college has adapted the policy of renewal the exemption of scholarship for those eligible students for Complete exemption and Partial Exemption who secures 75% marks in the succeeding semester examination.

2. Goal:

- To facilitate access to higher education for poor and needy.
- To promote girls education.
- To understand the value of charity and service.
- To development the quality of humility, magnanimity, altruism, empathy and fellow feeling among the students

3. The Context:

The challenges in to be redressed in designing and implementing this practice is as follows.

- Explaining the concept of the scholarship and its positive aspects.
- Motivating the students to avail in the benefit of the provision.
- It involves considerable amount of financial burden to the college.
- Authentication of the genuine beneficiary.

4. The Practice:

- At the time of admission, through admission broacher students are appraised about this provision.
- In beginning of the semester, during the induction meet, the students were appraised about such provisions.
- Through notice board and circulars students are informed.
- Students across the streams are eligible for this.
- Students in collaboration with the administration and the teachers work out the detail program and the Standard Operational Procedure.

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:

S.D.Jain Girls' College was established to promote collegiate education in arts and commerce subjects among the girls students in Dimapur town in the state of Nagaland and to instill in the minds of such students the feeling which shall give them an all-round personality firmly based in humanitarian and liberal outlook. The objective of the institution is to prepare young girls as responsible citizens for tomorrow and the management spares no means to achieve this goal. The college strives to be an institution of excellence imparting quality education in Arts & Humanities and Commerce for Degree courses under the Nagaland University.

Many of our students make it to achieve greater heights in several fields such as fashion designing, modelling, aviation hostess, academia, civil services, social and commercial entrepreneurs, political leaders, and social activists. To name some, from amongst the many, Marina Kiho, Miss Nagaland; 2018, Vidya Gurung, Advocate- Guwahati High Court, Yolila Sangtam, Ph.D Bangalore University, Manisha Jain, Chartered Accountant, Ajano Nakhro - Air Hostess in Qatar Airways, amongst several others.

Many of our students are academically well enriched to be employed in many reputed schools and colleges as teachers. In fact, some of them work in our own college in the capacity of teachers and non-teaching staff. The well maintained college neat and clean corridors is a testimony to the fact the both the faculty non-teaching staff and students tirelessly strive towards making their college beautiful. We are proud that our vision of "TOWARDS EXCELLENCE IN EDUCATION" has borne fruit in creating a pool of environment-conscious and socially-responsible citizens who remain spiritually bonded to the college throughout their life.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

In a fast changing academic environment the college is well poised to take on future challenges of higher education. The college strives to maintain and sustain standards of teaching-learning, research and innovation which continue to guide curricular and co-curricular thrusts of the college. S.D.Jain Girls' College strives to be an institution of excellence imparting quality education in Arts & Humanities and Commerce for Degree courses under the Nagaland University. The college serves as testing ground for lessons in discipline, unity, self-reliance, communal harmony and mutual co-existence.

Concluding Remarks :

The college has continuously upgraded its facilities and infrastructure to respond to the changing pedagogic and research environment. The college curriculum has changed in the last five years (Choice Based Credit System systems to FYUG) and has helped contemporize the syllabus. The college faculty and students have responsibly engaged with people and community, fulfilling its role in making knowledge and information accessible to people. It lives up to the vision and mission of the institution and stood the test of time. Truly, it is a tribute to the founder members who envisioned women empowerment through this college of higher education marching ahead for national development!

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :0</p> <p>Remark : DVV has made changes as per documents shared in prescribed format and values have been considered as 0 as there no Certificate/Value added courses offered during the year.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>108</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per documents shared in prescribed format and values have been considered as 0 as there no Certificate/Value added courses offered during the year.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	108	0	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
108	0	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>382</td> <td>418</td> <td>299</td> <td>366</td> <td>376</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>68</td> <td>60</td> <td>69</td> <td>59</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	382	418	299	366	376	2022-23	2021-22	2020-21	2019-20	2018-19	54	68	60	69	59
2022-23	2021-22	2020-21	2019-20	2018-19																	
382	418	299	366	376																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
54	68	60	69	59																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
382	418	299	366	376

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
190	207	148	181	187

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we excluded the general count and further in 2.1.2.1 it was downgraded due to excess of seats in reserve category

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	9	9	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	8	8	7

Remark : DVV has made changes as per supporting's shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	9	0	0

Answer After DVV Verification :

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

7	5	2	0	0
---	---	---	---	---

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded National festivals, Days celebrations like Yoga day, Women's day , Independence Day, Republic Day, Plantation Day etc.

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

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has made changes as per supporting's shared by HEI and None of above option has been selected as we have not received appropriate supporting's like geo tagged photographs for the same

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

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

Answer before DVV Verification : E. None of the above

Answer After DVV Verification: D.1 of the above

Remark : DVV has made changes as per supporting's shared by HEI and 1 of above option has been selected as we have received supporting's of Management of the various types of degradable and nondegradable waste

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 29</p> <p>Answer after DVV Verification : 36</p>