

PEER TEAM REPORT ON
Institutional Accreditation (Cycle 2) of
NAGALAND UNIVERSITY, Lumami, Zunheboto.
State: Nagaland, Pin code: 798 627.

Section I: GENERAL	Information
1.1 Name & Address of the Institute:	NAGALAND UNIVERSITY Lumami, Zunheboto. State: Nagaland, Pin code: 798 627.
1.2 Year of Establishment :	September 1994
1.3 Current Academic Activities at the Institution (Numbers):	
• Faculties/ Schools:	6
• Departments/ Centres:	37
• Programmes/ Courses offered:	UG: 06, PG: 30, M.Phil: 13, Ph.D: 23, Any Others: Certificate: 01, Diploma: 3, Total: 76
• Permanent Faculty Members:	178
• Permanent Support Staff:	589
• Students	UG: 500, PG: 1064, Ph.D: 196, Total: 1760
1.4 Three major features in the institutional context (As perceived by the Peer Team):	<ul style="list-style-type: none"> • The only Central University in the State of Nagaland affiliating 62 colleges in the State. • A multi-faculty and multi-campus University with programs including PG, M.Phil, Ph.D, B.Tech, MBA, B.Sc (Agri.), M.Sc (Agri.) under the Schools of Sciences, Social Sciences, Humanities and Education, Agricultural Sciences and Rural Development, Engineering and Technology, and Management Studies. • Caters to the higher education needs of mostly the tribal students of the State wherein girls students constitute the majority.
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as given below):	6-9 May, 2014
1.6 Composition of the Peer Team which undertook the on- site visit:	
Chairman:	Prof. C. Thangamuthu (Chairperson) (Former Vice Chancellor, Bharathidasan University) No. 43, VI Main Road, Lakshminagar Extension Porur, Chennai- 600 116 Tamil Nadu
Member:	Dr. Naresh K. Patel(Member) (Professor & Head, Centre for Management Studies, Dharmsinh Desai University, Nadiad, Gujarat) Res: 41, Ganesh Park Twins Bungalows, R C Technical Raod, Near Dev City, Near Shayona City, Ghatlodiya, Ahmedabad- 380061.
Member:	Prof. (Ms).M.B. Syiem (Member) Professor, Biochemistry Department, North Eastern Hill University

	Umshing Mawkynroh, Shillong-793022, Meghalaya
Member:	Prof. Kajal Sengupta (Member) Professor of Agronomy, Bidhan Chandra KrishiViswavidyalaya, Faculty of Agriculture, Mohanpur, Nadia-741 252, West Bengal
Member:	Prof. K.R.S. Sambasiva Rao (Member) Professor, Dept. of Biotechnology & Chairman, PG Board of Studies in Biotechnology & Editor, Current trends in Biotechnology and Pharmacy, Acharya Nagarjuna University Nagarjuna Nagar-522510 Dist. Guntur, A.P.
Member:	Prof. P. Fazul Rahaman (Member) Director, UGC Academic Staff College Professor, Agricultural Nematology, Maulana Azad National Urdu University, Gachibowli, Hyderabad-500032, A.P.
Member:	Prof. Nasib Singh Gill (Member) Professor, Department of Computer Science & Applications, Maharshi Dayanand University, Rohtak- 124001, Haryana
NAAC Officer:	Dr. B.S. Madhukar Deputy Adviser, National Assessment and Accreditation Council (NAAC), Bangalore- 560 072
Section II: CRITERION WISE ANALYSIS	Observations on Key-Aspects
2.1 Curricular Aspects:	
2.1.1 Curricular Design and Development	<ul style="list-style-type: none"> Academic programs are in the line of Vision and Mission of the University and objectives as envisaged in the Act. Board of Studies for each of the programmes frame syllabus subject to approval of School Board and Academic Council. Involvement of field experts from Industry could be enlisted.
2.1.2 Academic Flexibility:	<ul style="list-style-type: none"> All programs are in Semester system, excepting few old ones under old system which will be phased out in due course. Credit system exists in Agriculture Sciences. Introduction of Choice Based Credit System is under consideration of the University. Freedom and flexibility for the students in the choice of courses, cutting across disciplines could be thought of. International students need to be encouraged.
2.1.3 Curriculum Enrichment:	<ul style="list-style-type: none"> Enrichment of regular curriculum with skill enhancement and applied components be considered. No project work in most of the Sciences and Social Sciences; but in Agricultural and Engineering &

	<p>Management project work is involved.</p> <ul style="list-style-type: none"> • Curriculum enrichment could also include components from other disciplines in the form of Certificate and Diploma programmes for which extra credit could be assigned. • A few value added courses be introduced
2.1.4 Feedback System:	<ul style="list-style-type: none"> • Feedback from students on curricular aspects is in place. • Feedback from industries and potential agencies employing the students from the respective courses could be thought of. • For the disciplines of Engineering, the model curriculum of National Bodies be taken as a Benchmark. • Agriculture Sciences follow model curriculum prescribed by National bodies.
2.2 Teaching- Learning & Evaluation:	
2.2.1 Student Enrolment and Profile	<ul style="list-style-type: none"> • Most of the students admitted are from the tribal sections of the State of Nagaland. In some of the programmes, there is less demand ratio of applicants (Engineering and Sciences). • In most of the courses, students are admitted directly. Need to focus on publicity for attracting more application. • Mass-media may be used to attract students from other parts of India as well.
2.2.2 Catering to Student Diversity:	<ul style="list-style-type: none"> • No formal mechanism for differential catering for slow and advanced learners. • Tutorial and remedial teaching may be organized wherever necessary. • Mentoring system to all the students, especially for rural and disadvantaged community could obviate the problem of drop out and irregular attendance, if any.
2.2.3 Teaching-Learning Process:	<ul style="list-style-type: none"> • Academic calendar is being adhered to with required number of teaching-learning days exclusive of examination and other extra-curricular activities. • ICT and Internet facilities are inadequate in most of the campuses. • Course outline and schedule done in the beginning of the sessions. • Group discussion assignments as part of the Semester System improve students' centric learning. E-learning is available to some extent.
2.2.4 Teacher Quality:	<ul style="list-style-type: none"> • All permanent teachers are fully qualified as per the norms excepting in Engineering. • There are very few vacancies (16%). Faculty recruitment is done through advertisement through website and National Dailies.

	<ul style="list-style-type: none"> • Students' evaluation of teachers has been introduced. • The teaching quality is fairly good going by the examination results of the students in general.
2.2.5 Evaluation Process and Reforms:	<ul style="list-style-type: none"> • Examination at the postgraduate level is internal wherein question papers are set by the respective teachers and also valued by the same teachers. 25% weightage is given to the continuous internal assessment component. • Setting of questions, conduct of examinations, and evaluation of answer scripts are all done in the other campuses of the University independently with autonomy. They just send the Statement of Marks to the COE based on which the grade sheets are issued. • The undergraduate examinations for affiliated colleges are done by the Controller of Examinations. Automation of examination system is being contemplated. Online examination could also be explored. • Results should be declared at an early date. • Re-evaluation of answer books may be explored.
2.2.6 Student Performance and Learning outcomes	<ul style="list-style-type: none"> • No structured analysis of students' performance and learning outcome other than the examination results. • IQAC could evolve some methodologies and try to make data based analysis of students' performance and learning outcome. • Students' performance in extension and extra-curricular activities need to be strengthened.
2.3 Research, Consultancy & Extension:	
2.3.1 Promotion of Research	<ul style="list-style-type: none"> • Recently the position of a Dean of Research, Development and Consultancy has been created to coordinate and enable the research activities to go hassle-free. • Similar position of Dean can be created in other campuses of the University also, for decentralizing and removing the bottlenecks in execution of the research projects. • Almost all the research fellows get fellowship. • The University has taken initiative in establishing some centres like Bio-informatics, Bio-diversity, South East Asian Studies, Tribal Studies, Women Studies, and Gandhian Studies for undertaking specialized studies apart from the regular areas of research. • Promotion of interdisciplinary research and arrangement for inter-institutional linkages could be explored.
2.3.2 Resource Mobilization for Research:	<ul style="list-style-type: none"> • Research funding is mostly available from sponsored projects from various national and international agencies. • The total outlay of ongoing research projects is more than 10 crores. • Research facilities have been augmented in some of the departments through schemes like DRS (Botany Level-II),

	<p>FIST of DST (Botany, Chemistry, Geography, Zoology, Geology – Phase-II).</p> <ul style="list-style-type: none"> • At the University level, some seed money for junior faculty is being provided.
2.3.3 Research Facilities:	<ul style="list-style-type: none"> • Research facilities in some departments such as Botany, Zoology, and Geology are commendable. • Facilities such as Bioinformatics Centre can be better organized and used. • A Central facility of instrumentation can be thought of for joint use of all departments (for instance NMR could be established as a Centre facility). • INFLIBNET, NKN, and E-resources may have to be strengthened as a research facility and to be thrown open to all students and faculty. • University Science Instrumentation Centre may be established.
2.3.4 Research Publications and Awards:	<ul style="list-style-type: none"> • The number and quality of Research publications are impressive in some of the Science and Agriculture Science Departments. • The research output in other departments may be improved through appropriate incentives. • The Research Journal published by the University covering all disciplines may have little professional recognition. • Disciplines specified Journals in select areas could be thought of.
2.3.5 Consultancy:	<ul style="list-style-type: none"> • Consultancy earnings are evident in the department of Geology (Geological mapping to tunnel laying) and Economics UNDP sponsored project, HUMAN DEVELOPMENT INDEX for Nagaland State, World Bank sponsored projects in Agricultural Sciences. In the Botany Department, there is a consultancy project on Bio-diversity sponsored by Govt. of Meghalaya. • More of consultancy projects could be encouraged through establishment of University-Industry linkage Cell. • The resource sharing in consultancy between PI and the University is 65:35.
2.3.6 Extension Activities and Institutional Social Responsibility:	<ul style="list-style-type: none"> • NSS is established in one of the campuses. • Extension and training programs for the tribal farmers conducted regularly by the School of Agricultural Sciences and KVK located in the main Campus. • Health needs of the local community are taken care of by the University Health Centre and AYUSH sponsored Ayurvedic Centre which is commendable.
2.3.7 Collaborations	<ul style="list-style-type: none"> • Collaborative/networking research projects are in operation in a few science departments and Agricultural Sciences.

	<ul style="list-style-type: none"> Besides the existing MoUs, more MoUs could be explored for introducing twinning programmes, credit transfer alignments, research and consultancy efforts between institutions of the country and abroad.
2.4 Infrastructure and Learning Resources:	
2.4.1 Physical Facilities:	<ul style="list-style-type: none"> Out of the four campuses, the campuses of Headquarter, Medziphema, and Kohima are fairly adequate, but the campus at Dimapur where Engineering and Technology programs are offered is in hired/temporary premise. Very spacious and well furnished auditorium in the main campus is quite impressive. There is space as well as lab constraints for some of the Science Departments. Classrooms and lab facilities need to be strengthened for Science Departments in particular. The seminar halls are not adequate in number in almost all the campuses of the University.
2.4.2 Library as a Learning Resource :	<ul style="list-style-type: none"> Library in one of the campuses is running in a rented building far away from the campus, of course it will be shifted to the new building which is nearing completion. There is a need for regular annual budgetary allocation for purchase of books and subscriptions of journals and periodicals for the libraries. At present as and when the Plan Grants are received, allocations are made. Internet access, e-learning resources in the library need to be augmented. Library timings be extended to enable the students to do reference outside class hours.
2.4.3 IT Infrastructure	<ul style="list-style-type: none"> ICT thrust in teaching-learning and research be strengthened further. Because of the locational bottlenecks and power interruptions, connectivity is poor and unreliable. Internet access in the library and hostels be strengthened. Number of computers in the Computer Centre and in the offices of COE and Administration be increased to hasten the process of automation.
2.4.4 Maintenance of Campus Facilities:	<ul style="list-style-type: none"> Maintenance of buildings is managed through Engineering Section of the University. Because of the soil condition being seismic prone, maintenance encounters a big challenge. Maintenance of water supply including drinking water is a problem for want of dependable source.
2.5 Student Support and Progression:	
2.5.1 Student Mentoring and Support:	<ul style="list-style-type: none"> There is no student mentoring system at present. A Cell for preventing Sexual harassment, Training and

	<p>Placement Cell, Grievance Redress Cell may need to be strengthened.</p> <ul style="list-style-type: none"> • Equal Opportunity Cell, Innovation Cell are some of the other structures where students can participate and contribute.
2.5.2 Student Progression:	<ul style="list-style-type: none"> • Need to monitor and improve dropout rate • Initiative may be taken to provide guidance on avenues of vertical mobility in higher education. • Students progression in the University departments need to be monitored and a systematic database be developed for effective alumni interaction and feedback. Those who drop out may also be followed up.
2.5.3 Student Participation and Activities:	<ul style="list-style-type: none"> • Sports facilities can be better utilized and performance of the students could be enhanced. • Sports infrastructure in Lumami include a good shooting range and archery training facilities. This facility could be made an effective platform for the students with natural potentials. • Students’ participation in extra-curricular activities particularly in traditional folk art could be further strengthened.
2.6 Governance, Leadership and Management:	
2.6.1 Institutional Vision and Leadership:	<ul style="list-style-type: none"> • Like any other Central University, the University has constituted all Statutory Bodies and Authorities as per provisions of the Act. The meetings of these Bodies and Authorities are conducted regularly. • The Vice Chancellor is given due delegation of powers to exercise and implement by the Executive Council and the Academic Council as and when situations warrant. • The Administration of other sub-campuses is managed by Pro-Vice Chancellors/Dean with adequate delegation of powers. • The governance and management is harmonious and efficient. The present leadership deserves commendations for enabling the system register fast pace of progress.
2.6.2 Strategy Development and Deployment	<ul style="list-style-type: none"> • The University may prepare a perspective plan for future development in a phased manner. The University is already involved in this task. • The involvement of stakeholders will be a key factor in successful implementation of any strategy. • In the context of sub-campuses dealing with different disciplines, comprehensive strategy may be required for clear-cut directions of development for each campus.
2.6.3 Faculty Empowerment	<ul style="list-style-type: none"> • Faculty members at present do participate in governance

Strategies:	<p>and administration working through several Committees.</p> <ul style="list-style-type: none"> • The structures like Dean/Director do assist the administration in addition to their regular duties in the Department. • Faculty participation in decision making process be enlisted at all levels.
2.6.4 Financial Management and Resource Mobilization:	<ul style="list-style-type: none"> • It is commendable that the University has initiated for establishing a Corpus Fund. • The Financial Management could be better monitored by automation and following norms of transparency. This has been taken up recently. • At present, the position of Internal Auditor, and the post of regular Finance Officer be filled up expeditiously.
2.6.5 Internal Quality Assurance System:	<ul style="list-style-type: none"> • IQAC started functioning in 2012 with some external members, drawn from academics and professionals of the local area. • IQAC is mostly looked after the preparation of the reaccreditation report of the University and arrangements for NAAC visits. • Pro-active steps towards quality assurance in different dimensions of the campus may need to be initiated by the IQAC and see through their implementation evaluate the outcome and improvise the quality measures eventually. • IQAC may organize workshops to motivate the affiliated colleges for NAAC accreditation.
2.7 Innovative Practices:	
2.7.1 Environment Consciousness:	<ul style="list-style-type: none"> • Initiating for development of solar energy sources is commendable. A massive 250 KVA Solar Energy plant to make up for power shortage, is under consideration. • New departments of Environmental Science and Forestry Science have been cleared by the Executive Council of the University for being launched from the coming academic year. These two departments are likely to focus on environmental issues. • Water harvesting through check-dams are being undertaken by the University.
2.7.2 Innovations:	<ul style="list-style-type: none"> • An Innovation Cell has been established to provide a platform for innovators from public as well as University community to demonstrate their innovative and creative skills. • Given the resource constraints, managing the teaching programmes by efficient allocation of resources, both man and material.
2.7.3 Best Practices:	<ul style="list-style-type: none"> • Training of rural tribal youth to inculcate vocational skills; for instance, (i) computing by University Computer Centre (ii) Bee keeping, (iii) Mushroom cultivation, (iv) Soya milk preparation, (v) Piggery, (vi) Plant tissue culture, (vii)

	<p>Poultry farming with Vanaraja breed, and (viii) Compost making given to local youth through KVK Centre.</p> <ul style="list-style-type: none"> • Extension of medical service by the University Health Centre to the villagers in the neighbourhood. • Initiation of Corpus Fund
Section III: OVERALL ANALYSIS	Observations
3.1 Institutional Strengths:	<ul style="list-style-type: none"> • Catering to higher education needs of mostly the tribal students of Nagaland in accordance with the objectives envisaged under the Act. • Multi-faculty character with programmes in Basic Sciences, Humanities and Social Sciences, Engineering and Technology, Agricultural Sciences, among others. • The University along with its main campus, having three other sub-campuses located in different parts of the State takes care of the regional balance and equity in provision of higher education. • Notwithstanding the infrastructural and accessibility constraints associated with the typically hilly, interior and backward region, some of the Departments/faculty are vibrant in research: Zoology, Botany, Geology, Geography, Biotechnology, Commerce, Horticulture, among others; and one Department in DRS-II level and five Departments with FIST support; most of the Ph.D scholars with fellowships from some agency or other. • Most of the Departments with adequate number of qualified faculty; minimal number of vacancies (16%): faculty retention is also impressive despite the locational bottlenecks.
3.2 Institutional Weaknesses:	<ul style="list-style-type: none"> • Infrastructural constraints; lack of space for some of the Departments (particularly Engineering and Technology); some of the campuses with hired space for the classes, library, hostels in scattered locations. • ICT thrust in some campuses/Departments in inadequate; internet access yet to be provided in one campus; the connectivity is generally poor again because of the interior locations and frequent interruptions in power supply. • Library and learning resources are inadequate and need to be strengthened and updated; library not being open outside the class hours restrict the scope for reference work by the students and scholars. • Generally the research output in many Departments, facilities generated through research grants, interdisciplinary and inter-institutional collaborations are not impressive. • The value addition and spill enrichment efforts through short term Diplomas and Certificates are poor.
3.3 Institutional Challenges:	<ul style="list-style-type: none"> • The burden/distraction of managing 62 affiliated colleges scattered all over the State take away the precious time of faculty on several inspections and of the authorities.

	<ul style="list-style-type: none"> • The sub-campuses, though serving a good cause of regional balance, encounter some managerial/monitoring problems; if all the campuses are in a single cluster, it could be quite imposing, and that possibility is now removed. • The hilly terrain and the other locational challenges deter, to a considerable extent, the attraction of faculty particularly for senior level positions and also of students from other parts of the country which may enhance the competitive efficiency. • University-industry collaborations and inter-University linkages, attraction of adjunct and visiting faculty are all hampered by not easily-accessible locations. • The placement prospects of the students are challenged on account of largely the lack of meeting point between the industries and the University.
<p>3.4 Institutional Opportunities:</p>	<ul style="list-style-type: none"> • Improve the image/visibility by opening up and taking conscious efforts to attract faculty and students from other parts of the country and outside. • Explore and work towards establishment of a separate State University for taking over the affiliation of all the colleges, so that the Central University could concentrate on higher level teaching and research programmes. • Enlist the support and contributions of corporate houses under CSR provision, so that campuses development, particularly the infrastructure, internet connectivity, roads and power back-up (generators), among others could be well laid on sound footing. • Establish a Community college and facilitate the skill up-gradation, and also facilitate a flexi-mode of horizontal/vertical mobility of students and other members of the tribal community in education. • Encourage and incentivise the system in order to enhance the research performance of the faculty; also to facilitate special thrust on indigenous technology to improvise the traditional operations typical of the tribal region.

Section IV: Recommendations for Quality Enhancement of the Institution

- A separate University, preferably a State University, be established to take over the affiliation of all the colleges of the State and thereby enable the Central University to concentrate on high-end teaching and research.
- Multi-campus and multi-faculty character of the University is commendable. A perspective plan be developed and the same be systematically adhered to develop the chosen fields/special thrust in each of the sub-campuses, as they happen to be at present. The main campus could be a hub of Basic Sciences and Social Sciences especially at the cutting-edge areas.
- Permanent campus and infrastructural facilities be established without further delay; it would be better to cluster hostels and other facilities such as library within the campus.

Campus roads, high capacity generators to tide over power cuts, water supply, connectivity, among others, be given the due priority. The CSR funds of corporate houses could also be availed for the purpose.

- Library and e-learning facility and resources be strengthened and updated. Regular budget provision be made annually for purchase of new books and journal subscription. Library timings be extended to have the benefit of reference outside class hours.
- ICT thrust in teaching-learning be strengthened further. More of Seminar Halls be provided and better equipped.
- The automation of Examination system, Finance and Administration Wings which are underway be hastened and personnel be suitably trained and motivated for the sustained adoption.
- Taking due advantage of the sub-campuses, an extension counter of the University Administration, especially for examination/issues and submission of applications/certificates etc. could be operated for the benefit of students of sub-campuses as well as affiliated colleges.
- The research profile of the faculty be strengthened by providing the necessary incentives and facilities. Inter-disciplinary teaching and research be encouraged.
- The student support services be strengthened; development of sports facilities, and provision for extra-curricular and extension activities, adequate internet access, career guidance and placement services be improved.
- A Community College be established in order to provide skill-based programmes of short term duration and also facilitate vertical mobility in higher education through integration of Vocational Diploma/Certificate programmes with the academic stream.
- The University, though has almost completed 20 year period, is still in the formative stage of campus establishment and provision of some basic infrastructure. A sizeable special funding as in the case of new Universities would be needed and the funding agencies may have to accord top priority for the same.

I have gone through the report.

Signature of the Head of the Institution
Seal of the Institution

Signature of the Peer Team Members:

Name and Designation		Signature with date
Prof. C. Thangamuthu	Chairperson	
Dr. Naresh K. Patel	Member	
Prof. (Ms). M.B. Syiem	Member	
Prof. Kajal Sengupta	Member	
Prof. K.R.S. Sambasiva Rao	Member	
Prof. P. Fazul Rahaman	Member	
Prof. Nasib Singh Gill	Member	
Dr. B.S. Madhukar	NAAC Coordinator	

Place:

Date: