



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOVERNMENT MAMIT COLLEGE

FIELD VENG, MAMIT. MIZORAM

796441

www.mamitcollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Mamit College was established in 1983. It is a co-educational institution. The College is located in the heart of Mamit town, the headquarters of Mamit District in the western part of Mizoram bordering with states of Assam, Tripura and neighboring country of Bangladesh. It is 80 kms away from Aizawl, the capital of Mizoram. The nearest airport is at Lengpui, 55 kms away from Mamit in the same district and the nearest railway station is at Bairabi, 38 kms from Mamit. Since its inception the college ensures to provide higher education to the youth of this under-developed remote minority concentrated area of the western part of the state. This district has the lowest literacy percentage among all districts of the state. Students enrolled are mostly from the district itself that belong to ST and economically weaker sections of society.

During the last five years, after the first cycle of NAAC accreditation, the college has made systematic efforts to build excellence in teaching, learning, extension activities and employability of the students.

Vision

The vision of the institution is to provide higher education to the students of this area, especially those who cannot access or afford the facilities of higher education in other places. The vision aims to bring higher education of standards that are in compliance with central regulations, criterion and expectations to this area and for the institution to self-consciously refine its academic and non-academic practises in this regard. This vision is guided by the belief that those who hail from backward areas should not be denied quality higher educational instruction.

Mission

The **mission of the institution** is to fulfill the above stated vision with excellence. This means that the institution does not merely work to meet the teaching-learning objectives set by the curriculum but furthermore strives to instill sensitivity within students of the complex real world issues (ecology, gender equality, health care, etc.) and to create awareness of knowledge relevant to broaden their mental horizons (career opportunities, personal financial management, entrepreneurship, etc.). Thus, the mission is to provide comprehensive education to prepare the students for competitive examinations for starting their careers, and to develop a sense of responsibility and participation in developmental activities of larger interest with a sense of nationalism.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Government Mamit College is a UGC Recognized institution. It is accredited with 'B' grade by NAAC in the year 2016.
- Government Mamit College is the only college in the district headquarters.
- An active IQAC has been instrumental in introducing quality initiatives and supporting the growth and

expansion of the Institution.

- Imparting knowledge to fulfill the higher educational needs of this backward area.
- Classrooms are equipped with projectors.
- The Library is automated with about 7,100 books. It subscribes a number of journals, periodicals and newspapers.
- The Library also provides E-Resource through N-LIST.
- Sports facilities for selected indoor and outdoor games.
- The college has a active NSS units & the Red Ribbon Club conducts different outreach programmes such as awareness on Covid-19, HIV/AIDS, sanitation and hygiene, blood donation camps, construction of public urinals, waiting sheds, and water storages, etc.
- The institution have two functional MoUs. One was signed betwee the District Hospital, Mamit and the college. Another is between NIELIT, Aizaawl and the college.
- The college is in the process of setting up a NCC unit as suggested by the Previous Peer Team.
- There is financial support for the underprivileged students during the Admissions by MCTA, Govt. Mamit College Branch.
- As per the recommendation of NAAC Peer Team, department of Geography was started in the institution in 2020.

Institutional Weakness

- Poor road communication within Mamit District.
- The majority of students are from poor economic backgrounds.
- Low number of feeder institutions.
- Low number of subjects taught.
- Absence of science and commerce streams.
- Lack of provisions for faculty members undertaking of research.
- Insufficient ministerial staff and faculty.
- Inadequate funding.

Institutional Opportunity

- The opening of Philosophy, Linguistics, Public Administration, etc. in the college will certainly attract more admissions.
- Opening of Science and Commerce streams will anticipate the future needs of the students in this backward area.

Institutional Challenge

- Increasing the number of faculty and ministerial staff is dependent on state government policy.
- Improving student strength is a challenge as the area has a low population and insufficient feeder institutions.
- Sustaining the interest of students in academic activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The first working day of every semester is spent in briefing the students regarding the syllabus, attendance requirements, discipline and code of conduct of the institution.
- Every department maintains a Log-Book.
- The college carries out a continuous evaluation and internal assessment in accordance with the requirements of Mizoram University.
- The college's academic calendar sets aside separate days for the conduct of 2 Internal Assessment tests and students assignments, which are carried out in much the same way as central University exams.
- Some of the other activities regularly included in the college's academic calendar include a Students' Union Election, a College Week, , a Parent-Teacher Meeting, etc.
- Faculty members are represented in the Board of Studies of Mizoram University. They have also been involved in the setting and examining of question papers for Mizoram University at the UG level.
- The college offers 7 programs, all of which follow the CBCS course under Mizoram University.
- A certificate course on Computer Concepts (CCC) with 80 hours duration is regularly conducted in the college.
- In recognition of the importance of issues like Gender and Human Values, the college has various bodies like an Equal Opportunity Cell, a Women Empowerment Cell and Internal Complaints Committee on Sexual Harassment of Women and an Anti-ragging Squad.
- The college obtains feedback on the syllabus and its transaction from students and other stakeholders. This feedback is available on the college's website.

Teaching-learning and Evaluation

- The institute caters primarily to ST students from the Aspirational District many of whom hail from socioeconomically vulnerable sections of society who have not received the best school education and slow learners are more frequently found than advanced learners.
- The institute through various internal mechanisms of identification such as mentoring is sensitive to the needs of learners so as to nurture their learning in pursuance of the expected course outcomes.
- Progressive student-centered methods are employed within the classroom and outside the campus on extension activities to encourage students to be active participants in the teaching learning process.
- To enhance the teaching-learning process ICT tools and methodologies have been incorporated. The use of ICT has proven to be critical by the Covid-19 Pandemic, not just for classroom instruction but for communication of college related activities, briefings, and webinars for both students and faculty.
- The regular internal assessments through tests and assignments/presentations are conducted with great care with test routines, paper structure, evaluations methods and other details being communicated in before assessment of students. A generous period of time is given for students to raise any complaints concerning their internal assessment such as test result and any such grievances are systematically treated for redressal.
- Course outcomes are discussed with students by instructors at various stages of the semester and students are monitored through observation and direct methods like assignments to gauge their understanding and areas of potential improvement.

Research, Innovations and Extension

- Some of the teaching faculties of the institution are actively engaged in research and at times, participate as resource persons and delegates in various government and non-governmental organisations. However, doing research projects are yet to start. Students are encouraged to incorporate research culture and data analysis in their assignments.
- Seminars, conferences, and workshops were conducted by the college periodically to promote research atmosphere and encourage the faculty to engage in article presentations/publications. Ranging from international to institutional levels, a number seminars and workshops were conducted during the last five years. A cumulative total of 16 articles were published by members of the faculty in reputed journals, while the number of books and chapters in edited volumes/books published amounted to 9.
- The extension activities are monitored by the enthusiastic participation of students and faculty coordinators in NSS, IQAC, and Staff Welfare. More than 10 extension activities were undertaken during the period. The activities include cleanliness drives, planting of trees, and distribution of food items to those struck hard by the pandemic, among others. In this connection, the college has been awarded 10 letters by various village councils of the district capital.
- The college also has two active Memorandum of Understanding with District Hospital, Mamit and NIELIT, Aizawl.

Infrastructure and Learning Resources

- College has six RCC buildings in which Administrative building, Faculty rooms, ICT-enabled Classrooms, Library, Conference Hall, RUSA office, Language lab, Hostels etc are located.
- The Library is automated using Integrated Library Management System. It is equipped with Soul 2.0 software. 7100 books, E-resources like N-List and OPAC search in which 460 lakhs learning materials are accessible under National Digital Library. Transactions are done by using the Barcode system.
- The NIELIT Study Centre for the students, staff and local candidates has been successfully running within the campus. The CCC (Course on Computer Concept) that has been accepted as level 3 of National skills qualification (NSQF) can be studied in this centre.
- The college has been utilizing funds for the creation and maintenance of CCTV, water harvesting, solar lamps, purchase of new furniture and building maintenance.
- Two hostels for girls, canteen, parking areas, indoor games like table tennis and gym for the students as well as faculties, grounds for games such as basketball, volleyball, and tennis are also available in the campus.

Student Support and Progression

- The majority of students receive Post Matric Scholarship for ST students from the government.
- Mizoram College Teachers' Association (MCTA), Government Mamit College (GMC) Branch provides scholarship to poor students. Incentive cash awards are also given to students who perform with excellence in the final semester examination.
- Graduated Students from GMC are pursuing higher studies in Mizoram University, ICFAI and IGNOU.
- The college has active students' grievance redressal mechanisms including Anti-ragging Committee, Sexual Harassment Committee and Grievance Redressal Committee. During the last five years no complain has been received. The institution is a ragging and harassment free institution.
- The college provides capacity building and skills enhancement by organizing different types of programmes.
- The college and Alumni organize career guidance for the students.

- The Students Union body is elected annually.
- The institution has various co-curricular activities such as cultural and sport activities to ensure the comprehensive development of the students. Apart from the co-curricular activities, students actively participate in extension activities through NSS and other organizations within the college.
- The college also facilitates students' representation and engagement in various administrative such as PMU RUSA, Anti-Ragging Committee, Equal Opportunity Cell and IQAC.
- The institution has participated in the Inter-College Sport organized by Sport Department, Mizoram University in 2016-2017 and 2017-2018.
- Alumni Association actively participates in college activities such as blood donations and planting trees in the campus.

Governance, Leadership and Management

- The college has 31 committees and cells where representatives of all stakeholders are actively involved. This provides opportunities to the members to be part of decision-making process. New infrastructure, equipment, and other required materials and resources are installed and arranged by the concerned committees.
- The quality policy and plans that the college has been putting forward has enhance and upgraded the professional level of the staff by focusing on academic excellence and inculcating all round development of the students.
- Every faculty member is encouraged to attend and present paper in seminars/workshops, short term courses/refresher courses regularly so as to update their subject knowledge and methods of teaching for effective execution of their work. The institution has effective a Staff Welfare Committee in which all staff of the institution are members.
- In order to evaluate and assess the effectiveness of any work of the faculty members, Performance Based Appraisal System (PBAS) is conducted which highlight the overall performance of each faculty members.
- For institutionalizing the quality assurance strategies and processes the IQAC has developed the Teacher's Logbook and class summary writing is conducted at the end of each class time.
- With the initiative and encouragement of the IQAC information communication technology (ICT) has been implemented and gradually integrated into the teaching-learning process.
- IQAC is one of the units of policy making and implementation in our college, striving hard to make further improvement in the teaching learning process to meet the standards of higher education and growing needs of students.

Institutional Values and Best Practices

- The institution regularly organizes gender sensitization programmes to spread awareness on gender inequality and approaches to equality.
- The institution uses solar powered lamps to illuminate the campus and LED bulbs are used to conserve electricity.
- Waste management is performed with minimal negative impacts to the natural environment.
- The institute conserves water by harvesting rain and storing it in a 70,000 litre tank for distribution across the campus.

- In order to create a green campus, automobiles are restricted from entering the main gate, buildings are connected by pedestrian friendly pathways, and single use plastics are banned on campus.
- The college has performed a Green Audit in 2019-20. The college promotes environmental awareness in the nearby communities through the activities of the NSS and the Eco Club.
- To be disabled-friendly the college has installed ramps to access all buildings, a washroom for the disabled is available, and signs giving directions to important buildings are clearly visible.
- In order to foster a harmonious academic environment that embraces diversity and is free of cultural, linguistic and socioeconomic discrimination the college has an Equal Opportunity; the MCTA financially aids students from weak financial backgrounds; the Mentoring Programme is alert to any disruptions to the college environment; and students weak in English are taught bilingually (in Mizo and English).
- To mould students into responsible citizens the college holds programmes in collaboration with external agencies like Election Commission of India to educate students on the electoral process and the right, duties and obligations of citizens.
- The college has a formal Code of Conduct for all its members.
- All days of national significance are observed with due solemnity by the institution.
- The two best practices of the college are class summary writing by students and community service.
- The institution's distinctiveness lies in its commitment to render education of a standard that conforms to central guidelines and expectations to the students of the Aspirational District of Mamit who mostly hail from socioeconomically disadvantaged schedule tribes, and the college through subsidized hostel rent fees and other financial measures strives to provide quality education to the weaker sections of society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT MAMIT COLLEGE
Address	FIELD VENG, MAMIT. MIZORAM
City	Mamit
State	Mizoram
Pin	796441
Website	www.mamitcollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Ms Dawngliana Hnamte	0389-2565580	9612468103	0389-2565580	governmentmamitcollege@gmail.com
IQAC / CIQA coordinator	Bilal Ahmed	0389-2565030	9101175545	-	gmc.iqac@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1983

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Mizoram	Mizoram University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	09-05-2007	View Document
12B of UGC	09-05-2007	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	FIELD VENG, MAMIT. MIZORAM	Urban	3.11	1798

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	HSS Passed	English	60	8
UG	BA,Economics	36	HSS Passed	English	60	11
UG	BA,Education	36	HSS Passed	English	60	46
UG	BA,History	36	HSS Passed	English	60	6
UG	BA,Political Science	36	HSS Passed	English	60	56
UG	BA,Mizo	36	HSS Passed	English	60	24
UG	BA,Geography	36	HSS Passed	English	60	16

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				11				1			
Recruited	0	0	0	0	8	3	0	11	1	0	0	1
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	7	3	0	10
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	1	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	7	2	0	0	0	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	5	5	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	79	0	0	0	79
	Female	87	1	0	0	88
	Others	0	0	0	0	0
Certificate / Awareness	Male	3	0	0	0	3
	Female	8	0	0	0	8
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	1	1	1	
	Female	0	0	0	0	
	Others	0	0	0	0	
ST	Male	76	73	64	67	
	Female	78	64	62	43	
	Others	0	0	0	0	
OBC	Male	1	1	1	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
General	Male	0	1	1	1	
	Female	0	0	0	0	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		155	140	129	112	

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
806	806	801	801	801
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
155	140	129	112	97
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
155	139	128	111	97

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
37	22	21	17	16

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

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

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

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

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 11

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
222.19	240.42	86.95	136.94	196.92

4.3

Number of Computers

Response: 47

4.4

Total number of computers in the campus for academic purpose

Response: 11

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

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	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

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 appraises 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	Document
Upload Additional information	View Document
Link for Additional information	View Document

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 last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 7

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 5

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

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

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 25.59**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
58	47	47	23	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

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

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:

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.

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.

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.

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 mindset 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.

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.

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.

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	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 0

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

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

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document

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

Response: 0

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

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: B. Any 3 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 33.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
155	140	129	112	97

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
420	360	360	360	360

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

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
155	139	128	111	97

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

2.2 Catering to Student Diversity

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

Response:

The 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	Document
Upload any additional information	View Document

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

Response: 8.61

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The 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	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

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) and at least a third of all classes conducted by a department must be in PPT form.
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, readings and preparation for class work, as well as, holidays and outings to students. In turn students through the groups voice their doubts, problems interfering with their learning like illnesses and submit their written assignments.
3. The inadequate bandwidth and the inconsistent and ever-shifting nature of internet coverage in the Aspirational District, make it difficult to use of Zoom, Google Classrooms or other direct audio-visual conferencing software regularly.
4. 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 for both teaching and for circulation amongst students.
5. The library has two internet enabled computers for students to access e-Books, N-List and to perform OPSC (Online Public Access Catalog) searches.
6. 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	Document
Upload any additional information	View Document

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

Response: 6:1

2.3.3.1 Number of mentors ?????????????? ???????

Response: 24

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

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years**

Response: 100

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 27.78

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	5	4	4

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 22.17

2.4.3.1 Total experience of full-time teachers

Response: 399

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

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

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	Document
Any additional information	View Document

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

Response:

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.

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.

Response:

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	Document
Upload COs for all courses (examples from Glossary)	View Document

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

Response:

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

1. **Direct Methods.** 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:-
 1. **Internal Tests.** The internal test assesses the student in both objective and performance aspects of understanding. Forty-four percent 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 percent of questions focus on performance assessment by testing the higher order thinking of students through essay questions.

2. **Assignments and Presentation.** 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.
3. **Oral Evaluation.** 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.

1. **Indirect Methods.** The indirect methods of observation practiced to support the direct methods of outcome evaluation are as follows:-

1. **Observation of students by teachers.** 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 indicatory 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.
2. **Inputs from mentors.** 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.

2.6.3 Average pass percentage of Students during last five years

Response: 69.87

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
37	22	21	17	16

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

2020-21	2019-20	2018-19	2017-18	2016-17
39	36	38	26	22

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.37

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Institutional data in prescribed format

Document

[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

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

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

3.1.2.2 Number of departments offering academic programmes

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

File Description

Institutional data in prescribed format

Document

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**Response:** 20**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	5	0	5	3

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.2 Research Publications and Awards**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response:** 0.89**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
4	7	1	2	2

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

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.56**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	0	2	1

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

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 last five years.****Response:**

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	Document
Upload any additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

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

Response: 17

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	6	3	3	1

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years**Response:** 152.08**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., year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
80	450	185	212	53

File Description**Document**

Report of the event

[View Document](#)

Institutional data in prescribed format

[View Document](#)**3.4 Collaboration****3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years****Response:** 0**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

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

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years****Response:** 7**3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

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

File Description	Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

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.

File Description	Document
Upload any additional information	View Document

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

Response:

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 activities are organized annually during Fresher social and Graduation day.

File Description	Document
Upload any additional information	View Document

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

Response: 72.73

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 8.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.77	1.44	34.44	1.61	1.84

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

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 7,100 books, 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	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 4.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.15	0.10	20.14	0.03	2.37

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 2.89

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

Response: 5

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

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	Document
Upload any additional information	View Document

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

Response: 14:1

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 0.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.23	1.08	0.45	1.39	0.37

File Description

Document

Institutional data in prescribed format(Data template)

[View Document](#)

Audited statements of accounts

[View Document](#)

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

Response:

To efficiently look after, maintain and best utilize of its available resources the institution assigns various committees, cells, and faculty members responsibility to specific areas. These are as follows:-

1. The maintenance of physical infrastructure facilities are assigned as follows:

1. Building construction and expansion and Internet/Wi-Fi facilities are controlled by the Principal's Office.
2. The Canteen is maintained by the Staff Welfare Committee;
3. Hostel facilities are supervised by the wardens: Asst. Prof. Dr Vanlalchhanhimi for the Girls' Hostel and Asst. Prof. Lalnghakmawia Thangluah for the Boys' Hostel.
4. Sports facilities are maintained by the Sports In-charge, Asst. Prof. Lalrinchhana.
5. The Language Laboratory is maintained by the English Department.
6. Improvements to the campus grounds are directed by the Campus Beautification Committee.
7. Library facilities are maintained by the Librarian, H. Darhmingliana.
8. The college has got two generators (one large diesel and one portable) which are utilized for lightning and power backup for computers. These are maintained by the Ministerial Office.

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, language laboratory, and campus grounds are cleaned and maintained regularly by the non-teaching staff of the college..

4. The Ministerial Office performs an inspection and verification of stock at the end of every year.

All who are assigned responsibilities report progress, problems and suggestions to the Principal who decides on the allocation of funds for maintenance, repairs, and expansion.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 85.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
121	118	116	97	85

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Institutional data in prescribed format	View Document

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

Response: 2.68

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	6	2	5	3

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 73.68

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

2020-21	2019-20	2018-19	2017-18	2016-17
145	125	0	97	96

File Description	Document
Institutional data in prescribed format	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 16.52

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	4	3	4

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 70.27

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 26

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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) year wise during last five years

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

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

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 1

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) year-wise during the last five years.

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

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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)

Response:

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

The Students' Union Vice President is a member of IQAC. Two students are members of the institutional Project Management Unit (PMU) under RUSA. Apart from these, student representatives are active members in the Anti-Ragging Cell, Awareness Club, Eco Club and Equal Opportunity Cell. Students' Union of the college works for the benefit of 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 to the college. They organise the Graduation Day, a programme to honour outgoing graduated students from the institution. Besides 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 "Cultural Week" with various items of indoor and outdoor games. The students organise the celebration of Teachers' Day to honour the staff of the institution.

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

File Description	Document
Upload any additional information	View Document

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

Response: 1.2

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

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

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The alumni association of the college is very active towards the progress and development of the institution. It organized regular meetings and initiated different activities in the college. The alumni association engaged in Alumni membership drive, admission drive to facilitate more enrolment of students in the college. It created WhatsApp group for better communication among alumni members

The Alumni Association organized coaching programme for 2 months in Mamit and titled as Mamit Youth Competitive Development Programme basically for Students from Government Mamit College. It was inaugurated in 16th of July, 2019. The coaching session was conducted without disturbing the regular classes and for which a separate time table was prepared. Beside the faculty from Government Mamit College, resource persons were invited from different Officers from department. Around 30 students regularly attended the programme.

The Alumni Association made financial contributions towards the development of the college of Rs. 5000 in 2018-19 and Rs. 10000 in 2019-20.

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

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - 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

Response:

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

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

Response:

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.

Case Study: Examination Committee: This committee manages all matters relating to examinations. It schedules for continuous internal assessment which is conducted twice in every semester, the committee is responsible for setting up of question papers for internal examination and monitoring the process of each internal examination. The Undergraduate University End semester examination have routed through this institutional examination committee. Moreover, this institution is one of the centres of Mizoram Civil Services Examination, and Assistant Grade exam conducted regularly by Govt. of Mizoram.

The case study showing Examination Committee in the Institution has adopted the decentralization and participative management in the process of academic and administration. The Institution always believes in the practices of decentralization and participative management. The examination committee regularly meets and takes necessary steps to formulate and implement the perspective plan of the institution. Looking for changes in the examination rules, and so on. To improve the overall development of the institution and decentralization and participative management in the Examination Committee Mentorship is introduced in all the departments to take care of the students and it is effectively monitored by the

Principal.

The practice of decentralization is having its own significance in the management and it reflects the policy of decision making, planning and administration, and office management. The institution is responsible for quality initiative to promote education to all sections of the society. The higher authority or government's concern management gives generous freedom and flexibility to the Principal together with the academic staff to lead all the academic activities of the college.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The 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	Document
Upload any additional information	View Document

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

Response:

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	Document
Upload any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document

6.3 Faculty Empowerment Strategies

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

Response:

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	Document
Upload any additional information	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 0

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

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

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 17.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	2	0	4	3

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

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 classifies 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 activates. 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	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

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	Document
Upload any additional information	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

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.

The following are the funds received since 2018:-

1. On 17th April, 2018 Rs 2,90,000 was allocated to the institute under the NEDP (New Economic Development Policy) for the procurement of books to be expended during the 2017 - 2018 session. This is not a regular fund and such sums are received extremely seldom.
2. On 24th August, 2018 the Higher & Technical Education Department, Govt. of Mizoram, allocated Rs 1,00,000 for an Industrial Visit-cum-Study Tour to be used during the 2018 – 2019 session.
3. On 9th December, 2020 the NEC (North Eastern Council) allocated Rs 7,91,000 for the “Improvement of Mamit College Internal Road.”
4. 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	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

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	Document
Upload any additional information	View Document

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

Response:

Review of 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.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: C. 2 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The followings are programmes held by the institution to promote gender equity during the last five years. All programmes were organised under the RUSA Equity Initiatives.

8th September, 2016: **One Day Seminar on Gender Sensitization**

At the seminar Lalmuankimi Chuaungo (Protection Officer, District Child Protection Unit, Mamit) spoke on the prevalence of gender discrimination and relevance of gender sensitization in today's world; Saplianguri (MHIP President) discussed women's empowerment; Dr Lalnithar Joute (Associate Professor, Education Dept, Govt. Mamit College) explained the workings of the POCSO (Protection of Children from Sexual Offences) Act, 2012; and Dr Lalrinhlua (District Child Protection Services) upon juvenile justice and the Care and Protection of Children Act, 2015.

19th April, 2018: **One Day Workshop on Gender Equality: Issues and Challenges**

The workshop was centered on the issues and challenges of harassment, bias, and discrimination in the pursuit of gender equality in society. The seminar was opened with a welcome speech from LDV Intimate, RUSA Institutional Coordinator, and the seminar was moderated by Dr Lalnithar Joute, Asso. Prof., Dept of Education. Three resource persons gave presentations: Vanlalruati, Protection Officer (IC), District Child Protection Unit on "Sexual Harrassment"; Lamuankimi Chuaungo, Protection Officer (NIC), District Child Protection Unit, Mamit on "Protection of Women to Sensitize the Aspects of Equality Among Male and Female"; and Lalrinchhana, Asst. Prof., Dept of Education presented on "Persons with Disability – Their Role and Current Status in Mizoram".

16th September, 2019: **One Day Workshop on Equity and Gender Sensitization**

This workshop chaired by Dr. Lalnithar Joute, Associate Professor, Govt. Mamit College, who also delivered the key note address which dealt with the different aspects and issues of Gender Sensitisation and Protection of Children from Sexual Offences Act. Three resource person gave presentations: VL Remruati Hmar, Women Welfare Officer, Mamit on Gender Sensitisation Campaign; Tommy Hmingdailova, Legal cum Probation Officer, Mamit on "Awareness Campaign on Protection of Children from Sexual Offences (POCSO) Act".

10th October, 2019: **One Day Workshop on Equity and Gender Sensitization**

The workshop was organized under the leadership of Dr. Lalnithar Joute Assistant (Coordinator IQAC, GMC). Lalrinchhana, Assistant Professor, Government Mamit College, gave a PowerPoint presentation on "Specially Challenged Persons". 110 students and 12 teaching staff members attended the workshop.

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

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

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

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document

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

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

Response:

1. **Solid Waste Management-** Govt. Mamit College strives to work towards the achievement of its objective of environmental care. Encouraging environment consciousness activity is the aspiration of the College and so the College has undertaken certain steps to maintain solid waste management. To keep the campus neat and clean, the College has made use of hard plastic dustbin that is placed in different corners of the College campus. On a regular basis NSS unit of the College organizes mass cleaning of the college campus. Solid materials such are disposed separately made for this purpose only.
2. **Liquid Waste Management-** The liquid waste management is well maintained by the College. Toilet/ wash basin waste and College Canteen waste are regularly monitored. Since the College offers courses only on Arts stream, the college does not have any hazardous chemicals, Bio medical waste and no separate pit is constructed for decomposing radioactive waste. The college has separate incinerator cabin for burning rubbish.
3. **E-waste management-** The College maintains a separate area/ room allotted for disposal of E-

waste.

Other than these the College maintains clean and green campus. Cleanliness week Swachh Bharat) and Green Mizoram day has been observed yearly by organizing various programmes by the College and NSS unit. The College is a smoke free campus. Initiatives are taken to reduce paper communication so majority of notices and information are made available through whatsapp.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

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

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards

5. Beyond the campus environmental promotion activities

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

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

Response:

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. The **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 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. The **Mentor-Mentee Programme**. The mentoring programme 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 programme 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	Document
Any other relevant information.	View Document

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

Response:

The 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	Document
Any other relevant information	View Document

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

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

Response: B. 3 of the above

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

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

Response:

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 observed 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. Celebration of Azaadi 70 on 9th to 23rd August, 2016.
8. Observation of Rashtriya Ekta Diwas 'National Unity Day' on 31st October, 2017.
9. The National Education Day was observed on 11th November, 2020. A special lecture was delivered by Dr. Lalnithar Joute.
10. BR Ambedkar Birth Anniversary was observed on 14th April, 2021 with pledge taking performed by members of the faculty.

File Description	Document
Any other relevant information	View Document

7.2 Best Practices

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

Response:

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.
 - 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.
 - 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.

- 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.
- 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.
- 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.

- The teacher checks that all attendees submit a summary and that vital statistics of the students are labeled on each summary.
- 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.

- Advanced and slow learners are 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 from the level of effort they put into penning their summaries.

4. The teacher files the feedback.

- 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 than 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.

2. 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	Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The vision of the institution is to provide higher education to the students of this area, especially those who cannot access or afford the facilities of higher education in other places. The aim is to bring higher education of standards that are in compliance with central regulations, criterion and expectations to this area and for the institution to self-consciously refine its academic and non-academic practises in this regard. This vision is guided by the belief that those who hail from backward areas should not be denied quality higher educational instruction.

The college is located in Mamit, one of the most backward districts of Mizoram and is classified as a “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 District in Mizoram, where minority

communities such as the Brus (Reangs/Tuikuk) and Chakmas are concentrated. Thus, the priority of the college is to cater to its students whom in majority are from the rural areas, from economical weaker sections of society who have received barely adequate school education.

Considering the economic conditions of its students, the college has employed provisions to dispense financial aid to needy students. Two examples of implementation of these provisions are: the subsidisation rates of rent of accommodation in the college hostels for financially struggling students; and the payment of admission fees for six students selected from particularly disadvantaged backgrounds by the MCTA, GMC Branch from funds contributed by its members.

While the extent of issuing financial aid to needy students is restricted by limited funds, it nevertheless is crucial for encouraging those from weaker sections of society to join the college by easing entry and lowering accommodation costs.

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

5. CONCLUSION

Additional Information :

The college is an Arts College affiliated to Mizoram University, Aizawl. It was accredited by NAAC with “B” in 2016. The college imparts the following subjects:-.

1. Economics

2. Education

3. English

4. History

5. Mizo

6. Political Science

7. Geography

The college abides by the government policy of education and follows the syllabi prepared by the Affiliating University. Furthermore, the institution has specific goals and objectives to meet the cultural and educational needs of the people of the area.

Each department maintains logbooks of academic activities and the same is monitored by the IQAC Coordinator and the Principal.

The college also conducts computer training courses under a memorandum of understanding with the National Institute of Electronics & Information Technology (NIELIT), Aizawl. At present two courses viz. CCC-NSQF LEVEL 3 and DEOA – NSQF LEVEL 4 are open for students, staff members and local aspirants.

The college conducts programmes in collaboration with other government and non-government agencies. NSS camps and other extension activities are also conducted every year. The NSS cells of the college carries out extension services at regular intervals.

The college is located in an extensive area of 12604 sq. metres having two women’s hostels, an automated library, an outdoor mini sports complex (volleyball, basketball, and tennis), a canteen, class rooms, administrative building and a seminar hall.

The college has adopted innovative practice to fulfill the growing teaching-learning needs and promotes the use of ICT such as projectors, computers, internet resources and other audio-visual support systems.

The college publishes an updated prospectus before the beginning of every academic year. The admission of the students in the college in the first semester is based on criteria as laid down by the admission authority.

The responsibilities of quality management are carried out by the faculty members under the leadership of the Principal and IQAC.

The college is environment conscious and has planted trees in the campus and along the national highway (NH44-A).

The college follows an In-House Academic Calendar.

Periodical academic reviews and discussion on different issues and problems of the college are on regularly.

Concluding Remarks :

The institution from its humble beginning in the year 1983 has achieved much over the last thirty eight years despite limited resources the problems inherent in its backward location. During this time the gross enrolment at the college has been continuously growing.

The reason may be attributed on one hand to the collective efforts of the staff and students and patronage of the general public, and on the other hand the college's dedication to implement progressive teaching-learning methodologies and practices.

However, there is much room for improvement in many areas which the college views as a healthy challenge of positive growth in the future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.3.2	<p>Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</p> <p>3.3.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has not consider shared report for awards and recognition received for extension activities from Government/ Government recognised bodies by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	2	2	2	3	1	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	2	2	3	1																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	
4.1.4	<p>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1193000</td> <td>45450</td> <td>3595317</td> <td>4801573</td> <td>9308914</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0.77</td> <td>1.44</td> <td>34.44</td> <td>1.61</td> <td>1.84</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1193000	45450	3595317	4801573	9308914	2020-21	2019-20	2018-19	2017-18	2016-17	0.77	1.44	34.44	1.61	1.84
2020-21	2019-20	2018-19	2017-18	2016-17																	
1193000	45450	3595317	4801573	9308914																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0.77	1.44	34.44	1.61	1.84																	
4.2.2	<p>The institution has subscription for the following e-resources</p> <ol style="list-style-type: none"> 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 																				

6. Remote access to e-resources

Answer before DVV Verification : A. Any 4 or more of the above

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

Remark : DVV has made the changes as per shared report by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21000	10600	1304750	3917	237675

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.15	0.10	20.14	0.03	2.37

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

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

Answer before DVV Verification : 25

Answer after DVV Verification: 5

Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
367497	509259	396617	690489	502530

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.23	1.08	0.45	1.39	0.37

5.1.3	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above Remark : DVV has made the changes as per shared report by HEI.</p>																				
6.2.3	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes as per report by HEI.</p>																				
6.3.3	<p>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1391 1046 1525"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>1</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1603 1046 1738"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has not consider shared unsigned report by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	1	3	1	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	0	1	3	1																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 																				

	<p>3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment</p> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D. 1 of the above Remark : DVV has made the changes as per shared bill of Use of LED bulbs/ power efficient equipment by HEI.</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <p>1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made the changes as per shared photos by HEI.</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <p>1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes as per shared report of code of ethics , code of conduct and Institution organizes professional ethics programmes for students, teachers, administrators and other staff by HEI.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	7	6	6	6	6	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	6	6	6	6																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

806	806	801	801	801
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2.1 **Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	25	24	23

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5481238.8 0	5951655.6 0	8695263.5 5	4704851.8 0	5940399.5 0

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
222.19	240.42	86.95	136.94	196.92