



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SALESIAN COLLEGE OF HIGHER EDUCATION

**SALESIAN COLLEGE OF HIGHER EDUCATION POST BOX 43 KUDA-A, BLOCK
9, HALF NAGARJAN**

797112

schedimapur.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Salesian College of Higher Education (SCHE), Dimapur is a government recognized, minority educational institution of the Catholic Church, run and managed by the Society of the Salesians of Don Bosco, Dimapur. SCHE draws its inspiration from Don Bosco, the 19th century educator, saint and founder of the society of Salesians of Don Bosco. The daring vision of Don Bosco who said, “It’s enough for me to know that you are young, to love you” is today a growing network of over 5000 educational and social development establishments and youth care services across 133 countries in five continents. Salesians of Don Bosco are pioneers in education, cultural heritage and human resource development in North East India since 1922, now crossing over a century.

SCHE is located in ‘Kuda’ Village, A ‘Khel’ Block 9 (Half Nagarjan) Dimapur, Nagaland and is barely 3 kms out of Dimapur Central surrounded by picturesque landscape, and lush and verdant vegetation. The College is situated on the banks of the meandering ‘Dhansiri’ river on the east, providing a cool and lively rendezvous to the inmates. On the west is the rail track that can take you either down to Guwahati/Kolkata or up to Tinsukia/Dibrugarh (Assam).

Salesian College came into existence on May 25, 1982, primarily as an institution that offered a three-year course in Philosophy for the young members of the Salesian Society and the Diocesan Seminarians of North East India. In 1995, the college was affiliated to Nagaland University as a full-fledged Degree Arts College with a new nomenclature called Salesian College of Higher Education, opening its doors to other Religious Congregations of men and women; and other young boys and girls, who are desirous of pursuing undergraduate studies.

Currently the college offers B.A. Honours in English, Philosophy, History, Political Science and Sociology. From the academic session 2023-2024, the college offers FYUGP an implementation of the NEP 2020, as directed by Nagaland University. The training given by the institution intends to equip the students with all round development so that they may become catalysts in social transformation, leaders in society and genuine educators of values, especially in the North East of India.

Vision

We believe in striving towards higher goals of wisdom and virtue

Vision statements are powerful declarations that encapsulate an organization's aspirations, values, and overarching purpose. At the heart of the vision of SCHE lies a profound commitment to the pursuit of wisdom and virtue, recognizing these as the guiding lights that illuminate our path forward. SCHE envisions a world where individuals, communities, and societies are propelled by a collective quest for higher ideals, where the relentless pursuit of knowledge is intertwined with a steadfast dedication to moral excellence.

SCHE’s journey towards this vision, embraces the belief that wisdom is not merely the accumulation of knowledge, but rather the discerning application of understanding to navigate the complexities of existence. It is the ability to see beyond the surface, to comprehend the interconnectedness of all things, and to draw upon

insights garnered from diverse perspectives. SCHE's commitment to wisdom drives it to continuously seek deeper truths, to question assumptions, and to embrace the transformative power of intellectual enlightenment.

Hand in hand with wisdom walks virtue, the moral compass that directs the actions towards the greater good. Virtue is the embodiment of ethical principles, integrity, and compassion in every endeavor. It is the courage to uphold principles of justice and fairness, even in the face of adversity, and the humility to acknowledge our own fallibility while striving for moral excellence. SCHE's dedication to virtue inspires us to cultivate empathy, kindness, and integrity in all our interactions, fostering harmonious relationships and nurturing a culture of trust and mutual respect. SCHE focuses on leading the young towards higher goals of wisdom and virtue, following Don Bosco's teachings. SCHE plans academic activities aligned with the institute's goals. Alongside the curriculum, SCHE instills moral values through value-added programs, assembly talks, seminars, extension activities, mentoring, counselling, spiritual exercises, and cultural events. These events foster a quest for higher wisdom and virtue. As a multi-cultural and multilingual institution, SCHE teaches students to understand the interconnectedness of cultures and languages, and to view realities from diverse perspectives. The college's unity and harmony demonstrate this growth in virtue.

Mission

We work on the holistic formation of young people with wisdom and virtue, with a commitment to serving humanity.

SCHE is driven by a profound belief in the holistic development of young individuals, viewing it not only as essential for personal growth but also as crucial for the advancement of humanity. Central to its mission is the nurturing of young minds, hearts, and spirits, empowering them with wisdom and virtue. This approach equips students to navigate life with integrity, compassion, and purpose, ensuring that they contribute positively to society.

Education at SCHE extends far beyond academic knowledge, encompassing the intellectual, moral, emotional, and social dimensions of each student. The institution is dedicated to providing a comprehensive education that prepares students not just for professional success but also for leading meaningful lives. By integrating ethical frameworks and fostering essential character traits, SCHE aims to develop individuals who are well-informed and capable of thriving in a dynamic world.

At the core of SCHE's educational philosophy is the commitment to instilling wisdom in its students. This involves cultivating their ability to discern truth, exercise sound judgment, and embrace a broad perspective. Through rigorous intellectual inquiry, critical thinking, and exposure to diverse ideas and experiences, SCHE nurtures lifelong learners who contribute thoughtfully to society and adapt adeptly to change.

SCHE also emphasizes compassion, collaboration, and social justice, aiming to promote future leaders who are not only successful but also committed to making a positive impact on the world. By fostering integrity, empathy, and social responsibility, the institution inspires students to lead lives guided by ethical purpose and service to others. Every student has to be part of a club of their choice, such as NSS, Eco club, Electoral Literacy club, Bosco Club, Art and Literary Club, Media Club, Red Ribbon club and Yuva tourism Club through which they get opportunities for carrying out various literary and cultural events in the college. Through student-centric learning, extension activities such as cleanliness drive in public places and places of cultural importance, caring for the earth and surroundings in the college, cultural engagements, seminars, equipping them towards employment possibilities through computer courses, tally erp., career guidance and

other co-curricular activities, SCHE ensures the wholistic development of students' minds, hearts, and hands, empowering them to live meaningfully and contribute productively to the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Salesian College of Higher Education (SCHE) is situated on a sprawling campus, featuring a spacious auditorium, well equipped conference hall, a board room, and an ample space for future expansion.
- Academically, it has excelled over the years, with students emerging as university toppers and rank holders in various disciplines.
- Classrooms, conference hall, auditorium and IQAC room are equipped with ICT facilities
- A well-stocked automated library with over 25000 books, extensive reference materials, and access to electronic resources such as e-journals and e-books through NDLI and N-LIST.
- A museum, which showcases the diverse and rich cultural heritage of Northeast India.
- Green Audit and energy audits are conducted by the Nagaland Pollution Control Board (NPCB) and power department respectively.
- The campus is well-connected with good internet and WiFi network
- A computer lab for students to pursue computer-related courses.
- Separate washrooms for all genders - for staff and students; and for persons with disabilities (PWD)
- The student community represents a diverse mix from states of Nagaland, Assam, Arunachal Pradesh, Bihar, Manipur, Meghalaya, West Bengal, Chatishgarh, Odisha and others, fostering a culturally enriching experience.
- Sports amenities such as football ground, volleyball and basketball courts, as well as spaces for table tennis and badminton.
- College has constituted all the required cells, clubs and committees
- Financial administration is transparent through internal audit and external audit done by Chartered Accountants.
- Sustainability is evidenced by initiatives like clean water supply from bore wells and rainwater harvesting, alongside the installation of solar panels for uninterrupted power supply.
- Student counselling and mentoring system supports overall student development
- Systematic feedback analysis and regular remedial classes ensure fair assessment and academic support.
- The campus environment is characterized by lush greenery, CCTV surveillance, canteen, and a tobacco-free and ragging free zone.
- Cultural preservation is celebrated through cultural week, showcasing traditional heritage
- Alumni actively contribute through their service as principals, vice principals, and guest faculty members.
- Effective communication is maintained through a monthly newsletter, facebook and instagram pages and notice boards.
- Institution has implemented FYUGP and government-recognized certificate programs.
- Institution has various best practices, two of which are specially highlighted.
- Principal is a member of the Board of School of Agricultural Sciences (SAS) Nagaland University; and member of Departmental Board of Studies of Department of Philosophy, Assam Don Bosco University.
- Principal is an executive member of Nagaland Colleges Principals Association

The institution stands out for its comprehensive approach to education, blending academic excellence with

cultural richness, technological advancement, sustainability, and inclusive practices, all contributing to a wholistic educational experience for its students.

Institutional Weakness

- As SCHE is situated in the rural outskirts of the city area, it is a bit difficult for the students to access the college.
- Shortage of faculty members with Ph. D degree
- Lack of necessary research initiatives/activities in the college
- The cooperation and collaboration of the parents is always there, but their attendance is less especially when parents-teacher meet is held as many of the students reside in small rented houses or hostels away from their parents, villages or towns.
- Low enrolment of students due to mushrooming of colleges in the state.

Institutional Opportunity

- Sufficient land for infrastructure development.
- SCHE has scope to offer more departments and streams
- Scope for introducing more Professional and Vocational/Skill Based courses.
- Scope for interstate and intrastate faculty and student exchange programme.
- As most of the faculty members are young, they can pursue Ph.D degree
- College has full potential to start a research centre with its well-equipped library and documentation centre.
- Collaboration with reputed institutions for academic and research activities, and cultural exchange programmes.
- Scope for providing college hostel for students
- Potential for transformation: Most of the students are first generation learners in higher education. Through their efforts of learning and excellence they can transform the rural societies.
- Opportunity for National Integration: The college provides a platform for students from diverse ethnic backgrounds to come together and live harmoniously.

Institutional Challenge

- Constructing good road connectivity to the college.
- Retention of qualified and experienced faculty
- Maintaining the eco-friendly nature of the campus, being very close to the highly polluted Dimapur town, also most products for day today use come in plastic wrappers
- The challenge to create funds for the development of the college.
- To opt for autonomy: the college has to build up more infrastructure and expand its academics. To take the college into the next level of development we would like to further develop the college to autonomy
- To maintain research atmosphere and encourage the staff to involve in research and to facilitate research work and publication

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Salesian College of Higher Education (SCHE), affiliated to Nagaland University, has evolved its academic offerings and structure over the recent years. Until 2022, SCHE adhered to Nagaland University's semester system, initially following the Old Course and later transitioning to the Choice Based Credit System (CBCS) from the 2022-2023 academic session for its undergraduate (UG) programs. Moving forward from 2023-2024 academic year, SCHE has adopted the Four Year Undergraduate Program (FYUGP) aligned with the New Education Policy (NEP) 2020. This program allows students to pursue various paths: a one-year Certificate course, a two-year Undergraduate Diploma, a three-year Undergraduate Degree (Major), or a four-year Undergraduate Degree (Honours with Research).

To ensure academic rigour and quality, SCHE operates with a well-established Internal Quality Assurance Cell (IQAC) and Academic Cell. The Academic Cell prepares an annual academic calendar in collaboration with Heads of Departments (HoDs), which is crucial for effective curriculum implementation. This calendar is distributed in print form via the college handbook and electronically through the college website and library. Class schedules are meticulously crafted for each semester, aligning with credit allocations specified by the university, running from 8:15 am to 2:30 pm daily.

Faculty development is prioritized through pre-session orientations and departmental meetings to enhance teaching methodologies. Innovative approaches such as ICT-enabled teaching, seminars, and peer learning are encouraged. The institution fosters holistic student development through activities like webinars, projects, and fieldwork, complementing theoretical learning with practical skills and preparing students for university examinations.

SCHE integrates crosscutting issues such as Professional Ethics, Gender, Human Values, and Sustainability across its interdisciplinary curriculum. Courses encompass topics ranging from social responsibilities to environmental ethics and gender equity. The college actively engages in promoting gender equality through educational initiatives, including Women's Grievance Cell activities and celebrations like International Women's Day.

Environmental sustainability is a key focus, with SCHE obtaining a green audit and actively practicing eco-friendly measures such as recycling and rainwater harvesting. The Eco Club plays a pivotal role in community engagement through cleanliness drives and proper waste management.

Overall, SCHE strives to provide a conducive learning environment that blends academic excellence with ethical values and practical knowledge, preparing students to excel academically and contribute responsibly to society.

Teaching-learning and Evaluation

The college emphasizes a student-centric learning approach through interactive and collaborative methods, including experiential, participative, and problem-solving learning, along with ICT integration.

Experiential Learning: This method involves activities such as study tours, visits to historical sites and botanical gardens, outreach programs, and individual/group projects. These activities are designed to provide hands-on learning experiences and practical exposure.

Participative Learning: Teachers employ methods that encourage active student participation. This includes conducting and participating in seminars and webinars, class presentations, PowerPoint presentations, discussion-based learning, debates, departmental and interdepartmental seminars, field-based studies, and extension programs. These activities aim to foster a collaborative learning environment.

Problem-Solving Learning: To promote critical thinking and self-directed learning, the college uses methods such as debates, field studies, and library studies through N-lists and e-books. Students are given projects to find creative solutions to real-world problems, enhancing their analytical and problem-solving skills.

ICT Integration: Faculty members use ICT-enabled tools like LCD projectors and internet-enabled computers/laptops to enhance the teaching-learning process. Teachers deliver content through PowerPoint presentations, and screen movies or documentaries related to the syllabus. Students also use ICT tools for seminar and class presentations.

Examination and Assessment: The college has a transparent, time-bound, and efficient mechanism for managing internal examinations, overseen by the Controller of Examination. Responsibilities include monitoring exams, ensuring question paper integrity, arranging seating, organizing invigilation and security measures, coordinating evaluation and grading, notifying results, maintaining records, addressing grievances, and ensuring compliance with policies.

Outcome-Based Education: The college, affiliated with Nagaland University, is committed to achieving Program Outcomes (POs) and Course Outcomes (COs). The Internal Quality Assurance Cell (IQAC), in collaboration with various departments, ensures timely completion of the syllabus and attainment of POs and COs. These outcomes are clarified to students at the start of each semester through departmental meetings, classroom discussions, and orientation sessions.

Evaluation and Feedback: The attainment of POs and COs is evaluated through internal assessments, exit surveys, and result analysis of end semester examinations. Alumni progress is tracked through social media, and their feedback is used to assess course outcomes. The principal periodically checks and evaluates lesson plans and records to ensure adherence to desired outcomes.

Research, Innovations and Extension

SCHE prioritizes the holistic development of its students through a variety of initiatives aimed at fostering knowledge transfer and cultivating creative minds. Central to this mission is the institution's commitment to enhancing students' employability and professional growth through comprehensive skill development programs.

These programs encompass a wide array of training opportunities such as Computer Typing, Tally, Music, Art, Solid Waste Management, E-waste Management, and Assistant Electrician (House Wiring) course. Each year, sixth-semester students are given the option to specialize either in creating innovative products from recycled materials or in training as assistant electricians. The primary objectives of these initiatives are twofold: to impart relevant vocational training and to develop technical skills that meet the rising demand for skilled professionals across various industries. By offering diverse courses, SCHE equips students with the expertise needed to adapt to evolving job needs.

Computer courses cover fundamental skills, while Tally training enhances financial management capabilities, preparing students for roles in finance and accounting. Workshops on solid waste and e-waste management

educate students on sustainable practices, emphasizing recycling and environmental responsibility.

The curriculum also emphasizes Indian knowledge and culture through subjects like Indian Classical Literature, Indian Writings in English, and studies in Contemporary Indian Philosophy. Cultural celebrations and observances of national days further deepen students' understanding and appreciation of Indian traditions and values.

The outcomes of these programs are highly positive, as evidenced by students acquiring enhanced technical skills in various disciplines, thereby increasing their employability. The emphasis on creativity through music and art classes fosters personal growth and confidence, while practical electrical skills prepare students for handling installations and repairs competently.

SCHE extends its commitment to community through extension activities, which instil moral values and social responsibility. These activities, organized across departments and clubs, engage faculty and students alike in meaningful outreach efforts that benefit local communities.

SCHE's integrated approach to education not only promotes academic excellence but also nurtures values of empathy, leadership, and environmental stewardship among its students. SCHE has received recognitions from Government and NGOs for their outstanding humanitarian services rendered to civil hospital, orphanages and inmates of jails.

Infrastructure and Learning Resources

SCHE has continuously upgraded its physical and educational infrastructure to create an optimal environment for teaching and learning. A significant achievement was marked in 2021 with the completion of a new three-story building. This new facility houses key administrative offices such as the Principal's and Vice Principal's offices, along with the IQAC office, staff rooms, classrooms, and conference rooms. SCHE has a total of 15 well-furnished classrooms, each equipped with white/green boards, sound amplification systems, proper lighting, ventilation, and fans and seven with projectors. . Additionally, CCTV cameras ensure campus security.

The college also offers essential healthcare facilities with dedicated infirmary rooms for both male and female students, equipped with beds and connected washrooms. Special amenities like a sanitary pad dispenser in the girls' restroom enhance student comfort and hygiene.

SCHE is committed to integrating ICT into education, providing computer facilities including a lab with 31 PCs for courses like typing, Tally, and Microsoft Office programs and free internet access. The library supplements these resources with computers for internet access and is integrated with e-BLIS for library management. SCHE is a member of NLIST and NDLI, offering access to numerous e-resources for students and faculty.

In its commitment to sustainability, SCHE has installed 96 solar panels, significantly reducing its carbon footprint and promoting energy efficiency. The college also supports educational activities through essential IT infrastructure including printers, photocopy machines, ID printing machines, and speakers. Administrative tasks are streamlined through Edisapp.

To promote physical fitness and sportsmanship, SCHE organizes annual sports week and provides facilities such as badminton courts, a football ground, volleyball and basketball courts, and indoor game setups like chess and table tennis. Paul Bernick auditorium, equipped with sound systems and projectors,

accommodates various cultural and academic events.

The library at SCHE plays a significant role in academic life, housing over 25,000 books and providing access to major journals and e-resources. It operates daily and supports both lending and reference services, maintaining a meticulous system for book recommendations and acquisitions.

SCHE continues to evolve its IT infrastructure, enhancing educational experiences through technological integration and sustainable practices, ensuring a well-rounded environment for holistic student development.

Student Support and Progression

SCHE ensures that the students receive various scholarships offered by the state government or the central government and freeships offered by the college. A total of 79.84 percentage of students have benefitted by scholarships or freeships.

Students are also helped through skill development programme such as asst. electrician's course, solid waste management, art and calligraphy, journalism etc. They are also initiated into yoga by observing international yoga day. Seminar on HIV/AIDS and Drug Addiction, Seminar on Study Skills, Career Guidance, Leadership and personality Development programmes, Capacity building programmes, Computing skill are part of the curriculum of the college for the support of the students.

The grievances of the students are redressed through various cells such as Minority Cell, SC/ST cell, Grievance Redressal Cell, Anti-ragging cell, Internal complaint cell and Women's Grievance Cell.

A sum of 51.47 percentage of students have benefitted from career guidance programmes while 62.47 percentage of students have progressed in studies/employed in various sectors.

The alumni association of SCHE is a permanently affiliated and registered member of the Don Bosco Past Pupil's Association Indian National Federation based in Delhi. The organizational structure of the association consists at the local level the Union/Branch/Unit; at the Provincial level - Provincial Federation, at the National Level - the National Federation, and finally the World Confederation. The Alumni Association of Salesian College of Higher Education, Dimapur is registered with Don Bosco Past Pupil's Association Indian National Federation on 26th April 2019. The Registration Number of Don Bosco Past Pupils Association Indian National Federation is 36942 of 2000 having its head office in Delhi.

Alumni are playing an active role in the development of the institution and the society at large. A total of 325 members are registered in the Alumni Association. The institution has produced principals, vice principals, teachers, professors, Govt. Servants, counsellors, and the like. Current college leaders include alumni who contribute as principal, vice principal and administrator. Alumni provides voluntary services like teaching value added courses and Philosophy. They have also contributed materially to the benefit of the college by providing a guitar, microphones and two long iron flowerpot stands.

Governance, Leadership and Management

Salesian College of Higher Education is privileged to have a totally dedicated and visionary leadership and governance. The governance and leadership are well aligned with its vision and mission, creating a cohesive

and purpose-driven environment. Inspired and motivated by the teachings of its saintly founder, SCHE focuses on leading the young towards higher goals of wisdom and virtue, following Don Bosco's teachings. The sole purpose of the institute is the wholistic development of the students first and foremost by providing them opportunities to develop themselves as better human beings who are morally upright and socially awakened. SCHE strives to create a dynamic educational environment aligned with NEP guidelines and Nagaland University's standards, fostering holistic student development through interdisciplinary education, skill enhancement, and participatory governance. The college practises decentralised and participative form of governance. The Governing Body led by the Rector, oversees the college's operations. The Principal, supported by the Vice Principal, Heads of Departments, faculty members, and IQAC, handles daily management. Emphasizing quality education, the IQAC facilitates the adoption of innovative teaching methods and the integration of ICT to enhance the learning experience. The college successfully implements e-governance in all of its activities, especially Administration, Finance and Accounts, Student Admission and payment of fees. The college has an effective Performance Appraisal system. This system ensures that employees can improve their performance with a sense of accountability and consistency. Recognizing that a satisfied employee is a valuable asset, capable of significantly enhancing the institution's productivity, the management has established some welfare initiatives for both teaching and non-teaching staff. SCHE being a private institution run and managed by Don Bosco Society, Dimapur relies on the funds generated by the college itself and the contribution and donations made by the Salesian Society. The college effectively mobilizes every resource available to manage the college efficiently.

The college has a functional IQAC established in 2017. Parameters related to enhancing the quality of the institution like seminars, faculty development programmes, innovations in teaching learning and the like are all done under the initiatives of IQAC. It also enhances proper lesson plans, mentoring, student counselling, collection and analysis of feedback from various stake holders and appropriate action plans for improvement.

Institutional Values and Best Practices

Salesian College of Higher Education (SCHE) practises various values and implements numerous green initiatives. The college has initiated the Gender Audit and measures for the promotion of gender equity. SCHE caters and provides an atmosphere which is conducive for women and therefore there have been no reports of discrimination as well as harassment to the female students or staff so far. The Institution has facilities and initiatives for Management of the various types of degradable and non-degradable waste, Water conservation, Green campus initiatives and Disabled-friendly, barrier free environment. Quality audits on environment and energy regularly undertaken by the Institution. The Staff and Students of SCHE hail from various cultures and geographical regions and hence the college encompasses a culmination of different languages and cultures. The institution encourages inclusivity and provides an environment where students live in harmony and tolerance with each other irrespective of their cultural, regional, linguistic, communal, socio-economic and other diversities. Specially to be remembered is the recitation of the preamble on every Thursday by the staff and students as a reminder that every citizen of the country has the responsibility to uphold the dignity of individuals to promote unity and integrity of the nation through the ideals enshrined in the preamble.

Students Social Responsibility through Extension Services; and Green Campus Initiatives are the two best practices of the college. SCHE extends humanitarian/service related social engagements through various clubs to allow students to take up active role in their holistic growth and to carry out social responsibilities and these include Bread for the hungry, Blood Donation, and Visitation Programmes.

SCHE is committed to ensure an eco-friendly campus for the wellbeing of the students, faculties and society at large. Some of the positive steps taken for the promotion of these commitments include Landscaping with Trees and Plants, Cleaning of College Campus, Plantation Drive, and Ban on Use of Plastics.

A prominent distinctiveness of the college is Cultural Diversity & Inclusivity. The institution encourages inclusivity and provides an environment where everyone co-exists in harmony and tolerance irrespective of their cultural, regional, linguistic, communal, socio-economic and other diversities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SALESIAN COLLEGE OF HIGHER EDUCATION
Address	Salesian College of Higher Education Post Box 43 Kuda-A, Block 9, Half Nagarjan
City	Dimapur
State	Nagaland
Pin	797112
Website	schedimapur.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Paul Punii	0386-2291901	9436431785	-	prinscoladim@gmail.com
IQAC / CIQA coordinator	Mercy Philip	0386-2291395	7085630382	-	assumisheli54@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority status 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	13-10-2017	View Document		
12B of UGC				
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	Salesian College of Higher Education Post Box 43 Kuda-A, Block 9, Half Nagarjan	Rural	5.38	2350.802

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,Philosophy,Honours	36	HSSLC	English	25	5
UG	BA,English,Honours	36	HSSLC	English	60	23
UG	BA,History,Honours	36	HSSLC	English	60	34
UG	BA,Political Science,Honours	36	HSSLC	English	60	58
UG	BA,Sociology,Honours	36	HSSLC	English	60	26
UG	BA,English History Political Science Sociology Philosophy,General	36	HSSLC	English	60	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/Society or Other Authorized Bodies	0				0				18			
Recruited	0	0	0	0	0	0	0	0	7	11	0	18
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						0
Recruited	5		6		0	11
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	0	0	2
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	5	6	0	11
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	2	0	2
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	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		Total
	3		0		3

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	75	15	0	0	90
	Female	53	15	0	0	68
	Others	0	0	0	0	0
Certificate / Awareness	Male	75	15	0	0	90
	Female	53	15	0	0	68
	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	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	81	54	52	58
	Female	56	61	7	6
	Others	0	0	0	0
OBC	Male	3	10	9	6
	Female	1	2	1	2
	Others	0	0	0	0
General	Male	0	1	1	0
	Female	1	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	2
	Others	0	0	0	0
Total		142	129	70	74

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>SCHE Dimapur is being prepared for the implementation of NEP 2020 at undergraduate level. It is prepared to implement multidisciplinary /interdisciplinary programmes according to the guidelines of the affiliating university. All programmes are designed in such a way that students have the utmost amount of flexibility in selecting non-major optional courses that are unrelated to their particular subject. There are also subjects with requirements of project works and assignment to make the learning more student centric and practical. The college also has an MoU with TALLY and offers certificate courses. Value education courses such as General Ethics and Religions of North East India help the students to acquire good principles and values for life which also leads them to lead a responsible life. A course on environmental studies is included in the curriculum for all UG students to introduce them to environmental concerns and to make them more environmentally sensitive. The college shall encourage students to enrol in NPTEL-Online courses in a variety of disciplines in order to gain information for critical thinking and creativity</p>
2. Academic bank of credits (ABC):	<p>The affiliating University provides opportunities for the students to earn credits from Academic Bank of Credits. The ABC, as a student-centred effort, provides a learning friendly strategy that may assure multidisciplinary approach in learning. It is an online virtual place where students may store and accumulate the credits they earn while taking courses at SCHE. All the students in SCHE are registered to ABC and possess a unique ID from ABC. The ABC would reduce disparity among institutions, states and countries the degree granting mechanism and the credit carrying system through standardization of crediting system and promoting uniformity in the degree-granting mechanism. Each department and the subject faculty in SCHE are responsible to make the research activity connected to the paper being taught, and to ensure that it is student-engaging, meaningful and productive. A paper presentation either at the intra or inter collegiate level, debate at the department level, seminars at the department level, case study, field project etc. are part of curriculum implementation. Semester wise MOOC Course/ Institutional Add on Course / Community Engagement(Extension Activity) are to be planned</p>

	for every semester. One add on course offered by the institution/department is mandatory for the students in a semester.
3. Skill development:	SCHE provides courses in soft-skills to help students improve their skills. It has taken up various measures to integrate courses like music, art, Computer Techniques, paper bag making, solid waste management, food and vegetable dehydration and processing and assistant electrician course to equip the students with basic skills to enable them to be productive individuals in the future. In order to assure environmental education, sustainable development, human values, and life skills, the college also provides courses such as environmental science.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In keeping with the NEP guidelines, Indian languages and cultures are given importance at the college. To promote Indian Culture and Traditions the college organizes an annual cultural day programme where, the students from different states, tribes and cultures showcase their tradition in the form of attire, dance, music, drama and folktale narration, demonstration of traditional attire and the traditional beauty pageant show. On this day the students and staff wear their own cultural dress and take part in the celebration. For this celebration, students are divided into groups for traditional cultural competitions. This celebration usually happens in the month of March every year. Programs like seminars and extension lectures on Gandhian thought are delivered by experts occasionally to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem) and nonviolence. The curriculum also gives adequate weightages to Indian knowledge and culture. The syllabus (English Literature) also includes aspects of Indian literature such as 'Indian Classical Literature', 'Indian writings in English', and 'Modern Indian Literature', 'Writings in English from Nagaland'. Syllabus of History includes 'The Harappan Civilization', 'Cultures in Transition' and 'Vedic Culture and Society'. Study on Contemporary Indian Philosophy reveals the teachings of Swami Vivekananda, Sri Arobindo, Rabindra Nath Tagore, Mahatma Gandhi and S. Radhakrishnan

<p>5. Focus on Outcome based education (OBE):</p>	<p>The parent university has implemented OBE based curriculum which is implemented by SCHE. Programme Outcomes (POs) and Course Outcomes (COs) are given in the curriculum of various programmes of the affiliating university. Various components of it are carefully incorporated while implementing the curriculum. The examination system was reviewed and modified to measure the outcome of the student's skill development so that student contributes proactively to economic environment and social well-being of the nation. Various programmes have been conducted for improving learning programme likes seminar, special lecture (invited talk), workshop, conference and project based learning</p>
<p>6. Distance education/online education:</p>	<p>Online education was the only mode of education during the pandemic for an academic year and more. Google Meet was the main platform for conduct of classes and examination. This enabled the faculty to reach to the students without geographical boundaries by allowing professors and students from different parts of the country to engage in teaching learning process. As a result, this new education strategy encourages students to use a mixed learning approach. Learners' confidence was strengthened by online education, and they adapted to settings where they could mix both online and off-campus learning environments. The University examination was successfully completed in a blended manner. Faculty members responded to online education by using tools like Zoom, G-Meet and Google Classroom. Faculty utilized Whatsapp and other social media platforms to communicate with students and provide information.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club Salesian College of Higher Education was formed on June 15 in the year 2021 as per the directive of the Election commission of India in order to enhance awareness about democratic values among the students. The club will have all the students from the Department of Political Science as its members and are responsible for the smooth functioning of this club. Since its inception,</p>
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	<p>the ELC has organized various events like celebration of National Unity Day and Constitution day every year on 31st October and 26th November respectively.</p>
<p>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?</p>	<p>The coordinating faculty member is appointed by the principal, and the student coordinator is elected by the members of political science department who are members of Electoral Literacy Club and appointed by the principal. The club is functional and coordinates various functions related to Election.</p>
<p>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.</p>	<p>The ELC in collaboration with the History department actualises the Recitation of the Preamble by the students and the faculty members every Thursday in the morning assembly. Prior to the commencement of Lok Sabha election in the country ELC displayed a banner in the main entrance of the college as part of Electoral literacy programme with the theme "I am a smart voter, Vote for sure." ELC initiated the observance of National Voters day on 25 January 2023. The highlight of the program was a talk on the "Need for Electoral Reforms in India' in the morning assembly. And an essay writing competition also was held in the college on the same topic in which 26 students participated. The ELC has displayed the preamble at the entrance of the college to create awareness among the students on the democratic values and the secular fabric of the country. The ELC organized awareness campaign at Super Market, Dimapur on 28th of February 2024. The aim of the programme was to educate the students and the wider community on the importance of voting rights. The programme was attended by 153 students along with two assistant professors. Three Students gave speeches on topics such as Free and Fair Election, Every Vote Counts, The Right and Duty of the Citizens to vote. The ELC organized a departmental debate on the topic "Can Nagaland be a Corruption Free State?" on 19th August, 2023. A total of 131 students participated in the programme as part of awareness for clean election. Students won a prize in the essay writing and video making challenge on clean election organised by the chief electoral office, Nagaland on 21 February 2023. The ELC, Salesian College of Higher Education, along with the rest of the country observed National Constitution Day on 26th November, 2023 and 2022. Under the initiative of the ELC the various clubs of the college</p>

	<p>actively participated in the programme. On 31st October 2023 and 2022, National Unity Day was observed by the ELC. Pledge for unity, integrity and security of the nation was undertaken by all the students and faculty members present.</p>
<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 ELC plans on organising more awareness drive on electoral related issues.</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>The majority of the students are enrolled as voters in the electoral roll and further initiatives will be taken in the coming years to institutionalize mechanisms to register eligible students as voters.</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
405	328	258	192	225

File Description	Document
Upload Supporting Document	View 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: 27

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	17	18	17	17

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
62.24	22.8	19.41	19.82	18.64

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:

Salesian College of Higher Education (SCHE) follows the curriculum as per the semester system implemented by Nagaland University. Until 2022, SCHE followed the Old Course and from 2022-2023 session Choice Based Credit System (CBCS) as prescribed by the affiliating university for the UG program. From the academic session 2023-2024, the college offers Four Year Undergraduate Program (FYUGP) which is implemented in accordance with New Education Policy (NEP) 2020 by the affiliating University. FYUGP offers students options for Certificate course (1 year), Under Graduate Diploma (2 years) or three-year Under Graduate Degree (Major) or Four-year Under Graduate Degree (Honours with Research).

SCHE has a well-functioning Internal Quality Assurance Cell (IQAC) and Academic Cell, which monitors the implementation of the curriculum and ensures academic excellence.

Annual academic calendar is prepared by the Academic Cell in consultation with the HoDs prior to the commencement of the academic session and printed in the college handbook for the effective implementation of the curriculum. The soft copy of it is made available to the students and is hosted in the college website annually. The same is made available to the college library. Class routines are prepared in advance for each semester, in accordance with the credits allotted to each subject by the university. Classes are held from 8.15 am to 2.30 pm.

To enhance the teaching learning process, faculty members are given orientation before the commencement of new sessions in order to empower their resourcefulness. Departmental meetings are organised for the effective delivery of content and to assess the progress. Faculty members chart out the syllabus through weekly lesson plans which is submitted to the Academic Cell for approval. Faculty members are oriented towards imparting the curriculum through innovative teaching methods such as ICT enabled teachings, interactions, PPT presentations, departmental and inter - departmental seminars, peer teaching and learning, debate, assignments and the like.

Parent-teacher interactions (PTI) are also conducted once every semester to engage the guardians in a meaningful dialogue with the teachers to better the students' overall performance and character development. The activities such as participation in Webinars, Extension Services, Project Work, Field Works, Outreach Programmes and other club activities are carried out regularly with an objective to enhance life skills, practical and experimental knowledge on the curriculum and to prepare them for end semester university examinations.

Faculty members continuously evaluate the students' performances to enable them to attain maximum

grade through Class tests, assignments, classroom discussions, presentations, debate, Model exams, remedial classes and mentoring. **For** the Old Course 30 marks for internal assessment and 70 marks for external assessment and for CBCS 25 marks for internal assessment and 75 marks for external assessment. For the internal evaluation the credentials are; a Model exam, assignments and attendance. Attendance for each class is recorded and it is imperative to have 80% attendance to appear for the end Semester University Examination.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 11

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[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: 62.5

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
867	0	0	0	13

File Description	Document
Upload supporting document	View 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 integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the curriculum through various interdisciplinary courses and inclusive content.

The university offers various relevant topics such as Nature of Morality, Freedom and Social Responsibility; social ideals such as Liberty, Equality and Justice; Environmental, Medical and Legal Ethics; Value of Life; Euthanasia, Abortion, Suicide; Punishment: Reformative, Retributive, Preventive; and Land Ethics. These programmes enhance the students' understanding of legal ethics, strengthen their conviction to own up responsibilities and be committed citizens.

Gender issues are also introduced into the syllabus which includes Women's Reproductive Health, Women's Movement, Women Empowerment, concepts such as Sex and Gender, Gender Roles; Gender Violence: Violence against Women, Gender Discrimination, Challenges of women in Modern Society; Occupation, Women in Decision Making; Feminist Activism, Change in Role and Status of Women, Why Gender Matters, Understanding Gender, Types of Gender, Patriarchy, Gender Socialisation, Class and Gender, Caste and Gender, Family and Gender, Work and Gender, Gender Mainstreaming, Types of Gender based violence, Sites of Gender based Violence, Violence, Harassment and the Work place; Social Reforms and Women's Right, Women under Colonialism, Women in and out of Slavery, Is there a Woman's Language and Feminist Environmentalism. These help to empower the young minds to assimilate the understanding of gender equity. Women's Grievance Cell of the college is an operational cell, which monitors issues concerning gender equality. The college celebrates International Women's

Day; commemorates International Day of Women and Girls in Science through webinar on Capacity Building and Personality Development, celebrates of Foundation day of National Commission for Women to promote equity, and inclusion. The college ensures congenial atmosphere which is conducive for studying through regular monitoring of the campus by the cell coordinators and members.

Issues related to Human Values are addressed through the topics in various disciplines like Sociology, Philosophy and Political Science to instill human Values in the students. Some of these topics are Social Ideals like Liberty, Equality and Justice; Corruption and Public Morality; Value of Life; The Nature of God; and Indispensability of Justice: Procedural Justice, Distributive Justice, Capital Punishment and Moral and Legal Rights.

To acquaint the students with issues related to environment and sustainability Environmental Studies is included as a compulsory subject for all Departments. Topics such as Components of Environment; Environmental Hazards and their Management; Environment and Human Health; Major Environmental and Socio Economic Problems; Sustainable Development; Concept of Biodiversity and its Conservation, and Environmental Pollution are incorporated into the syllabus. The use of sustainable energy, recycling and composting, adopting energy efficient measures, rainwater harvesting etc. have helped in conserving a clean and green campus. SCHE has also secured green audit for the year 2022-2023.

Eco Club is a full-fledged club wherein the club members periodically conduct cleanliness drives in collaboration with the neighboring communities and civil bodies. Wastes are segregated through colour coded bins and are maintained by the Eco Club. E-waste bins are provided for proper disposal of electronic waste in collaboration with Hulladek an E-waste management company.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 69.14

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

Response: 280

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 36.73

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
158	142	129	70	74

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
317	317	317	317	292

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[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: 41.36

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
141	142	123	66	71

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
267	267	267	267	245

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 22.5

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college emphasizes student-centric learning through various interactive and collaborative approaches, including experimental learning, participative learning, problem-solving learning, and ICT integration.

Experiential learning involves activities such as study tours, visits to historical sites, botanical gardens, outreach programs and individual and group projects. These engagements aim to deepen students' understanding of the syllabus and prepare them for future academic and professional endeavors. Students are also given opportunities to visit orphanages, to participate in programmes organised by other colleges and to interact with them. This makes learning more experiential.

Some of the participative methods the teachers employ are opportunities for students to conduct and participate in seminars and webinars, class presentations, power point presentation, discussion-based learning, debates, departmental and interdepartmental seminars, field based studies and extension programmes. Students are encouraged to participate in intercollege and intra-college cultural, literary and sports events and competitions. Students are inducted into various committees that look after the smooth running of various activities such as celebration of freshers' day, cultural day, literary day, Teachers' day, annual sports and games week and gratitude day. Student Forum takes active role in leading the common programmes of the college. Various departments or clubs are given opportunities to organise various events of the college beginning with cleaning and preparation, inviting the guest, receiving them, preparing the sequence of the program and so on. Students engage in service-learning activities like visiting orphanages, feeding the hungry, participating in blood donation camp, cleanliness drive which helps them learn participatory sense of social responsibility. It is mandatory for every student to be part of a club in the college such as NSS, Red Ribbon Club, Eco Club, Media Club, Bosco Club, Yuva Tourism Club, Art and Literary Club and Electoral Literacy Club which provide opportunities for leadership development and overall personal growth.

Problem solving learning methods such as debates, field studies, and library studies through N-LIST and E-resources are provided to promote critical thinking and self-directed learning. Students are given project works to find creative solutions to the real world problems.

Faculty members of the college have been using ICT enabled tools such as LCD projectors and internet enabled computer/laptops for effective teaching learning process. Teachers deliver the content through Power Point presentations, screening of movies of the novels taught or documentaries related to the syllabus. Students also use computers, internet and projectors for seminar and class presentations. During the pandemic period classes were taken in online mode and the students were given enhanced learning experiences using ICT tools. The college utilizes EDISAPP ERP for maintaining student attendance and records, as well as for supporting teachers in using it as a teaching-learning platform. Seminar hall and auditorium of the college are well equipped with multimedia facilities using ICT tools. The college provides e-platform for important queries and communication for each department. Every teacher has a whatsapp group for every subject that he/she takes in order to communicate with students and to clear their queries and to provide them with study guidelines. All the important information of the college is also communicated through such platform.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 98.86

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
18	18	18	17	17

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 54.02

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	10	9	8	9

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

SCHE has a transparent, time-bound, and efficient mechanism for managing internal examinations. The Controller of Examination plays a pivotal role in overseeing the entire examination process. Their responsibilities include monitoring exams, ensuring the integrity of question papers, seat arrangement, organizing invigilation and security measures during exams, coordinating the evaluation and grading of answer sheets, notifying exam results, maintaining accurate records, addressing grievances, ensuring compliance with policies and regulations, and continuously improving examination processes. By diligently fulfilling these duties, the Controller of Examination ensures that students are assessed fairly, maintaining the academic standards and integrity of the college's examination system. Under the FYUGP, subjects allocated 100 marks are assessed with 25 marks designated for internal evaluation and 75 marks for the End Semester Examination conducted by the university. For subjects allocated 50 marks, the internal evaluation accounts for 12.5 marks, while the End Semester Examination accounts for 37.5 marks.

The institution guarantees transparency and security in the evaluation system. It has an effective mechanism for addressing grievances related to internal assessments, managed by the Examination and Remedial Committee, which also addresses issues related to the calculation of Cumulative Internal Assessments. Maximum and minimum marks in internal assessments are regularly reviewed and discussed. As the syllabus is covered, the internal mark list is displayed on departmental notice boards for transparency. Additionally, model exams are conducted within the college to prepare students for university exams. These model exams are designed to focus students' attention on question patterns and exam routines to help them prepare effectively, and part of the marks from these exams is included in the internal assessment. The internal assessment marks are passed on to the Controller of Examination who will crosscheck it and pass on to the clerk to make proper entries into the system. Then the marks are shown to parents and the students during parent-teacher interactions held after the model exams, enhancing transparency.

In the college each department maintains and conducts appropriate records for internal assessments. For

any grievances related to internal assessment and its marks in their respective subject student grievance forms are available in the college. If there are grievances they are submitted to the controller of examination. The controller of examination in consultation with teachers of respective department addresses the grievances related to internal assessment marks within two days. They respond to all queries' related to internal assessment marks.

Controller of Examination together with the members of the Examination Committee of the college conducts End Semester Examinations as per the guidelines of the affiliating university. The code of conduct of the examination by the university is given at the back of the admit card of the students. If there is any grievance with regard to the loss of admit card it is taken care by the CoE by issuing a duplicate Admit card. After the evaluation of the answer scripts of the university examination the answer scripts are examined by the scrutinizer to ensure transparency and accuracy. The CoE ensures the confidential transfer of answer scripts to the university logistics. Upon University result declaration, exam grievances such as backlogs and clarifications from students are handled by the Controller of Examination. While the controller of Examination along with the Examination Committee addresses internal assessment grievances, the external assessment grievances are forwarded to Nagaland University by the principal.

File Description	Document
Upload Additional information	View Document

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:

SCHE being affiliated to Nagaland University is committed to conduct programmes offered by the university to support the wholistic growth of the students while adhering to achieve the Program Outcomes (POs) and Course Outcomes (COs) meted out by the university. SCHE offers three-year/four-year undergraduate honors programs in English, Philosophy, History, Political Science, and Sociology, ensuring comprehensive Program Outcomes (POs) and Course Outcomes (COs) for all programs. Each semester consists of pre-planned courses approved by the affiliated University. The Internal Quality Assurance Cell (IQAC), in collaboration with various departments, ensures the timely completion of the syllabus for the proper achievement of POs and COs. The POs and COs, along with the syllabi for all programmes offered in the college are stated and displayed on the college website, enabling students and various stake holders to have access to them.

The HODs and the department faculty actively engage in explaining the Program Outcomes (POs) and Course Outcomes (COs) within their respective departments and classrooms. They take the initiative to clarify these outcomes to students, ensuring they understand the intended learning objectives and outcomes of their courses through various platforms, including departmental meetings, classroom

discussions, and orientation sessions for new students. At the start of each new semester the HoDs and other subject teachers discuss with the students the POs and COs in clear terms to enable the students to attain the best out of their learning.

Additionally, Parent-Teacher Meetings are held at the end of every semester session, providing an opportunity for faculty members to engage with parents and students to discuss course objectives and performance outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

SCHE conducts evaluation of the attainment of both POs and COs are achieved by every department through Internal Assessments, Exit Survey and Result Analysis of End Semester Examination

The internal assessment test serves as a vital instrument for the college in evaluating Course Outcomes. Administered once each semester in addition to regular class tests, these assessments are essential for gauging student progress. They are typically graded out of 50 or 25 marks, based on the subject's maximum mark allocation. The results of these assessments are shared with students and communicated to parents during parent-teacher meetings. Additionally, internal assessments include a range of components such as assignments, project work, class presentations, and class debates depending on the type of subjects.

The Exit Survey seeks feedback from final-year students on various aspects, including the teaching-learning process, syllabus, curriculum, career prospects, and the college's ambience. Distributed as a questionnaire, the survey's responses are analyzed to evaluate the attainment of POs and COs.

Internal Quality Assurance Cell of the College ensures feedback system to measure course outcomes. Systematic feedback is obtained from students through feedback forms containing various criteria to measure the teaching mode, time frame of the course and syllabus. The feedback obtained are analysed which in turn help the principal and the faculty to understand the attainment of the outcomes of the courses.

According to the regulations of the affiliating university, end-of-semester examinations are conducted every six months. After the university announces the results, the IQAC and the Heads of Departments (HoDs), along with faculty members from each department, carry out a result analysis for final semester

students. This process aids in evaluating the students' course outcomes.

The lesson plans records of each teacher is checked and evaluated by the principal periodically to ensure the adherence of the plan to the extent of achieving the desired outcomes of the course

Past pupils are contacted through whatsapp groups and instagram pages, and their progress to higher studies, employment – (government, non-government and self-employment) are noted. Knowing Alumni progression is another way to assess the outcomes of the courses.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 93.21

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
89	61	66	72	69

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
109	63	67	74	70

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.61</p>	
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: 5.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1.60

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:

SCHE takes various initiatives to create opportunities to transfer knowledge and develop creative minds. The students are encouraged to take part in skill development program which aims to enhance students' employability and foster their professional growth.

Some of the training programs given for skill development are: Computer Typing, Tally, Music, Art, Solid waste management, E-waste management and Asst. Electrician (House Wiring) course. Every year the students of 6th semester is given choice to be skilled in creating the best out of waste or to be trained as assistant electrician

The primary objectives of the these skill development program is to provide students with relevant vocational training and develop their technical skills and knowledge. The program seeks to address the increasing demand for skilled professionals in various industries. By offering a diverse range of courses,

it aims to equip students with the necessary expertise to meet the evolving needs of the job market.

Students are given computer courses that cover fundamental computer skills. Additionally, Tally training is provided to enhance student's financial management and accounting abilities. This module enables them to develop proficiency in bookkeeping and financial analysis, expanding their career options in the finance and accounting sectors.

Workshops and training sessions like solid waste management and e-waste management are conducted in the college to educate the students about proper waste management practices, with a focus on recycling, reuse, waste reduction, and environmental sustainability. They gain awareness about the environmental impact of improper waste disposal and educate them with practical solutions to implement in their communities. This aspect of the program aims to create environmentally responsible citizens who can contribute to a greener future.

The curriculum gives adequate weightages to Indian knowledge and culture. The syllabus (English Literature) also includes aspects of Indian literature such as 'Indian Classical Literature', 'Indian writings in English', and 'Modern Indian Literature', 'Writings in English from Nagaland'. Syllabus of History includes 'The Harappan Civilization', 'Cultures in Transition' and 'Vedic Culture and Society'. Study on Contemporary Indian Philosophy reveals the teachings of Swami Vivekananda, Sri Aurobindo, Rabindra Nath Tagore, Mahatma Gandhi and S. Radhakrishnan. Knowledge of Indian culture is also promoted through celebration of cultural day in the college where various culture and traditions of India are depicted through dance, songs and folklore. Wearing of Indian traditional attire is one of the best practices of the cultural day celebration. Observances of National days such as Republic Day, Independence Day, Yoga day, Constitution day, Unity Day, Gandhi Jayanti, and Teachers' day enhances Indian knowledge in students.

The outcomes of the program are highly positive as students acquire enhanced technical skills in computer courses, Tally, music, art, solid waste management, e-waste management, and electrical courses. This expands their skill and increases their employability in various industries. The practical skills acquired in electrical courses enable participants to handle electrical installations and repairs proficiently, further enhancing their employability prospects. Familiarity with Indian knowledge system and various cultures and literature of India widen the horizon of their mind towards humanism and secularism.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 23

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
8	5	0	6	4

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: 0.26

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
3	1	1	1	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View 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:** 0.15**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
1	1	1	1	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View 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:**

SCHE is committed to the holistic development of its students, emphasizing not only academic excellence but also the cultivation of values and social responsibility through substantial amount of extension activities. These initiatives are designed to instill moral values and foster a strong sense of community engagement, ultimately shaping students into conscientious individuals who contribute positively to society. At SCHE, the entire faculty and student body are actively involved in promoting and participating in various extension programs. These activities organized through different departments and clubs ensure that everyone has the opportunity to contribute to the college's outreach efforts. By involving all faculty members and students in these programs, SCHE creates an inclusive environment where community service and academic growth go hand in hand.

Through these engagements, students learn the importance of empathy, leadership, and teamwork. The collaboration between SCHE and the surrounding communities fosters mutual growth and understanding. The college's efforts to build healthy relationships with neighborhood communities benefit both the students and the overall well-being of the society. This symbiotic relationship ensures that extension activities are relevant and impactful, addressing real-world issues and creating tangible benefits for all

parties involved.

The community extension activities foster a sense of empathy and responsibility among young people. They also serve as a platform to educate the community about environmental issues and encourage actions that lead to a more sustainable future. Through diverse activities, SCHE collectively contributes to the betterment of society while promoting a culture of volunteerism and social responsibility among students. These initiatives not only provide immediate benefits to the communities they serve but also instill a sense of civic duty and environmental stewardship in the younger generation.

Extension activities offer students a valuable real-world education on social issues. By actively engaging in these activities, students gain insight into their role within society and the specific challenges faced by their community. Meaningful interactions with community members cultivate empathy among students, enhancing their comprehension of people's diverse experiences and obstacles. These experiences stimulate and energize young minds and significantly enhance critical thinking and problem-solving skills. Furthermore, they offer students opportunities to apply their academic knowledge in practical settings, empowering them to make tangible contributions to the betterment of society.

Participation in neighborhood activities serves as a catalyst for holistic development, nurturing social awareness, emotional intelligence, critical thinking, leadership skills, personal growth, and civic engagement among students. These experiences equip students with the tools and perspectives necessary to become responsible, empathetic, and proactive contributors to their communities and society at large. By immersing themselves in these activities, students cultivate essential skills and internalize values of empathy, responsibility, and civic duty. This holistic approach prepares them to address the multifaceted challenges of the world and make meaningful contributions to their communities, fostering a positive and sustainable impact on the global landscape.

In essence, SCHE's emphasis on extension activities underscores its commitment to nurturing well formed individuals. By integrating these activities into the academic framework, SCHE ensures that its students excel academically and become socially responsible with sound ethical principles. This holistic approach to education positions SCHE as a valuable institution academically and contextually within the local community.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

- Government of Nagaland, Office of the Medical Superintendent, District hospital Dimapur recognised the humanitarian service of feeding the inpatients of the hospital on 7th May 2023
- The youth Organisation of Kuda Village C Khel, recognised the contribution of NSS Unit of

SCHE for rendering their help to the fire victims for distributing the basic necessities on 17 April 2023

- Government of Nagaland, Office of the Medical Superintendent, District hospital Dimapur appreciated the humanitarian service of feeding the inpatients of the hospital on 10th September 2023
- SCHE received a letter of appreciation from District Hospital Dimapur for service rendered by organising a voluntary blood donation camp on 1st October 2022 in the college campus where in 68 units of blood had been mobilised
- On 1st October 2022 the Government of Nagaland recognised SCHE's selfless contribution to Voluntary Blood Donation and offering the Gift of Life to Countless needy patients; and acknowledged that the Institute has contributed 252 units of blood till date
- Don Bosco Youth and Educational Services appreciated the valuable collaboration of SCHE for rendering valuable services to the inmates of Central Jail Dimapur on 10 December 2022
- Don Bosco Youth and Educational Services appreciated the valuable collaboration of SCHE for rendering valuable services to the inmates of District Jail Dimapur on 11 December 2022
- An appreciation letter was presented to Salesian College of Higher Education Dimapur for the humanitarian services rendered to the inmates of St. Joseph's Children Home, Burma Camp, Dimapur on 6th September 2018

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 21

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
9	3	0	4	5

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 24

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

SCHE has continually enhanced its physical and learning infrastructure, prioritizing the provision of optimal resources for an enriching teaching and learning milieu. A significant milestone was reached in 2021 with the completion of a new building project. The new building is a three story structure with the administrative wing, Principal's Office, Vice Principal's Office, IQAC Office, Staff rooms, class rooms, conference room, computer room, and board room. SCHE has a total of 15 classrooms of which seven are equipped with LCD projectors. The class rooms have white / green boards, PA system with portable/non-portable speakers, proper lighting, ventilation, and fans. Every classroom has sufficient benches and desks which are in very good condition for the students and a table and a classroom podium for the use by the faculty. CCTV cameras are installed at various points in the college. SCHE occupies a conference cum seminar hall and a board room (14.3 x 8.5m) with the capacity to host 100 and 50 members respectively. Departmental seminars, inter-departmental seminars, symposium, workshops, departmental guest lectures, staff meetings are organised here. The college is also under CCTV surveillance.

SCHE has set up infirmary rooms for both boys and girls, each with two beds and connected washrooms. Additionally, there is a sanitary pad dispenser in the girls' restroom to make sure that the female students have what they need for comfort and hygiene.

SCHE provides ample facilities for ICT enabled teaching. It provides students with computer facilities to support their academic journey. In the computer lab, which houses 31 PCs, students can enrol in various courses such as typing, Tally, and introductory Microsoft Office programs like Word, Excel, and PowerPoint. Moreover, the library offers an additional resource with five computers equipped with internet access.

SCHE is taking a proactive step towards sustainability and energy efficiency by installing solar panels on its premises. With 96 solar panels in place, the college generates a significant amount of renewable energy to power its operations. To certain extent SCHE is working towards self-sustenance

The college provides various teaching and learning tools, including books, audio-visual materials, white/green boards, projectors, and computers. Additionally, the college is equipped with essential IT infrastructure such as printers, photocopy machines, ID printing machines, and speakers to support educational activities effectively. SCHE uses Edisapp LMS for marking attendance, recording grades

and processing payment.

To improve students' physical fitness through activities and sports, SCHE plan a sports week annually. SCHE has 2 badminton courts - outdoor (13.4 x 6.2m), a badminton court (13.4 x 6.2 m) in the auditorium, one football ground ((91 x 54 m), 2 volleyball courts (18 x 9 m), and a basketball court (28 x 15 m), a yoga room (60x30 sq ft), two chess boards and two table tennis boards. The College has an auditorium i.e., Paul Bernick hall, constituting a ground floor (82x72 sq . ft) and a gallery (20x20 sq ft). It can accommodate 700 persons and is well equipped with sound syste, projectors and greenroom which is used for organizing various annual functions such as literary day, folklore day, cultural day, teachers' day, induction programme for freshers, career counselling program,graduation day, farewell and gratitude day, yoga day and other mass programmes.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 25.25

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
23.46	6.63	2.30	1.00	2.69

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

Library is automated using Integrated Library Management Software (ILMS)

Name of ILMS Software: e-BLIS(Electronic Bosco Library Information System)

Nature of automation: Partial automation

Year of automation: 28 August 2022

Server: System Server: Windows server 2008

Online Public Access Catalogue (OPAC) is available for checking the availability of books.

There are seven computers in the library to access OPAC, e-resources and for other purposes

Institution subscriptions to following e-resources

The library is enhanced for the students and faculty by the subscription of online e-journals and e-books. SCHE is a member of NLIST (National Library and Information Services Infrastructure for Scholarly Content) since 17th April 2023, and a member of NDLI (National Digital Library of India) since 24th March 2023.

The library houses over 25,000 books on Philosophy, Theology, Education, English Language and Literature, Sociology, History, Political Science, and other Humanities and related subjects. It serves both as a reference and lending library, featuring a significant collection of major journals, daily newspapers, and magazines. The library supports teaching and learning through various print and non-print media. Books are organized by subject and arranged using the Dewey Decimal Classification (DDC) system. SCHE is registered with the National Digital Library of India (NDLI), providing users access to 95 million e-resources. The National Library and Information Services Infrastructure for Scholarly Content (N-LIST) offer students, research scholars, and faculty access to 6,150 e-journals and 199,536 e-books via servers at the INFLIBNET Centre. The library also features a documentation section where major newspapers, magazines, and journals are bound and preserved for future reference and consultation. The total expense for the development of purchase of library books in the past five years amounts to Rs. 6.90 lakhs

The library spans a total built area of 4843.6 square feet, distributed evenly across two floors. The first floor serves a specialized function, housing all the newspapers, magazines, and periodicals of antique value. This setup not only provides ample space for contemporary collections on the ground floor but also dedicates an entire floor to preserving and showcasing the newspapers, periodicals and magazines of the past which are bound and preserved.

The library operates daily from 8:30 AM to 3:00 PM, except on holidays. Students are provided with library cards, granting them access to the library's resources, which include a collection of books, a reference section, and a computer section.. Books can be borrowed by students for a period of six days, with the option to extend the loan for an additional week if necessary. Teachers are allowed to borrow books for up to two weeks. The library keeps an attendance register to track user access, with an average of 90 students visiting the physical library each day. Teachers of various departments and subjects are responsible for recommending books that align with the curriculum, which are then procured by the library.

Library also maintains Question banks for reference and maintains B.A Syllabi, Nagaland University Act and NAAC Manuals.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

Realizing the crucial necessity for the use of IT-enabled services in higher education in the technological era, Salesian College of Higher Education has established and frequently updates its IT facilities periodically. The IT facilities in the college are mainly in terms of computers and internet accessibility. From a number of about twenty (20) computers five years back, the college has enhanced the number of computers to a total number of forty six (46). Out of these, about thirty (30) computers were newly purchased in 2022. The configurations of the computers mainly show that these systems use Intel® Core (TM) i5-7400cpu, i7-4790cpu, core i3 and i5 processors. The computers are used mostly for academic purposes in various sections of the college. Various softwares like MS Office, Tally, are installed on these computers. A Computer Lab is set up for the students with thirty (30) computers and this enables students to take various Certificate Courses like Basics of Computer (Two months) and Tally (Three years). After the successful completion of their courses the students are awarded certificates.

Apart from the above, all the faculty members have their own individual laptops which they bring to the campus and use for various academic needs.

Servers: The College has five servers within the campus. Two servers are mainly for the faculty and

students (Windows 2010). The remaining servers are Database servers, Internet servers and SIS servers.

Internet Facility: SCHE has well connected LAN and linked to almost all the systems of the campus through internet facilities. The college connects all the systems through wi-fi also with a total speed up to 120 MBPS approximately. The LAN/wifi connections are provided with the support of service providers like BSNL, Airtel, etc., and 4 wifi routers are available. The College provides wi-fi access to students and faculty members within the campus. A special feature of the college is its 24/7 access to the internet for research and study purposes.

CCTV Facilities: The College maintains the highest needs and safety of the students, faculty members and stakeholders. Forty one (41) CCTV cameras have been installed in various part of the campus to ensure safety for all through electronic surveillance. The number of cameras was enhanced to the present number in 2019-20.

LCD Projectors: For teaching learning purposes, 7 class rooms and 1 conference room are endowed with fixed LCD Projectors. Also, two portable LCDs are available. Teachers and students use ppt presentations, screen movies and documentaries related to curriculum and attend webinar using these projectors. All the rooms with LCDs are provided with adequate sound systems.

Other IT facilities: Bio metric attendance capturing systems are in place for teachers and it is being regularly used for more than 3 years now. The college uses the ERP facilitated by Edisapp and the app provides various modules like Student attendance, ID Card, Personal profile, fee payment, fee records, etc. A digital interactive smart board is also recently added to the IT infrastructure, which has taken the digital academic experience to a new level.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 11.25

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

Response: 36

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 43.4

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
20.86	8.23	13.48	11.43	8.02

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 81.25

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
310	300	238	231	65

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	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: 52.34

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
403	287	0	47	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 22.41

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
24	19	10	10	17

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
89	61	66	72	69

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View 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: 2.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	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: 11

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
10	1	0	0	0

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 10

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
17	8	8	8	9

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The alumni association of SCHE is a permanently affiliated and registered member of the Don Bosco Past Pupil's Association Indian National Federation based in Delhi. The organizational structure of the association consists at the local level the Union/Branch/Unit; at the Provincial level - Provincial Federation, at the National Level - the National Federation, and finally the World Confederation. The Alumni Association of Salesian College of Higher Education, Dimapur is registered with Don Bosco Past Pupil's Association Indian National Federation on 26 April 2019. The Registration Number of Don Bosco Past Pupils Association Indian National Federation is 36942 of 2000 having its head office in Delhi.

A total of 325 members are registered in the Alumni Association

The main objective of SCHE Alumni Association is to take steps to get the alumni enrolled and to avail means for them to actively participate in various activities and initiate in the development of the institution. It is to establish a family of community for the welfare of both the institution and the student community and to enlarge the visions of the students as well.

Alumni are playing an active role in the development of the institution and the society at large. The institution has produced principals, vice principals, teachers, professors, Govt. Servants, counsellors, and the like. The institution has provided opportunity to the Alumnus to coordinate in duties for the betterment of the institution. They have been part of the institution as teachers and motivational speakers. At present the principal, Vice Principal and the administrator of the college are past pupils who render great contribution to the overall development of the students and the entire institution.

The past pupils renders voluntary services and serve as teachers for value added courses, and teaching Philosophy as visiting professors. Five past pupils have rendered free services to the college in the capacity of guest lecturers. Past pupils also renders generous service in skill development programmes in the college. Free art class and guitar classes were offered to the interested candidates by the alumni.

As part of the vocational training program, an electricity course has been introduced to equip students with essential skills in electrical installation and repair. This course is unique because it involves alumni actively participating in the training process, leveraging their real-world experience to benefit current students. Alumni-led sessions not only provide practical insights but also inspire students by showcasing successful career paths in the electrical field. This initiative has profoundly impacted students by broadening their perspectives on self-reliance and enhancing their understanding of electrical systems. Through hands-on training, students gain confidence and competence in handling various electrical tasks, from basic installations to complex repairs. This practical knowledge empowers them to tackle everyday electrical issues independently and paves the way for potential career opportunities in the field.

Moreover, the college has developed an online platform for alumni to register and stay connected with

the institution. This digital initiative fosters a robust network between the college management and its graduates from various batches. Through this platform, alumni can receive updates about college events and job opportunities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institute's governance and leadership are aligned with its vision and mission, creating a cohesive and purpose-driven environment. This strategic alignment is clearly reflected in the meticulously designed curriculum and innovative teaching methods, ensuring that the knowledge and skills imparted to students are in perfect harmony with the institute's overarching goals.

VISION

Striving towards higher goals of wisdom and virtue

SCHE focuses on leading the young towards higher goals of wisdom and virtue, following Don Bosco's teachings. SCHE plans academic activities aligned with the institute's goals. Alongside the curriculum, SCHE instills moral values through value-added programs, assembly talks, seminars, extension activities, mentoring, counselling, spiritual exercises, and cultural events. These events foster a quest for higher wisdom and virtue. As a multi-cultural and multilingual institution, SCHE teaches students to understand the interconnectedness of cultures and languages, and to view realities from diverse perspectives. The college's unity and brotherhood demonstrate this growth in virtue.

MISSION

Wholistic formation of young people with wisdom and virtue, with a commitment to serve humanity

The sole purpose of the institute is the Wholistic development of the students first and foremost by providing them opportunities to develop themselves as better human beings who are morally upright and socially awakened. The faculty plans academic activities and the students collaborate with them. The goal is to enhance the head, heart, and hands through activities that complement the syllabus, promoting personal growth and development.

NEP implementation and sustained institutional growth:

The institution follows Nagaland University's directives for implementing the National Education Policy (NEP), adopting the following strategies:

SCHE embraces a multidisciplinary/interdisciplinary approach as advocated by the affiliating university to meet NEP objectives. It integrates this approach throughout its curriculum and teaching

methodologies.

All students are enrolled under the Academic Bank of Credits (ABC), ensuring each possesses a unique identity number for streamlined credit transfer and accumulation.

SCHE prioritizes skill development, offering diverse programs such as computing, tally operations, assistant electrician courses, food processing, and waste management to prepare students for both professional and everyday life.

The college incorporates Indian knowledge systems into subjects like English, History, and Philosophy. It further enriches understanding through celebrations of national days, observance of Yoga Day, and cultural events.

Outcome-Based Education (OBE) is emphasized at SCHE, with clear learning objectives communicated at the start of each semester by Heads of Departments and faculty.

Decentralized and participatory governance is integral to SCHE's operations, reflected in its organogram and governance model. Regular meetings with teaching and non-teaching staff facilitate planning and execution of academic, curricular, co-curricular, and extension programs. Feedback from stakeholders—teachers, students, alumni, and parents—is systematically collected, analysed and is used to enhance program quality.

The Principal, Governing Body, IQAC, HoDs, student forum members, and departmental coordinators collaborate on planning and executing college activities. Decision-making for events like cultural festivals and sports weeks and other important activities involves staff meetings and student forum leadership, ensuring inclusivity and oversight.

In short, SCHE strives to create a dynamic educational environment aligned with NEP guidelines and Nagaland University's standards, fostering holistic student development through interdisciplinary education, skill enhancement, and participatory governance.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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:

SCHE, a Don Bosco Institution managed by the Salesian Society, has its administrative headquarters in Dimapur, Nagaland. The Governing Body led by the Rector, oversees the college's operations. The Principal, supported by the Vice Principal, Heads of Departments, faculty members, and IQAC, handles daily management. Authority is further decentralized to the CoE, Assistant CoE, Librarian, Assistant Librarian, administrative staff, and support staff.

The Internal Quality Assurance Cell (IQAC) functions as the backbone of educational institutions, meticulously planning and implementing action plans to enhance both curricular and co-curricular activities. By decentralizing power and involving department heads in the planning process, it fosters a collaborative environment aimed at maintaining academic excellence. Emphasizing quality education, the IQAC facilitates the adoption of innovative teaching methods and the integration of ICT to enhance the learning experience. Through regular meetings and decision-making processes, resolutions are passed to the Governing Body for approval and subsequent implementation. Additionally, regular faculty engagements ensure that quality is upheld across all aspects of the institution, addressing any grievances promptly. Overall, the IQAC's structured approach ensures continuous improvement and the maintenance of high standards in educational delivery.

IQAC collects feed backs from students, parents, Alumni and staff on a regular basis to evaluate academic, administrative and the ambience of the college in general, and evaluate the feedbacks and takes necessary actions for the improvement of the college as a whole. IQAC also facilitates proper documentation of all records in the college.

The strategic plan for the college includes construction of new college building. The residential block and the college sections were functioning in a single building which couldn't create the best atmosphere for creating the best teaching learning experience so a new building was constructed and was officially inaugurated on 10 August 2021, installation of a computer room with 31 new computers, installation of CCTV, purchase of projectors for ICT facilitated teaching and learning, purchase of entirely new desks and benches for the students, creation of sick rooms separately for boys and girls, installation of solar panel with back up batteries, installation of sound amplifying systems in the classrooms and outside of the classrooms of the ground floor for conducting morning assembly and other gathering, Installation of air-condition in Conference Room 1, Setting up a new IQAC office with computers and other furnishing, installation of two water purifiers to provide safe drinking water, installation of WIFI, BSNL broadband connection for administrative use and for ICT facilitated learning, the purchase of EDISAAP ERP, the purchase of Identity Card Printer are some of the developmental plans carried out.

Various committees such as Academic council, Internal complaint committee, Finance committee, Admission committee, examination committee and more have policies and procedures to ensure right functioning. The administrative staff, teaching and nonteaching staff have well defined service rules. The behaviour guidelines for students regarding attendance, dress code, substance abuse, the use of mobile phones in the college, ragging and general discipline are distinctly described in the college handbook.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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 of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The performance appraisal system at SCHE is designed to align individual goals with organizational objectives, fostering both employee development and overall performance enhancement. This system ensures that employees can improve their performance with a sense of accountability and consistency. By promoting open communication between employees and employers, it cultivates a culture of transparency and continuous improvement, ultimately driving the institution's success. Employees engage in self-appraisal annually, receiving feedback from the principal to guide their professional growth. Additionally, teachers are periodically evaluated by students, providing a comprehensive assessment of their performance.

To motivate and support its staff, SCHE has implemented a range of measures designed to create a positive and conducive work environment. Recognizing that a satisfied employee is a valuable asset, capable of significantly enhancing the institution's productivity, the management has established some welfare initiatives for both teaching and non-teaching staff.

Employment Benefits and Leave Policies

- **Full Salary During Breaks:** Full salary is paid to the teaching and non-teaching staff during summer and winter breaks, which comprise two full months.
- **Advance Salary/Loan:** Salary is paid in advance in case of need and when requested.
- **Casual Leave:** All employees are eligible for 12 days of casual leave.
- **Unavailed Casual Leave Compensation:** Faculty and non-teaching staff who have not availed the casual leaves are paid the day's wage for the leave they have not availed.
- **Maternity Leave:** A woman employee is given maternity leave with pay for a period of 90 days.
- **Gratuity:** Provided for those employees who have completed a minimum of five years at the time of retirement or departure from the institution.
- **PhD Study Leave:** An year of study leave for a PhD program.
- **Incentive for PhD Pursuit:** Faculty members pursuing a PhD are provided with an incentive of Rs 1000/- for three years.
- **Yearly Salary Increment:** Yearly salary increment of 3% is provided to faculty and non-teaching staff and 6% for faculty with P.hD

Financial Incentives

- **Incentives for Research and Publications:** Financial incentives of Rs 1000/- are given to those who present papers at seminars and conferences and for publication of articles and books.
- **Incentives for HoD Role:** The circulation of the post of HOD among the faculty in every department provides every faculty member a position to contribute to the holistic growth of the institution. They are provided with incentives of Rs. 1000/- per month.

Facilities and Provisions

- **Toilet Facilities:** Separate toilet facilities for gents and ladies.
- **Crèche Facility:** The institution provides a crèche facility for the children of employees.
- **Clean Drinking Water:** Provision of clean drinking water for the staff.
- **Daily Refreshments:** Refreshment for the staff on a daily basis.
- **Appreciation Letters:** Appreciation letters are provided to staff members for their contributions.
- **Celebration of Teachers' Day:** Celebration of Teachers' Day to acknowledge their valuable service.
- **Teachers' Day and Pre-Christmas Meals:** Sumptuous meals are provided on Teachers' Day and during the Pre-Christmas celebration.
- **Staff Representation and involvement:** The staff is given representation in various boards/cells of the institution to raise their relevant issues and concerns.
- **Wi-fi facilities.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 8.05

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
1	0	0	4	2

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 33.33

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
4	12	5	9	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
1	0	1	1	0

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the 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:

SCHE a private institution, is run and managed by Don Bosco Society, Dimapur relies on the funds generated by the college itself and the contribution and donations made by the Salesian Society. The major source of income is admission fee and tuition fee. The college also receives a meagre amount annually from the Directorate of Higher Education, Nagaland as grant in aid. The admission fees are kept low for the betterment of the students so that even the financially weak students can afford to have quality education. The college effectively mobilizes every resource available to manage the college efficiently.

- SCHE is a registered society and therefore its finance is audited at the end of every financial year and the report is submitted to the income tax department. The college prepares budget in the beginning of the year. The administrative department presents financial statements at the meeting of the governing body.
- The administrator of the college and the principal jointly prepares the annual budget and is forwarded to the Governing Body for approval.
- The administrator and the principal are joint signatories for every transaction conducted through the bank.
- It is self-financing college so as per the need of the college the Society comes to the aid of the college for extra finance needed for developmental works.
- Transparency and accountability of all transactions are maintained through vouchers and cash memos and are audited internally and externally
- All the matters concerning finance are directly monitored and the accounts, budget papers and the audited statements are maintained by the financial administrator of the college.

Utilization of Resources

- SCHE utilizes well the Fee received from students for staff salary and developmental works and the accounts are maintained and annual auditing is done at the end of the financial year as per the government norms and returns are filed to the income tax department.
- All the expenditure recurring and non-recurring are incurred through cheques/electronic mode. Only authorised persons by management can operate the transaction through the bank
- Money is utilised for payment of salaries, infrastructure maintenance, updating programmes and workshops, webinar and seminars for teachers, orientation and motivational programme for students and other programmes conducted for teachers and students, building up ICT facilities and purchase of library books.
- Guest lectures, seminars, sports week, induction programme for students, seminars, workshops and faculty development programmes are conducted with the aid of the fee collected
- Library and infrastructure are strengthened, and new furniture for the new college building and furnishing of conference room, board room and
- Construction of the new college building, installation of solar panels were done with the help of The Salesians of Don Bosco, Dimapur.
- New computer room was set up with 31 computers for providing basic computer courses and tally erp to the students

In short, the financial administrator along with the finance committee members prepare the annual budget and get it approved by the governing body. Monthly trial balance is prepared and submitted to the finance committee every month as part of internal financial audit. At the end of every financial year the accounts and audited by a chartered accountant and returns are filed with the income tax department.

File Description	Document
Upload 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

SCHE constituted IQAC on 02 April 2017 for quality enhancement of academic, administrative and financial tasks. It is committed to continuous improvement of infrastructure, overall performance of the students and the faculty. Parameters related to enhancing of quality of the institution like seminars, Faculty development programmes, innovations in teaching learning and the like are all done under the initiatives of IQAC. It also enhances proper lesson plans, mentoring, student counselling, collection and analysis of feedback from various stake holders and appropriate action plans for improvement.

Lesson Plan: IQAC ensures that proper lesson planning is submitted to the principal who monitors it regularly. A specific format is provided to the faculty members to ensure quality of preparation.

Mentoring: Student mentoring system is also monitored by the IQAC. Every student is under the care of a mentor and every faculty member follows up the students and mentors them. Slow learners and those who are irregular to college are specially monitored by the mentors.

Student Counsellor: IQAC ensures that an extern is appointed as student counsellor to facilitate professional help to the students to build up their psychological and mental health and to boost their self-confidence. On every Thursday and whenever anyone is in need the Counsellor is available in the Counselling room.

Result Analysis: An evaluation of the examination result is done after the declaration of it by the university and appropriate actions are suggested for quality improvement. It helps the teachers to appraise their own performance and make appropriate changes in their teaching methods to improve their quality teaching.

Feedback Analysis: IQAC ensures that every year feedback from various stakeholders such as students, parents, past pupils and teachers are collected and analysed and lines of actions are drawn and they are implemented as best as possible for improvement of curriculum, syllabus, quality of teaching and learning, infrastructure and campus culture.

Self Appraisal by the teachers is enhanced at the end of the academic session for quality of teaching and learning

Remedial classes: Emphasis on academic excellence is carried forward by focusing on strengthening the slow learners. Remedial classes are initiated for weaker students and they are taken care by each subject teacher under the guidance of the HoD

Exit Survey: IQAC facilitates the conduct of exit survey to evaluate the achievement of course outcome and programme outcome particularly with the outgoing students at the completion of their studies

Development of ICT Facilities: IQAC is keenly interested in developing the ICT facilities, -internet, projectors, computers, sound system in the classrooms and many other facilities are provided.

Seminars, Faculty development programmes, students induction programme, faculty development programme are all facilitated by the IQAC

Some other initiatives taken by IQAC are Conduct of AAA, Self-appraisal by the teachers, conduct of **Green Audit, Gender audit, Energy Audit** and Introduction of Value added courses and certificate courses

Grievance Redressal: IQAC monitors the redressal of grievances through various cells such as grievance redressal cell, Internal complaint/Anti-sexual harassment cell, Women Grievance cell and anti-ragging cell to ensure an ambience of security and safety.

Academic and Administrative Audit is initiated by IQAC and it is done periodically to raise the standard of the college academically

IQAC has taken keen interest in preparing the ground for getting an accreditation by NAAC.

File Description	Document
Upload Additional information	View Document

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: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View 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:

According to UNESCO, Gender equity is to ensure fairness; measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. SCHE conducts gender equity promotion programmes annually. Prominent speakers from various fields are invited to exhort the student as well as the faculties on the given topic which highlights the importance and contributions of women in the society.

SCHE observes International Women's Day annually to commemorate the social, economic, cultural and political achievement of women in various fields. Women entrepreneurs or achievers are invited to motivate the female students to utilise their capabilities and empower them. Apart from this, the institution gives opportunity to participate within and outside the college in various programmes without any distinction of caste, creed, colour, religion or other status. The institution observes ethical standard in all activities.

There is no distinction or discrimination made between male and female candidates during the admission process. As per 2023 admission report, out of 413 students; 183 females and 230 male students were admitted into the college. SCHE caters and provides an atmosphere which is conducive for women and therefore there have been no reports of discrimination as well as harassment to the female students or staff so far.

Women's Grievance Cell: The institution has a women's grievance cell which conducts talks, webinars and seminars for capacity building of female students. It also addresses gender issues to educate girl students of their rights. Regular meetings are held by the cell to ensure respect for women and to create a safe environment for women. There is online and offline facilities for registering any sort of complaint from female students to the coordinator of women's cell.

Female Students Representative: Various clubs like NSS, Eco Club, Art & Literary Club, Yuva Tourism Club etc., have two in-charges of both the genders which prove that the college practices and promotes Gender Equity. The college has a Students Council which consists of girls and boys to assist in organizing various college activities. Members are selected by the students purely based on their ability to take up different leadership roles and not on gender. In Student Forum two female students are elected as president and secretary for Girl's welfare.

Participation of girl students in Co-curricular activities: There is no distinction between the genders in any co-curricular activities which includes the annual sports week where both the genders play and

participate in all the events like football, volleyball, basketball, badminton, track events etc. Besides, other annual events like cultural day, literary day and inter-departmental competitions are organised without any gender discrimination.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

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

Response:

The Staff and Students of SCHE hail from various states such as Nagaland, Manipur, Assam, Meghalaya, Mizoram, West Bengal, Chhattisgarh, Jharkhand, Orissa, Tamil Nadu and Kerala. Hence, the college encompasses a culmination of different languages and cultures. The institution encourages inclusivity and provides an environment where students live in harmony and tolerance with each other irrespective of their cultural, regional, linguistic, communal, socio-economic and other diversities. SCHE promotes this harmonious co-existence through the following practices in the college:

Recitation of the Preamble of the Constitution:

The preamble is recited every Thursday by the staff and students as a reminder that every citizen of the country has the responsibility to uphold the dignity of individuals to promote unity and integrity of the nation through the ideals enshrined in the preamble.

Annual cultural day celebration:

To promote and showcase the diversity of cultures and customs in the college, cultural day is celebrated every year where the students and the staff have to wear their own cultural attire and ornaments. This day is particularly kept aside to exhibit the unique cultural identity and to promote unity in diversity.

Observance of Independence Day:

The college observes Independence Day along with the rest of the country by unfurling the National Flag in the campus. The college also organised a rally as part of 'Har Ghar Thiranga' initiated by the central

government.

Joining the world in observing International Day of Yoga:

In order to keep the young mind and body of the students fit and stress free, the college observes International Day of Yoga every year on 21st June to promote peace and harmony. Experts are invited to enlighten the students on the benefits of Yoga and also for practical sessions.

Celebrating National Unity day:

In order to promote a sense of togetherness and brotherhood in the college, Rashtriya Ekta Diwas or National Unity Day is commemorated on October 31st to remember the birth anniversary of Sardar Vallabhbhai Patel and to pay tribute to the great man who unified the country. The students are made to read a pledge as a reminder to pledge the virtue of unity.

Observing National Voters' Day:

SCHE observes the National Voters' Day on 25th January to sensitize students of their rights and the importance of voting to encourage these young voters to take part in the political process. The college organises awareness programmes outside the campus relating to the theme of voting so that the general public are also made aware of their duties and voting rights.

College Uniform:

The college has prescribed a common uniform and dress code for all the students. The main objective behind this practice is to promote unity and eliminate individuality. This also helps in maintaining discipline, which will be beneficial in molding a positive character, boosting the morale and confidence of the students.

Usage of English as the common language:

In order to maintain inclusivity in terms of linguistic harmony, the college encourages the use of English as the common language for academic and official purposes.

File Description	Document
Upload Additional information	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:

I. 1. Title: Students Social Responsibility through Extension Services**2. Objectives:**

- To help the students to be agents of social change.
- To inculcate in students a sense of fraternity, equality, and unity.
- To develop civic sense among students and mould them to be socially committed citizens.
- To enhance students' wholistic growth through practical learning.

3. The Context:

SCHE extends learning beyond classrooms in order to shape socially committed citizens. It addresses various local social issues like drug addiction, alcoholism, and tobacco use among youth. It also focuses on the cleaning of public places and drainage/dumping areas. The college has developed various extension services..

4. The Practice:

SCHE extends humanitarian/service related social engagements through various clubs to allow students to take up active role in their holistic growth and carry out social responsibilities. Such initiatives include:

(i) Bread for the hungry:

This is an initiative started in 2019, to feed the homeless, the working poor families and the elderly, in and around Dimapur. This is done once in every semester which motivates the students to give voluntarily, and instill in them a heart for charity. Every member of the college comes together to share at least one packed meal prepared from home and distribute to those in need. This collective effort is a small step to alleviate hunger and bring the community closer.

(ii) Blood Donation:

The college conducts annual blood donation camp in collaboration with the District civil hospital to conscientize the students about the significant role they can play in saving lives and rendering humanitarian services and the health benefits of donating blood regularly.

(iii) Visitation Programmes:

The institution organises visitation programmes through clubs and departments. Bosco, NSS, and Red Ribbon Clubs regularly visit orphanages, jails, old age homes, hospitals and rehabilitation centers. Charitable Donors, a voluntary initiative by students, engage in charitable works like clothes donation, feeding the poor, etc.

5. Evidence of Success:

- The various extension services help in building a closer relationship with the community and teach important values to the students.
- SCHE has been able to build constructive relations with various village communities, tribal

bodies and professional entities through the involvement of the students, staff and the institution.

- The college collaborates with the Blood Bank of District Civil Hospital Dimapur and organizes blood donation camps in the college on a regular basis.
- SCHE has received recognitions from various authorities for the humanitarian services rendered.

6. Problems encountered and Resources Required:

- Commuting students to places is a challenge, as the institution does not have adequate transportation facilities.
- Financial resources of the college are limited.

II. 1 Title: Green Campus Initiatives

2. Objectives:

- To promote sustainable solutions and conserve ecological system and resources within the campus.
- To promote a safe, green and clean environment by planting and preserving trees.
- To teach the students proper waste management and disposal methods.
- To set an example for the neighborhood on the importance of preservation of green environment.
- To create awareness among the students and staff about the importance of maintaining clean and pollution-free environment for a healthy living.

3. The Context:

SCHE is situated in the midst of a green campus, certified as a carbon free area. The total land area measures 40.06 acres of which 2.45 acres are built up area and the larger portion of the land measuring 35 acres are under green cover with over 1500 trees. The green cover which envelops SCHE includes the plants, greenery and sustainability of the campus. The college has a well-functioning Eco Club which takes up various initiatives to preserve and conserve a green environment.

4. The Practice:

SCHE is committed to ensure an eco-friendly campus for the well being of the students, faculties and society at large. Some of the positive steps taken for the promotion of these commitments are mentioned below.

(i) Landscaping with Trees and Plants:

The campus is surrounded by different varieties of trees and plants maintaining a well balanced bio-diversity. A flower garden is maintained in the open land space to make the campus more clean and beautiful.

(ii) Cleaning of College Campus:

Besides the regular cleaning of the campus on a daily basis various clubs take initiative to clean the entire campus through social work at least twice in every semester. The college also takes initiatives to segregate solid and liquid wastes and dispose it accordingly. A compost pit is also maintained by the Eco

club for waste management.

(iii) Plantation Drive:

Various tree plantation programs are being organized at the college campus through NSS and Eco club. Such drives include planting of various types of indigenous and medicinal plant species.

(iv) Ban on Use of Plastics:

The college discourages the usage of plastic in the campus and promotes the usage of various safe alternatives that will not hamper the eco friendly environment of the campus.

(v) Observing World Environment Day:

World Environment Day is observed by the college every year to create awareness and promote the importance of conserving our environment. The Eco Club takes the initiative to plant samplings in and around the campus to strengthen environmental consciousness in particular on Environmental Day.

(vi) Dustbins: Eco Club in collaboration with the IQAC has taken initiative to provide adequate number of dustbins to segregate waste.

5. Evidence of Success:

- The college is maintaining an eco-friendly ambience which is driven by the preservation and conservation of the environment creating a green umbrella around the campus.
- Varieties of trees including fruit trees and medicinal plants are found in the campus.
- Water in the campus is well managed, including the residue from the water filters are used for watering the flower garden.
- SCHE secured Green audit certificate from the Pollution Control Board, Nagaland.
- Usage of solar power in the campus as an alternate source of energy.
- The Energy audit has been completed by a competent authority.
- Water was tested and certified to be safe for drinking.
- The students have been successfully sensitized in the overall practice and benefits of maintaining a clean and green campus.

6. Problems encountered:

- The inability of the institute to avoid the use of plastic completely because many purchased items still come in plastic bags.
- Collaborating with NGOs and Government organisations to get additional support.
- The institution does not have separate funds for green campus initiative.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	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:

Title: Cultural Diversity & Inclusivity

In a world where there is diversity in almost every sphere, but sectional animosities prevail and the world is 'fragmented by narrow domestic walls', to phrase it in the words of the great national literary genius Rabindranath Tagore, it is important to establish an environment where the students learn to surround themselves with different people regardless of their identity, customs, religion, and traditions. Recognizing that there is a large amount of cultures that exist in the college and promoting respect for each other's differences will also empower these diverse students to contribute, creating a space for sharing, learning and growing together. Acknowledging cultural diversity will lead to more heterogeneity in the campus enabling the students to be open minded, exploring the positive aspects of inclusivity and intermixing of cultures. This is fully in consonance with the motto of the college which says "To the Heights of Wisdom and Virtue", as true wisdom and virtue never entertain toxic divisions and differences.

The institution encourages inclusivity and provides an environment where everyone co-exists in harmony and tolerance irrespective of their cultural, regional, linguistic, communal, socio-economic and other diversities. The institution aims to promote the values of acceptance and provide an inclusive environment. Besides, the institution prepares the students to face the challenges of living in a multi-cultural world by fostering mutual respect, understanding and tolerance among the students.

The institution also has certain code of conduct for the students and a separate code of ethics for the staff which has to be followed by every individual irrespective of cultural, regional, social, economic, linguistics and other diversities. Moreover, various grievance redressal cells are set up in the institution which deals with the grievances without any favoritism.

The institution prioritizes the following aspects to promote cultural diversity and inclusivity in the college:

Cultural Diversity:

Nagaland is a heterogeneity of tribes having its own distinct culture, language, food habits, and ethnicity. The institution is very proud to have students from various tribes and communities such as Ao,

Lotha, Sumi, Chakhesangs, Angami, Sangtam, Rongmei, Rengma, Khamniugan, Yimchunger, Mao, Tangkhul, Kuki, Anal, Proumai, Khasi, Garo, Boro, Oraon, Santhal, Pnar, Kharia, and many more. The college is also pleased to have staff from different States such as Kerala, Tamil Nadu, Odisha, Meghalaya, Assam, Manipur and Nagaland representing different cultures. Hence, Salesian College of Higher Education is an amalgamation of different cultures that come together and promote greater solidarity and unity. The college is keen on providing an environment in which all students feel respected, valued and have access to equal opportunities.

Cultural Inclusivity:

The college is well aware that creating an inclusive environment is fundamental for the students of diverse cultures and ethnicity to peacefully co-exist with one another. Therefore, the college organizes various activities both cultural and physical to harbor peace and unity among the students as well as the staff. Moreover, the college organizes the annual cultural day which gives the students a platform to showcase varieties of cultures and celebrate the diversity of ethnicity in the college.

Regional Inclusivity:

Salesian College of Higher Education adheres to the admission norm of regional inclusivity whereby students from different parts of India are admitted to the College irrespective of caste, creed or gender. The college is blessed to have students from diverse communities ranging from the neighboring states such as Assam, Manipur, Meghalaya, Mizoram, Arunachal Pradesh, etc. The college also have students from other states like West Bengal, Orissa, Jharkhand, Bihar, Chhattisgarh, Kerala, etc. which enables the students to experience cultural diversity, multilingualism, and intercultural learning for a broader perspective on life.

Endorsement of linguistic inclusivity:

The institution emphasizes greatly on the promotion of intermixing students from different cultures and linguistic backgrounds. This creates a smooth blending of linguistic inclusivity that transcends the barriers created by age old traditions and customs. Since language is regarded as the universal mode of communication, it carries the distinct identities/history of different cultures and the college on its end ensures a safe haven by creating a positive atmosphere for its promotion so that students inculcate a habit for appreciating various linguistic cultures. The college strives to bridge the gap of differences by creating an inclusive environment to endorse the benefits of maintaining an intermix batch of students in the campus.

Gender Inclusivity:

The college stands firmly in its support and implementation of gender inclusivity within its campus. In order to promote equity of genders in the college, it has worked tirelessly to come up with poignant strategies to ensure fairness and to keep all opportunities free and available to the students without being discriminated on the basis of having differences in genders. The aim is to conceive rational students in order to remove barriers and obstacles inherent in the society and to openly build a healthy mindset of treating and accepting all people fairly with equal respect, irrespective of their gender. To ensure that all students enjoy the benefits of participating freely in the college activities more emphasis has been given to maintain a gender inclusive environment.

Socio-Economic and cultural Inclusivity:

Socio-economic and cultural inclusivity is also one of the important steps the college has under taken so that measures can be formulated to tackle and resolve various problems associated in creating a safe constructive environment for all. The college endorses all students from different socio-economic and cultural background to advocate and uplift them from social constrictions and to instill respect and admiration for one another. Students are encouraged to inculcate reverence for each other irrespective of one’s social and economic status, to promote the importance of uniformity and togetherness inside and outside the campus. As the institution comprises of a diversified group of students from various cultural roots, more attention is given to promote a sense of cooperation and courtesy in the campus.

Inclusivity of the differently-abled persons:

The institution believes in inclusive education and are willing to provide opportunity to those students who are differently-abled by providing logistics support as well as physical facilities to accommodate accordingly to their respective needs. However, so far no differently-abled person has sought admission in the college.

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

5. CONCLUSION

Additional Information :

Salesian College of Higher Education, originally known as Salesian College, began with a specific mission: to provide a comprehensive education for young men aspiring to become Catholic priests within the Society of Don Bosco and various dioceses across India. Established primarily to offer a three-year Degree course in Philosophy, the college catered to these priestly candidates from North East India and beyond. Until 1994, its focus remained on preparing students for theological studies, a significant step towards priesthood.

In 1995, Salesian College expanded its academic horizons by affiliating itself with Nagaland University. This affiliation made it possible for the college to introduce Bachelor of Arts programs with Honors in English and Philosophy, along with electives in subjects like English, History, Philosophy, Sociology, and Education. Initially designed for residential clerics pursuing their Philosophy course, this expansion marked a significant milestone.

Undergoing a transformation in 1995, Salesian College adopted a new name, Salesian College of Higher Education, and welcomed religious women in limited numbers. The year 2020 marked another pivotal moment with the construction of a new, spacious building, enabling the college to open its doors to other young men and women also from the region. Today, Salesian College of Higher Education stands as a beacon of cultural diversity, renowned for its academic excellence and vibrant co-curricular activities.

Unified by a commitment to harmony and goodwill, the faculty and students of SCHE transcend cultural, linguistic, and regional boundaries, embodying values of love and peace in society.

Concluding Remarks :

Salesian College of Higher Education is a government – recognized, minority educational institution of the Catholic Church, run and managed by the Society of the Salesians of Don Bosco, Dimapur and hence is part of the international family of Don Bosco Institutions. The commitment of the college towards youth empowerment and development are hence very clear. Irrespective of its various challenges, the college has established itself very successfully in the field of higher education. The college has a sizeable proportion of alumni who have become leaders and administrators in the field of education in the North East. Currently, the college offers B.A. Honours in five disciplines and has implemented the FYUGP (Four Year Undergraduate Programme) effectively as per NEP 2020. The college is true to its vision and mission in all its priorities and activities. Achieving wisdom and virtue form the two strong pillars on which the edifice is built. The college has enough infrastructure and is striving towards various forms of excellence. The readiness and preparation for the First cycle of NAAC Accreditation has given the college an effective opportunity to showcase the strengths, and to rectify the various deficiencies and drawbacks. The college is all set to improve its performance, especially through the construction of more buildings and starting of new programmes of study, especially skill oriented and employable courses. Youth empowerment is synonymous with Salesian mission worldwide and hence in SCHE also the same is practised. The college has a very efficient and committed management and administration. The priests and sisters on the faculty live all throughout in the campus and are available to students for any guidance. The management of the college is an international charity and self-less organization and hence is strongly behind the performance and growth of the college in all its aspects. The faculty are highly committed and fully in service for the upliftment of the college. In each and every metric level

performance, the college has been efficiently producing positive fruits. The college has adequate land and this is an opportunity for the college to establish itself more successfully.

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 :11</p> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.</p>																				
1.2.2	<p><i>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</i></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>954</td> <td>0</td> <td>0</td> <td>9</td> <td>13</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>867</td> <td>0</td> <td>0</td> <td>0</td> <td>13</td> </tr> </tbody> </table> <p>Remark : DVV has considered as per 1.2.1 and made changes.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	954	0	0	9	13	2022-23	2021-22	2020-21	2019-20	2018-19	867	0	0	0	13
2022-23	2021-22	2020-21	2019-20	2018-19																	
954	0	0	9	13																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
867	0	0	0	13																	
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has made changes accordingly.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

158	142	129	70	74
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
158	142	129	70	74

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
317	317	282	282	282

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
317	317	317	317	292

Remark : DVV has made changes as per the data shared by the HEI and the value is upgraded.

2.1.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
158	142	129	70	74

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
141	142	123	66	71

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
269	269	240	240	240

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
267	267	267	267	245

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
89	61	66	74	69

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
89	61	66	72	69

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
109	63	67	76	70

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
109	63	67	74	70

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.

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)

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)

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1.60

Remark : DVV has made changes as per the data shared by the HEI and the value is upgraded.

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
15	5	0	9	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	0	4	5

Remark : DVV has rechecked and made necessary changes.

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.*

Answer before DVV Verification :

Answer After DVV Verification :24

Remark : DVV has made changes as per the data shared by the HEI and the value is upgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72	39	30	40	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	19	10	10	17

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
110	63	66	78	72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
89	61	66	72	69

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	8	10	9	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	8	8	8	9

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the activities which on closer dates.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	9	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	4	2

Remark : DVV has rechecked and exclude less than 2000/- financial supports , Hence value is downgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	12	5	8	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	12	5	9	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded. DVV has removed the duplicate names.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise 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>407</td> <td>329</td> <td>259</td> <td>212</td> <td>225</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>405</td> <td>328</td> <td>258</td> <td>192</td> <td>225</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	407	329	259	212	225	2022-23	2021-22	2020-21	2019-20	2018-19	405	328	258	192	225
2022-23	2021-22	2020-21	2019-20	2018-19																	
407	329	259	212	225																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
405	328	258	192	225																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
62.24	22.8	19.41	19.83	18.54

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62.24	22.8	19.41	19.82	18.64