



## YEARLY STATUS REPORT - 2020-2021

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	Government Mamit College
• Name of the Head of the institution	MS DAWNGLIANA HNAMTE
• Designation	Principal-in charge
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	03892565580
• Mobile No:	9612468103
• Registered e-mail	governmentmamitcollege@gmail.com
• Alternate e-mail	gmc.iqac@gmail.com
• Address	FIELD VENG, MAMIT, MIZORAM
• City/Town	MAMIT
• State/UT	MIZORAM
• Pin Code	796441
<b>2.Institutional status</b>	
• Type of Institution	Co-education
• Location	Urban
• Financial Status	UGC 2f and 12(B)

• Name of the Affiliating University	<b>Mizoram University</b>				
• Name of the IQAC Coordinator	<b>BILAL AHMED</b>				
• Phone No.	<b>03892565580</b>				
• Alternate phone No.	<b>03892565030</b>				
• Mobile	<b>9101175545</b>				
• IQAC e-mail address	<b>gmc.iqac@gmail.com</b>				
• Alternate e-mail address	<b>ahmedgmc786@gmail.com</b>				
<b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>	<a href="https://mamitcollege.edu.in/uploads/3SkpRjxYHnBIF5qtBYYwUisgf0JhichilDsuZfSwn.pdf">https://mamitcollege.edu.in/uploads/3SkpRjxYHnBIF5qtBYYwUisgf0JhichilDsuZfSwn.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://mamitcollege.edu.in/uploads/de7cvK5fhvbHFwxnE0zHxRT4SQuBEMU9usF0I9rA.pdf">https://mamitcollege.edu.in/uploads/de7cvK5fhvbHFwxnE0zHxRT4SQuBEMU9usF0I9rA.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.08</b>	<b>2016</b>	<b>05/11/2016</b>	<b>04/11/2021</b>
<b>6.Date of Establishment of IQAC</b>			<b>23/01/2014</b>		
<b>7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,</b>					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
<b>Institutional 1</b>	<b>RUSA</b>	<b>UGC</b>	<b>2020-21</b>	<b>10000000</b>	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>No</b>	
<ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
Organized Seminar on "Quality Assurance System in College of Mizoram"		
Organized one day workshop on NAAC Revised Assessment and Accreditation Framework		
Organized External Academic and Administrative Audit		
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</b>		
Plan of Action	Achievements/Outcomes	
To organize seminar on Intellectual Property Right	Webinar was organized on Intellectual Property Right on October 2021	
To organize seminar/webinar	7 webinars were organized during the last academic year	
Publication of Research works	Some of the faculty members have published research articles in journals and edited books	
To organize Financial, Academic & Administrative audits	External Financial, Academic & Administrative Audits were organized and conducted during the year.	

<b>13. Whether the AQAR was placed before statutory body?</b>	<b>No</b>				
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>					
<table border="1"> <thead> <tr> <th>Name</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td><b>Nil</b></td> <td><b>Nil</b></td> </tr> </tbody> </table>		Name	Date of meeting(s)	<b>Nil</b>	<b>Nil</b>
Name	Date of meeting(s)				
<b>Nil</b>	<b>Nil</b>				
<b>14. Whether institutional data submitted to AISHE</b>					
<table border="1"> <thead> <tr> <th>Year</th> <th>Date of Submission</th> </tr> </thead> <tbody> <tr> <td><b>2021</b></td> <td><b>10/03/2022</b></td> </tr> </tbody> </table>		Year	Date of Submission	<b>2021</b>	<b>10/03/2022</b>
Year	Date of Submission				
<b>2021</b>	<b>10/03/2022</b>				
<b>15. Multidisciplinary / interdisciplinary</b>					
<b>16. Academic bank of credits (ABC):</b>					
<b>17. Skill development:</b>					
<b>18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b>					
<b>19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):</b>					
<b>20. Distance education/online education:</b>					

## Extended Profile

### 1. Programme

1.1

89

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	<a href="#">View File</a>

**2.Student**

2.1 155

Number of students during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 155

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 37

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	<a href="#">View File</a>

**3.Academic**

3.1 18

Number of full time teachers during the year

File Description	Documents
Data Template	<a href="#">View File</a>

3.2 18

Number of Sanctioned posts during the year

<b>Extended Profile</b>	
<b>1.Programme</b>	
1.1 Number of courses offered by the institution across all programs during the year	<b>89</b>
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Student</b>	
2.1 Number of students during the year	<b>155</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	<b>155</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of outgoing/ final year students during the year	<b>37</b>
File Description	Documents
Data Template	<a href="#">View File</a>
<b>3.Academic</b>	
3.1 Number of full time teachers during the year	<b>18</b>
File Description	Documents
Data Template	<a href="#">View File</a>

3.2	18
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

<b>4.Institution</b>	
4.1	8
Total number of Classrooms and Seminar halls	
4.2	222.19 lakhs
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	11
Total number of computers on campus for academic purposes	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

In order to ensure effective curriculum delivery the institution ensures that the first working day of every semester is spent in briefing the students on their syllabus while also reminding them about the minimum attendance fulfilment criteria. In this regard, special emphasis is placed on those students who are experiencing their first taste of college life, and are thus not familiar with the semester system.

Every department maintains a Log-Book where every teacher is required to make an entry regarding the topic taken, mode of Teaching, time spend, etc. in every class. This is done so as to keep track of the topic covered and to ensure that the syllabus is completed in a timely manner. This Log-Book is periodically countersigned by the Principal to ensure compliance.

The institution has also recently adopted a novel practice wherein students are made to write a summary of what they have learnt in

the class during the last 5 minutes of every class. The main purpose of this practice is to ensure that students remain attentive during the class while also serving as a feedback for the teacher regarding the student's ability to comprehend the lesson.

In addition to the continuous evaluation and internal assessment mandated by the affiliating university, group discussions are encouraged within the classroom so that students' grasp of the topic is enhanced.

At the end of every semester, the Head of every Department also distributes the workload for the upcoming semester so as to ensure that every teacher can familiarize herself/himself with the topic well in advance.

Since the onset of the Covid-19 pandemic, Govt. Mamit College had adopted the online mode of teaching. Platforms such as Webex, Whatsapp and Google Classroom were used to conduct classes and provide study materials to the students. While Webex and Google classroom could not be very successful under bad network condition of this remote geographical location, Whatsapp proved very handy for carrying-out the daily academic activities. Class wise and Subject wise Whatsapp groups, including the respective teachers and students, were created for a smooth process of teaching and learning. Explanations of topics were done through video and audio clips. Study materials were provided in MS word and PDF formats. The internal evaluation process was carried out by sending question papers to the students in PDF format and receiving back the answer scripts from the students in PDF format. Beside this, the students wrote essays on their assignment topics and submitted to the respective departments. The whole evaluation process was strictly controlled and monitored by the college authority.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	<a href="#">Nil</a>

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The academic calendar for any given year is set by the Institution well in advance of the start of the semester. The institution



consults the State calendar as well as the calendar set by the affiliating Mizoram University in framing its own academic calendar. In addition, the college's academic calendar sets aside separate days for the conduct of 2 Internal Assessment tests which are carried out in much the same way as central University exams. This is done so that the students become familiar with the examination atmosphere and do not get unduly stressed or nervous when giving the actual University examinations. The academic calendar also clearly includes dates by which teachers have to submit assignment marks as well as internal examination marks. The calendar also sets aside a day on which the Principal and the Heads of the various departments sit down for a meeting to discuss the performance of the students. In addition, the academic calendar also sets aside one day each semester where the Principal and the Heads of various departments sit down to discuss academic matters.

The college IQAC also organizes a mass medical check-up once in every semester. This is to ensure the physical health and well-being of all members of the college. Once a year, at the beginning of every odd semester, the college academic calendar also sets aside a day for the conduct of a Students' Union Election wherein students contest elections for posts within the Students' Union. This helps students get a good idea of the functioning of the democratic process from a micro perspective. The college also holds a College Week once a year so that students can participate in various sport and cultural activities.

The in-house calendar also lists one day in each semester for a Parent-Teacher Meeting so that the parents of the students enrolled in the college can get an idea of the functioning of the college as well as the performance of their respective wards. This PTM also apprises the parents of their responsibilities with respect to their child's education since they too have no small role to play in the overall education of their wards.

The college's academic calendar also makes allowance for various extra-curricular activities which are an integral part of the academic life of the institution. A tree planting session is organized at least once every semester, wherein students, under the supervision of the staff members of the college, visit an area outside the college campus in order to plant trees. During such outings, the teachers appoint individuals from among the student body to take care of refreshment. This is done so as to impress upon the students the value and effectiveness of team work as well

as to instill in them a sense of responsibility and organizational skills.

File Description	Documents
Upload relevant supporting documents	<a href="#">View File</a>
Link for Additional information	<a href="#">Nil</a>

**1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University**

**D. Any 1 of the above**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

7

File Description	Documents
Any additional information	<a href="#">View File</a>
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

**1.2.2 - Number of Add on /Certificate programs offered during the year****1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

1

File Description	Documents
Any additional information	<a href="#">View File</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View File</a>
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

58

**1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year**

58

File Description	Documents
Any additional information	<a href="#">View File</a>
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

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

The institution considers issues like Gender, Environment and Sustainability, Human Values and Professional Ethics to be of paramount importance and relevance especially for students in today's world. Though the curriculum designed by the University acknowledges the importance of such cross-cutting issues by integrating topics like Environmental Science, the college takes additional measures in this regard through some of its committees:

1. **Equal Opportunity Cell:** The members of this Cell include individuals from both the teaching faculty as well as the

student body. The cell remains in readiness to ameliorate the problems that would be faced by any such PWD candidates as and when they are admitted into the college.

2. **Sexual Harassment of Women and Women Empowerment Cell:** This Cell was constituted with the sole objective of empowering the status of women within the college. It also works to ensure that there is no sexual harassment within the college.
3. **Anti-Ragging Cell:** The institution has an Anti-Ragging Cell headed by the Principal and comprising other members from the teaching faculty. However, no incidents of ragging have been reported or observed till date. The Anti-Ragging Cell, nevertheless, stands in vigilance to prevent any occurrences of ragging especially when new students are admitted into the institution.
4. **Environment and Sustainability:** Located as the institution is, among the lush greenery and tranquil environs, the institution recognizes the importance of maintaining the ecological balance while still allowing for development which is an unavoidable part of modern existence. In order to inculcate this mind-set into its students the college strives to organize a tree plantation program on a regular basis. The NSS Units of the institution of the college are very active in organizing such programs. In addition, taking its cue from the philosophy of personal cleanliness and public service underlying the Swachh Bharat program, the institution also promotes community cleanliness programs in which students are assigned the task of cleaning drives in and outside the college campus.
5. **Human Values:** The institution recognizes the relevance of human values and seeks to impart in its students a sense for the sanctity of human life and the importance of those basic human values. In furtherance of this end, the institution periodically organizes blood donation camps, in which the staff and students of the institution are encouraged to donate blood.
6. **Ethics:** The college code of conduct is highlighted in the prospectus which is to be strictly followed by all stakeholders. Teachers have to follow leave rules, punctuality in the classes, etc., whereas the students have to be regular in attendance, and abide by rules and regulations.
7. **Disciplinary Committee:** In recognition of the importance of maintaining discipline as a prerequisite for success in life and in order to maintain decorum and create an atmosphere which is conducive of intellectual excellence, the

institution has a Disciplinary Committee which is headed by the Principal. The Disciplinary Committee takes upon itself the task of periodically reminding students of their obligations in this regard.

File Description	Documents
Any additional information	<a href="#">View File</a>
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	<a href="#">View File</a>

### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

0

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	No File Uploaded
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	<a href="#">View File</a>

### 1.3.3 - Number of students undertaking project work/field work/ internships

0

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>
<b>1.4 - Feedback System</b>	
<b>1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni</b>	<b>B. Any 3 of the above</b>
File Description	Documents
URL for stakeholder feedback report	<a href="#">View File</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View File</a>
Any additional information(Upload)	<a href="#">View File</a>
<b>1.4.2 - Feedback process of the Institution may be classified as follows</b>	<b>C. Feedback collected and analyzed</b>
File Description	Documents
Upload any additional information	<a href="#">View File</a>
URL for feedback report	<a href="#">Nil</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment Number Number of students admitted during the year</b>	
<b>2.1.1.1 - Number of sanctioned seats during the year</b>	
<b>420</b>	

File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

**2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**

**2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

155

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

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

The levels or speeds of requisite knowledge and skill acquisition and assimilation as dictated by the syllabi of the UG programme varies broadly across the students of each batch. In order to determine if an individual student is performing above or below expectations the following methods, combined, are practiced.

**Classroom Interaction** - The manner in which a student answers verbal questions, exhibits listening and comprehension skills, and offers valid points in discussions in the classroom environment are taken as the initial metric of the a student's learning speed. The students initially flagged as slow learners are observed for their potential for improvements and those flagged as fast learners for consistency in their performance.

**Internal Tests** - Conducted internal assessment examinations twice every semester by departments or 'classroom tests' conducted at the discretion of teachers are considered direct, quantitative, although not absolute, measure of a student's learning ability. Slow learners consistently score lower marks than their fast learning batch mates and exceptionally weak or strong students can be identified from the quality and language of their answers.

Written assignments and Micro Teaching Exercises/Presentations - The following criterion are considered to gauge learning levels by the teacher of the courses:

1. For written assignments - The depth and thoroughness of research; the ability to correctly use informational resources; and, the structuring and substantiation of arguments.
2. For presentations - The level of confidence and familiarity so as to be able to elucidate upon complexities and subtleties within the assigned topic and to communicate effectively responses to questions on the topic.

Special Programmes for Advanced Learners - At present sanctioned or standardized programmes catering specifically to advance learners do not exist. Depending on the individual student's identified strength and talents they are: i) prescribed further readings to develop academic acumen and if the student displays a natural endowment or keen interest in a particular field they are referred to the Career and Guidance Cell; ii) encouraged to participate in extra-curricular activities both at the inter-college level in the forms of debate and quiz competitions etc., and at the college level in cultural programmes through the performance art forms of song, dance and drama; iii) encouraged to compete for office in the college student union so that their leadership qualities are nurtured and developed.

Special programmes for Slow Learners

Tutorial/Remedial Classes - Compulsory tutorial classes are taken once a week for each programme, where students and teachers interact about learning issues in a freer atmosphere than the classroom. Remedial classes are conducted for the weaker students of every course. Direct individual attention is paid to each student through close consultation and guidance. Weak students and even fast learners who struggle in certain topics are continuously encouraged to approach their concerned teachers even after class hours.

File Description	Documents
Link for additional Information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>



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

Number of Students	Number of Teachers
155	18

File Description	Documents
Any additional information	<a href="#">View File</a>

**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

The following are the student centric experimental/participate learning and problem solving methodologies practiced by the college:-

1. Almost all assignments undertaken by students require that students individually or in small teams research their topics. They are provided instructions and guidelines to follow and must use library and other sources (like the internet) to find their own solutions to teach themselves not only about the concerned topic but also the process of research. Assignment research creates a wider comprehension beyond learning the minimum to pass board examinations and is no doubt vital preparation for their further studies.
2. Micro Teaching Presentations carried out by students require unattended but guided research where they must discern for themselves the crucial and irrelevant information and details for their presentations. Presentations in small groups nurture esprit de corps and an understanding of the dynamics of teamwork amongst the students. Individual presentations nurture individual confidence in the students that they can learn by themselves.
3. Language Laboratory. The lab is a key component of Experience Based Learning (EBL) and is essential for the audio-visual learning of phonetics, especially in the linguistic context of Mamit where English pronunciation varies vastly from 'standard' models. The lab is also used for screening of film adaptations of novels to aid students in visualizing and understanding foreign settings and cultures.
4. Visits to Adopted Village. These trips to the adopted village of the institution are organized so that students through observation and interaction may have an exposure and

a practical understanding of the social and socio-economic dynamics of a community other than their own.

5. **Extension Activities.** Such activities as tree planting, Cleanliness drive in different localities, awareness campaign on various issues and community services for villagers by different cells are also important opportunities to the students for participative learning beyond the confines of the classroom.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional information	<a href="#">Nil</a>

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The following ICT enabled tools have been incorporated for the enhancement of the teaching-learning process:-

1. **Projectors.** Projectors are installed in all classrooms and all departments are allotted a laptop to operate ICT based classes. Internet/Wi-Fi facility is available for the teachers to use various e-resources for classroom teaching. Teachers lecturing and students presenting primarily use Microsoft PowerPoint. Teachers are continuously encouraged to use PowerPoint presentations (PPT).
2. **Whatsapp** is the primary application used and each department has a group for each programme taught. These groups are essential for communicating notifications, reminders, warning and any relevant information regarding assignments and test, timings and adjustments. In turn students through the groups voice their doubts, problems interfering with their learning like illnesses and submit their written assignments.
3. **Two sets computers with printers** connected to the internet are provided to the teaching faculty to assist in preparations for classes and for generating hard copies of materials.
4. **The library** has two internet enabled computers for students to access e-Books, N-List and to perform OPAC (Online Public Access Catalog) searches.
5. **Language Laboratory.** The lab is equipped with ten desktop computers with microphone headsets running Sanako (software)

and is maintained by the college for language centered learning.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">Nil</a>

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

#### 2.3.3.1 - Number of mentors

24

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View File</a>
mentor/mentee ratio	<a href="#">View File</a>

### 2.4 - Teacher Profile and Quality

#### 2.4.1 - Number of full time teachers against sanctioned posts during the year

18

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>

#### 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

6

File Description	Documents
Any additional information	<a href="#">View File</a>
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	<a href="#">View File</a>

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

399

File Description	Documents
Any additional information	<a href="#">View File</a>
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

**2.5 - Evaluation Process and Reforms**

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

**In order to maintain transparency and robustness of the internal assessment mechanism the following are practiced:-**

1. The academic calendar that shows the dates of internal assessment tests and assignments is printed and displayed on notice boards throughout the campus before the commencement of the semester. A copy of the academic calendar is also circulated through the official Whatsapp announcement group, the "GMC Official Tlangau". All staff members and students are participants in this group.
2. At the commencement of every semester a briefing is organized for the student body wherein the structure of how internal marks are awarded for attendance, internal tests

and assignments are elaborated upon with the 1st semester students ("freshers") given extra attention. Aside from the mark award structure they are also briefed on plagiarism, discipline, the mandatory Foundational Courses and the choosing of core subjects.

3. Teachers before internal tests discuss in the classroom the courses that will be evaluated in the upcoming tests in order to eliminate any possibility of confusions with students and to ensure that courses covered in previous test are not repeated.
4. The internal test timetable with details of what programmes are to be tested on what day, date and timings is displayed on notice boards (and circulated via Whatsapp) two weeks before the start of the internal tests. This gives plenty of time for preparation and organization for students and staff.
5. The internal test papers are standardized in the structure of marks and the rubrics of the questions are in the style of the Mizoram University examination papers. The evaluation of answer scripts is done by the concerned teacher of the course along the standards of Mizoram University with the emphasis on fairness without being overly harsh or generous with marks.
6. The students are given feedback of their performance in the internal test after marking is done. Advice is given by the teacher for improvements depending on the learning speed of the class and individual students. The students are given an opportunity to raise complaints about their marks that are duly noted by the teacher and resolved the complaints transparently.
7. The marks are collected, compiled, corrections to marks if needed are done, and the marks submitted to the Ministerial Office. Before finalization of marks for permanent entry into student records, the internal test marks are printed out and displayed on notice boards. Students at this point may raise objections to their marks and are moderated, if needed, in close consultation with the HODs.

Each teacher sets the assignments for the programme or course assigned to them. Instructions, methodology and details regarding submission deadlines of the assignment are communicated and discussed in class and reminders are posted in Whatsapp groups. Students generally are given two weeks to complete their assignments. The students submit their assignments to the concerned teacher who evaluates the work.

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	<a href="#">Nil</a>

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

In order to preemptively minimize internal examination related grievances from students relevant information is made available well in advance of the date of examinations and classroom briefings (physical or online) are delivered before the examinations. The briefings cover what portions will be tested, exam rules and conduct, warning against plagiarism, and the structure of the test papers and the time duration allowed for their answering. Invigilators during tests are there to sort out problems that may arise during the examination from correcting typographical errors in questions to delays in submission of scripts due to poor internet bandwidth.

The above preventative measures guard against grievances that can arise from misunderstanding or miscommunication between instructor and pupil. However, if in case grievances that concern the evaluation of answer scripts and/or the marks awarded arise, steps for redressal are taken depending when the grievances are voiced by the student.

After the completion of each internal examination a feedback session is conducted where the questions and their ideal answers are discussed and the performance of students are reviewed. Students are given back their answer scripts during offline classes and during online classes they maintain a copy of their submitted answer scripts. Errors in marking or in the addition of marks if found are scrutinized by the instructor and rectified immediately. If the pupil feels he/she has provided the relevant points without being awarded the due marks, the instructor reevaluates the answer script, makes a decision to change or not change marks and gives an explanation to the student of the rationale behind the decision.

The feedback session may be held before or after the release of the internal test results by the Ministerial Office which is performed during the next working week after the completion of the internal tests. Internal marks from the departments are compiled,

stored and posted on notice boards and in Whatsapp groups by the Ministerial Office.

If due to absence a student did not attend the feedback class and feels has a legitimate grievance regarding errors in evaluation, the student can approach their assigned mentor or department teachers. The head of department and concerned department teachers decide if the student's complaint is reasonable and redressed at the departmental level. Changes to marks if made are recorded and the Ministerial Office is informed. Students may raise grievances up until the finalization of internal marks for submission to Mizoram University.

Serious grievances, beyond marking complaints, say, concerning the fairness of the internal examinations or the integrity of invigilators, for example, are handled by the College Examination Committee in conjunction with the Principal's Office depending on the severity and possible ramifications of the complaint. However, such serious grievances till date have not been submitted.

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	<a href="#">Nil</a>

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

To ensure that instructors and pupils are aware and guided by course outcomes in the teaching-learning process the following steps are taken:

1. At the start of each semester in the initial classes the students receive an explanation of the syllabus and the learning objectives of the courses found therein. Each instructor does this for the courses he/she is instructing for the semester.
2. When the teacher concludes a course or initiates a new one, the learning objectives are reiterated in the classroom.
3. When providing feedback to students for their internal test performance, the teacher discusses how well (or poorly) the class has met the expectations of the course outcomes.



Ultimately, the responsibility of effectively communicating course outcomes lies with the departments for their respective areas.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	<a href="https://mamitcollege.edu.in/uploads/MLkw86i51gEO9Xoek8621pOT44hh2iNUAaxwMRqV.pdf">https://mamitcollege.edu.in/uploads/MLkw86i51gEO9Xoek8621pOT44hh2iNUAaxwMRqV.pdf</a>
Upload COs for all courses (exemplars from Glossary)	<a href="#">View File</a>

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

The following are practiced for the evaluation of desired learning outcomes:-

The course embedded assessments of internal tests, assignments, and presentations are taken as the most accurate and systematic measure of a student's attainment of learning outcomes. These take on the following forms:-

The internal test assesses the student in both objective and performance aspects of understanding. Forty-four per cent of the internal test papers consist of multiple choice and short answer type questions for objective assessment through testing of the factual knowledge of candidates. The remaining fifty-six per cent of questions focus on performance assessment by testing the higher order thinking of students through essay questions.

While students must state correct factual information in their assignments and presentations these two methods inform the teacher most on the performance assessment of students as it gives the student a vital opportunity to articulate studied courses from their point of view of comprehension.

The Oral Communication Test of all first semester student for the mandatory Foundational Course-I directly assesses the initial receptivity of student to desired learning outcomes. Since this evaluation is completed in the first semester of the UG programme it is somewhat limited to gauging outcomes of the first semester. Yet it is also an important method of observing an individual student's potential for reception of outcomes.



The indirect methods of observation practiced to support the direct methods of outcome evaluation are as follows:-

The teacher's observation of students in classroom interaction not only simultaneously assesses both the objective and performance aspects of outcome assessment, but it is also an extensive evaluation as classroom interaction allows great flexibility in the questioning of students. A student's expression of replies to questions and participation in discussions are an indicative reflection of both factual and analytical understanding. Although this method practiced is not exhaustive or methodical, when taken together with metrics from direct methods, presents the clearest picture for outcome assessment of students. This combination of assessment allows for the judicious application of corrective measure in order to guide students towards desired outcomes.

While classroom environment observation assesses the absorption of desired outcomes in a more formal environment, the mentor's feedback provides assessment information of a student in a more informal setting. Through feedback from mentee or from informal discussion between mentor and subject teacher, a semi-continuous unofficial observation of students is maintained. Observations from mentors compliment the observations of teachers.

All the above direct and indirect methods are local assessment performed within the college by the college. External standardized assessment takes the form of end of semester examinations conducted by Mizoram University. The success or failure of a student in these examinations is the ultimate assessment of desired outcomes.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	<a href="#">Nil</a>

### 2.6.3 - Pass percentage of Students during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

37

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for the annual report	<a href="#">Nil</a>

## 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

<http://www.mamitcollege.edu.in/uploads/620dSsum6ZW6j5HkafZjkiNu5JVy5ft7SOFby7wE.pdf>

## 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 year (INR in Lakhs)**

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

0

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	<a href="#">View File</a>

**3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year**

**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

0

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	<a href="#">Nil</a>

### 3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

#### 3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

7

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 3.2 - Research Publications and Awards

#### 3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

##### 3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

5

File Description	Documents
Any additional information	<a href="#">View File</a>
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>

#### 3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

**3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year**

4

File Description	Documents
Any additional information	<a href="#">View File</a>
List books and chapters edited volumes/ books published (Data Template)	<a href="#">View File</a>

**3.3 - Extension Activities**

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Govt. Mamit College has a long tradition of interacting with the community in the neighbourhood. It has made strides to sensitize its students to social issues and holistic development. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. Every Year, programmes are organized under which students and staff participate voluntarily in community based activities with neighborhood. In addition to the NSS Unit which undertakes most of the extension activities, it is a pride of the College that the Staff Welfare and IQAC also works towards and promotes extension activities.

Activities such as distribution of food, food items, and the like enlarge the knowledge of the students of societal issues and problems and to search solution by getting involved with their lives. Moreover, such programmes sensitize the student volunteers towards the social issues and take challenges of the lesser privileged sections of the society.

One of the most adopted activities is cleanliness drives. The students and staff of the College voluntarily take up cleaning not only the College campus but also other places such as District Hospital, Mamit, local markets, and other localities. It is well known that open defecation is one of the major problems in India. As such, the NSS Unit adopted special camping and constructed public urinals. These taught the students the importance of cleanliness and sanitation and helps in creating awareness for the same. Moreover, working outside the college campus and with diversified social groups of peoples allows students to gain more self-confidence, autonomy, and appreciation for others.

It is well known that trees are vital as they greatly contribute to their environment by providing oxygen, supporting wildlife, improving air quality, conserving water, preserving soil, and climate amelioration. As such, the IQAC and the NSS Unit organized a number of extension activities in which trees are planted along the National Highway 44A. This would undoubtedly help in the current issue of global warming. For the students, by working together with other individuals, they learn to negotiate, communicate, manage conflict and lead others. Involvement in these extension and outreach activities the students develop critical thinking skills and time management. All in all, these activities help them to become good leaders and well-mannered citizens.

File Description	Documents
Paste link for additional information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

### **3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

#### **3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year**

2

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of awards for extension activities in last 5 year(Data Template)	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>

### **3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

#### **3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

4

File Description	Documents
Reports of the event organized	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	<a href="#">View File</a>

### 3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

#### 3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

80

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

### 3.4 - Collaboration

#### 3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

0

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

##### 3.4.2.1 - Number of functional MoUs with Institutions of national, international importance,

**other universities, industries, corporate houses etc. during the year**

2

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="#">View File</a>

**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 - Physical Facilities**

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

The campus of Govt. Mamit College is spread over 12,604 sq. meters (9.4 bighas). It is connected with the main road; it is easily approachable, it has a pleasant environment, and cosy atmosphere favourable for learning.

**Classrooms:** There are total of 10 rooms fitted with projectors. Two big classrooms are available for accommodating more than 100 students. Smaller rooms are also available for smaller number of students such as core subjects. There is one Multipurpose Hall.

**Administrative Offices:** The main office of the College with Principal's room, Professor's room, IQAC and RUSA Office are on the ground floor of the Administrative Building. There are also different rooms for IGNOU and NIELIT Study Centre.

**Library:** The library building is near the entrance of the main gate. It has a reading room with a number of chairs and tables. The librarian's computer is equipped with Soul 2.0 software for easy transactions.

**Faculty Rooms:** The Professor's Common Room is divided into Humanities and Social Sciences rooms and shared by the 28 members of the teaching faculty. The rooms are Wi-Fi enabled and separate storage spaces are provided to all departments.

**S.U Office:** The Students' Union has a separate room for necessary student's welfare work.

**Canteen:**The college has a canteen which caters to the needs of the students as well as staff.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="#">Nil</a>

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

The institution is not well equipped with sports facilities as it does not have a vast campus to house facilities for various disciplines. However, several facilities are available within the premises. A standard three-in-one court has been constructed inside the campus in which basketball, volleyball and tennis can be played. The college has table tennis and gym equipment for the students as well as staff. Besides these, it also has carom boards, chess boards and Chinese checker boards.

Cultural programmes are performed in the Multipurpose Hall.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="#">Nil</a>

**4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.**

8

**4.1.3.1 - Number of classrooms and seminar halls with ICT facilities**

8



File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="#">Nil</a>
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

#### 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

##### 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

0.77

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Upload audited utilization statements	<a href="#">View File</a>
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

#### 4.2 - Library as a Learning Resource

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

The library of Government Mamit College started functioning with few books right from the inception of the college in 1983. The Library Committee was constituted to monitor development activities of the library as per guidelines of the UGC.

Library Automation has been done by using SOUL 2.0 since 2012, and transactions are done using the barcode system. Government Mamit College was the first college in Mizoram to implement shelving location which increases the user friendliness of the library.

The library has over 7,000 books, reference collections and periodicals of different streams. It subscribes to a number of local newspapers, academic journals of all departments, and also provides internet and reprographic facilities for users.

E-resources N- List and OPAC search are also available in the library.

- Name of ILMs software : SOUL
- Nature of automation (fully or partially) : Partially
- Version : 2.0
- Year of Automation : 2012

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional Information	<a href="#">Nil</a>

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**

**B. Any 3 of the above**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**0.15**

File Description	Documents
Any additional information	<a href="#">View File</a>
Audited statements of accounts	<a href="#">View File</a>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data**

for online access) (Data for the latest completed academic year)

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

15

File Description	Documents
Any additional information	<a href="#">View File</a>
Details of library usage by teachers and students	<a href="#">View File</a>

### 4.3 - IT Infrastructure

#### 4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

In 2015, the Computer Centre was set up on the campus in collaboration with NIELIT, Aizawl with 10 sets of desktop computers. All the computers are networked with an average speed of 10 mbps. The Computer Centre has been crucial for imparting ICT knowledge and skill to members of the college and learners from outside the college.

The college maintains a website. There is a website administrator who ensures the college website is updated from time to time. The activities of the college and important notices concerning academics, examinations, and other relevant matter pertaining to the college are uploaded on the website.

The issuing section of the library uses a computer equipped with Soul 2.0 software for easier borrowing and returning of books. INFLIBNET is subscribed by the college library to provide reliable access to document collections, serials, thesis/dissertations, books, monographs and non-book materials (manuscripts, audio-visuals, computer data, multimedia etc.) from various libraries across India.

The Language Laboratory was set up with RUSA funding in 2016 and is equipped with current ICT facilities. All the computers are locally networked and set up with SONAKO, for learning English. The Language Laboratory is a functional unit where spoken English is taught. These classes are open for students of the college willing to attend.

In collaboration with NIELIT Mizoram, Aizawl, Course on Computer Concepts (CCC) was introduced on August 10, 2015 and the Data Entry and Office Automation (DEOA) course was introduced in

September, 2020.

In 2010 and 2019, to facilitate internet usage on campus, BSNL and Mizo Server Wi-Fi networks were installed respectively for the use of students and staff.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="#">Nil</a>

#### 4.3.2 - Number of Computers

47

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Student – computer ratio	<a href="#">View File</a>

#### 4.3.3 - Bandwidth of internet connection in the Institution

C.10 - 30MBPS

File Description	Documents
Upload any additional Information	<a href="#">View File</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

##### 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

1.23

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Audited statements of accounts.	<a href="#">View File</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

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

The Institution practices a policy of decentralization of authority to efficiently look after, maintain and best utilize of its available resources. The following initiatives are taken to implement the policy.

1. The maintenance of physical infrastructure facilities are assigned as follows: building construction and expansion and Internet/Wi-Fi facilities are controlled by the Principal's Office; the canteen is maintained by the Staff Welfare Committee; hostel facilities are supervised by the warden, Asso. Prof. Hmingsangzuali Lushai; sports facilities are maintained by the Sports In-charge, Asst. Prof. Lalrinchhana; and library facilities are maintained by the Librarian, H. Darhmingliana. Campus grounds by Campus Beautification Committee
2. For the maintenance and repair of computers, the NIELIT faculty cum college computer operator, Lalruatfela, is in charge.
3. Classrooms, staff rooms, seminar halls, and the language laboratory, and campus. are cleaned and maintained regularly by the non-teaching staff of the college. Dustbins are placed in every room on all the floors.
4. The Ministerial Office performs an inspection and verification of stock at the end of every year.
5. The college has got two Generators which are utilized for lightning and power backup to computer and other instruments.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="#">Nil</a>
<b>STUDENT SUPPORT AND PROGRESSION</b>	
<b>5.1 - Student Support</b>	
<b>5.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year</b>	
<b>5.1.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year</b>	
<b>121</b>	
File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Number of students benefitted by scholarships and free ships provided by the Government during the year (Data Template)	<a href="#">View File</a>
<b>5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year</b>	
<b>5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year</b>	
<b>0</b>	
File Description	Documents
Upload any additional information	<b>No File Uploaded</b>
Number of students benefitted by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View File</a>

<b>5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills</b>	<b>D. 1 of the above</b>								
<table border="1"> <thead> <tr> <th data-bbox="86 441 539 506">File Description</th> <th data-bbox="539 441 1436 506">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 506 539 613">Link to institutional website</td> <td data-bbox="539 506 1436 613" style="text-align: center;"><a href="#">Nil</a></td> </tr> <tr> <td data-bbox="86 613 539 678">Any additional information</td> <td data-bbox="539 613 1436 678" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 678 539 815">Details of capability building and skills enhancement initiatives (Data Template)</td> <td data-bbox="539 678 1436 815" style="text-align: center;"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Link to institutional website	<a href="#">Nil</a>	Any additional information	<a href="#">View File</a>	Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>	
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Link to institutional website	<a href="#">Nil</a>								
Any additional information	<a href="#">View File</a>								
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>								
<b>5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b>									
<b>157</b>									
<b>5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b>									
<b>157</b>									
<table border="1"> <thead> <tr> <th data-bbox="86 1207 539 1272">File Description</th> <th data-bbox="539 1207 1436 1272">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1272 539 1337">Any additional information</td> <td data-bbox="539 1272 1436 1337" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1337 539 1550">Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)</td> <td data-bbox="539 1337 1436 1550" style="text-align: center;"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Any additional information	<a href="#">View File</a>	Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>			
File Description	Documents								
Any additional information	<a href="#">View File</a>								
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>								
<b>5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>A. All of the above</b>								

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

#### 5.2.1.1 - Number of outgoing students placed during the year

4

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### 5.2.2 - Number of students progressing to higher education during the year

#### 5.2.2.1 - Number of outgoing student progression to higher education

11

File Description	Documents
Upload supporting data for student/alumni	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of student progression to higher education	<a href="#">View File</a>

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

#### 5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State



**government examinations) during the year**

0

File Description	Documents
Upload supporting data for the same	<a href="#">View File</a>
Any additional information	No File Uploaded

**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 year****5.3.1.1 - 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 year.**

0

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<a href="#">View File</a>

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

Members of the Student Union are active participants included in many committees, clubs and cells.

The Students' Union Vice President is the members of IQAC. Two students are members of the institutional Project Monitoring Unit (PMU) under RUSA. Apart from these, student representatives are active members in the Anti-Ragging Committee, Drug Awareness Club, Eco Club and Equal Opportunity Cell. Students' Union of the college works for the benefit of the students throughout the year and pursues several activities within and outside the college

campus .

The Students' Union organises the Freshers' Social, a cultural programme to welcome the newly admitted students in the college. They organise the Graduation Day, a programme to honour outgoing graduated students from the institution. Along with these, the Students' Union organises the Annual Cultural Programme where students participate in various cultural activities such as traditional dancing, music, drama, etc. The Students' Union organises the Annual Sports during the "College Week" with various items of indoor and outdoor games. The students organise the celebration of Teachers' Day to honour the teachers of the institution.

Besides theses, students are integral part of extension activities, workshops, seminars, and all activities of the college.

File Description	Documents
Paste link for additional information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

### 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

#### 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

0

File Description	Documents
Report of the event	No File Uploaded
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	<a href="#">View File</a>

### 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

The Alumni Association of Government Mamit College is a registered association presently having around 125 members. It is actively involved in the development process of Government Mamit College. The Alumni Association organizes regular meetings and takes important resolutions regarding various activities in the institution. It organized career counseling programmes, blood donations, tree plantations and various other activities with the active participation of the students.

File Description	Documents
Paste link for additional information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The vision stated that as the college is located in an educationally backward tribal inhabited region, providing quality higher education to the youths and preparing them for the future competitive challenges is the main vision of the college. The college motto is, 'Ora et labora' which means Pray and Work. The mission of the college aims:

- To cater to its students a quality higher education for the development of individual, society and the nation.
- To prepare the students ready for all types of competition, for making their career and face the challenges of life boldly.
- To build up the students with conscientious mind-set of creating responsible citizens with a sense of integrity and

honesty.

- To develop a strong sense of participation in the developmental activities which are of larger interests.
- To produce loyal pillars of the nation.

**Nature of Governance:** Being a State Government Institution, the administration of the college is run by different heads with the Principal at the top of the hierarchy, who is appointed by the State Government. Proposals and action plans are made by different committees and cells of the institution which are then approved by the Principal and then put into action. Teaching and non-teaching staff meetings are held regularly where the various action plans are reviewed.

**Perspective Plans:** The institution is designed for training the youths with an objective to achieve excellence in higher education and to train them to build their career in future. It is the only higher educational institution which enrol majority of the students passing out at higher secondary level. Since many of the parents and residents are rural folks who are financially unstable, they are unable to send their children to other places for further studies. In such situation Govt. Mamit College provides the only outlet for the students of this remote and backward district. Here the students can avail higher studies to have a stable career after they graduated. Different stakeholders of the college work to improve and upgrade the facilities and resources, teaching-learning process and institutional values.

**Participation of teachers in decision making bodies:** Academic and non-academic activities of the college are managed by different committees and cells which includes teachers and staff. The participation of the teachers in these different committees motivates them to thrive for success and better improvement of the college. The college has 31 committees and cells within the college where all faculty members are actively involved. This provides opportunities to the teachers to be part of decision making process. Various committees and cells work zealously to comprehend and adjust to the various changing academic environment. New infrastructure, equipment's and other required materials and resources are installed and arranged by the concerned committees.

File Description	Documents
Paste link for additional information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

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

Govt. Mamit College is an institution where teaching and non-teaching staffs participate in the management of the college through the allotment of various committees and cells. It effectively follows a decentralization and participative management which allows the institution to follow a concrete plan and action to ensure a smooth flow of the institution and that no problem arises in the administration and management of the college. The committees/cells cover areas like Institutional, students, faculty and staff. These committees have different aims and functions which is carried out with due diligence.

The institution is under the Department of Higher and Technical Education, Government of Mizoram. And the Principal, as the head of the institution, in consultation with the faculty members, plays a big role in adopting quality measures and implementing government policies. The Principal, periodically convene meeting and share various responsibilities for the quality management to his senior faculty and reviews the same from time to time.

Under the leadership of the Principal, the Government policies of teaching, learning and evaluation are implemented. Suggestions are invited from faculty members for improvements of the plan and method and ensure continuous improvement.

File Description	Documents
Paste link for additional information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The quality policy that the college has been putting forward is to enhance and upgrade the professional level of the staff focusing

on academic excellence inculcating with all round development of the students. Every faculty member is encouraged to attend and present paper in seminars/workshops conducted at different institutions. They are also insisted to go for short term courses/refresher courses regularly so as to update their subject knowledge and methods of teaching for effective execution of their work. It is now more in the line with the introduction of IQAC in the college. The IQAC takes a big role in ensuring curriculum, co-curriculum and extra-curriculum activities. The maintenance of log book, regular monitoring on attendance of students, innovative teaching, Feedback mechanism, etc. are some of the activities which IQAC has taken up. The outcome of teaching-learning process of the institution is reviewed at regular intervals within the respective departments and as a whole.

The college has a perspective plan for development. As the number of students in the college has been constantly increasing in the last five years the demand for more books, computers, classrooms and other facilities have also been increased. The institution is planning to improve these facilities in the years to come.

The Principal is the final authority on administrative and financial matters. For the utilization of UGC grants, RUSA, and state funding, the Principal constitutes separate committees as per norms. Academic decisions are taken with the approval of the committee members and IQAC. Other decisions related to finance, purchase and budget are handled by the respective committees

The college received funding from North Eastern Council (NEC), MLA, RUSA and Social Welfare. With these funding's, new buildings are constructed and renovations are done within the college

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

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

Government Mamit college is a state government institution and is

over seen by the Directorate of Higher Technical Education Department, Government of Mizoram. The department itself is supervised by Higher and Technical Education Minister. The Directorate is headed by the Director, assisted by Joint Director and Deputy Directors and gives order and guidance to the Principals of colleges.

The Principal is the head of the institution and entrusts different Heads of Departments to look after and manage the various departments of the college. In his role as an administrative head, he forms various committees, cells and clubs. For smooth running and performance in academic and non-academic matters, policies are implemented through various committees and cells which aid in the efficient function of the institution. Teaching and non-teaching staff meetings are regularly held to discuss interest and issues of the institution that's need to be settled.

As the state Government adopts the UGC pay, promotional policies of the UGC is applied. Serving Rules, Procedure and recruitments are as per the Central Service Rule.

The Principal has distributed different responsibilities to faculty members. This division of responsibility has strengthened in both academic and administration. The internal arrangements of different committees under UGC, RUSA and IQAC, NSS, Red Ribbon Club have groom leadership to the faculty member to lead the curricular and extra- curricular activities. The Students' Union also provides a platform to groom the leadership among the students.

File Description	Documents
Paste link for additional information	<a href="#">Nil</a>
Link to Organogram of the Institution webpage	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

**6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination**

E. None of the above



File Description	Documents
ERP (Enterprise Resource Planning) Document	No File Uploaded
Screen shots of user interfaces	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

#### 6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

The Staff Welfare Scheme of the institution was started with the formation of the Staff Welfare Committee during the academic year 1993-94. The Committee had written its Constitution which remains the guiding principle of the committee till now. Some amendments were made and included in the Constitution from time to time consequent upon the changing circumstances. However, the main stress of the Staff Welfare Scheme has always been on the welfare of all staff. The Staff welfare committee of Mamit College is a non-political organization which is formed by general consensus among the employees of the college. The Constitution of the Staff welfare Committee, are the set of rules that the members both teaching and non-teaching staff of Mamit college must abide by. A monthly contribution of Rs 200/- is collected from each member every month by the treasurer.

It has an executive body/office bearer comprising of Chairman, Vice Chairman, Secretary, Assistant, Secretary, Treasurer and Financial Secretary.

Welfare Fund is utilized for felicitation on marriage of its member, condolence for death of a member, condolence for death of husband/wife/children of a member, farewell gift to a member on ground of service retirement, financial assistance given to members who are in dire need, financial assistance to members with critical illness. The rate at which the fund shall be utilized for each of the above purposes is revised from time to time.

The College also has a Canteen which is monitored by the welfare committee.



File Description	Documents
Paste link for additional information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

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

0

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View File</a>

#### **6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

##### **6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

**8**

File Description	Documents
IQAC report summary	<a href="#">View File</a>
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Details of teachers attending professional development programmes during the year (Data Template)	<a href="#">View File</a>

#### **6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff**

In order to evaluate and assess the effectiveness of any work, performance appraisal is necessary. This will provide an outcome of the overall work performance. Government Mamit College follows performance Based Appraisal System PABS which is suggested by UGC

for the assessment of teaching. The non-teaching staff maintained Self-Appraisal Report for their performance.

The Department of Higher & Technical Education has introduced Academic Performance Indicators (API)/ Performance Based Appraisal System (PBAS) in which every faculty member has to submit his/her self-appraisal report giving details about the workload, their involvement in other activities, examinations and participation in seminars, conferences, workshops, research work and book publication etc.. For the non-teaching staff their self-appraisal report is based on how they perform their duties and evaluation is done by the Principal accordingly.

The performance appraisal reports were submitted to the Principal of the college, which is then forwarded to the department of Higher and Technical education, Government of Mizoram. After careful evaluation of the PBAS, his/her destination will be decided by the authority.

All teaching faculties fill up prescribed Proforma for Self-appraisal. The API score is then checked and signed by Internal Quality Assurance Cell (IQAC) Coordinator and reviewed by the Principal which is then forwarded to the Directorate of Higher & Technical Education, Government of Mizoram for further assessment

The PABS is classified into three categories: Part A: General Information about the Faculty, Part B: Academic Performance Indicator and is divided into three sub categories. Category I - Teaching, Learning and evaluation related activities, Category II - Co-Curricular, Extension, Professional Development Related activities. Part C: other Relevant Information such as details, credential, significant contribution.

There is separate Performance Report form for Group B. Group C and Group D non-teaching faculties. The performance report of Group C and Group D is checked and signed by the Head Assistant and is reviewed by the Principal after which it is forwarded to the Directorate of Higher and Technical Education, Government of Mizoram.

Performance Appraisal act as a guide to improve skills for further professional development and enhances their contribution to the institution and also address accountability and employee quality.

File Description	Documents
Paste link for additional information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

External financial audits of the institution were conducted for the last five years. Chartered Accountant Jewel Fanai & Co, Membership No. 314886; FRN: 332062E had completed the audits and handed over the reports on 15th October 2021.

File Description	Documents
Paste link for additional information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

#### 6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

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

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	<a href="#">View File</a>

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Government Mamit College is a government institution with the Principal in charge of financial management and the maintenance of

documentation of the utilization of funds. The institute has taken the initiative during the last four years to mobilize funds from various government departments and agencies.

1. On 9th December, 2020 the NEC (North Eastern Council) allocated Rs 7,91,000 for the "Improvement of Mamit College Internal Road."
2. On 26th April, 2021 the Finance Department under the Mamit MLALADS (Member of Legislative Assembly Local Area Development Scheme) Fund 2020 - 2021 allocated Rs 2,00,000 for the salaries of the teachers of the newly opened Geography Department at Govt. Mamit College. On 6th November, 2020 Rs 3,00,000 was released again for the same purpose.

File Description	Documents
Paste link for additional information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

## 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

Teacher's logbook: Govt. Mamit College IQAC is one of the units of policy making and implementing unit in our college. It strives hard for upgrading the college's learning assets and infrastructure and all support facilities to meet the standards of higher education and growing needs of students. It assesses and suggests the parameters of quality education. To meet this broad requirement IQAC has developed the Teacher's logbook system to initiate and advance the quality of teaching-learning and ensure continuous improvement of students and teachers. A log book is maintained by each teacher that records the daily teaching-learning activities of the teacher. In the logbook, the teacher maintains class attendance, semester class allotted/taken, academic timetable, and the topics covered in each class along with the mode of instruction are recorded. Modes of instruction may be in the form of lectures, PowerPoint presentations or the use of audio-visual aids. Moreover, information regarding remedial classes, tutorial classes, assessments, seminars, discussions and micro-teaching sessions are recorded. This practice helps the teachers in lesson/syllabus planning and implementation of curriculum within the stipulated time.

### Class summary writing by students

At the end of each class period, when the teacher has finished teaching, the students on a sheet of paper individually write their feedback on what was taught during the class period. The practice is compulsory for all student attendees of the class. The students are given a wide berth on the contents of their summaries as long as they are serious and sincere. Summaries generally focus on summing the period's lesson. The teacher checks that all attendees submit a summary and is alert for anything noteworthy such as, advanced and slow learners to be identified and monitored. Beyond providing an insight of the students' abilities the practice also provides indications of the level of enthusiasm and motivation students possess for the course. A separate file is maintained for the feedback of each course for organized reference.

File Description	Documents
Paste link for additional information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

1. **Review of Student's Feedback:** In order understand the students' opinions and levels of satisfaction concerning the teaching-learning process the IQAC collects data for review from students every academic year through questionnaires. During the 2016-2017 and 2017-2018 sessions the students performed evaluation of their teachers. Since then the students have answered questionnaires gauging their views of the teaching-learning process. Up till 2019 questionnaires were answered manually, since then Google Forms has been used as the medium of collecting feedback through questionnaires. The questionnaire usually consists of roughly 20 questions concerning the factors that affect the quality of instruction received, the effectiveness of instruction, methods of teaching-learning, and the enthusiasm of pupils. The data collected is statistically examined by the IQAC to note any incremental improvements through comparative analysis with the data of previous

years. The results of the review are submitted to the Principal's Office who then initiates remedial actions with the concerned departments and teachers.

2. **ICT based classes:** With the initiative and encouragement of the IQAC information communication technology (ICT) has been implemented and gradually integrated into the teaching-learning process. The institution has installed projectors in all of the classrooms and laptops along with portable projectors are provided to every department to practice and refine their use of ICT tools. The IQAC has continually urged all teachers to conduct at least 33 per cent of their classes with Microsoft PowerPoint. However, since the advent of the Covid-19 Pandemic the implementation of ICT based classes has taken on a different dimension from its inclusion in offline classes to complete dependency upon it for online classes. In order for instructors to develop their proficiency with ICT tools, the IQAC has organised practical, hands-on training on commonly used applications such as Microsoft Word, PowerPoint and Excel, video conferencing apps such as Zoom and Google Meet, and social media apps such as Whatsapp.

File Description	Documents
Paste link for additional information	<a href="#">Nil</a>
Upload any additional information	<a href="#">View File</a>

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**C. Any 2 of the above**

File Description	Documents
Paste web link of Annual reports of Institution	<a href="https://mamitcollege.edu.in/uploads/nQDyBI FKjDmSJNr8TDl2OzMDBFIj3GO7ingaoiUP.pdf">https://mamitcollege.edu.in/uploads/nQDyBI FKjDmSJNr8TDl2OzMDBFIj3GO7ingaoiUP.pdf</a>
Upload e-copies of the accreditations and certifications	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Gender Equity programmes were organized in the institution in every academic years. But, due to the Pandemic it could not be conducted during the year 2020-2021.

File Description	Documents
Annual gender sensitization action plan	<a href="#">Nil</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">Nil</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

**C. Any 2 of the above**

File Description	Documents
Geo tagged Photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

**Solid waste management:**

Solid waste materials such as single-use plastics, plastic bottles, solid paper and dry leaves are collected and deposited in the different colour dustbins provided at each floor of the class room or building. At the designated time interval these dustbins are collected, emptied and cleaned. Wastes paper and dry leaves are disposed by means of incineration. Whereas food waste are moved to a large pit to decompose.

**E-waste Management:**

The College has allotted E-waste management room for storing all e-waste of the institution. Some of the items and parts are sold whenever chances are there.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View File</a>
Geo tagged photographs of the facilities	<a href="http://www.mamitcollege.edu.in/uploads/jbIxDk4ygT5S2bJiDurmuCAS6u9tgx1w1PgojSOR.jpeg">http://www.mamitcollege.edu.in/uploads/jbIxDk4ygT5S2bJiDurmuCAS6u9tgx1w1PgojSOR.jpeg</a> <a href="http://www.mamitcollege.edu.in/uploads/dz67koa4Lz2bSiASECHdmgFUoEgaiiEKM8KsY76V.jpeg">http://www.mamitcollege.edu.in/uploads/dz67koa4Lz2bSiASECHdmgFUoEgaiiEKM8KsY76V.jpeg</a>
Any other relevant information	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

**B. Any 3 of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.1.5 - Green campus initiatives include

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

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

**A. Any 4 or All of the above**

File Description	Documents
Geo tagged photos / videos of the facilities	<a href="#">View File</a>
Any other relevant documents	<a href="#">View File</a>

### 7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities**

**C. Any 2 of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View File</a>
Certification by the auditing agency	<a href="#">View File</a>
Certificates of the awards received	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment**

**C. Any 2 of the above**

**with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**

**5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Policy documents and information brochures on the support to be provided	<a href="#">View File</a>
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	<a href="#">View File</a>

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

**In the pursuit of a creating and sustaining a harmonious environment that is accepting of human diversity, the college has implemented the following practices:-**

- 1. Equal Opportunity Cell: Equal Opportunity Cell ensures that all students no matter their communal and socio-economic backgrounds are treated equally with fairness with regard to opportunities to participate in the teaching-learning processes and co-curricular activities. The cell also safeguards that all students have equal access to the learning resources, physical facilities, consultation with faculty, and all the additional benefits of attending a higher education institution. The cell strives in cultivating a non-discriminatory, diverse, and open-minded environment conducive to higher learning.**
- 2. Financial Assistance by the MCTA, Govt. Mamit Branch: Due to the institute's location in an Aspirational District many seeking admission hail from economically vulnerable households. The Mizoram College Teachers Association (MCTA)**

of the college has provided the payment of admission fees of these students sourced from the contributions from its members. Every year, since 2014, six students from particularly financially disadvantaged backgrounds (such as single parents) are identified through a survey conducted by office bearers of the MCTA during the annual admission of students. The surveyors interview family members of students who may be in need of assistance and validate facts with community members and leaders.

3. **Mentoring system:** The mentoring system is not confined to academics and caters to the well-being of the student as a whole. As students are free and encouraged to share their personal (non-academic) problems and sentiments with their mentors, the programme is a channel that is sensitive to grievances of dissatisfactory conditions in the college environment. If in case the harmonious environment of the college is threaten, or in the contingent case tensions form, the system is there to support conciliatory and ameliorative measures.
4. **Bilingual teaching for students weak in English.** Due to the low proliferation of schools imparting functional English education in the Aspirational District many students admitted to the college are weak in receiving instruction in the language. As a result, depending on the level of English proficiency of the class, lessons are taught bilingually (Mizo and English) to ensure that no pupil is left out. However, many words and concepts cannot be translated which means the bilingual method is used more often in the earlier semesters and less frequently employed in the later semesters as courses become more complex.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The following activities listed below were performed in order to show that the college fulfils its obligations as responsible citizens.

- Awareness of Voters' Responsibility organised in collaboration with Election Commission of India (ECI) on 6th September, 2019.
- Observation of National Voters' Day 25th January, 2020.
- Legal Awareness on Fundamental Duties Enshrined in Chapter IV of the Constitution of India organised in collaboration with the Legal Service Authority, Mamit District on 7th February, 2020.
- Financial Awareness Programme was organised on 6th February, 2020 by the Institution with resource persons and experts were from the Reserve Bank of India.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized**

**B. Any 3 of the above**

File Description	Documents
Code of ethics policy document	<a href="#">View File</a>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.11 - Institution celebrates / organizes national and international commemorative days, events

and festivals

The following significant dates and days of national importance have been observed:

1. International Yoga day was observed on 21st June, 2019 by the institution.
2. Teachers' Day is every year on 5th September.
3. To commemorate India's Independence Day all the faculty members attended the district level programme organized on 15th August every year.
4. National Voters Day is observed in the institution on the 25th January by the college fraternity. To fulfil the main objective of the Election commission of India, a pledge is read out by every individual to renew our commitment and to raise awareness and encourage everyone to take part in the electoral process.
5. Republic Day is celebrated on 26th January every year and the faculty attends the function organized at the district level.
6. Mother Tongue Day has been celebrated for the last two years organised under RUSA.
7. The National Education Day was observed on 11th November, 2020. A special lecture was delivered by Dr. Lalnithar Joute.
8. BR Ambedkar Birth Anniversary was observed on 14th April, 2021 with pledge taking performed by members of the faculty.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 7.2 - Best Practices

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

### Best Practice 1

Class Summary Writing by Students

## Objectives

To attract and maintain the full attention of the students, to encourage them to raise questions for doubt clearance, and to engage them so that classes are interactive and lively. In other words: to facilitate the development of students from passive participators into active participators in the learning process.

In order for the development of students from passive participators into active participators in the classroom, teaching methods and classroom techniques must be self-consciously re-evaluated and reconfigured to facilitate the development in students. The practice provides crucial inputs for the continuous refining of the teaching process.

## Context

Two considerable issues present themselves in the designing and implementation of class summary writing by students:

First, the over emphasis of memorization in school education is a major barrier for learning and communication as it hampers the grasping of concepts and ability to express oneself in one's own words. In order to wean students of this unhealthy learning practice they must be given ample opportunity to express their understanding of concepts by themselves in their own language.

Second, due to cultural factors students possess an inherent shyness and hesitancy to speak out especially in the presence of elders and social superiors. As a result the teacher has to always be strongly proactive in initiating discussions in class and in eliciting even simple responses from the students. This passivity and the lack of initiative amongst students must be addressed by allowing them the opportunity to initiate discussion through their feedback.

## Practice

The process of class summary writing and its salient features in implementation:

1. Towards the end of the allotted time for the class period, when the teacher has finished teaching, the students on a sheet of paper individually write their feedback on what was taught during the class period.
  1. The practice is compulsory for all student attendees



of the class and the feedback is generally around 150 words as students are limited by time.

2. If students have doubts or questions that must be answered in more detail that could not be addressed before, they are encouraged to use the time of writing the class summaries to approach the teacher.
  3. If students need help in their writing to spell key technical words, for example, or in need of a brief repeated explanation of key ideas, the teacher is there to lend help.
  4. The students are given a wide berth on the contents of their summaries as long as they are serious and sincere. Summaries generally focus on summing the period's lesson as students find verbal query the most effective for clearing doubts.
  5. In most cases the responsibility of coverage of courses are allocated amongst the teachers of a department. An informal, verbal consensus is made by the teachers of the department on who should perform the practice on what day in order to avoid students being swamped with writing class summaries. As a general rule a student must write at least two class summaries for each course in a week.
2. The summaries are collected by the teacher.
    1. The teacher checks that all attendees submit a summary and that vital statistics of the students are labeled on each summary.
    2. Time allotted for class periods as set by the timetable must be adhered to as close as possible. In actual practice punctuality may be occasionally compromised for the sake of accommodating slower writing or slower learning students.
  3. The teacher checks the feedback and is alert for anything noteworthy.
    1. Advanced and slow learners are identified and monitored.
    2. Beyond providing an insight of the students' abilities the practice also provides indications of the level of enthusiasm and motivation students possess for the course from the level of effort they put into penning their summaries.
  4. The teacher files the feedback.
    1. A separate file is maintained for the feedback of each course for organized reference.

Evidence of Success



Admittedly, the implicit weakness of this practice is that it resists measurement of its progress in definite quantitative terms. However, its benefits can be observed upon the students and the teaching faculty as follows:

The inputs from the practice when taken into consideration from the observations of teachers and mentors is invaluable to identify advanced and slow learners as the responsiveness of students to lesson are direct indicators of their learning abilities.

Students in the past academic sessions have become more comfortable with the role of being active participants in the classroom. Students have displayed more willingness to tender their own ideas and opinions and have raised their confidence during interactions, yet significant efforts must still be made by teachers and pupils for the classroom to be a truly lively space of learning as envisioned by the practice. Hopefully, the practice has laid down the groundwork and continues to make progress in this respect.

Amongst the teachers the practice has given them the opportunity to see how the students have engaged with their teaching. The teacher may change or adapt teaching method or approach, repeat topics not grasped by the class, select examples more relatable to the students, ascertain which topics are easy or challenging for the students and thereby adjust the speed of coverage of specific sections of the syllabus and so forth. Thus, the practice amongst the teachers has proven to be an invaluable tool for fine-tuning the teaching process.

#### Problems Encountered and Resources Required

Due to the simplicity of the practice in terms of material resources required for its implementation, it can be carried out with present institutional resources without any difficulty. However, difficulties have been encountered in three other areas as mentioned below:

The practice occupies time from the allotted class period. Depending on the strength of a class, the practice can take anywhere from five minutes to ten minutes to complete, and takes up a substantial amount of teaching time out of classes when considered in aggregation. However, the compromise of the redistribution of teaching time for feedback from students has been considered productive.

The practice is not environmental-friendly. The practice generates volumes of written paper documentation that has to be disposed as waste. Paper recycling facilities do not exist in the Aspirational District of Mamit where the college is located. Since the Pandemic this problem has been temporarily eliminated as students send their class summaries to their teachers via Whatsapp. A more environmental-friendly medium of transmission and storage of feedback must be sought as a permanent solution.

While the review and analysis of written summaries are componential for the indirect assessment of learning outcomes, they are performed as per the individual teacher's decision. There is a need for standardized methodical approach to interpreting and tracking student progress and comprehension if this practice is to be further refined.

## BEST PRACTICE 2

### Community Service

#### Objective

The practice of community service has three objectives:

1. To expose the students of the institution to experience based learning and work experience outside the confines of the classroom by practical interaction with a relatable community in need.
2. To create and promote health and civic awareness within the community, to contribute to their education at all levels, to support them during emergencies, and to contribute to their sustainable growth in whatever ways possible.
3. To broaden the outlook and role of the institution from solely playing the role of academic instruction to being a font of community betterment and progress.

#### The Context

An important aspect for innovation of the institute's teaching-learning methodologies is the inclusion of experience based learning outside of the campus to balance classroom teaching. However, locations of academic interest, like museums or historically sites, in close proximity to the institution do not exist. And due to the horrendous conditions of the road infrastructure, travel within the state or even within the district means more time is spent en route on the bus that at the

visited locations. Therefore, experience based learning must be conducted under the practice of community service in the nearby yet separate community of the Adopted Village. Up until 2021 the practice was implemented at Vawngawnzo Village (17 km away), however travel to the village was a considerable hurdle and so the closer village of Luangpawl, where the institute could more effectively implement the practice, was selected.

The efforts of the practice are focused primarily at the adopted village of Luangpawl where the majority of the population consists of roughly two hundred jhum cultivating families relocated from Sherhnun Village due to the expansion of the Dampa Tiger Reserve Sanctuary. Most of these families are economically disadvantaged, with most living below the poverty line, and are vulnerable in health due to poor hygiene and inadequate basic amenities. Any form of support in terms of charitable material contributions, propagation of health and civic awareness, encouragement of healthy aspirations amongst the youth, and educational instruction are acutely needed.

## Practice

### 1. Visits to Adopted Villages:-

On 12th September, 2019 the "Swachh Bharat Abhiyan" (Cleanliness Drive) was performed at the Adopted Village of Vawngawnzo. A team of faculty members headed by the Principal and 35 students of the institute met the YMA Leader Mr Lalchhanhima and cleaning of the Primary and Middle Schools were performed. The visiting team distributed snacks to the school students and interacted.

On 12th August, 2021 a survey team of faculty members visited Chairman and leaders of the Village Council of Luangpawl. It was jointly decided that the college will contribute in the teaching to the Lower Primary and Middle Schools and perform community service in various applicable forms within the village council area. To mark the collaboration, the faculty members and the NSS Unit of the college distributed foodstuff to 30 poor families of the village.

This mutually beneficial arrangement shall simultaneously address their shortage of teachers in their schools, and open an opportunity for college student to gain invaluable teaching job experience. However, due to the onset of the COVID-19 Pandemic the implementation of community service at Luangpawl has been in a hiatus.

1. Distribution of Essentials at Luangpawl Adopted Village during Pandemic. On 5th June, 2021, essential commodities were distributed to approximately 150 families that were particularly struggling. The instance of the practice was broadcasted on Doordarshan State Level News. The items distributed were funded by the collections of the faculty of the institute.

#### Evidence of Success

The institution taking the initiative and establishing a healthy communicative relationship with the community has been met with positive feedback especially from the youth of the community. The institution believes that this positive response will translate into inspiring within the youth a competitive appetite for studies, encourage them to overcome their self-consciousness of belonging to a disadvantaged community, and make them cognizant that they have the opportunity to attend the highest educational institution of the district.

The practice raises the prestige of the institution in the eyes of the community and improves the relations between institution and community. This maintenance of a healthy public image is important for nourishing a communicative relationship with parents and alumni. The atmosphere of trust nurtured by the practice has greatly contributed to cooperation amongst stakeholders in facing the recent institutional challenges caused by the Pandemic. Furthermore, this trust built up will hopefully result in the college carrying out its plans for holding further awareness programmes and teaching opportunities for the students after the Pandemic.

#### Problems Encountered and Resources Required

The demands of extracurricular activities leave little time for community service. In pursuance of meeting prescribed expectations of a modern HEI, the academic calendar is tightly packed with extension activities, awareness and sensitization programmes, and many seminars and workshops outside of the regular classes and internal assessment tests. The lack of time in the busy schedule limited the implementation of the practice before the Pandemic.

Due to the practical nature of the practice the Pandemic has halted all activities and the subsequent waves of virus variants have caused havoc with setting plans for the future. With public health and safety being of paramount priority and social

distancing discouraging non-essential contact the practice has greatly suffered implementation. Furthermore, with the poor local internet connectivity, low numbers of device ownership, and low levels of computer literacy, community outreach via the internet is impossible.

File Description	Documents
Best practices in the Institutional web site	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The vision of the institution is to provide higher education especially to the students of this area who cannot access or afford the facilities of higher education in other places.

The College is located in Mamit, one of the most backward districts of Mizoram. It falls under "Tribal, Border Hilly and Forested (TBHF) area". The University Grants Commission (UGC) has identified Mamit as one of the 374 Educationally Backward Districts (EBDs) in India. Recently, the Central Government declared Mamit as the lone Aspirational Districts in Mizoram, where minority communities such as the Brus (Reangs/Tuikuk) and Chakmas are concentrated. As stated in the vision, almost all the students in the institution are from the rural areas, having very poor economic and educational background.

Considering their economic condition, the college introduced the provision of financial help to needy students. Some of the students are accommodated in the hostel at a subsidised rate of rent.

Other important distinctive features of the college are as follows: 1. The college is totally a ragging free institution. Not a single incident of ragging has been reported so far. 2. There is a continuous healthy ratio of girl student enrolment in the institution.

Continuous increase in student enrolment since 2016-2017 Academic Session till today

File Description	Documents
Appropriate web in the Institutional website	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3.2 - Plan of action for the next academic year

#### Plan of action for the academic year of 2021-22:

1. To organize academic and administrative audit.
2. To establish small libraries in Primary and Middle Schools at adopted village (Luangpawl).
3. To undertake demographical study at adopted village.
4. To organize field visit with the students at Public Health Engineering water processing plan. (PHE, Mamit Division).
5. To organize departmental seminar/webinar.
6. To organize seminar webinar on intellectual property right.
7. To improve internet facility in the campus.