

## EXECUTIVE SUMMARY

### **A brief introduction of the college:**

Lunglei Night College was established in 1983 by the meeting of some prominent citizens of Lunglei town, under the chairmanship of Pu V.Thangzama, then Deputy Commissioner of Lunglei District. The main purpose for establishing the college was to provide higher education to young people employed elsewhere and to the poorer sections of the people who could not afford to attend day college. The institution was then run with funds raised by means of collecting donations from the public, organizing charity shows and by realising fees from the students. The name of the college was changed in 1987 to J.Buana College after Shri J.Buana donated a handsome amount of Rupees Two Lakhs to the college.

The College was upgraded to a deficit status in 1991 and was provincialised by the Government of Mizoram on 11<sup>th</sup> October 2007. As notified by the government, the name of the college was again modified to **Government J.Buana College**. It was granted Permanent Affiliation by Mizoram University in 2006 and is listed under 2(f) and 12(b) of UGC Act on 11.12.2006. It was earlier accredited C by NAAC in 2007.

The College is an Under Graduate Arts College and is currently offering core courses in English, Mizo, History, Political Science, Economics, Education, Public Administration and Geography. It has faculty members of thirty five (35) including ten part time lecturers, one (1) Librarian, nine (9) administrative staff and one (1) technical staff. Since its inception, the college is trying to impart quality education for all sections of the society irrespective of caste, tribe, religion or gender.

The Steering Committee has been responsible for preparing the Self-Study Report for re-accreditation. All sections of the institution are involved in collecting data and the Steering Committee analyzes the inputs from different departments and committees. The self study has been a rewarding experience for us as it reflects our own performances, strengths, weaknesses, opportunities and the challenges that are thrust upon us. It helped us reorient and make strategies for improving and enhancing the quality of the education imparted by us.

### **Strengths:**

- The institution is fortunate to have active and well equipped faculty. Teaching for them is a passion and not just a job. They have sincerely tried to mould quality human resources. They have updated their knowledge and could counsel the students on any problems they have. Some of them have pursued higher studies and have completed their

Ph.D while some of them are still undergoing their courses. Those who have been awarded their Ph.D are still into research and have published a number of books and presented papers in seminars organised by the college and other institutions.

- The college is developing its IT infrastructure as much as possible. Though there are various problems, it has strived to use modern technology in different ways. The library and administrative works are computerised. Audio visual aids such as power point presentation are used in class room teaching.
- The institution has always been actively involved in extension services. Through its NSS Unit, Red Ribbon Club and Students Evangelical Cell, it has worked for the development of the people and the society. It organized awareness programmes such as HIV/AIDS, blood donation, malaria and environmental issues.
- IQAC which is established in the institution proves to be beneficial for quality assurance in the college. It has introduced feedback systems from the students and stakeholders which allows the teaching staff to know their strengths and weaknesses and hence they are able to take corrective measures. The various committees which are set up are active and are responsible for the efficient administration of the institution.
- There exists a healthy relationship between the teaching staff, non-teaching staff, students and other stakeholders which is an important asset for the development of the institution.

**Weaknesses:**

- The students being mainly from the local areas are quite poor in English which leads to communication gap in the classes.
- The institution has limited infrastructure facility / student support system such as playground and auditorium.
- The strength of the teaching staff and library staff are under the prescribed UGC norms.
- The college is currently facing problems due to paucity of funds. Students' excursion, field trips and other important events could not be organized as often as desired due to shortage of funds from the government.

**Opportunities:**

- The college Main Building is under construction. Completion of this building would facilitate more students being admitted and better classrooms for them.
- The IT facility needs to be upgraded / updated and e-resources be subscribed in the library.
- Training programmes for the development and empowerment of the faculty be arranged by the college.
- It has received funds from UGC and would continue to apply for funds for the betterment of the institution.
- Educational tours for the students will be conducted.

**Challenges:**

- To have better results in the end semester examinations.
- To organize trainings for the faculty regarding quality assurance.
- To organize seminars / symposiums inviting renowned scholars from other institutions and from outside the state.

## B. PROFILE OF THE AFFILIATED / CONSTITUENT COLLEGE

1. Name and address of the college:

Name: GOV'T J.BUANA COLLEGE
Address: Bazar Veng
City: Lunglei              Pin: 796701    State: Mizoram
Website:              www.jbc.ac.in

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr.J.Zorema	O:0372-2324634 R:	9436147170	2324634	<a href="mailto:dr.j.zorema@gmail.com">dr.j.zorema@gmail.com</a>
Vice Principal	-				
Steering Committee Co-ordinator	B.Lalrinchhani	O:0372-2324634 R:	9436157118		matei.boihlung@gmail.com

3. Status of the Institution:

Affiliated College

Constituent College

Any other (specify)

√

4. Type of Institution:

- a. By Gender
- |                   |   |
|-------------------|---|
| i. For Men        |   |
| ii. For Women     | √ |
| iii. Co-education |   |

- b. By shift
- |              |   |
|--------------|---|
| i. Regular   | √ |
| ii. Day      |   |
| iii. Evening |   |

5. Is it a recognized minority institution?

- |     |   |
|-----|---|
| Yes |   |
| No  | √ |

If yes, specify the minority status (Religious/linguistic/any other) and provide documentary evidence.

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6. Source of funding:

- |                |   |
|----------------|---|
| Government     | √ |
| Grant-in-aid   |   |
| Self-financing |   |
| Any other      |   |

7. a. Date of establishment of the college: 26.8.1983

b. University to which the college is affiliated / or which governs the college (If it is a constituent college) Mizoram University

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2(f)	11.12.2006	
ii. 12(B)	11.12.2006	

(Enclose the Certificate of recognition u/s 2(f) and 12(B) of the UGC Act)

d. Details of recognition / approval by statutory / regulatory bodies other than UGC

(AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/Clause	Recognition/Approval details Institution/Department/ Programme	Day, Month And Year (dd-mm-yyyy)	Validity	Remarks
i.				
ii.				
Iii				
iv.				

(Enclose the recognition / approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes  No

If yes, has the  College applied for availing the autonomous status?

Yes  No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes  No

b. for its performance by any other governmental agency?

Yes  No

If yes, Name of the Agency \_\_\_\_\_ and Date of recognition(dd/mm-yyyy)

10. Location of the campus and area in sq.mts:

Location*	Semi-urban, tribal and hilly area
Campus area in sq.mts	1976.9sq.mts
Built up area in sq.mts	1916.60sq.mts

(\* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium / seminar complex with infrastructural facilities
- Sports facilities
  - \* play ground
  - \* swimming pool
  - \* gymnasium
- Hostel
  - \* Boys' hostel

- i. Number of hostels
- ii. Number of inmates
- iii. Facilities (mention available facilities)

\* Girls' Hostel

- i. Number of hostel – 1
- ii. Number of inmates
- iii. Facilities (mention available facilities)

The hostel would function as soon as the construction of main building is completed.

\* Working women's hostel

- i. Number of inmates
- ii. Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available – cadre wise)
- Cafeteria –
- Health centre –  
First aid (  ), Inpatient, Outpatient, Emergency care facility, ambulance

Health centre staff –

Qualified doctor      Full time (    ) Part time      (     )

Qualified nurse      Full time (    ) Part time      (    )

- Facilities like banking, post office, book shops
- Transport facilities to cater to the needs of students and staff
- Animal house
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage
- Solid waste management facility
- Water waste management
- Water harvesting

12. Details of programmes offered by the college (Give data for current academic year)



Sl. No	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned / approved student strength	No of students admitted
1.	Under-Graduate	B.A	3yrs	CI – XII or equivalent	English	420	420
	Post Graduate						
	Integrated Programmes P.C						
	Ph.D						
	M.Phil						
	Ph.D						
	Certificate courses						
	UG Diploma						
	PG Diploma						
	Any other: IGNOU						

13. Does the college offer self-financed Programmes.

Yes

No

If yes, how many?

14. New Programmes introduced in the college during the last five years, if any?

Yes		No	√	Number	
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15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Particulars	UG	PG	Research
Science			
Arts	Political Science, History, Economics, Education, Public Administration, Geography		
Commerce			
Any other not covered above			

16. Number of Programmes offered under (Programme means a degree course like B.A, BSc, MA, M.Com...)

a. annual system

√
√

b. semester system

c. trimester system

(Semester system from 2011)

17. Number of Programmes with

a. Choice Based Credit System

b. Inter / Multidisciplinary Approach

c. Any other (specify and provide details)


18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes



No

If yes,

- a. Year of Introduction of the programme(s) \_\_\_\_\_  
(dd/mm/yyyy) and number of batches that completed the programme.
- b. NCTE recognition details (if applicable)  
Notification No. \_\_\_\_\_  
Date: \_\_\_\_\_ (dd/mm/yyyy)  
Validity: \_\_\_\_\_
- c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?  
Yes                                      No

19. Does the college offer UG or PG programme in Physical Education?

Yes                                       No

If yes,

- a. Year of Introduction of the programme(s) \_\_\_\_\_  
(dd/mm/yyyy) and number of batches that completed the programme.
- b. NCTE recognition details (if applicable)  
Notification No. \_\_\_\_\_  
Date: \_\_\_\_\_ (dd/mm/yyyy)  
Validity: \_\_\_\_\_
- c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?  
Yes                                      No

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching Faculty						Non-Teaching Staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F				
Sanctioned by the UGC / University /			11	6	3	5	7	2	1	

State government ✓ <i>Recruited</i>										
<i>Yet to recruit</i>										
Sanctioned by the Management / society or other authorized bodies <i>recruited</i>										
<i>Yet to recruit</i>										

\*M – Male

\*F – Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc / D.Litt			1				1
Ph.D			4	1		1	7
M.Phil					1		1
PG			6	6	2	3	17
Temporary teachers							
Ph.D							
M.Phil							
PG							
Part-time teachers							
Ph.D							
M.Phil							
PG					6	4	

22. Number of Visiting Faculty / Guest Faculty engaged with the College.

10
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23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC								
ST	149	131	166	160	196	167	240	221
OBC								
General	3	-	4	1	3	1	2	1
Others								

24. Details on students enrollment in the college during the current year

Type of students	UG	PG	M.Phil	Ph.D	Total
Students from the same state where the college is located	460				460
Students from other states of India	4				4
NRI students					
Foreign students					
Total	464				464

25. Dropout rate in UG and PG (average of the last two batches)

UG   PG

26. Unit cost of Education

*(unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)*

(a) including the salary component

(b) excluding the salary component

27. Does the college offer any programme /s in distance education mode (DEP)?

Yes   No

If yes,

a) is it a registered centre for offering distance education programmes of another university    
Yes No

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes  No

28. Provide Teacher-student ratio for each of the programme / course offered.

1:18

29. Is the college applying for

Accreditation:  Cycle 1  Cycle 2   
 Cycle  Cycle 4  
Re-  Assessment

*(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)*

30. Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: 22.12.2007 Accreditation Outcome / Result - C grade

Cycle 2: dd/mm/yyyy Accreditation Outcome / Result

Cycle 3: dd/mm/yyyy Accreditation Outcome / Result

\*Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year.

32. Number of teaching days during the last academic year.

(Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC)
- IQAC - 2010
34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.
- AQAR (i) 2008 - 2009 on 18.5.2012
- AQAR (ii) 2009 – 2010 on 20.8.2010
- AQAR (iii) 2010 – 2011 on 12.9. 2011
- AQAR (iv) 2011 – 2012 on 21.5.2012
35. Any other relevant data (not covered above) the college would like to include.

(Do not include explanatory / descriptive information)



## C. Criteria-Wise Inputs

### CRITERION I: CURRICULAR ASPECTS

#### 1.1 Curriculum Planning and Implementation

- 1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

The vision and mission of the college is to impart quality education which would be accessible for all and to develop the personality of the students. It also tries to impart 'Service, diligence and honesty' as is in the motto so that the students would be honest in whatever they do and bring about a positive change in the society. It also tries its level best to bring about awareness among the students regarding service to the society. The main objective of the college is therefore to produce quality human resource who are employable in all areas.

The above vision, mission and objectives of the institution is communicated at Freshers' Socials, Parents-Teachers Meet, at all functions of the College, at the Orientation Programme for the new students and also in the College Prospectus.

- 1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

All the teachers in each department are allotted specific units from the syllabus and they prepare a lesson plan so that they would finish the course in time. These lesson plans are checked by the Principal if the need arise. Seminars, discussions, debates and role play are held in the classes so that students would be able to develop creative thinking. The institution tries its best to involve the students in the various extension services to enable them to render valuable services to the society.

- 1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

The different departments of Mizoram University organizes orientation programmes on the syllabi / programmes at the beginning of each semester. Teachers attend this programme in which the ways and methods of teaching and the books to be used are communicated. The College Development Council of the University conduct

conferences for the Principals wherein issues pertaining to syllabus and academic are discussed.

- 1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

Since the college is an affiliating college, the curricula are all designed by the University. In the making of the curricula, some teaching faculty are members in their respective School Boards and hence take part while framing it. The curriculum is then studied by the faculty and due care is taken to ensure that the courses or units which are in the curriculum are taught to the students bearing in mind the mission and objectives of the college. The teachers are given the courses well in advance so that they would be well prepared to teach.

- 1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

The institution interact constantly with the university regarding examinations, syllabi and different important matters. Faculty members are sent for different programmes organised by the university and other research bodies.

- 1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

At present two faculty members – C.Lalawmpuia, Geography Department and Dr. Harendra Sinha, Political Science Department are members in their respective School Boards. The members of the School Board from this college receive feedback and suggestions from the other teachers, students and parents informally and analyse them and communicate the same to the School Boards while designing the courses. The Principal by attending the Principals Meeting organized by the university have a say in contributing suggestions regarding the curriculum.

- 1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university)by it? If 'yes',give details on the process ('Needs Assessment', design,

development and planning) and the courses for which the curriculum has been developed.

No, the institution does not develop curriculum for any of the courses.

- 1.1.8 How does institution analyse/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The stated objectives in each curriculum are conveyed to the students in the beginning of the academic session and they are kept in mind while preparing and teaching the courses.

## 1.2 Academic Flexibility

- 1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

The college does not offer any certificate/ diploma/skill development courses.

- 1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

No, the institution does not offer programmes that facilitate twinning / dual degree.

- 1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability

- Range of Core /Elective options offered by the University and those opted by the college

**Compulsory Papers:**

English, MIL (Mizo)/Alternative English, Environmental Studies.

**Honours options / Core Subject:**

English, Mizo, History, Political Science, Economics, Education, Geography, Public Administration.

- Choice Based Credit System and range of subject options: Not yet applied under affiliated colleges.
- Courses offered in modular form - NA
- Credit transfer and accumulation facility : NA

- Lateral and vertical mobility within and across programmes and courses.: NA
- Enrichment courses: Nil

1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

The institution does not offer any self-financed programmes.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

The college is running a Spoken English classes for the students. The beneficiaries are the students who are weak in the language and whoever wants to improve their oral skill. The classes are held after the regular classes are over.

The college used to open Fashion Designing Course which is a skill oriented programme. Many students have benefitted from this course and some of them have even opened their own tailoring shops. However, due to financial implications, this course has now been stopped.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combo of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

No, this is not yet provided by the university.

### **1.3 Curriculum Enrichment**

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

The teaching – learning methods adopted by the college, the extension services provided to the students like participation in NSS and Red Ribbon Club, various cultural activities, participation in inter-sports meet and debates all reflect the institution’s goals and objectives that students receive quality education and create quality human

resource employable in different areas and also be useful appendages to the society.

- 1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

The faculty members keep track of the latest developments in their own fields and hence are aware of the needs of the employment market. The curriculum is hence carefully studied by all the teachers and if they felt it necessary to leave out or add some more topics, they convey the matter to the faculty members who are members of the School Board. Even if the members are not from the institution, they make suggestions to the School Board so that the matter could be discussed in the next meeting. As the teachers are aware of the current events and the changing trends in different aspects of learning, they try to include those matters in the curriculum.

- 1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

The NSS unit and Red Ribbon Club of the college undertake many programmes like AIDS and Malaria Awareness Campaigns throughout the year in different places. NSS Volunteers also undertake various Community and National development programmes like Construction of Public Urinals, Bus Waiting Shed etc. Blood Donation Camps are held at regular intervals in collaboration with Private and Government Hospitals to donate blood to the needy patients. Cleanliness Day is too observed on Clean Mizoram Day. Environment awareness programmes are held on Green Mizoram Day. The students of this college under the guidance of the Programme Officers of NSS units volunteer for tree plantation and making Mizoram Green. Environmental Studies is also included in the curriculum whereby the students learn the importance of environmental implication and maintenance of ecological balance.

Seminars relating to gender are often held in the college in which the students and faculty attend in good numbers. The college also invited lawyers to make aware about human rights to the students. Equal Opportunity Cell is formed and is responsible for maintaining equality in the institution.

ICT is used for teaching learning process and is actively used in the library.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

- moral and ethical values

The Students' Evangelical Union with the help of the teachers counsel students who are in need and they conduct meetings and discussions on morality and spiritual matters.

- employable and life skills

Economics and other interested students are taken on tour to different banks and other commercial centres to learn about their workings. The curricula in general are so designed that after finishing the courses, students are employable in various fields.

- better career options

Career Guidance classes are held in which resource persons are invited to talk to the students.

- community orientation

Various works such as cleaning markets and the streets are done by the students with the teachers so as to make and mould them to be useful to the community.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

The feedback from the stakeholders are conveyed to the Principal and also to the faculty members and this are kept in consideration while giving opinion when curriculum are framed and modified.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

The IQAC observe and check the various academic and non-academic aspects of the institution. General meetings and HOD meetings are regularly held to have a review on the performance of the college. The HOD are given special responsibilities to monitor their own departments.

## **1.4 Feedback System**

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

Being an affiliated college, the college has to adopt the curriculum prepared by Mizoram University. However, faculty members of the college contribute in designing, redesigning and developing curricula as members of the Board of Studies / School Board.

- 1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

The IQAC and Academic Committee of the College collect feedback on the teachers and curricula aspects from students through the feedback forms; alumni and academic peers through discussions, Parents-Teachers Interface Meetings and Seminars / Conferences. Evaluation of the faculty and the curriculum by the students is practiced using different parameters. After analyzing the feedback, the institute submits its suggestions on curricula aspects to the Board of Studies for curriculum enrichment and redesigning some courses.

- 1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

The college being a government college cannot open any new courses as it desire and has to depend on the government. Hence, there are no new programmes or courses introduced by the institution during the last four years.

## **CRITERION II: TEACHING-LEARNING AND EVALUATION**

### **2.1 Student Enrolment and Profile**

- 2.1.1 How does the college ensure publicity and transparency in the admission process?

The institution ensures wide publicity in the admission process through advertisement in daily local newspapers, local TV channels, notification in the college notice board and recently through its institutional website.

The institution tries its level best to ensure transparency in the admission process. The Admission Committee which comprises of the Principal and senior members of the faculty formulates the norms and conditions of eligibility for admission at the entry level which is in compliance with the norms laid down by the affiliating university. The Heads of all the Departments have to comply with the norms laid down by the Admission Committee while conducting screening tests for admission. The list of selected candidates is placed on the College Notice Board prescribing time frame for admission.

- 2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

Students are selected for admission through interviews and on merit basis at the previous qualifying examinations.

- 2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

The minimum cut off percentage of marks for admission at the entry level is 33% while 100% is the maximum percentage of marks for admission at entry level. It is the same in other college of the affiliating university within the city.

- 2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an



effort and how has it contributed to the improvement of the process?

The Admission Committee, General Staff Meeting of the Faculty and IQAC reviews the admission process and students profiles. This has enabled the members to share their ideas and suggestions relating to the norms and process of the admission.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

- \* The College being situated in a tribal area, majority of the students are from **Scheduled Tribes** and hence they are all given admission according to the norms prescribed by the college.
- \* **OBC:** There are no OBC in the state but would not be discriminated if OBC seek admission in the college.
- \* There is no discrimination against **women** seeking admission in this college. They enjoy all kinds of facilities and opportunities which the male students enjoy in the college.
- \* No **differently-abled** students have sought admission in the college till date. However, if the need arise, the college would give them special attention to them considering the nature of problems faced by them.
- \* Students from **economically weaker sections** are given admission to them with no bias. They are provided Post-Matric Scholarship by the State. Some students are allowed to take admission without paying any fees at the time of admission. The amount of fees payable by the students are realized from them at the time of disbursement of scholarship in the college. Tuition fees are waived for those students who do not receive the scholarship.
- \* **Minority community:** Students from minority community do not face any problems in admission.
- \* Any other

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

<b>Programmes</b>	<b>Number of applications</b>	<b>Number of students admitted</b>	<b>Demand Ratio</b>
UG (B.A)			
1. 2009 – 2010	453	453	
2. 2010 – 2011	370	370	
3. 2011 – 2012	464	464	
4. 2012 - 2013	442	378 *	
PG			
1			
2			
3			
M.Phil.			
Ph.D.			
Integrated			
PG			
Ph.D.			
Value added			
1. Spoken English	100	100	
2			
3			
Certificate			
1			
2			
3			
Diploma			

<b>Programmes</b>	<b>Number of applications</b>	<b>Number of students admitted</b>	<b>Demand Ratio</b>
1			
2			
PG Diploma			
1			
2			
3			

\* Reason for the decrease in the number of students admitted in 2012 – 2013 is due to the dismantle of the college main classrooms for new construction which resulted in the decrease of intake capacity.

## **2.2 Catering to Diverse Needs of Students**

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

There are no differently-abled students in the college till date. However, if the need arise, the institution is ready to cater to them considering the nature of problems faced by them and would given them special attention accordingly.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

Yes, the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme. Orientation class is held before the actual class starts in which the various subjects are briefed to them so that the students would get to know the subjects in which they are interested. The marks secured by the students in the last qualifying examinations and their personal profiles are studied and interviews are conducted for assessment of their knowledge and skill for entry into their various honours or core subjects.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with

the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.

To bridge the knowledge gap, there is a provision for Remedial Coaching Classes as and when it is required. Tutorials are held after regular classes are over so as to enable the weak learners to cope with the programmes.

- 2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The college sensitized its staff and students on certain issues such as gender, inclusion and environment by holding seminars, discussions and awareness programmes. These programmes are attended by the staff and students and resource persons are too invited to present papers etc. Debates are also held on the said topic among the students. These issues are also discussed in the classes.

- 2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

The college identifies advanced learners through their performance in the last qualifying examinations, interviews and class tests. The teachers are also all equipped enough to identify the advanced learners. The teachers develop self designed mechanism to make challenges to them by putting extra effort for them like giving extra assignments and presentation of papers in the internal seminars and they are also given special attention so that they could develop their talent.

- 2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

Students who are at risk of drop-outs could be known from the class attendance and their performance at various activities of the college. Those who have not given proper tests or those who have performed very poor at the tests are counseled so as to prevent them from dropping out. Their parents or guardians are also approached to take necessary steps for the improvement of the students.

## **2.3 Teaching-Learning Process**

- 2.3.1 How does the college plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

The Academic Calendar is designed by the Mizoram University in consultation with Directorate of Higher Education, Government of Mizoram. The calendar is prepared with due consideration to integrate the teaching, learning and evaluation process.

The Head of Departments prepares Teaching Schedule for their respective departments and each faculty is entrusted with the task of teaching unitized portions of the prescribed courses. The faculty members make Lesson Plans for their teaching assignments. The Head of Departments periodically checks on the implementation of the plan. The Principal holds meetings with the Head of Departments periodically to ensure and to see the continuity of topics covered as per the Teaching Plan.

The institution follows the evaluation blue print as per the university rule. The Academic Committee of the College publish its own academic calendar in consonance with the university and state government in which the academic, curricular and extra-curricular activities are conducted. For the internal assessment, the Exam Board of the College makes time table for Class tests / Continual Assessment and this is followed by all the departments.

- 2.3.2 How does IQAC contribute to improve the teaching –learning process?

IQAC collects feedback from the students, parents and other stakeholders and these are analyzed and communicated to the Principal. Feedback concerning faculty are under cover of confidentiality and the Principal could discuss it personally with the concerned teacher. Feedbacks regarding courses are discussed by the departments.

It also organize seminars with other departments which are attended by the faculty members and meetings for improving the quality of the college. The IQAC observes the performance of the faculty members so that no one is lacking behind in finishing the curriculum.

- 2.3.3 How is learning made more student-centric? Give details on the support

structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

The college tries its level best to impart all round development in all its courses. Hence, learning is therefore, essentially student-centric. Curriculum is designed by the University in such a way that on completion of the programme, student would be well equipped with sufficient academic knowledge for their future. Majority of the activities are centred around the students so that they could participate in it. Hence, seminars, discussions, debates, quizzes and many of the other activities are done so that more students would be involved in the teaching learning process.

The teachers have all undergone Orientation and Refresher Courses and other programmes which enabled them to develop skills like interactive learning, collaborative learning and independent learning among the students.

- 2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

The institution nurture critical thinking, creativity and scientific temper among the students by holding debates, quizzes, panel discussion on current issues and paper presentation among the students. They are also encouraged to attend various seminars which are conducted in the college and outside the institution. The institution believes that such activities would transform them into life-long learners and innovators.

- 2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

NME is installed in the college which could be used by the faculty. Internet connection is provided to the faculty and this is used by them to download important materials for teaching. Projectors are also used in the classes and this has helped a lot in effective teaching.

- 2.3.6 How are the students and faculty exposed to advanced level of

knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Students and faculty attend seminars and workshops organised by the college and other colleges in and outside the state. They also take part in various programmes organised by NSS, Red Ribbon Club and other NGOs which expose them to other people, new ideas and advanced level of knowledge and skills.

- 2.3.7 Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

Personal counseling and career guidance are given to the students. For this purpose, the Career and Guidance Counselling Cell have taken up steps. These have benefited about 60% of the students.

- 2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

Introduction of computer in teaching, use of projector as teaching aid in the class room, presentation of papers in class room seminars, system of continuous assessment of students are the new innovative teaching practiced in the college. The institution encourages the faculty to adopt the new approaches by sending them to attend workshops regarding computer and its uses. It also bought new equipments like projectors etc for using in the classroom teaching. The new practices arouse the interest of the students. They are also more attentive in the classes. The paper presentation gave them a challenge which they readily took up.

- 2.3.9 How are library resources used to augment the teaching-learning process?

Library books are fully utilised by the teachers. The journals which are subscribed and bought are also used by the teachers to update information. Teachers avail the internet facilities which are in the library and are used to update themselves and also read the various e-books which are there. The old question papers which are compiled are also important for the teachers to augment

their teachings.

- 2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

The institution does not face any challenges in completing the curriculum within the planned time frame and calendar.

- 2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

The institution tries its best to impart quality education to the students. All the faculty members are encouraged to undergo Orientation Programmes, Refresher Courses and other courses which would be beneficial for them. Tests, assignments and projects are given to the students so as to help them in their studies. The internal tests and university examination results are reviewed by the staff meeting and any new suggestions for the development of quality teaching learning are discussed and implemented.

## 2.4 Teacher Quality

- 2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.			1				1
Ph.D.			5	1		1	7
M.Phil.					1		1
PG			6	6	2	2	16
Temporary teachers							



Ph.D.							
M.Phil.							
PG					6	4	10
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

The faculty members are recruited by the Govt. of Mizoram on the recommendation of the Mizoram Public Service Commission that conducts the selection process following the guidelines framed by the UGC for recruitment of college teachers. Hence, all the teachers are qualified as per UGC norms and competent enough to handle all the courses offered in the college. Retention of the faculty members in the college also lies with the government as the institution is owned by the government.

- 2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

These disciplines are not taught in the college but to cope with the growing technology the faculty members undergo short courses on computer and internet applications which are organized by the affiliating University. They are also encouraged to attend short courses which would be beneficial for the faculty's development.

- 2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes

<b>Academic Staff Development Programmes</b>	<b>Number of faculty nominated</b>
Refresher courses	10
HRD programmes	
Orientation programmes	2
Staff training conducted by the university	3
Staff training conducted by other institutions	2
Summer / winter schools, workshops, etc.	20

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- ❖ Teaching learning methods/approaches: All the faculty members are encouraged to undergo Orientation Programmes which they have all done. Any other programmes in teaching learning methods organised by the university are also attended.
- ❖ Handling new curriculum: The institution send faculty members to attend the orientation programmes on the new syllabus organised by the university. The participants then convey the new methods to the other staff and meetings are held regarding the new courses or syllabus to be taught.
- ❖ Content/knowledge management:
- ❖ Selection, development and use of enrichment materials: The materials (books etc.) needed for teaching are suggested by the university and this is used by the faculty members. Any other materials which are needed are discussed by the concerned departments and are bought accordingly.
- ❖ Assessment: Meetings are held to discuss the assessment methods.
- ❖ Cross cutting issues: Seminars and discussions are held regarding cross cutting issues – gender, environment etc.
- ❖ Audio Visual Aids/multimedia

A one-day orientation programme was organised by IQAC on MS Powerpoint Presentation.

- ❖ OER's
- ❖ Teaching learning material development, selection and use: The staff meeting and departmental meetings are held to select and develop teaching learning materials.

c) Percentage of faculty

- \* invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies: 38% (8 persons)
- \* participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies (17persons) 68%
- \* presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies - (8persons) 32%

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

There are a number of policies or systems to recharge teachers. Faculty members are allowed to avail study leave as per the UGC norms and Government rules for pursuing research work, attending seminars/conferences/workshops/ refresher courses / orientation programmes etc. Those pursuing research works could avail research fellowship from the Scholarship Board of the State Government / UGC. They are also encouraged to present papers in seminars in and outside the state. Some of the teachers have also published their books from various publishing houses.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

No, there are no faculty who have received awards at the

state, national and international level for excellence in teaching.

- 2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

The students evaluate the teachers and the evaluation report or feedback is submitted under confidential cover to the Principal. As per the report, the Principal take necessary steps for improvement and personal advice are given as needed and this has improved the quality of the teaching-learning process.

## **2.5 Evaluation Process and Reforms**

- 2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

The evaluation processes is informed to the students in the Orientation Programme, in the classes, in the various functions held by the college, in the College Prospectus and in the college website. The faculty members are all given information by the Principal on the evaluation processes.

- 2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

Being affiliated to Mizo University, all the reforms that it has initiated are followed by the institution. The major evaluation reforms that has occurred is the change from annual system to semester system in 2011. In the new system, internal assessment is the responsibility of the college and 25% out of 100 are allotted for this. The institution cannot initiate reforms on its own.

- 2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

Instructions are given to the faculty members regarding the evaluation reforms of the university. The reforms are closely adhered to in all aspects and this is maintained and checked by the Examination Board of the college.

- 2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few

examples which have positively impacted the system.

Two internal tests and assignments are conducted in all the departments each semester. Besides these, attendance are maintained and checked, and marks are also allotted for good attendance and behavioural aspects are also seen. This has a positive impact on the students as they are more sincere in their studies and attendance in the class is also more regular.

- 2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The attendance which are duly maintained and the marks obtained in the internal tests and assignments are put up on the bulletin board so that students could easily see their performance. The test papers are discussed in the class to enable the students to know their errors and means for improvement.

- 2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

In the internal assessment, all the answer scripts are given back to the students so as to ensure transparency and their marks are also put up in the bulletin board. Out of the 25 marks assigned for the internal assessment, 20 marks are for the tests and assignments while 5 marks are for attendance and behaviour in the classes. This makes the students more regular and also they try to maintain discipline and order in the classes.

- 2.5.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

The institution and individual teachers use assessment / evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning. The marks obtained

in the internal assessment, participation in class / group discussions and in various activities are used as an indicator for the students' performance and achievements.

- 2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

Students could lodge a complaint in written form to the Grievance Redressal Cell of the college. The grievance is then intimated to the concerned teacher / Head of Department for necessary clarification. The students are allowed to submit their grievances regarding evaluation in the University Examinations through an application to the Controller of Examinations for re-evaluation or scrutiny of their answer scripts.

## **2.6 Student performance and Learning Outcomes**

- 2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

Yes, the college have clearly stated learning outcomes. The students and staff are made aware of these through staff meetings and lectures in the classes. New students are made aware of this in the orientation classes.

- 2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The curricula are designed by the Board of Studies which comprise of eminent academicians representing local, regional and national level. The Board while framing the curricula gives due consideration to address the needs of the society, relevancy to the region, national and global trends and developmental needs. The curricula are also geared to facilitate entry for higher education as well as employment and self employment. Hence, after finishing the courses students are well equipped to face for life. Moreover, the institution takes it as its responsibility to make the students more competent and acquire quality education and groom their personality so that the objectives and mission of the college would be achieved.

- 2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses

offered?

The courses which are taught are so designed taking in consideration the regional, national and international needs, trends and developments. These are clearly taught to the students and they are mould so as to be better equipped for jobs and to take up research later on.

- 2.6.4 How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?

The institution collect and analyse data on student learning outcomes through class tests, assignments, seminars, end semester results and students feedback on the faculty and the courses. These are used as feedbacks for the different departments of the institution and have enabled them to take up remedial or tutorial classes and helped them to overcome barriers of learning.

- 2.6.5 How does the institution monitor and ensure the achievement of learning outcomes.

The IQAC monitor the achievement of learning outcomes through class tests, assignments and other assessment methods. The institution ensures that the students receive quality education and that they received not only education through books or syllabus but that they develop their personality so that they would be able to face more challenges in life.

- 2.6.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

The graduate attributes specified by the college is that the students should be sincere, honest and hardworking so that they could be quality human resource employable in different areas. Self confidence and truthfulness are other important attributes laid down by the college. The college ensures that the students attain these by counselling / mentoring them personally, group interaction and in the lectures delivered in the classes.

### **CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

#### **3.1 Promotion of Research**

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

No, the institution does not have a recognized research centre.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, the institution have a Research and Publication Committee to monitor and address the issues of research. The members of the research committee are:-

- (1) Dr. J.Zorema
- (2) Dr. S.Bhattacharya
- (3) Dr. Harendra Sinha
- (4) Dr. B.Lalrinchhani
- (5) Ms. Mary Lalromawii
- (6) Mr. James R.T.Khuma

Some of the recommendations made by the Committee are:

- (1) The Research Committee tried to promote research culture and inspire the faculty members of the institution to pursue research studies. This has a good effect on the faculty and after establishing this committee, four faculty members had been undergoing research works in which 1 member had finished his M.Phil and 1 members also finished her Ph.D while the other two have almost finished their Ph.D.
- (2) It tries to organize workshops / seminars for development of research knowledge and skills for the faculty members and students. A number of seminars had been organized by the Committee in partnership with IQAC and some departments of the college. In collaboration with IQAC, it also organised a one-day workshop on “MS Power-point Presentation” for the faculty members.
- (3) The Committee recommended and encouraged faculty members to



publish books. This has been successful as a number of books had been published by the faculty members.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

- autonomy to the principal investigator  
The principal investigator has full autonomy on the project.
- timely availability or release of resources  
Resources or funds which are received are given to the investigator without any delay.
- adequate infrastructure and human resources  
Investigator could make use of the human resources available in the college as necessary.
- time-off, reduced teaching load, special leave etc. to teachers  
Teachers could avail study leave as per rules of the state government and UGC. Internal arrangements are made for those who are on research works so that classes would not be disrupted.
- support in terms of technology and information needs.  
Library, internet and other facilities which are available in the college could be availed by those pursuing research.
- facilitate timely auditing and submission of utilization certificate to the funding authorities  
Utilization certificate is submitted in time to the funding authorities.
- any other

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Students are encouraged to attend seminars and interact with research scholars and other eminent scholars so that they could develop research culture. Students are also made to collect data so that they could involve themselves in research and would be more interested in pursuing higher studies.

- 3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

The faculty members of the college are not eligible to be research guides for M.Phil /Ph.D as per the existing norms of Mizoram University. Hence, the institution does not have any research guide and research students.

There are two lady faculty members who are working on their Ph.D programmes. Two other faculty members are also involved in Project works. Some other members are also actively engaged in research works and are actively participating in presenting papers at various seminars.

- 3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

Seminars with focus on capacity building in terms of research and imbibing research are not yet done by the institution but the various seminars organized by the college have induced the staff and students to take up research in various fields.

- 3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

The prioritised research areas and the expertise available with the institution are history, gender studies, economic and political development.

- 3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

Researchers from in and outside the state are invited to present papers in the various seminars conducted by the college.

- 3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

There are no faculty who has utilized Sabbatical Leave for research activities.

- 3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land).

The project work done by Dr. J.Zorema has been published by Mittal Publications so that the findings could be made aware of by the public.

### **3.2 Resource Mobilization for Research**

- 3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

The institution being a government college could not earmark the budget for research.

- 3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

The college has no authority to provide seed money to the faculty for research.

- 3.2.3 What are the financial provisions made available to support student research projects by students?

The financial provisions made available to support student research projects are mainly for the Geography students. Some amount of money is sanctioned from the Govt of Mizoram for them to undergo tour programmes for their project works.

- 3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Inter-disciplinary research is not undertaken in the institution.

- 3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

Library facility, computers in the computer room and laboratory equipments could be fully availed by the staff and students for research works.

- 3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

No, the institution does not receive any special grants or finances from the industry or other beneficiary agency for developing research facility.

- 3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
Minor projects	(1) 1 <sup>st</sup> Jan 2009 – 31 <sup>st</sup> Dec 2009	Market Assessment of Lunglei Town: With special Reference to Lunglei Super Market 1995 – 2005	Indian Council of Social Science Research (ICSSR) New Dehi	1,32,225	1,32,225	1,32,225
	(2) 1 <sup>st</sup> Jan 2012 – 31 <sup>st</sup> June 2013	British Administration in the South Lushai Hills of Bengal 1891 – 1898	UGC (NERO) Guwahati	1,10,000	75,000	75,000
	(3) 1 <sup>st</sup> Dec 1 <sup>st</sup> June 2013	Alternative to Jhum Cultivation:	UGC (NERO) Guwah	70,000	43,000	43,000

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
		A Study of NLUP in Mizoram	ati			
Major projects						
Interdisciplinary projects						
Industry sponsored						
Students' research projects						
Any other (specify)						

### 3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The students and research scholars can avail the library facilities – books, journals and the internet. They can make full use of the geography laboratory if the need arise.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The institution encourage the staff and students to take up research in various fields but due to the college being under the supervision of the government cannot allocate funds or other infrastructural facilities on its own.

3.3.3 Has the institution received any special grants or finances from the

industry or other beneficiary agency for developing research facilities?  
If 'yes', what are the instruments/ facilities created during the last four years.

The institution has not received any special grants or finances from any industry or other beneficiary agency for developing research facilities.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

There are no research facilities made available to the students and research scholars outside the campus except that the Head of the Institution can write a letter of reference or recommendation letter for them. They can also receive fellowship from the Scholarship Board, Government of Mizoram.

3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

There are no special library / information resource centre or any other facilities available specifically for the researchers. The internet, books, journals and computers which are available in the college and its library could be all availed by the researchers.

3.3.6 What are the collaborative research facilities developed / created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

There is no research institute in the college.

### **3.4 Research Publications and Awards**

3.4.1 Highlight the major research achievements of the staff and students in terms of

- \* Patents obtained and filed (process and product): NA
- \* Original research contributing to product improvement: NA
- \* Research studies or surveys benefiting the community or improving the services
- \* Research inputs contributing to new initiatives and social development

3.4.2 Does the Institute publish or partner in publication of research

journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

The Research and Publication Committee has published 6 books. These publications are not listed in any international database.

3.4.3 Give details of publications by the faculty and students:

\* Publication per faculty

Dr.J.Zorema – 15

Dr. Harendera Sinha – 11

Dr. Shankar Bhattacharya – 8

Dr. Irene Colbert – 3

Dr. B.Lalrinchhani – 2

Ms. Lalsangpuii – 2

Ms. Mary Lalromawii – 1

Ms. Lalramdinpuii Chhangte - 1

\* Number of papers published by faculty and students in peer reviewed journals (national / international): 9

\* Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) - Nil

\* Monographs

\* Chapter in Books: 26

\* Books Edited

**Harendra Sinha & J.Zorema (ed)**, *Decentralization and Rural Development in North East India*, Abhijeet Publications, New Delhi, 2012, ISBN:978-93-81136-65-2;

*Empowerment of Women in North East India: Socio-Economic Perspective*, Concept Publishing Co Pvt. Ltd., New Delhi, 2012, ISBN:81-8069-907-2;

**Harendra Sinha & Sanjay Sinha (ed)** *Women in North East India*, Akansha Publishing House, New Delhi, 2013, ISBN:978-81-8370-354-3;

**Harendra Sinha (ed)**, *Health and Development in Rural North East India*, Abhijeet Publications, 2013, ISBN:978-93-

5074-45-3; *Development Constraints in North East India*, Abhijeet Publications, New Delhi, 2013, ISBN:978-93-5074-46-0;

**Harendra Sinha & B.Lalrinchhani (ed)**, *Women in Mizo Society*, Mittal Publications, New Delhi, 2013, ISBN:81-8324-4327-8

\* Books with ISBN/ISSN numbers with details of publishers:

**Dr. J.Zorema**, *Indirect Rule in Mizoram*, Mittal Publications, New Delhi, 2007, ISBN:81-8324-229-4; *Agricultural Marketing and Economic Development*, Mittal Publications, New Delhi, 2012, ISBN:81-8324-379-7.

**Harendra Sinha**, *Bureaucracy and Rural Development in Mizoram*, Concept Publishing Co., New Delhi, 2012, ISBN: 81-8069-830-0

**S.Bhattacharya**, *Manohar Malgonkar: A Study of His Mind and Art*, Creative Books, New Delhi, 1994, ISBN: 81-85231-22-2; *BodhiBriksha Bodher Sikare (A Collection of Bengali Poems)*, Vicky Publications, Guwahati, 2010, ISBN: 978-93-80382-24-1; *Rabindranath Tagore, The Visionary Artist: A Critical Study in Synthesis of Religion and Politics*, Vicky Publications, 2010, ISBN: 978-93-80382-23-4.

\* Citation Index

\* SNIP

\* SJR

\* Impact factor

\* h-index

#### 3.4.4 Provide details (if any) of

\* research awards received by the faculty – Ph.D Degree awarded to 2 teachers and M.Phil Degree to 1 teacher.

\* recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally - Nil

\* incentives given to faculty for receiving state, national and international recognitions for research contributions. - Nil



### **3.5 Consultancy**

- 3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

There is yet no systems and strategies for establishing institute-industry interface as the college being under the government cannot take steps on its own and has no authority to allocate funds for this purpose.

- 3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The institution does not have any stated policy to promote consultancy.

There is no formal and systematic method of publicizing expertise available for consultancy. However, the faculty members are often directly approached by individuals / organizations / offices for consultancy and utilization of expertise of the faculty members.

- 3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The institution encourages the staff to utilize their expertise outside the college. Internal arrangements for classes are made if a faculty member has to utilize his / her expertise elsewhere.

- 3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

Members of the faculty are invited to present papers at seminars / conferences outside the town. They are also invited as Resource Persons in the Refresher Courses for High School Teachers conducted by RMSA, Dept of Education. There is no revenue generated for the consultancy services.

- 3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

The institution does not generate any income from the consultancy services. The faculty members who provide consultancy are rewarded (paid) directly / personally by the individuals /

organizations to whom the consultancy services are provided and is not submitted to the institute.

### **3.6 Extension Activities and Institutional Social Responsibility (ISR)**

3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The institution cannot work alone without the cooperation of the community in its various extension services. Hence various extension services are done with the help of the local community and this has enabled the college to have a good bond with its neighbourhood community. As all the students participated in the extension services, it has helped them to know about the needs of the society and certain values are inculcated in them which would make good citizens for the country.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

The institutional mechanism to track students' involvement in various social movements/ activities which promote citizenship roles is through the Students Union. Moreover, students who are involved in various social movements are notified to report themselves on their roles and functions in their movements.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The institution has always welcomed feedbacks from the stakeholders. Their perception on the overall performance and quality of the institution is solicited orally through the various meetings organized by the college. Students' perception could be known from the feedback forms given to them.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The institution plan and organize its extension and outreach programmes depending on the need of the local people and also on the awareness programmes initiated by the government. As such, the major extension and outreach programmes are mostly community oriented – Construction of public urinals, waiting sheds, water reservoirs, cleaning of markets and streets, adoption of certain villages for its development, AIDS / HIV / Malaria Awareness campaigns and voluntary blood donation. It also organised several environmental awareness – plantation of trees, observation of Green Mizoram and World Environment Day and observation of Cleanliness Week as per the programme set by the government.

The various activities has a profound positive impact on the students which are – respect for fellow human beings and nature, need for national integration, the need value of rendering good deeds to the society. By doing these services they also felt that they were not mere students but students capable of doing good to the society.

- 3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The institution tries its level best to promote the participation of students in various extension activities by providing suitable platforms through NSS, Red Ribbon Club, Students Self Support Union, Students Evangelical Union etc of the institution. The faculty members are designated for various extension activities as an additional charge. They motivate and encourage the students by acquainting them with the needs and benefits of such activities. The students are taught that such activities would be vital for their all round development and that to be a good citizen, service to society is important. Students participating in such activities are acknowledged and very often they are felicitated with certificate of appreciation by the college and also by the different NGOs.

- 3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

The NSS and the Students Evangelical Cell has visited the orphanages, de-addiction centres and drop-ins for voluntary works and to bring about awareness in different areas depending on the need

of the inmates.

- 3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

The college tries to integrate extension services and academic learning to enable the students to exhibit responsible social behaviour. Thus, the extension services rendered by the students nurtured many values and skills which help in their academic learning. The values and skills inculcated are: team work which helps in communication and social skill; decision making skills, problem solving skill and counseling skill.

- 3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

Since most of the activities are community oriented, the local beneficiaries involve themselves voluntarily through their manual work with the students. The local people are also consulted when such activities are to be done and create a feeling of oneness among them. The extension activities are done with the collaboration of the community.

- 3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The institution has a good relationship with various governmental departments like the Forest Department, LAD, NYK and DRDA as it has worked with them on various extension services. It also maintains a healthy relation with various NGOs – MHIP, YMA and MUP.

- 3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

The institution has not received any awards for extension services but the faculty and students who worked in the various extension services has received citations / certificates from the NGOs

and departments.

### **3.7 Collaboration**

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

The institution has no collaboration with research laboratories, institutes and industry for research activities. However, certain projects are undertaken under the funds received from ICSSR and UGC-NERO.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

The institution has no MoU arrangements with institutions of national importance.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/new technology /placement services etc.

There is no industry-institution-community interactions that have contributed to the establishment of academic facilities, students and staff support or infrastructure facilities of the institution.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

- 1) UGC Sponsored National Seminar on “Rural Development Without Panchayati Raj in North East India” on 18-19<sup>th</sup> May 2010.
- 2) UGC Sponsored National Seminar on “Status of Women in North East India: A Historical Perspectives” on 28-29<sup>th</sup> February 2012.
- 3) UGC Sponsored National Seminar on “Development Constraints in North East India” on 14-15<sup>th</sup> March 2012.

4) UGC Sponsored National Seminar on “Health and Development in Rural North East India” on 25-26<sup>th</sup> April 2013.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

- a) Curriculum development/enrichment: Nil
- b) Internship/ On-the-job training : Nil
- c) Summer placement: Summer placement is not done in the college.
- d) Faculty exchange and professional development: The Directorate of Higher Education Department has plans for faculty exchange of all the colleges in Mizoram and this will be started soon.
- e) Research: There is no MOU signed with any university or research bodies, but faculty who sought admission in MZU for research works are given priority.
- f) Consultancy: Consultancy services by individual faculty members to any bodies or departments as requested.
- g) Extension: There is no formal MOU signed with any organisation or collaborations but a verbal agreement exist with various NGOs like YMA, MHIP and some governmental departments like NYK, DRDA, LAD, MSACS (Health & Family Welfare) and Forest. The institution works with these bodies in various extension services – awareness in HIV/AIDS, malaria, environment, cleanliness etc. Without the support of these bodies, the extension activities could not be carried alone.
- h) Publication: Though no MOU has been signed with any publishing house, yet, publications sought by the faculty members in different publishing houses is successful.
- i) Student Placement: There is no student placement.

j) Twinning programmes

k) Introduction of new courses: Nil

l) Student exchange: Nil

m) Any other

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.

The college has a strong desire to make linkages or collaborations with different industries or institutes especially for research but it has not yet been done due to several problems including paucity of funds and as it is under the government of Mizoram, it cannot take steps as it desire.

## CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The institution believes that a good infrastructure is needed to facilitate effective teaching and learning. A proposal for college building was submitted to the NEC for funds and is presently executed under the PWD, Govt of Mizoram. It will continue to strive on to create better infrastructure and facilities for the students and faculty that would facilitate effective teaching and learning.

4.1.2 Detail the facilities available for

- a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

For curricular activities:

- 1) 11 class rooms
- 2) 1 practical laboratory
- 3) 1 computer room (UGC Network Resource Centre)
- 4) Library with reading room facilities
- 5) 1 staff room for faculty members
- 6) IGNOU Study Centre Office
- 7) Projector
- 8) 12 laptops and 11 computers

For co-curricular activities:

- 1) Students Union Office
  - 2) Students' Common Room
- b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.



- 1) Carrom Boards
- 2) Chess / Dice boards
- 3) 1 Table -Tennis set
- 4) Checker boards
- 5) Football, volleyball, javelins, discuss throw - equipments.
- 6) Tools for NSS activities.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).

The college tried to ensure that the infrastructure is in pace with the academic growth and as a good building is needed for academic development, it has approached the NEC, UGC and other funding agencies for funds to develop the infrastructure.

The College building is constructed on its own land. The main building was dismantled and a new building is under construction with funds received from NEC. In this Main Building, the Ground Floor would consist of Examination room, Principal room and 2 supporting staff room, Lecturers Common Room, Main Office, 2 classrooms and toilets. The Middle Floor would have Library, 3 classrooms and toilets. The top floor would house Computer Room, Geography Practical Room, 3 classrooms and toilets. At present there is a separate building which was constructed from funds received from UGC, it houses the staff room and two class rooms. Another building is being used as a class room.

Girls Hostel is also built within the campus with funds received from UGC.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The college does not have specific infrastructure facilities to meet the requirements of students with physical disabilities. However, plans are made to cater to their needs if the need arise.

4.1.5 Give details on the residential facility and various provisions available within them:

- Hostel Facility – Girls’ Hostel – This would function as soon as the main building construction is completed.
- Recreational facilities, gymnasium, yoga center, etc.: Nil
- Computer facility including access to internet in hostel: Nil
- Facilities for medical emergencies: Nil
- Library facility in the hostels: Nil
- Internet and Wi-Fi facility: Nil
- Recreational facility-common room with audio-visual equipments: Nil
- Available residential facility for the staff and occupancy  
Constant supply of safe drinking water: No residential facility for the staff.
- Security: A night watchman is assigned to look after the college properties.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The Health and Sanitation Committee looks after the health care in the campus. First Aid Kit and certain medicines are available in the campus for the students and staff. Separate arrangements are made for sick students during examinations.

4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

- 1) IQAC has a separate office.
- 2) Staff room is equipped with television and refrigerator thereby making it as a recreational space for them.
- 3) Safe water drinking (2 coolers) is available on the campus for students and staff.
- 4) Canteen is shared with the neighbouring government office but after the completion of the main building, the college would have its own canteen.
- 4) The Examination Board has its own separate room.

## 4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, there is a Library Advisory Committee under the chairmanship of the Principal and the Librarian Ms Lalrammawii as the Ex-Officio Secretary. The members are:

1. Mr. Lallianzuala, Dept of Mizo
2. Ms. Vanlalngaii, Dept of Education
3. Ms. Bridgit B.Selvy, Dept of English
4. Mr.C.Lalawmpuia, Dept of Geography
5. Ms. Pc.Lalliansangi, Dept of Political Science
6. Dr.B.Lalrinchhani, Dept of History
7. Ms. Mary Lalromawii, Dept of Economics
8. Mr. Laltleipuia, Dept of Public Administration
9. Mr.H.Hrangchhuana, Accountant
10. Ms. Lalrintluangi, UDC (Representative from College administration)

The Committee initiated the use of library management software in which all the books are catalogued and entered in the data base. This ensured easy access for the students.

4.2.2 Provide details of the following:

- \* Total area of the library (in Sq. Mts.): 528sq.mts
- \* Total seating capacity: 50
- \* Working hours (on working days, on holidays, before examination days, during examination days, during vacation)  
On working days, before examination and during examinations and during vacation: 9:00am – 5:00pm  
On holidays: The library is closed.
- \* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources): Reading room is available and IT zone for accessing e-resources.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The Library ensures purchase of current titles, print journals and other reading materials every year, according to the suggestions made by the faculty members in every department and as per the availability of funds. The bought materials are displayed in the library so that users can see and make use of it.

Library holdings	Year -1		Year - 2		Year - 3		Year - 4	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	100	30,000	300	90,000	570	171,000	1000	150,000
Reference Books	10	5000	15	7500	25	10,000	50	12,500
Journals/ Periodicals	20	1000	20	1000	30	1500	40	2000
e-resources								
Any other (specify)								

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- \* OPAC : No access to it.
- \* Electronic Resource Management package for e-journals: the library does not subscribe to e-journals.
- \* Federated searching tools to search articles in multiple databases: Nil
- \* Library Website : Nil
- \* In-house/remote access to e-publications: Nil

- \* Library automation: Automated circulation system using barcode system is used.
- \* Total number of computers for public access : 2
- \* Total numbers of printers for public access : 0
- \* Internet band width/ speed    □ 2mbps   □ 10 mbps   □ 1 gb (GB)
- \* Institutional Repository:
- \* Content management system for e-learning: Nil
- \* Participation in Resource sharing networks/consortia (like Inflibnet):Nil

4.2.5 Provide details on the following items:

- \* Average number of walk-ins : 100
- \* Average number of books issued/returned: 50
- \* Ratio of library books to students enrolled: 12:1
- \* Average number of books added during last three years: 3000
- \* Average number of login to opac (OPAC): Nil
- \* Average number of login to e-resources: 10
- \* Average number of e-resources downloaded/printed: NA
- \* Number of information literacy trainings organized: The library staff has undergone trainings.
- \* Details of “weeding out” of books and other materials: NA

4.2.6 Give details of the specialized services provided by the library

- \* Manuscripts : No manuscripts
- \* Reference : Rare books, old question papers and newspapers are kept as reference.
- \* Reprography: Nil
- \* ILL (Inter Library Loan Service): NA
- \* Information deployment and notification (Information Deployment and Notification): Information and notification which are important for the staff and students are put up in the notice board of the library.
- \* Download: Materials are downloaded as per the need of the users.
- \* Printing: There is yet no printing done for the students.

- \* Reading list/ Bibliography compilation: Reading list is made and catalogue is computerised.
- \* In-house/remote access to e-resources: Nil
- \* User Orientation and awareness: User orientation and awareness is done in the orientation programmes in the first semester.
- \* Assistance in searching Databases: NA
- \* INFLIBNET/IUC facilities: Nil

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

New students are given orientation to the use of library including use of the computer in the library. The Librarian is ready to help any users in finding the books and in downloading important documents. The library staff has compiled all the university examination questions, newspapers and other important documents which are all very important for the students and staff alike.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

There are no special facilities as yet offered by the library to the visually / physically challenged persons as there are no physically challenged students in the college.

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)

Yes, the library receives feedback from its users. The students give their feedbacks in written form and these are analysed by the Library Advisory Committee. The faculty members also give their suggestions for improvements to the Library Committee and from all these feedback, changes / improvements are done as required.

### **4.3 IT Infrastructure**

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system)

i3        XP    8 computers

i7        XP    2 computers

Laptop i5 XP    11 computers

Laptop i3 XP    1 computer

- Computer-student ratio
- Stand alone facility: 1
- LAN facility
- Wifi facility: Available
- Licensed software:
- Number of nodes/ computers with Internet facility
- Any other

4.3.2    Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

2 computers with internet facility are made available to the students. 12 laptops and 1 desktop with internet connection are provided to the faculty.

4.3.3    What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The institution has put much effort to deploy IT infrastructure in the institution. However due to paucity of funds and remote location there are many problems but it will continue to upgrade the IT infrastructure so that students and faculty would be able to make full use of it.

4.3.4    Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

There is no separate provision in annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution. Funds received from UGC for procurement of computers is done accordingly. The

upgradation and maintenance of the computers is done by the faculty and if needed they are sent to the local agents.

- 4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

The institution has a computer laboratory which the staff and students can utilize for preparing power point presentation and to browse the internet to collect teaching materials. Moreover, all the teachers can download teaching materials in the college computers as most of them are connected to the internet.

- 4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

- 4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

No, the institution does not avail of the National Knowledge Network connectivity directly.

#### **4.4 Maintenance of Campus Facilities**

- 4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

a.	Building
b.	Furniture
c.	Equipment



d.	Computers
e.	Vehicles
f.	Any other

There is no specific budget allocation from Government of Mizoram for various activities of the college. The college receives funds from the Government under the Heads – Salary, Office Expense, Motor Vehicles, Medical Reimbursement and Travelling Allowance only on actual expenditure basis. Grants received from UGC are fully utilized for the purposes for which the same have been sanctioned.

- 4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The institution takes every precaution in handling the college properties. For maintenance and upkeep of its infrastructure, facilities and equipments, it hires people having specific skills in a particular job. The expenditure on these are met mainly from the students fees. Some of the nominal maintenance and repairing works are done by the office staff and teaching staff also. The Property Committee is responsible for looking after the College properties.

- 4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

There is no specific rules for the institute to take up calibration and other precision measures for the equipment / instruments. It is done as and when it is felt to be needed.

- 4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment( voltage fluctuations, constant supply of water etc.)?

A generator of 25kva is maintained to ensure that voltage fluctuations would not disrupt the flow of electricity power.

## **CRITERION V: STUDENT SUPPORT AND PROGRESSION**

### **5.1 Student Mentoring and Support**

- 5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The institution updates its prospectus annually. The information provided in the prospectus are: About the college, the Mission – Goals and objectives, Rules and Regulations, Subjects offered, Course structure, Fees structure, Co-curricular and Extra-Curricular facilities, Faculty and other necessary information.

- 5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

There are a number of students whose tuition fees are waived by the college, the number of students who received free-ships from the college during the last four years are as follows:

2008 – 09      - 62 students   - Rs. 55,800

2009 – 10      - 38 students   - Rs. 34,200

2010 – 11      - 40 students   - Rs. 36,000

2011 – 12      - 130 students - Rs. 117,000

- 5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

The financial assistance received from state government is through the scholarship given by the Scholarship Board, Govt of Mizoram. The percentage of students who received this scholarship is: 2008 – 09 – 78%; 2009-10 – 88.5%; 2010-11 – 89%; 2011-12 – 71.98%.

- 5.1.4 What are the specific support services/facilities available for

- ✓ Students from SC/ST, OBC and economically weaker sections: Economically weaker sections are often exempted from paying their tuition fees.

- ✓ Students with physical disabilities: Students with physical disabilities have not enrolled in the college so far. If the need arise, they would be given every support and facilities available in the college.
- ✓ Overseas students: No foreign students have enrolled in the college. When the need arise, they would be given facilities required by them.
- ✓ Students to participate in various competitions/National and International: Students are encouraged to participate in various competitions. Successful participants are given cash incentives and citations.
- ✓ Medical assistance to students: health centre, health insurance etc. Medicines and first aid are kept in the staff room and can be used by the faculty and students if the need arise.
- ✓ Organizing coaching classes for competitive exams: Coaching classes are held after regular classes are over for those who are interested.
- ✓ Skill development (spoken English, computer literacy, etc.,) : Spoken English classes are held for the students.
- ✓ Support for “slow learners”: Remedial classes are held for them.
- ✓ Exposures of students to other institution of higher learning/ corporate/business house etc: They are encouraged to attend seminars / symposiums organized by the University.
- ✓ Publication of student magazines: The publication of the college magazine is in the hands of the College Students’ Union.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills among the students and the impact of the efforts.

The programmes in the institution are not directly linked with entrepreneurship but nevertheless the institution is concerned with employability of the students and hence all the activities in the college are geared towards students being employable in different areas.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

\* additional academic support, flexibility in examinations

Persons who are involved in sports or games and other activities who represent the college are given leniency in attendance and special test arrangements are made for them.

\* special dietary requirements, sports uniform and materials

Sports uniforms and materials or equipments needed in any extracurricular or co-curricular activities are bought by the institution. Daily allowance is given to students representing the college in other areas and this is used for their dietary requirements.

\* any other

- 5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT/ Central /State services, Defense, Civil Services, etc.

Students interested in various competitive exams are given coaching and counselling classes.

- 5.1.8 What type of counseling services are made available to the students( academic, personal, career, psycho-social etc.)

Career guidance / counseling are made available to the students. If the need arise, the faculty members are equipped to provide personal counseling to the students.

- 5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

The institution has a Career and Guidance and Counselling Cell which organizes classes in career guidance and coaching classes for those interested in appearing job examinations. However there are no placements done in the campus.

- 5.1.10 Does the institution have a student grievance redressal cell? If yes, list

(if any) the grievances reported and redressed during the last four years.

The institution has a Grievance Redressal cell in which students could lodge their complaints. Grievances are usually regarding results of university examinations which have been put forward to the Examination department of the university. There are no major grievances or complaints as yet.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

The institution strongly prohibits any kind of sexual harassment and would strongly take action against any offenders. However, till date, there are no reports of sexual harassment in the institution.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

There are no instances of ragging in the college as this is strictly prohibited. Hence, there is no anti-ragging committee. However, if there happens to be any incident of ragging, the matter could be reported to the Disciplinary and Grievance Redressal Cell.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

a) Students' Self-Support Union (SSU): The SSU of the college encourages the students to earn and not depend solely on their parents while studying. The Office Bearers of the SSU are elected by the students. Hence, many of the students are adopting part time jobs without being distracted from their studies.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

Yes, the institution has an Alumni Association. The alumni is interested in seeing the development of the college. Some of the alumni members attend the seminars and various functions which are organized by the college and are often invited as speakers to encourage and motivate the students.

## 5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

The college does not maintain a data to know the students progression after they left the college. Hence it is difficult to know the exact number or percentage of students who pursued higher studies or who are employed in different fields. The percentage given below is therefore done approximately.

<b>Student progression</b>	<b>%</b>
UG to PG	<b>40</b>
PG to M.Phil.	<b>10</b>
PG to Ph.D.	<b>5</b>
Employed <ul style="list-style-type: none"><li>• Campus selection</li><li>• Other than campus recruitment</li></ul>	50

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

Year	Govt J.Buana College		Govt Lunglei College	
	Honours %	Pass Course %	Honours %	Pass Course %
2009	100	94	82	94
2010	100	92	93	85
2011	88	82	77	87
2012	68	39	79	82

The pass percentage and the completion rate is the same.

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

The Career Guidance and Counselling Cell of the institution are mainly responsible for facilitating the students progression. They have organized classes regarding career guidance and important notifications or job vacancies are posted in the Notice Board.

- 5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

Those students who are at risk of failure and drop out are given personal counseling and tutorials classes are also held for them.

### **5.3 Student Participation and Activities**

- 5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

Table Tennis, Carrom Board and Chess are placed in the Students Common Room. They can be used by the students at their free periods. In the College Week held usually during the month of November, students participate in a number of sports – games and athletics events. Besides the games and sports, they also take part in debate, singing, extempore speech, quiz, essay writing and art. House wise competition is also done in the traditional dance.

- 5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

1) 2<sup>nd</sup> position in Inter-College Debate, 2012 on Corruption which was organized in commemoration of International Anti-Corruption Day.

2) Champion in Table Tennis in MZU Sports Meet 2009.

3) Runners Up in Table Tennis in MZU Sports Meet 2011.

4) Students presented a Cultural Show in Zofest, Tripura.

5) 3<sup>rd</sup> position (Educational Institution) in the Best Donor Award by AVBD Lunglei District.

- 5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Data are not maintained by the college but oral and written feedback are heard and collected from its graduates and these are used positively to improve the performance and quality of the institutional

provisions. There is no formal mechanism to obtain feedback from the employers but the institute is receiving positive remarks about it.

- 5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The college has brought out College magazine annually. Publication of this magazine is in the hands of the Students' Union. Students and faculty members contribute articles for this magazine. Students especially the English Department students are encouraged and expected to display their writings / composition on their classroom walls. The Evangelical Cell also has its own newspaper 'Invictus' which is brought out every month.

- 5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

The college has a Students' Union which is elected by the students themselves every year. All the students of this college are members of this Students' Union. The tenure of this Union is one year. The Executive Committee of the Students' Union consists of the following:

- |                                |   |
|--------------------------------|---|
| 1. President:                  | Principal, Ex-officio.  |
| 2. Vice- President:            | Directly elected by the students                                    |
| 3. General Secretary:          | - do -  |
| 4. Magazine Editor:            | - do -  |
| 5. Finance Secretary:          | - do -  |
| 6. Debate & Culture Secretary: | - do -  |
| 7. Games / Sports Secretary:   | - do -  |
| 8. Six Assistant Secretaries:  | Appointed by the concerned Office Bearers                           |
| 9. 5 Lecturer-in-charge:       | Appointed by the Principal in consultation with the Office Bearers. |

**The activities of the Students' Union are:**

- (a) To look after the interest and welfare of all the students.



- (b) To strive for the progress and development of the college.
- (c) To organize Freshers' Social, College Week and other college functions.
- (d) To arrange and provide facilities in the Students Common Room and in other places which would be beneficial for the students.
- (e) Selecting teams / participants to represent the college in various competitions.
- (f) Publication of College magazine.
- (g) It organizes Cultural Club to promote Mizo traditional dance and folklore.
- (h) To organize Sports Club to promote sports activities among the students.

**Funding:**

- a) Each student contributes fund compulsorily as students' Union fee at the time of admission as per the rate fixed by the Government of Mizoram.
- b) Sponsorship for different activities.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

The following academic and administrative bodies have students' representatives:

1. Academic and Admission Committee: One female and male student representatives are in this body. It is responsible for the admission process and draw plans for the academic year.
2. Games and Sports Club: Organising Games and Sports in the college, selecting teams or participants for various inter-college sports meet and other sports competition.
3. Cultural Club: Organising cultural function and competitions.
4. Students' Union: Looking after the general interest and welfare of the students, creating and developing atmosphere conducive to academic and administration.
5. Magazine Editorial Board: Publishing College magazine, bulletins.

6. Students Evangelical Union: Looking after the spiritual aspects of the students.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

The institution maintains a good relation with the alumni and former faculty of the institution. They are often invited in the various programmes organized by the college. Chairmanship and other important duties or functions are allotted to them.

Any other relevant information regarding Student Support and Progression which the college would like to include.

## **CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 Institutional Vision and Leadership**

- 6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

The vision and mission of the college is to impart quality education which would be accessible for all, to develop the personality of the students and to be of service to the society. The values of honesty, diligence and service taught to the students address the needs of the society and of the students themselves. Disseminating quality education to all also serves the needs of the students. The values which the college tried to uphold from the beginning have continued to be upheld till date. The institution will remain true to its vision and will endeavour to provide quality education for all classes of the society and produce human resources sensitive to human values and ethos.

- 6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The college being a government college is under the governance of the Directorate of Higher & Technical Education, Government of Mizoram. It makes annual plans for the colleges and checks the performance of the college.

The Principal who is the head of the institution has many roles to play. They are as follows:

- 1) He provides leadership in planning, organization and execution of all institutional programmes.
- 2) He assigns duties and responsibilities to the staff.
- 3) He reviews the ACR / PBAS / PAR of the teaching and non-teaching staff.
- 4) He is the spokesperson of the college and maintains contact with the parents, teachers, alumni, the public, the government and university.
- 5) He has accountability for all actions of the staff.
- 6) He has the final authority to take disciplinary action against the students.

7) He finalizes decisions regarding management and utilization of funds.

The duty of the faculty members is to carry out the academic works effectively and efficiently – making lesson plans, teaching, evaluation, conduct of examinations and checking assignments and keeping themselves upto date in their concerned subjects. They are responsible for imparting quality education to the students and help the students not only academically but also develop and mould their personality so that they would acquire the attributes as desired by the institution.

#### 6.1.3 What is the involvement of the leadership in ensuring:

- the policy statements and action plans for fulfillment of the stated mission:

The Planning Board of the College make policies and action plans for the academic year in consonance with the college and university rules. These are done to fulfill the mission of the institution.

- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan:

The various committees are responsible for formulation of their action plans and incorporate those plans into the institutional strategic plan. Meetings are held regularly wherein plans are discussed and steps are taken for implementation.

- Interaction with stakeholders

The Principal acts as spokesperson for the college and any interaction with stakeholders is done under the guidance of the Principal. Parents – Teachers Interface Meeting and General Meetings are conducted. The Principal and staff are accessible at all times for the public to offer suggestions.

- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders:

The faculty and stakeholders' proposals / suggestions and inputs from the feedback system are discussed in the various committees and staff meetings and are implemented as the case may be.

- Reinforcing the culture of excellence:

IQAC is acting as a facilitator to reinforce the culture of excellence. Feedbacks from the stakeholders are always welcomed

as this reinforce the culture of excellence. Remedial and tutorial classes are done to enable the students to achieve their goals.

- Champion organizational change:

Any change which is implemented is championed by the institution and information is made to the faculty on any rules or policies which are amended by the university and state government.

- 6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The institution establish different cells / committees – Planning Board, Examination Board, Cultural Club, Health & Sanitation, IT, Discipline, Library, Research & Publication, Career & Guidance, Equal Opportunity, under the guidance of IQAC. These various committees are responsible for looking after their concerned cells and have to work and fulfill the various policies of the college. The IQAC in which the Principal is the Chairman, monitor and evaluate their works.

- 6.1.5 Give details of the academic leadership provided to the faculty by the top management?

All the departments in the college are headed by one departmental head. He / she supervise all the activities in their respective departments and check the performance of the other teaching faculty.

- 6.1.6 How does the college groom leadership at various levels?

The college groom leadership at various levels by-

1) Designating faculty members as chairman / convener at various committees / cells of the college.

2) Deputing members at staff training and workshops organized by the university and the government.

3) Sending students to attends leadership training organized by NSS and other local bodies.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

The college delegate authority and provide operational autonomy to the various departments and units of the institution. The principal is in charge of overall administration and distributes work and management of academic and non-academic matters. The HODs supervise the activities and performance of the faculty in their respective departments. The Head Assistant monitors the works of the non-teaching staff in the establishment section. The Librarian is in-charge of all matters relating to the library.

6.1.8 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management.

Yes, the college promotes a culture of participative management. All faculty members are entrusted with different responsibilities. Members of the teaching and non-teaching staff are members in the committees and cells and this promote a culture of participative management.

## **6.2 Strategy Development and Deployment**

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes, the institution have a formally stated quality policy. This is developed, driven, deployed and reviewed by the Head of Departments, the IQAC and the Principal. The IQAC collects the PBAS of all the faculty members. The feedback from the students on the courses and faculty is discussed by the IQAC, the Head of Departments and measures are taken to rectify is necessary. The Department Head monitors the quality of teaching and makes plans to improve it.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Yes, the institute has a perspective plan for development. The plan includes improving the IT infrastructure and utilization of the same in all aspects of the administrative and academic lines.

6.2.3 Describe the internal organizational structure and decision making processes.

The internal organizational structure of the college is divided into three main bodies – the teaching staff, non-teaching staff and library. The Principal is the head of these three bodies. The teaching staff consists of eight departments each with their respective Head of Departments.

The non-teaching staff is headed by the Head Assistant. The Head Assistant is in-charge of all the works of the UDC, LDC, IV Grades, Driver and Lab-Bearer.

The Library has one librarian and is responsible for all the library works.

To ensure that the institution develops on sound lines, several committees are constituted to assist the Principal in administrative and academic matters.

The decisions made by the various departments and committees are reported to the Principal and discussed in staff meetings.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning: To use more advanced technologies in the classrooms and library.
- Research & Development: Inter-departmental research and seminars.
- Community engagement: More extension services involving the local community.
- Human resource management: Faculty members would be delegated to attend more workshops / trainings / seminars to empower themselves and for development of the institution.
- Industry interaction: To have interaction with technical institutes and industries for the students to have a broad horizon and fruitful experiences.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Faculty members are required to submit Annual Confidential Report (ACR) and PBAS (from 2011) which is reviewed by the Principal before submitting to the concerned authorities for further review. Through these reports the management is able to

review the activities of the staff and the institution as a whole.

The Principal very often receives information from different sources on the activities of the staff and the institution and the same is made available to the concerned faculty and also the government authorities through reports for review and necessary action.

- 6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The college management encourages and gives full support to the staff for the improvement of the effectiveness and efficiency of the institutional processes. To ensure that the institution processes are carried out smoothly, the members of the teaching and non-teaching staff are members in the various committees and cells which are formed. They have undergone training programmes beneficial for the institutional progress.

- 6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The college does not have Management Council since it is under the state government. As such it is managed by the Government of Mizoram through Directorate of Higher & Technical Education.

- 6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

Yes, the affiliating university has made a provision for according the status of autonomy to an affiliated institution. The institution does not yet make efforts to obtain autonomy.

- 6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

The Grievances Redressal Cell attends to all the grievances / complaints which are submitted or reported. The cell makes every effort to see that those grievances are resolved amicably by studying



and enquiring about it and then it makes a report to the Principal who has the final authority in the matter.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

No, there are no instances of court cases being filed by and against the institution.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Yes, the institution have a mechanism for analyzing student feedback on institutional performance. The feedback has enabled the institution to introspect and improve as best as possible. On the basis of the feedback the college tries to modify and make improvements as applicable.

### **6.3 Faculty Empowerment Strategies**

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The institution has always encouraged its staff to undergo Orientation / Refresher Courses and other trainings to enhance their professional development.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The faculties attend any kind of training which they need as per their appointment to the various cells. For example, the IQAC Coordinator attends the IQAC meetings and trainings provided by the university and Department of Higher & Technical Education. The other committee conveners too attend training or seminars which are related to their responsibilities. The faculty members are encouraged to undergo refresher course / orientation trainings which would be vital for their promotions and improvement.

- 6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

All the teaching staff has to fill out the ACR / PBAS which reflects their activities in all aspects – academic, extension services and the roles and functions they have in the college and in the community. The PBAS is then submitted to the IQAC and signed by the Head of the Institution.

- 6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The performance appraisal report gives an insight into the faculties activities and performance. It also reflects the various criteria needed for their improvement. The performance appraisal in general throws light on the strengths and weaknesses of the institution as a whole. From the reports the management realised the importance of having advanced technologies and the need for faculty to recharge themselves. These are communicated to the stakeholders through meetings and discussions.

- 6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Staff Welfare is set up to look after the welfare of the college teaching and non-teaching staff and Mizoram College Teachers Association (MCTA) for the teaching staff. Contributions are made by the members every month and this is used for gifts and condolence fund. Gratuity is also given to those staffs leaving on superannuation from the college. Members can take loans from these funds in certain cases. These schemes are availed by 50% of the staff.

- 6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

The institution being a government college does not have the authority / autonomy to recruit / attract and retain its faculty. However, it can inform and request the Directorate / government to provide part-time lecturers, if needed. These part-time lecturers are

recruited by the Directorate of Higher & Technical Education Department through advertisements and interviews.

#### **6.4 Financial Management and Resource Mobilization**

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

Financial resources are mostly from the state government and grants received from UGC. These resources are utilized transparently as per the amount for which they are sanctioned.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The accounts of the institution are not audited internally. Monthly Utilization Statements are submitted to the Directorate of Higher & Technical Education Department, which in turn is audited by Auditors from the Department of Accounts & Treasuries, Government of Mizoram / Accountant General office. There are no objections till date.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The major sources of institutional receipts / funding is from the state government. It is inadequate to meet the daily expenses and requirements of the institution. The college therefore exercises utmost care for effective utilization with sincerity and transparency. Apart from the funds received from the state government, UGC Grants contributes a lot for the effective functioning and development of the college.

The following table is the fund received from the state government under different heads:-

<b>Year</b>	<b>Head</b>	<b>Amount</b>
2009	Salary	142,79,799

-	Medical Treatment MT	93,856
2010	DTE	24,960
	Office Expense OE	31,805
	Office Contingent OC	20,000
	Wages	49,432
2010	Salary	29,19,115
-	Medical Treatment MT	1,72,176
2011	Wages	17,760
2011	Salary	10,44,8213
-	DTE	39,960
2012	Office Expense OE	40,000
	Office Contingent	40,000
	Wages	28,880
	Motor Vehicle MV	25,000
2012	Salary	33,64,409
-	Wages	5700
2013	Office Expense OE	20,000
	Office Contingent OC	20,000

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

The institution has received grants from the UGC in its 11<sup>th</sup> Plan.

## 6.5 Internal Quality Assurance System (IQAS)

### 6.5.1 Internal Quality Assurance Cell (IQAC)

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes, the institution has established an IQAC.

Several committees and cells have been formed under the guidance of the IQAC. It has initiated feedback by the students on the faculty and courses and the institution as a whole. Parents Teachers Interface Meetings are conducted. It has also organized seminars and workshop. It has received and checked the PBAS of the faculty. Data and other important materials are collected for the submission of IQAR. It has analysed the internal assessments and end semester examinations.

- b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?

The IQAC decision to organize seminars with other departments, to collect feedbacks from the students and maintaining personal file of the faculty were approved and implemented.

- c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

The IQAC does not have external members on its committee.

- d. How do students and alumni contribute to the effective functioning of the IQAC?

Feedbacks from the students and alumni are useful resources to know about the quality of the institution. Suggestions and cooperation from them has enabled the IQAC to the strengths and weaknesses and the challenges faced by the college and this contribute to the effective functioning of the IQAC.

- e. How does the IQAC communicate and engage staff from different constituents of the institution?

The framework and course to be taken regarding quality assurance are known to all the faculty and staff of the institution. The Head of all the Departments as per the agenda to be discussed are invited to attend the meetings of the IQAC.

- 6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If ‘yes’, give details on its operationalisation.

The institution have an integrated framework for Quality assurance of the academic and administrative activities. The IQAC obtains written feedbacks from the students and oral feedbacks from the stakeholders.

- 6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.

The institution has organized a one day workshop on “MS Powerpoint Presentation” for the faculty to enable the teaching staff to use it for teaching learning process. Besides this, it does not yet provide training to its staff for effective implementation of the quality assurance procedures but it has sent members to attend the IQAC related workshops and seminars conducted by other institutions. This has greatly helped in knowing the workings and functions of IQAC; and helped in making suggestions to improve the quality of the college.

- 6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

The institution does not undertake Academic Audit.

- 6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The internal quality assurance mechanism are aligned with the requirements of the relevant external quality assurance agencies as the institute incorporate the various values which are prescribed in the NAAC guidelines.

1) Contributing to national development – All the activities of the college is to strive for our national development.

2) Fostering global competencies among the students: Curriculum of all the disciplines are so designed taking into consideration the needs

and trends in the local, national and international scenario and they are therefore up to date. Students are mentored and guidance is given to them to take up challenge in various competitive examinations and in other areas also.

3) Inculcating sound system value among the students: This is one of the most important criteria which the college takes into consideration. It always tries to inculcate a sound value system among the students so that they may all prove to be good citizens.

4) Promoting use of technology: Though the institute is located in a remote area and technology has not reached as in other parts of the land, yet, the institute is striving to promote use of technology as best as it can. The library is fully automated, the administrative office is fully computerized and class rooms are being upgraded into ICT enabled rooms.

5) Quest for excellence: Quest for excellence has always been a part and parcel of the college mission. To monitor this aim, feedback system from the students and stakeholders is practised.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The IQAC analyse and make a report on the Students feedback on the faculty and the courses, interaction with the students in and outside the class rooms, the internal assessment marks and the end semester examinations results. This has helped to continuously review the teaching learning process.

The review and reports of IQAC are studied by the Principal and corrective measures if needed are taken up.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The institution communicates its quality assurance policies, mechanisms and outcomes to the various internal stakeholders by holding meetings, Parent-teachers Meeting and in the various functions of the college.

## **CRITERIA VII: INNOVATIONS AND BEST PRACTICES**

### **7.1 Environment Consciousness**

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The institute does not conduct a Green Audit of its campus and facilities but efforts are made to make the campus green and environmental awareness are done in and outside the college.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- \* Energy conservation: Every possible efforts are made to conserve electricity, papers and water in the college.
- \* Use of renewable energy: Nil
- \* Water harvesting : Rain water is harvested.
- \* Check dam construction : Nil
- \* Efforts for Carbon neutrality: Nil
- \* Plantation: Trees are planted in the campus and in several places in the town.
- \* Hazardous waste management : Nil
- \* e-waste management : Nil

### **7.2 Innovations**

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

Innovations introduced during the last four years which have created a positive impact on the functioning of the college are:

1. The introduction of ICT in the academic departments have helped a lot in the teaching process. Power-point presentations proved to be an useful aid for teaching. IT has also helped in updating the knowledge of the teachers.

2. Student Management Software is used. This is used for admission process and maintenance of students' data.

3. The College has a website [www.jbc.ac.in](http://www.jbc.ac.in)



4. The library is automated. Catalogues are computerised and circulation is also done using barcode system.

5. The Use of audio-visual aids – projectors is used in the teaching learning process.

6. The Main Building is under construction and would be completed in 2014. This would certainly bring about a positive impact on the functioning of the college.

### **7.3 Best Practices**

Elaborate on any two best practices **as per the annexed format** which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Amongst several good practices by the college, the two best practices which will be highlighted are:

#### **1. Title of the Practice**

- (1) The feedback system by the students on the faculty, courses and institution.**
- (2) Committees and cells formed under the guidance of IQAC.**

#### **2. Goal**

1. (i) To enable the teachers to realize their strengths and weaknesses so as to improve the teaching learning process and take corrective measures.

(ii) To make the students play a participatory role in the teaching learning process.

2. (i) To bring about a work culture and include more staff in the administrative and developmental process.

(ii) To develop the institution on sound lines.

#### **3. The Context**

1. The feedback system was practiced after much debating. There was reluctance among the faculty members in using this system. As such it could not be introduced for some time. However after the establishment of IQAC and as per the “Guidelines for the establishment and monitoring of the IQAC In Higher Educational Institutions (HEIs)” it has taken the issue in its hands, and has initiated it.

2. The establishment of different committees / cells with different responsibilities was not a problem. The faculty members were rather enthusiastic about it.

#### **4. The Practice**

1. Different parameters are used to assess the teachers' potential, achievements and effectiveness. The feedback forms are given to students who are sincere and regular under confidential cover. The names and classes of the students are not mentioned in the forms. After completion of the forms, they are submitted to IQAC. The forms are all compiled and if found necessary they are given to the concerned teachers. Those teachers whose grades are low are called by the Principal for interaction.

2. The committees / cells which have been formed are – Academic & Admission Committee, Planning Board, Examination Board, Purchase Committee, Building Committee, Library Advisory Committee, Research & Publication Committee, Equal Opportunity Cell, Grievance Redressal & Disciplinary Committee, Guidance and Counselling Cell, ICT Cell, Health & Sanitation Committee and Property Committee. These committees are under the guidance of IQAC. The Chairman and members of these committees are from the teaching and non-teaching staff. In some of them, there are student members and external members.

#### **5. Evidence of Success**

1. Though there was some hesitation in the practice, yet, after it was implemented, it was seen to be a success. Students viewed it as their participation in the academic field and were enthusiastic about it. Moreover, students' expectation from their teachers was clearly revealed. From the feedback, teachers realised their potentials and the various weaknesses and areas in which corrective measures need to be undertaken.

2. The formation of these committees was a success right from the beginning. The members were all enthusiastic in their respective responsibilities. Meetings are held frequently and reviews of all the committees are held every quarterly.

#### **6. Problems Encountered and Resources Required**

1. The main problem faced in this practice is the process of compilation. As the feedback is done manually, there exist the problem of collection and compiling all of them. As feedbacks and compilations are done manually, it takes a lot of time. The feedback system from the students would be done online in the near future after more computers are installed for the students which would make the compilation more easier.

2. Lack of sufficient funds for the committees has cause some problems. Some of the needs and desires of the members could not be met due to paucity of funds.

#### **7. Notes (Optional)**

Any other information that may be relevant and important to the reader for adopting/ implementing the Best Practice in their institution about 150 words.

## **8. Contact Details**

Name of the Principal: Dr. J.Zorema

Name of the Institution: Govt J.Buana College

City: Lunglei

Pin Code: 796 701

Accredited Status: C

Work Phone : 0372-2324634

Fax: 0372-2324634

Website: jbc.ac.in

E-mail :govtjbc@gmail.com

Mobile:

1. Name of the department: **Education**
2. Year of Establishment: **1983**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved:  
Nil
5. Annual/ semester/choice based credit system (programme wise):  
**Semester**
6. Participation of the department in the courses offered by other departments: Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	3	3
Asst. Professors	1 (part time)	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Yrs of Experience	No. of Ph.D. Students guided for the last 4 years
Vanlalhlani Ralte	MA	Asso. Prof	Educational Psychology	20	
Vanlalngaii	MA	Asso. Prof	Educational	18	

			Technology		
Dr. Vansanglura	MA; Ph.D	Asso. Prof	Gifted Education	17	
J.Lalhriatpuii	M.A	Part Time Lecturer			

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 25%
- 13. Student -Teacher Ratio (programme wise): 25:1**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG:.  
**PG-3, Ph.D - 1**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:
  - \* a) Publication per faculty
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
  - \* Monographs
  - \* Chapter in Books
  - \* Books Edited
  - \* Books with ISBN/ISSN numbers with details of publishers
  - \* Citation Index
  - \* SNIP

- \* SJR
- \* Impact factor
- \* h-index

20. Areas of consultancy and income generated: Faculty members are invited as resource persons by RMSA in the Orientation and Refresher Courses organised for Secondary teachers. They are also consulted by various educational committees at local level.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards.....:

Dr. Vansanglura is a Visiting Fellow, Teachers College, Columbia University, New York.

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme: 80% (projects for their VIII paper)
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil

23. Awards/ Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/ visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding : Nil

- a)National
- b)International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
Education Core 2011	20	12	4	8	16
Education Core 2012	20	16	8	8	28

\*M=Male F=Female

27. Diversity of Students

Name of the	% of	% of students	% of
-------------	------	---------------	------

Course	students from the same state	from other States	students from abroad
B.A Education	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? NA
29. Student progression: NA – Data is not maintained.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities
- a) Library : The college library is utilized by the department.
  - b) Internet facilities for Staff & Students: Internet facilities provided to the faculty and in the library is availed by the department.
  - c) Class rooms with ICT facility: Projectors can be used.
  - d) Laboratories: Nil
31. Number of students receiving financial assistance from college, university, government or other agencies: Government scholarship – 60%
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Nil
33. Teaching methods adopted to improve student learning: **Class room teaching, discussions and powerpoint presentation.**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: The students and faculty participate in all the extension activities conducted by the college and in the local community level.
35. SWOC analysis of the department and Future plans
- Strengths: The faculty members are sincere and dedicated in their works.  
Classes are taken regularly.

Weakness: Books in the library is not yet sufficient for the students.

Opportunities: Some of the faculty members are pursuing their research works and this would be beneficial for the department.

Increase number of students interested in education.

Challenges: Competitive spirit which appears to be lacking among the students.

Future plans: To conduct workshop and trainings. To take up project works which would be useful for the institution and the society at large.

### Evaluative Report of the Departments

1. Name of the department: **HISTORY**
2. Year of Establishment: **1983**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **Under Graduate**
4. Names of Interdisciplinary courses and the departments/units involved: Nil
5. Annual/ semester/choice based credit system (programme wise) : **Semester**
6. Participation of the department in the courses offered by other departments: Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc. Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	2	2
Asst. Professors	3 (2- part time)	3 (2 part time)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)



Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr.J.Zorema	MA; Ph.D	Asso. Prof	North East India	27	-
C.Vanlalsawma	MA	Asso. Prof	Ancient India	21	-
Dr.B.Lalrinchhani	MA; Ph.D	Asst. Prof	Modern India	16	-
Lalrinnggheta	M.A	Part time Lecturer	Economic History	1	
Lalrozama	M.A	Part Time Lecturer	Modern India	1	

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: **25%**
13. Student -Teacher Ratio (programme wise): **17:1**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:  
**Ph.D-2; PG-3**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **1**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:

\* a) Publication per faculty

1. Dr.J.Zorema – 15

2. Dr. B.Lalrinchhani - 2

- \* Number of papers published in peer reviewed journals (national / international) by faculty and students: Dr. J.Zorema – 2 (national), 1 (international)
- \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): Nil
- \* Monographs
- \* Chapter in Books:
  - 1) **Dr. J.Zorema,**
    - (i) “Chin-Lushai Hills: Problems of Amalgamation” in *Historical Journal Mizoram*. Vol-VIII, Mizo History Association, Aizawl. November 2007.
    - (ii) “The Howlong Chief Rothangpuia Thangluah: A Faithful British Ally” in *Historical Journal Mizoram*. Vol-IX, Mizo History Association, November 2008.
    - (iii) “Chief Seipuia Sailo” in *Historical Journal Mizoram*. Vol-X, Mizo History Association, November 2009.
    - (iv) “Chin-Lushai Hills: British Occupation and Administrative Beginnings” in K.Robin (ed), *Chin History, Culture and Identity*, Dominant Publishers, New Delhi, 2009.
    - (v) “Superintendent Neville Edward Parry and the Early Struggle for Democracy in Mizoram” in *Local Government*, October-December 2009, Vol- LXXIX, No.4. A Quarterly Journal of the All India Institute of Local Self Government, Mumbai.
    - (vi) “Vandula” in *Historical Journal Mizoram*. Vol-XI, Mizo History Association, 2010.
    - (vii) “Early Mizo Trade: With Special Reference to Tlabung (Demagiri) Frontier Bazar” in Malsawmliana and Benjamin Ralte (ed), *Social, Economic and Political History of the Mizo*. Guwahati, 2011.
    - (viii) “Darmaka Ralte, Chief of Pukpui” in *Historical Journal Mizoram*. Vol-XII, Mizo History Association, 2011.

(ix) “Mizoram: From a Single Bureaucracy to Democracy” in Harendra Sinha and J.Zorema (ed), *Decentralization and Rural Development in North East India*, New Delhi, 2012.

(x) “Role of Baptist Missionary Society for the Promotion of Education in the South Lushai Hills during the Colonial Period” in *Historical Journal Mizoram*. Vol-XIII, Mizo History Association, November 2012.

(xi) “Role of Mizo Women in Economy” in Harendra Sinha & J.Zorema (ed), *Empowerment of Women in North East India: Socio Economic Perspective*, New Delhi, 2012.

2) **B.Lalrinchhani**,

i) “Political Empowerment in Patriarchal Society: A Study in Mizoram” in Harendra Sinha & J.Zorema (ed), *Empowerment of Women in North East India: Socio Economic Perspective*, New Delhi, 2012.

ii) “Bride Price in Mizo Marriage System” in Harendra Sinha & B.Lalrinchhani (ed), *Women in Mizo Society*, New Delhi, 2013.

\* Books Edited : 3 + 1

\* Books with ISBN/ISSN numbers with details of publishers:  
Dr.J.Zorema,

1) *Indirect Rule in Mizoram* (Mittal Publications, New Delhi)  
ISBN: 81-8324-229-4;

2) *Agricultural Marketing and Economic Development* (Mittal Publications, New Delhi) ISBN:81-8324-379-7.

\* Citation Index

\* SNIP

\* SJR

\* Impact factor

\* h-index

20. Areas of consultancy and income generated: The faculty members are invited as resource persons in various seminars organised by different colleges and NGOs and classes conducted by Education department, Govt of Mizoram. They are also consulted by researchers. Income is not generated as these consultations are done free of cost.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....: Dr. J.Zorema was a member of the School Board from 2009 - 2012 in History Department, MZU.

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: Nil

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil

23. Awards/ Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/ visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

a)National : UGC Sponsored National Level Seminar on “Changing Status of Women in North East India: A Historical Analysis”, 28-29<sup>th</sup> February, 2012.

b)International: Nil

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
I Sem Hist Core2011	12	12	10	2	25
I Sem Hist Core 2012	20	14	8	6	23

\*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A	100%	0	0

28. How many students have cleared national and state competitive

examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? NA

29. Student progression: NA as data is not maintained.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library : **The college library is used by the department.**

b) Internet facilities for Staff & Students: Internet facilities provided in the institution are availed by the department when the need arise.

c) Class rooms with ICT facility: Projectors can be used in the class rooms.

d) Laboratories: Nil

31. Number of students receiving financial assistance from college, university, government or other agencies: State scholarship board – 80%

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Nil

33. Teaching methods adopted to improve student learning: **Class room lecture is done and handouts are given as needed; power point presentation is done as teaching aid.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: The students of the department are active in NSS activities and have done a number of works which are beneficial to the society.

35. SWOC analysis of the department and Future plans:

Strengths: Classes are taken regularly and the faculty members are fully equipped to teach the syllabus.

Weaknesses: Internet facilities could not be availed by all the students.

Opportunities: The faculty members are interested in research and publications and this is transmitted to the students.

Challenges: Funds are limited for more research works and also for better

ICT facilities.

Future Plans: The department will organize more seminars to enable the students to interact with eminent academicians and researchers.

### Evaluative Report of the Departments

1. Name of the department: **English**
2. Year of Establishment: **1983**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Semester system**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	<b>3</b>	<b>3</b>
Asst. Professors	1 (part time)	1 (part time)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):

Name	Qualificati on	Designati on	Specilizati on	No. of Years of Experien ce	No. of Ph.D. Studen ts guided for the

					last 4 years
Lalthangmawii Chhangte	M.A	Asso. Prof	Linguistics		
Brigitte B. Selvy	M.A	Asso. Prof	Poetry		
Dr.S.Bhattacharya	Ph.D; D.Lit	Asso. Prof	Indian writings		
V.Lalruatpuia	M.A	Part Time Lecturer	North east writings		

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: **20%**
13. Student -Teacher Ratio (programme wise)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG: **PG-3; D.Litt-1**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications:
  - \* a) Publication per faculty
    1. Dr. Shankar Bhattacharya - 8
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students: 4
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): Nil
  - \* Monographs

- \* Chapter in Books:  
Dr. Shankar Bhattacharya, “Major Concerns of Kamala Das’s Poetry” in *Kamala Das, The Writer Extraordinary*, Doaba House, Delhi, 2012.
- \* Books Edited
- \* Books with ISBN/ISSN numbers with details of publishers:
  - 1) Dr. S.Bhattacharya, *Manohar Malgonkar: A Study of His Mind and Art*, Creative Books, New Delhi, 1994. ISBN 81-85231-22-2
  - 2) Dr. S.Bhattacharya, *BodhiBriksha Bodher Sikare*, Vicky Publications, Guwahati, 2010, ISBN 978-93-80382-24-1.
  - 3) Dr. S.Bhattacharya, *Rabindranath Tagore, The Visionary Activist: A Critical Study in Synthesis of Religion and Politics*, Vicky Publications, Guwahati, 2010. ISBN 978-93-80382-23-4.
- \* Citation Index
- \* SNIP
- \* SJR
- \* Impact factor
- \* h-index

20. Areas of consultancy and income generated: Faculty members are frequently consulted on translation works and views on English literary works.
21. Faculty as members in
  - a) National committees
  - b) International Committees
  - c) Editorial Boards....
22. Student projects
  - a) Percentage of students who have done in-house projects including inter departmental/programme: Nil
  - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil
23. Awards/ Recognitions received by faculty and students: **Nil**
24. List of eminent academicians and scientists/ visitors to the department: **Nil**
25. Seminars/ Conferences/Workshops organized & the source of funding : **Nil**



a)National

b)International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
English Core I Sem BA 2011	4	4	2	2	25
English Core I Sem BA 2012	15	11	10	1	20

\*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
I Sem BA	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? NA

29. Student progression: NA as data is not maintained.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library: The college library is used by the department.

b) Internet facilities for Staff & Students: Internet facility provided in the library can be availed

c) Class rooms with ICT facility: ICT facility enabled in the class rooms.

d) Laboratories: Nil

31. Number of students receiving financial assistance from college, university, government or other agencies: State scholarship board – 100%
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Nil
33. Teaching methods adopted to improve student learning: Lectures, seminars, power point presentations.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: The students actively participate in various extension services organised by NSS and Red Ribbon Club.
35. SWOC analysis of the department and Future plans:  
Strengths: The department has experienced and competent faculty hailing from different cultures. Classes are conducted regularly. Power point presentations are given when necessary.  
Weaknesses: Poor attendance and complacency of students.  
Opportunities: The faculty being culturally diverse, students have the opportunity of learning different cultural realities, different varieties of English, which is a good background to the study of literature.  
Challenges: Students enrolled in the college are mainly those without any exposure to outside culture and language. There are students who hail from backward classes and who are weak in English. To teach students to comprehend English and keep help them express themselves competently is a big challenge for the teachers.  
Future plans: The department plans to hold a seminar / workshop on the Mizo language in collaboration with the Mizo department and external experts sometime in the future. Iit also plans to conduct enrichment programmes like special lectures, seminars and workshops on various themes like comparative literature (Mizo – English) language etc.

## Evaluative Report of the Departments

1. Name of the department: **Political Science**
2. Year of Establishment: **1983**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved:  
Nil
5. Annual/ semester/choice based credit system (programme wise): Semester
6. Participation of the department in the courses offered by other departments: Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	sanctioned	Filled
Professors	-	-
Associate Professors	3	3
Asst. Professors	1 (part time)	1 (part time)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Expe rience	No. of Ph.D. Students guided for the last 4 years
Dr.Harendra Sinha	MA; Ph.D	Asso Prof	Political Theory		
Dr. Irene	MA; Ph.D	Asso Prof	Public		

Colbert			Administration		
Pc.Lallian sangi	MA	Asso Prof	Indian Political System		
Joseph Lalfakzuala	MA	Part time lecturer	International Relations		

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: Nil
13. Student -Teacher Ratio (programme wise): 140:3
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NA
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:  
Ph.D-2; PG-3
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: 1
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:
  - \* a) Publication per faculty
    1. Dr. Harendra Sinha – 11
    2. Dr. Irene Colbert - 3
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students: 3
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): Nil
  - \* Monographs: Nil
  - \* Chapter in Books:
    1. **Dr. Harendra Sinha**
      - i) “Problems and Prospects of Rural Development in Lunglei District of Mizoram” in Ahmed, J.U (ed), *Development Vision*

*of North East India*, New Delhi, 2010.

ii) “Mizoram and Constitutional Amendment Act 1992” in Harendra Sinha & J.Zorema (ed), *Decentralization and Rural Development in North East India*, New Delhi, 2012.

iii) “Empowerment of Women at the Grassroots: Relevance of New Panchayati Raj in Mizoram” in Harendra Sinha & J.Zorema (ed), *Empowerment of Women in North East India*, New Delhi, 2012.

iv) “Status of Women in Bishnupriya Manipuri Society” in Harendra Sinha & Sanjay Sinha, *Women in North East India*, New Delhi, 2013.

v) “Implementation of NLUP in Mizoram: Issues and Challenges” and “Shifting Cultivation and Occupational Changes in Mizoram” in Harendra Sinha (ed), *Health and Development in Rural North East India*, New Delhi, 2013,

vi) “Development Constraints in Northeast India: An Overview” and “Changing Economic Scenario in Rural Mizoram” in Harendra Sinha(ed), *Development Constraints in North East India*, New Delhi, 2013

vii) “Welfare of Women in Mizoram: A Study of MHIP Sub-Headquarters Lunglei” in Harendra Sinha & B.Lalrinchhani (ed), *Women in Mizo Society*, New Delhi, 2013.

## **2. Dr. Irene Colbert**

i) “Women and Politics in Mizoram” in Jagadish K.Patnaik, *Mizoram Dimensions & Perspectives*, New Delhi, 2008.

ii) “Economic Contribution of Women in Mizoram” in Harendra Sinha & J.Zorema (ed), *Empowerment of Women in North East India*, New Delhi, 2012.

iii) “Status of Mizo Women with Special Reference to Mizo Customary Laws” and “Welfare of Women in Mizoram: A Study of MHIP Sub-Headquarters Lunglei” in Harendra Sinha & B.Lalrinchhani (ed), *Women in Mizo Society*, New Delhi, 2013.

\* Books Edited: 4

\* Books with ISBN/ISSN numbers with details of publishers: 1

**Harendra Sinha**, *Bureaucracy and Rural Development in*

*Mizoram*, Concept Publishing Co., New Delhi, 2012, ISBN: 81-8069-830-0

- \* Citation Index
- \* SNIP
- \* SJR
- \* Impact factor
- \* h-index

20. Areas of consultancy and income generated: Faculty members are invited as resource persons in various seminars and meetings.

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards....:

Dr. Harendra Sinha is a Member, Editorial Board, *Social Work Chronicle Journal*, New Delhi. Member of Political Science School Board.

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme: Nil

- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil

23. Awards/ Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/ visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

a)National:

1. UGC Sponsored National Seminar on “Development Constraints in North East India”, 14 & 15<sup>th</sup> March 2012.

b)International: Nil

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
I Sem P.Sc Core 2011-12	40	39	22	17	13
I Sem P.Sc Core 2012-13	50	25	18	7	16

\*M=Male F=Female

27. Diversity of Students

<b>Name of the Course</b>	<b>% of students from the same state</b>	<b>% of students from other States</b>	<b>% of students from abroad</b>
I Sem	98%	2%	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? NA

29. Student progression: NA as data is not maintained

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"><li>• Campus selection</li><li>• Other than campus recruitment</li></ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library: The college library is used by the department.

b) Internet facilities for Staff & Students: Internet facilities is provided to the faculty in the office and staff room, students can avail the facility in the library and UGC resource centre.

c) Class rooms with ICT facility: Projectors can be used.

d) Laboratories: Nil

31. Number of students receiving financial assistance from college, university, government or other agencies: 80%

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Seminars organised by the department are attended by the students.

33. Teaching methods adopted to improve student learning: Lecture, discussions and paper presentations methods are adopted.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: The department students participate in all the extension activities of the college.
35. SWOC analysis of the department and Future plans:  
 Strengths: The faculty members has published a number of books and contributed in various journals.  
 Weakness: The student teacher ratio is not appropriate.  
 Opportunities: The faculty are keen to explore new areas of research and is a motivation to students.  
 Challenges: Improving the quality education in a backward area.  
 Future plans: To arrange more coaching classes for poor students.

### **Evaluative Report of the Departments**

1. Name of the department: **Public Administration**
2. Year of Establishment: **1998**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Semester**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts

	sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	5 (1 part time)	5 (1 part time)



10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experie nce	No. of Ph.D. Students guided for the last 4 years
Lalsangpuii	MA	Asst Prof	Administrative Theory	10	
Laltleipuia	MA	Asst Prof	Public Personnel Administration	10	
Lalramdinpuii Chhangte	MA	Asst Prof	Public Administration in India	7	
Marie Zodinpuii	MA	Asst. Prof	Social Welfare Administration	10	
Malsawmi Pachuau	M.A	Part Time Lectuter			

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: **20%**
13. Student -Teacher Ratio (programme wise): **23:1**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.: **PG - 4**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**

18. Research Centre /facility recognized by the University: **Nil**

19. Publications:

\* a) Publication per faculty

1. Ms. Lalsangpuii – 2

2. Ms. Lalramdinpuii Chhangte - 1

\* Number of papers published in peer reviewed journals (national / international) by faculty and students: Nil

\* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): Nil

\* Monographs

\* Chapter in Books: 1

1) Lalramdinpuii Chhangte, “Women Prisoners in Mizoram: A Case Study of Lunglei” in in Harendra Sinha & J.Zorema (ed), *Empowerment of Women in North East India*, New Delhi, 2012.

2) Lalsangpuii,

(i) “Small Scale Industries in Mizoram: Problems & Prospects” in Harendra Sinha(ed), *Development Constraints in North East India*, New Delhi, 2013

ii) “Position of Women in Mizo Society” in Harendra Sinha & B.Lalrinchhani (ed) *Women in Mizo Society*, Mittal Publications, New Delhi, 2013

\* Books Edited : Nil

\* Books with ISBN/ISSN numbers with details of publishers: Nil

\* Citation Index

\* SNIP

\* SJR

\* Impact factor

\* h-index

20. Areas of consultancy and income generated: Teaching members are consulted by the public in various administrative areas. Income is not generated.

21. Faculty as members in

a) National committees b) International Committees c) Editorial

Boards....Nil

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: Nil

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil

23. Awards/ Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/ visitors to the department:  
Nil

25. Seminars/ Conferences/Workshops organized & the source of funding:  
Nil

a)National

b)International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
I Sem 2011	12	12	8	2	10
I Sem 2012	25	17	10	7	17

\*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA I Sem	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? NA

29. Student progression: NA as data is not maintained.

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities
- a) Library : The college library is used by the faculty and students.
  - b) Internet facilities for Staff & Students: The various internet facilities in the institution are used by the department.
  - c) Class rooms with ICT facility: Projector is used.
  - d) Laboratories: Nil
31. Number of students receiving financial assistance from college, university, government or other agencies: 90%
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Nil
33. Teaching methods adopted to improve student learning: Lecture, seminars and discussions are adopted to improve student learning.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: The students and faculty participate in all the activities of the institution.
35. SWOC analysis of the department and Future plans
- Strengths: Teaching members are dynamic and classes are regular.
- Weakness: Students enrollment is not up to expectations due to lack of feeders in Higher Secondary School.
- Opportunities: Students have opportunities for further studies and they have a good scope to appear in various competitive examinations.
- Challenges: To acquire more ICT facilities for teaching.
- Future plans: To attract more students in the department. To conduct a seminar every month.

### Evaluative Report of the Departments

1. Name of the department: **ECONOMICS**
2. Year of Establishment: **1983**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved:  
Nil
5. Annual/ semester/choice based credit system (programme wise):  
**Semester**
6. Participation of the department in the courses offered by other departments: Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	2	2
Asst. Professors	2 ( 1 part time)	2 (1 part time)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr.Lalzuilia na	Ph.D	Asso.Prof	Microeconomics	27	-

Mary Lalromawii	M.A	Asso. Prof	Public Finance	15	-
James R.T.Khuma	M.A	Asso. Prof	Economic of Education	14	-
K.Vanlaldiki	M.A	Part time Lecturer	Development Economics	1	

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 25%
13. Student -Teacher Ratio (programme wise): 10:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. Ph.D-1; PG-1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:
  - \* a) Publication per faculty
    1. Ms. Mary Lalromawii - 1
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
  - \* Monographs
  - \* Chapter in Books: 1
    1. Mary Lalromawii, "Small Scale Industries in Mizoram: Problems & Prospects" in Harendra Sinha(ed), *Development Constraints in North East India*, New Delhi, 2013

- \* Books Edited
- \* Books with ISBN/ISSN numbers with details of publishers
- \* Citation Index
- \* SNIP
- \* SJR
- \* Impact factor
- \* h-index

20. Areas of consultancy and income generated: Faculty members are consulted informally by NGOs and other organisation.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....Nil

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: Nil

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil

23. Awards/ Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/ visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

a)National: Nil

b)International: Nil

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
I Sem (2011)	11	11	5		40
I Sem (2012)	8	8	1	4	40

\*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

I Sem (2011)	100%	-	-
I Sem (2012)	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? NA

29. Student progression: NA – data is not maintained.

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library: The College Central Library is used by the department.

b) Internet facilities for Staff & Students: The internet facilities provided in the college is availed by the institution.

c) Class rooms with ICT facility: The college projector can be used by the department as and when needed.

d) Laboratories: Nil

31. Number of students receiving financial assistance from college, university, government or other agencies: State scholarship board – 80%

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Nil

33. Teaching methods adopted to improve student learning: Power Point presentation is used for teaching aid.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: The students: Students participate in all the Institutional Social Responsibility and Extension activities organised by the college.

35. SWOC analysis of the department and Future plans:

Strengths: A good student-teacher relationship is maintained.

Weakness: Number of teaching faculty is below the UGC norms.



Opportunities: Students can easily continue further studies, appear in IES, IAS etc examinations.

Challenges: To employ more ICT in our teaching.

Future plans: To organise National Level Seminar and have better results.

### **Evaluative Report of the Departments**

1. Name of the department: **Geography**
2. Year of Establishment: **1993**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Semester**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	2	2
Asst. Professors	2 (1 part time)	2 (1 part time)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Expe	No. of Ph.D. Students

				rience	guided for the last 4 years
Lalrotluanga	M.Sc	Asso. Prof	Social Geography	19	-
C.Lalawmpuia	M.Sc	Asso Prof	Social Geography	17	-
F.Lalromawia	M.Sc. M.Phil	Asst. Prof	Physical Geography	13	-
Joseph Lalliantluanga	M.Sc	Part Time Lecturer	Physical Geography	1	

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: **5%**
13. Student -Teacher Ratio (programme wise): 40:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **1 laboratory bearer**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:M.Phil-1; PG-2
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications: **Nil**
  - \* a) Publication per faculty
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
  - \* Monographs
  - \* Chapter in Books

- \* Books Edited
  - \* Books with ISBN/ISSN numbers with details of publishers
  - \* Citation Index
  - \* SNIP
  - \* SJR
  - \* Impact factor
  - \* h-index
20. Areas of consultancy and income generated: The teaching staff are frequently invited to speak in various state and local meetings organized by NGOs.
21. Faculty as members in
- a) National committees
  - b) International Committees
  - c) Editorial Boards....
1. Lalrotluanga - Member of Board of the School of Earth Sciences & Natural Resource Management, Mizoram University, 2008 – 2010.
  2. C.Lalawmpuia – Member of Board of the School of Earth Sciences & Natural Resource Management, Mizoram University, 2011 – 2014.
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/programme: Nil
  - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **Nil**
23. Awards/ Recognitions received by faculty and students:
1. F.Lalromawia – Best Polling Presiding Officer in Lunglei District in the General Election to the Lok Sabha, 2009.
24. List of eminent academicians and scientists/ visitors to the department:  
Nil
25. Seminars/ Conferences/Workshops organized & the source of funding :  
**Nil**
- a)National
  - b)International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
I Sem 2011-12	42	42	28	14	16
I Sem 2012-13	50	26	18	8	13

\*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
I Sem (2011)	99	1	-
I Sem (2012)	98	2	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? NA

29. Student progression: NA – data is not maintained.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library : The college library is used by the department.
- b) Internet facilities for Staff & Students : Internet facility provided in the institution is being used by the department.
- c) Class rooms with ICT facility: Available
- d) Laboratories: 1 laboratory.

31. Number of students receiving financial assistance from college, university, government or other agencies: State Scholarship Board – 85%

32. Details on student enrichment programmes (special lectures / workshops /

- seminar) with external experts: Nil
33. Teaching methods adopted to improve student learning: Lecture method and observation method is used.
  34. Participation in Institutional Social Responsibility (ISR) and Extension activities: The students from the department are actively involved in all the Institutional Social Responsibility and Extension activities organized by the College.
  35. SWOC analysis of the department and Future plans  
 Strengths: Teaching faculty are well equipped to teach the courses. It also receives full support from the college authority.  
 Weakness: Attendance of the students is not very good.  
 Opportunity: Students are enthusiastic in learning and are also receptive to it.  
 Challenges: Practical equipments are still insufficient. Text books in the library are also not sufficient enough for the students.  
 Future plans:  
 1) Conduct of Career Guidance class in the classes.  
 2) To maintain an education environment within the campus.  
 3) To improve pass percentage and even to have rank holders in the university.

### **Evaluative Report of the Departments**

1. Name of the department: **Mizo**
2. Year of Establishment: 1983
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved:
5. Annual/ semester/choice based credit system (programme wise):  
**Semester**
6. Participation of the department in the courses offered by other departments: Faculty members are responsible for taking Environmental Science (EVS) classes.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	sanctioned	Filled
Professors	-	-
Associate Professors	3	3
Asst. Professors	3 (2 part time)	2 (part time)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.): PG-3

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Thlengliana	MA	Asso Prof	Poetry	25	-
Lallianzuala	MA	Asso Prof	Prose	22	-
KF.Lalthuamluaia	MA	Asso Prof	Drama	18	-
Ngurthansanga	MA	Part time Lecturer	Mizo Poetry	1	-
ZD.Laldinpuii	MA	Part time Lecturer	Prose	1	

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 25%
13. Student -Teacher Ratio (programme wise): 80:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.PG-5
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications: Nil
  - \* a) Publication per faculty
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
  - \* Monographs
  - \* Chapter in Books
  - \* Books Edited
  - \* Books with ISBN/ISSN numbers with details of publishers
  - \* Citation Index
  - \* SNIP
  - \* SJR
  - \* Impact factor
  - \* h-index
20. Areas of consultancy and income generated : Nil
21. Faculty as members in
  - a) National committees
  - b) International Committees
  - c) Editorial Boards....
22. Student projects
  - a) Percentage of students who have done in-house projects including inter departmental/programme: Nil
  - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil

23. Awards/ Recognitions received by faculty and students: Nil
24. List of eminent academicians and scientists/ visitors to the department:  
Nil
25. Seminars/ Conferences/Workshops organized & the source of funding:  
Nil
- a)National
- b)International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
BA I Sem (2011)	7	7	5	2	42
BA I Sem (2012)	30	15	10	5	27

\*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA I Sem	100	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? : NA
29. Student progression: NA – data is not maintained.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	



<b>Student progression</b>	<b>Against % enrolled</b>
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities
- Library: College library is used.
  - Internet facilities for Staff & Students: Staff has their own internet facilities while students can use it from the library.
  - Class rooms with ICT facility: Not yet processed.
  - Laboratories: Nil
31. Number of students receiving financial assistance from college, university, government or other agencies: 90%
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Nil
33. Teaching methods adopted to improve student learning: Lecture, role play, discussion, seminars.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students participated in various extension services organised by the college and in their own localities.
35. SWOC analysis of the department and Future plans:
- Strengths: Healthy atmosphere and cooperation among the faculty.  
Classes are taken regularly.
- Weakness: Lack of competition among the students.
- Opportunities: Students show interest in learning the language and literature.
- Challenges: To develop a spirit of healthy competition among the students.
- Future plans: To organise a workshop / seminar in Mizo literature.  
To have better results in the university examinations.

### **Post-accreditation Initiatives**

The institution from its inception has always served the needs of the society and the state in which it is located. This in turn contributes to the national development. Since it is located in a hilly tribal area, it caters mainly to the tribal living in the region. It also tries to make quality education accessible for all. The college is offering courses designed and developed by Mizoram University, to which it is affiliated. The courses offered and the curriculum is in consonance with the objectives and mission of the college. The college takes part in the development of the curriculum formally and informally. Two teaching staffs are members in their respective School Board and suggestions and views are submitted to the concerned authorities by the other departments.

Students are admitted as per the rules of the Mizoram University and Government of Mizoram. The admission process is done transparently under the supervision of the Admission Committee.

The Academic Committee of the College prepares its Academic Calendar based on the Academic Calendar published by the University. All academic including internal assessments and extra-curricular activities are conducted as per the schedule. Classes are taken regularly. Attendance is given weightage for the internal assessments. The college follows the fee structure prepared by the government. The Directorate of Higher Education prepares budget for all the government colleges and this is sanctioned to individual colleges. Expenditure is carried out carefully and transparently and monthly report of financial expenditure is submitted to the Directorate of Higher Education.

Student support system is maintained by the college. Remedial coaching class and tutorials are conducted for slow learners and as per the needs of the students. Advance learners are given special attention by making them present papers, team leaders in discussions. Personal counselling and mentoring are given to the students as needed. The Career Guidance and Counselling Cell has organized career guidance classes in which students are provided information on higher studies and various examinations and jobs. It also tries to motivate students to go for self employment. A Grievance Redressal Cell is maintained which caters to the various complaints lodged by the students. The grievances are reported to the Principal as the case may be and grievances are

addressed amicably. Students from economically disadvantaged groups are exempted from paying tuition fees.

The college has a wide range of extension activities in collaboration with various governmental departments and non-governmental organizations. The extension activities have been beneficial to the society and the students. Through these activities, various values have been inculcated in the minds of the students and has fulfilled the institution's vision to develop an all-round education.

The institution has given importance to sports activities. Various sports and athletics items have been incorporated in the College Week. It has also participated in local competition and in university sports. The college has also given importance on the Mizo traditional cultural identity whereby cultural events are organised. This has helped the students to remain linked / touched with their culture and this also played an important role in national integration.

The teaching faculty are recruited as per UGC and State Government requirements and norms. They are all well equipped to teach the courses and improve the quality of education. Seven teachers have Ph.D Degree, one teacher has a M.Phil degree, one teacher is waiting for her results while another one is doing her Ph.D. All the faculty members have attended Orientation / Refresher Courses and other trainings which are essential for their promotion and empowerment. The administrative staffs have undergone trainings in their respective responsibilities. The college has organized 4 national level seminars sponsored by UGC and two state level seminars sponsored by UGC and ICSSR. The work efficiency of the teaching and non-teaching staff is continuously monitored by the college authority and appraises the government accordingly through ACRs / PBAS.

Hierarchy is not given undue cognizance in the administrative functioning of the institution. Major decisions are taken through consultation with the teaching and non-teaching staff. In order to have participative management, different committees and cells are formed in which the faculty members are Chairman and secretaries. There are also some committees in which students are members and hence participate in the development of the college.

The measures taken by the institution in respect to the recommendations made by NAAC in 2007 are as follows:

1. The institution has always wanted to diversify its course options by opening

Commerce and Science as specified by the NAAC Peer team. However, the college being under the government could not open any other courses without the approval of the state government. The latter being under constant financial pressure could not open any more courses in the colleges. Initiatives are being taken for language lab for communicative skill development. Meanwhile spoken English classes are being held for the English students and others who are interested.

2. Bridge courses in the form of orientation classes are being held for students immediately after their admission. Remedial coaching classes and tutorials are held for slow learners.

3. A study tour to Cherrapunjee and other important sites in Meghalaya was organized and will be done again to other places in the near future. Geography students are taken to different places for field trips and study tours.

4. Audio-visual aids are used in classrooms teachings and in seminars. Computer aided such as power-point presentations are used to improve teaching learning process. Teachers introduce interactive teaching process by organising discussions, debates and role play to make the teaching effective and develop creative thinking.

5. The faculty of the institute has interacted with experts of other institution through participating in the seminars and symposiums organized by various institutions and university.

6. The college library has developed immensely. It is computerised - catalogues are computerised and circulation is done using barcode system which proves to be user friendly and is a great advantage for the students and other users. The library has a huge collection of books and journals. It has subscribed different national, regional and local newspapers and magazines. Internet facility is provided to the users whereby materials could be read and downloaded.

7. The Career Guidance and Counselling Cell has actively organized career awareness programmes for those seeking higher education or jobs. Personal counselling is done for students as per their needs. Employment advertisements and admissions for higher education are displayed on notice boards.

8. A separate common room for women, health centre and insurance of the students could not be met due to shortage of rooms / infrastructure and funds.

Women's hostel is completed but would function as soon as the main building construction is completed.

9. The Academic and Admission Committee and Planning Board has students representatives.

10. The college has always maintained a healthy relationship with its alumni. They are invited in the various functions and important occasions of the institution. They have proved to be useful in different areas for the development of the college. Some of the alumni who are employed and students in the university have extended help to students seeking admission for higher studies.

Some of the initiatives taken by the institution during the last four years which are worth mentioning are:

1. Almost all aspects of the institution are now computerised. Database of all the students are maintained in the integrated management software. Admission and examination process are also done through this software. As mentioned earlier, the library is also computerised.

2. The introduction of semester system in 2011 has brought about a change in the evaluation system and work culture. Internal assessment is assigned 25% and 75% in the end semester examinations. This makes the teachers put more effort in their work. The students are found to be more sincere and regular in their classes. However, in the earlier stages, students had some problems in adapting to the new system but presently they are adjusting to it and the end semester results will improve.

3. The establishment of IQAC has been responsible for enhancing quality assurance in the college. It checks the work of teaching and non-teaching staff, make plans and ensure that it is being implemented. It also has periodical reviews. The IQAC conducts feedbacks from the stakeholders and guides the various committees towards its goal of excellence.

4. The institution has developed towards IT infrastructure. Teachers are equipped with desktop and laptops and internet connections. This facilitate enhancement of knowledge and up-date themselves on current trends in their respective fields. Printer is kept in the staff room for the teachers. A 25kva generator is installed in the premises for electrical back up.

5. With the funds received from UGC and DoNER, class rooms and Girls' Hostel are constructed while the main building is under construction. After

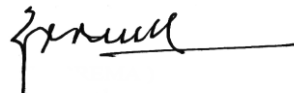
completion of this building, Girls' Hostel would function and would be useful for girls from villages. The completion of the main building would also ensure access or admission for more students.

## **Declaration by the Head of the Institution**

I certify that that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

A handwritten signature in black ink, appearing to be 'J. Smith', written over a horizontal line.

Signature of the Head of the institution  
with seal:

Place:

Date:

