



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT ZIRTIRI RESIDENTIAL SCIENCE COLLEGE

RAMTHAR VENG, AIZAWL, MIZORAM

796007

www.gzrsc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Zirtiri Residential Science College came into existence as a science college on June 2000 vide Government's order no 16019/4/2000-EDC dated 21.6.2000 by amalgamating the existing Home Science Department of Government Zirtiri Women's college with Science Faculties from other government colleges of the state. The erstwhile Zirtiri Women's College had been accorded 2(f) and 12(B) status by UGC order No.F.-5/98 (CPP)-1) Dated 6th October 1999. This status along with the college Motto "Lighted to Lighten" has been adopted by the college. Government Zirtiri Residential Science College is presently located at Ramthar Veng, Aizawl. Though centrally located, it is distant from the din and noise of the City and enjoys an environment conducive to learning. A suitable plot of land had been allotted for establishment of Permanent Campus at Durtlang along NH-54 vide Government's order no DLL-2 of 2010. Construction of academic Block 1 & 2, library, laboratory and hostels for Boys and girls have been completed and occupation of the new campus has begun in a phased manner. Hostels for both boys and girls have been occupied.

The College is a multi-faculty co-educational institute with three streams of UG courses – Science, Home Science and Computer Science. There are 11 Departments which offer 10 core/elective courses namely BCA, B.Sc (Home Science) and B.Sc (Physics, Mathematics, Chemistry, Botany, Zoology, Geology, Electronics, Biochemistry). The Department of English exists as an independent department with permanent affiliation from Mizoram University. English is offered as a compulsory subject in all streams in the first and second semester and does not lead up to a separate degree. The department of Electronic has been given permission to offer core course vide MZU letter No.MZU/CDC-3/9/20/2480 dated Aizawl, the 10th July, 2020. The Department of Biochemistry has applied for core course from the affiliating university to be started from 2021-22 Session. The process has been delayed due to Covid-19. Presently there are 66 teaching Faculties (Permanent & Temporary) with 3 casual teachers and 22 non-teaching faculties. The current enrolment of students for 2020-21 is 749. It is the only institute in the entire state of Mizoram to offer Home Science as a Programme.

Vision

Endeavoring to live true to the motto "Lighted to lighten", it is the vision of the institution to impart knowledge and skills to students and facilitate them to disseminate their knowledge to the society. The defined goal of the college is to ensure quality education for empowering the native people-educationally backward in science and promoting Science education by enhancing the status of science and technology.

It is the vision of the college to act as a catalyst that brings about change and kindle a ray of light where there is darkness. It is envisaged that the knowledge and skills gained from the institution, with the degree obtained, would facilitate students for future employment opportunities.

Mission

Govt. Zirtiri Residential Science College has been established by the government to be the first science college

with a view to cater to the need for undergraduate-level science education in Mizoram. The college has endeavored to execute and disseminate quality education in various fields of science and technology.

The principle goal is to cater to the need for higher learning in the college level in various fields of science education in Mizoram. It is envisaged that the knowledge and skills gained from the institution, with the degree obtained, would facilitate students for future employment opportunities. The main objectives of the college are:

a) To be at par with esteemed colleges outside the state in terms of teaching-learning process and, also in terms of research output.

b) To continuously strive to provide a platform for more choices and opportunities, particularly for students who cannot afford to pursue higher studies elsewhere.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1.The college is located in the state capital in a quiet neighbourhood which provides a conducive learning environment. It is the only government college established purely for Science course.

2. The college is headed by a dynamic academician of good repute who has several research projects and publications to his credit. The faculty is comparatively young, energetic and innovative. Many of them are involved in research activities and are encouraging innovative pedagogy. There is great teamwork among the faculty and the administration.

4. Personality Development is a best practice of the institute which offers the outgoing students with life skills that will equip them in their pursuit of higher education and placement.

5. Mentoring of students is a best practice that has been adopted and improved upon by the institute through the years to support the students academically and financially.

6. Feedback System from stakeholders has been put in place to ensure quality enhancement and promote faculty participation in curriculum development

7. Extension service and outreach programmes have been institutionalized through curricular and co-curricular activities. The institute has responded to societal needs during the pandemic by preparing Sanitizers and masks for frontline workers for which it was awarded certificate of appreciation from the Government. Further, the Department of Geology have been lending their expertise to mitigate natural disasters arising out of Earthquakes and landslides.

8. Documentation of activities through publication of college yearbook is an asset for the institute.

9. Selection of Best department every year promotes healthy competition among the departments which results in overall quality enhancement.

10. The College has taken steps to start an incubation centre which is not available in most other colleges of the state. Acting upon AQAR 2017-18 report review, the institute started a start up project in 2020 to offer more opportunities to the students

11. Endowment Fund is collected from all teaching faculty to provide financial assistance to students in need. This has greatly helped in cutting down drop out rates as many students are provided with necessary aid to pay their fees

Institutional Weakness

1. The present infrastructure is temporary and is insufficient as it was not designed to run a Science College. There is space constraint in classrooms and laboratories.

2. The present campus is lacking in sports infrastructure.

3. The college is under the state government and since the appointment of faculty rests solely on the government the institute does not have a permanent librarian which has slowed down the process of growth in this area.

4. The Geographical isolation and the difficult terrain has made access to the state a little arduous thus limiting exposure of students to mainstream India and the rest of the world except through the Virtual World. Hence our students lack de facto experiences that students in Cosmopolitan areas are privileged with.

5. There is dearth of industrial growth in the State of Mizoram thus limiting the institutional capacity to promote placement and career opportunities for students.

6. The college as many other Higher education Institutes of the state does not attract students from outside the State basically because of our geographical isolation. Hence the institute lacks the multi-cultural ambience that one would find in colleges in Mainland India.

7. The institute often faces financial constraint which limits developmental works. There is no special provision for a science college in terms of financial assistance from the government whereas our requirements are more than Arts college.

Institutional Opportunity

1. College has excellent opportunity to provide platform for all sections of society for promotion of learning as there is no gender discrimination in terms of pursuing higher education

2. The college is the only institute in the state to offer Home Science as a program. This gives students, especially girl students, the option to choose the program which offers career opportunities in production industry, tourism and service industry, dietetics and nutrition, textile and clothing etc.

3. The College is the only institute in the state to offer Electronics as an elective course since 2003. With the granting of permission to open core program vide MZU letter No. MZU /CDC-3/9/20/2480 Dated Aizawl, the 10th July 2020 the college has opened core program from the 2020-21 academic session. The subject opens up a plethora of job opportunities for students.

4. The college is the only institute in the state of Mizoram to offer Biochemistry as an elective course since 2004 and is applying for a core program to be started from 2021-22 Session.

5. The institute has the following Research Facilities:

a) DBT Institutional Bio-tech Hub has been established since 2012 with funding from DBT (New Delhi). Facilities of the Hub include PCR machine, trans-illuminator, UV-Vis Spectrophotometer, High-speed Centrifuge, Gel Electrophoresis kits, etc. backed with 10 kVA online and provides platform for undertaking basic research in modern biology.

b) Radiation Monitoring Laboratory has been established through the Research Project funded BRNS (Govt. of India) since 2008. Equipped with sophisticated machines like NaI (TI) gamma spectrometer with 1k Multichannel Analyser, RAD7 and other nuclear track detecting instruments it offers research opportunities for Ph.D. scholars and students alike

6. The institute is collaborating with IIT Mumbai Spoken Tutorial to offer add on courses for students free of Cost.

7. The department of Geology has been carrying out collaborative research with international universities like Columbia university, New York and George Mason University, Virginia USA thus providing exposure to the students

8. The institute offers good opportunity to attain high degree of enrolment when new campus is enlarged in keeping with RUSA's mandate of enhancing GER.

Institutional Challenge

1. The work culture of the students is not up to the mark and needs to be improved.
2. Many of our students come from rural backgrounds and find it difficult to communicate in English which is the medium of Instruction
3. Students who are academically proficient mostly opt for medical and engineering course. The college face the challenge of attracting the good students.
4. Due to the remote location of the state and it being inadequate in road, transportation and communication resources, the college and all its stake holders are deprived of opportunities received by those in main land India.
5. Limited funds from the government for infrastructure or any other financial assistance for the college are a major drawback. This has challenged the teachers and other staffs to seek for funds and self-generate through donations
6. Many of our students who come from rural areas often find it difficult to continue their studies. The teachers have donated cash towards endowment fund for students who need financial assistance. Teachers have often sponsored students who need financial assistance
7. The College faces the challenge of establishing a handholding policy with a premiere institute to further enhance quality and for future expansion of the college in all areas of development.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute follows the curriculum designed and planned by Mizoram University to which it is affiliated. Faculty members of the college are actively involved in curriculum design by virtue of their membership in core committees for syllabus making and revision as well as membership to board of Studies. The Choice Based Credit System (CBCS) course has been successfully implemented in the UG curriculum since 2016 for Science and Home Science. BCA has implemented CBCS since 2018. Curriculum so designed are effectively executed through a well- planned and documented process. The various means through which the institute executes its curriculum are academic Calendar, department Meetings and Reports, monthly Teaching Report and Mentoring System. The academic calendar also serves as an important roadmap for the successful implementation of the continuous assessment tests (CAT). All other events to be conducted including internal examinations, seminars, sports etc are accommodated within the framework. The institute adheres to the academic calendar for conduct of all these events. Students are continuously assessed through internal tests, assignments and attendance. Mizoram University has been striving to introduce programs that integrate crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and sustainability into the curriculum and the institute has made significant contribution by preparing the syllabus for various streams. There are various courses which addresses these cross-cutting issue like family and child welfare, environmental studies, environment and ecology .In addition to the courses prescribed by the university the institute has supplemented the prescribed syllabus with courses like Personality Development program which aims at developing the life skills of our outgoing students. It works on a student-centric module and imparts human values through training on social values and etiquette. Add on courses like CCC and other certificated courses from IIT Bombay Spoken tutorial have been offered to the student. Feedback of students on teachers have been collected annually where they can comment upon the syllabus. Home Science and BCA departments have been collecting feedback on curriculum at the department level as they have a major role to play in curriculum development. This practice was adopted by other departments from 2019-20.

Teaching-learning and Evaluation

The Institute ensures completion of course and effective teaching days by adhering to the academic calendar that is framed by the IQAC at the beginning of each semester. The academic calendar contains all the events that are to be conducted in a semester including the dates for conducting internal assessment. The learning level of the students is assessed through these internal assessment mechanisms. The performance of each student is recorded by a teacher-mentor who is assigned to the students by the IQAC. Mentor –Mentee meets are an important tool in the teaching-learning process. Remedial classes are provided in subjects that are found to be generally difficult.

The syllabus encourages experiential learning and participative learning methodologies through project works and field works. There are several courses that provide hands-on learning across all programmes offered by the institute. ICT enabled tools are used to supplement the chalk and talk method of teaching and teachers are trained in digital teaching methods. All classrooms in the present campus are ICT enabled and teachers equipped with their own digital devices. The college has introduced learning management system and teachers who are trained in e-content development have developed several video tutorials.

The Institute follows an evaluation process that is robust and transparent in frequency and mode of execution. Internal assessments are conducted frequently according to the time fixed in the calendar. Students are made aware of the scheduled time at the beginning of each semester. Detailed programme for conducting internal assessment is prepared by the Examination committee. Answer scripts are returned by concerned teachers and

grievances of students are addressed at this point of contact between subject teachers and students. Mentors also address marks related grievances in consultation with concerned teachers.

Students are made aware of programme outcomes and learning outcomes at the beginning of each semester through subject orientation sessions conducted by various departments. Parents are informed of the same at Parent-Teacher meets. Review of university results prove to be an important tool for reviewing the teaching-learning evaluation process. Student's feedback on teachers is also put into practice for improving the teaching skills.

Research, Innovations and Extension

Though an Undergraduate college, promotion of research activities is one area which has been prioritised and where a major thrust has been given by the institute. As a science college whose defined goal is to ensure quality education in science for empowering the native people the institution has taken several steps to enhance scientific learning and research. The institute has a very proactive research and seminar sub-committee which organises many research related seminars and trainings. Incentives are provided to faculty who participate as resource persons/paper presenters in National or international level seminars/workshops. 12 faculty members who have attained their Ph.D during the reporting period are felicitated by the committee and 10 more are pursuing their Ph.D

The institute has undergone mandatory inspection from the affiliating university for recognition of its research Laboratories:

- DBT Institutional Bio-tech Hub
- Radiation Monitoring Lab

Extension activities are a regular feature of the college activities for the past many years. The college carries out extension services through agencies such as NSS, NCC, School adoption committee, legal aid clinic and various departments.

- Department of Home Science carries out extension activities on a large scale basis. They conducted community development programmes, cooking class for MHIP (a society for Mizo women) and visits to neighbouring families to spread awareness on nutrients. During the first wave of Covid-19 pandemic, the department stitched protective masks and donated them to the Disaster Management & Rehabilitation Department for which they were given certificate of appreciation.
- Department of Computer Science has been organizing Computer free clinics during the past five years where a number of faculty and students are involved in providing free computer service to the faculty as well as to local community.
- Department of Geology has been conducting extension activities and collaborations with National and International institutes to monitor landslide and earthquake situations in and around Aizawl since 2017. They have published seismic map of Mizoram for June and July 2020.
- Department of Biochemistry has prepared 1210 ltrs. (upto December 2020) of Hand sanitizers for frontline workers to combat covid-19 and has continued the task till date.

Infrastructure and Learning Resources

The college is presently located at Ramthar Veng and spreads over 4670 sq.m of land. A suitable plot of land had been allotted for establishment of Permanent Campus at Durtlang along NH-54 vide Government's order no DLL-2 of 2010. In the present campus the college has 16 classrooms, library, a multi-purpose hall, two Home Science labs, 6 science labs, 2 research labs, Computer labs with Language lab, S.U rooms and a canteen in the present Campus. The new Campus at Durtlang which spreads over 7404 sq.m of land is replete with a library, administrative buildings, laboratory building and hostels for Boys and girls. The present campus has the following infrastructure and learning resources:

1. Classrooms: In the present campus there are 16 ICT enabled classrooms.
2. Library: Well-maintained with moderately rich stock of books, journals, magazines and other periodicals. It is computerized using INFLIBNET's SOUL 2.0 version and CCTVs are installed for security measures and provides reprographic and lamination services.
3. Computer Laboratory and Language Lab: Well-equipped computer laboratories are available for the BCA students. Computers are connected via LAN, which provides a networked environment. There is a modernized language lab with internationally acclaimed language software Sanako.
4. Research Facilities:
 - DBT Institutional Bio-Tech hub established in 2012 with funding from DBT(New Delhi) Facilities include PCR Machine,trans-illuminator,UV-Vis spectrophotometer,High-speed Centrifuge,Gel Electrophoresis Kits etc for undertaking basic research in Modern Bilology.
 - Radiation Monitoring Lab was established through the Research Project funded BRNS(Govt of india) since 2008. It is equipped with sophisticated machines like Nal (TI)gamma spectrometer with 1k Multichannel Analyser,RAD7 and other nuclear track detecting instruments
 - IERMON centre for transmitting background environmental radiation data to the main station in BARC,Mumbai since 2011.

The college has a building committee supervises the ongoing construction at the new Campus in Durtlang. They also make plans for improvement of college buildings and infrastructure and implement them. The committee oversees all kind of construction work taken up by the college authority or other concerned department of the Government of Mizoram. They also take monitor repair works of all-ready existing infrastructure.

Student Support and Progression

Students come from heterogeneous backgrounds, both rural and urban with a sizeable portion coming from weak financial background. This heterogeneity necessitates a well structured student support system as listed below:

- Certificates and cash incentives are awarded to meritorious students.
- Financial support is accorded to disadvantaged and deserving students of the college from student endowment fund. The student endowment fund has been created from the monthly contributions of the faculty members.
- Off-campus placements have been held to help students get placement from time to time. A Career Clinic has been launched to provide Career guidance to the students.
- Personality Development Program is organized every year for the outgoing students of every stream to equip them with necessary skills to face challenges and opportunities as they leave the college.
- Student Mentoring System has been introduced in which every student is assigned a teacher-mentor

who will assist students in matters relating to academics.

- The college has started its NCC air wing since 2018 which will offer more opportunities to the students.
- Remedial Classes are held for slow learners. The teachers work extra hours outside the regular routine to provide special assistance to the students, as per requirement.
- Course on Computer Concept is offered as an add-on course for all final year students.
- The Institute has collaborated with IIT Bombay spoken Tutorial to offer add-on courses and certificate courses free of cost as the mandatory fee has already been paid by the institute.
- A start up project has been initiated in 2020 in pursuance of AQAR Report review 2017-18 to offer more opportunities to the students. The project is monitored by the IQAC and Innovation Club. The department of Electronics and Botany have also been pooled in for the project.

The college has an alumni committee which co-ordinates with the alumni association. The Committee keeps track of the progression of its outgoing students. The institute has been observing its rising as alumni Day for its final year students and alumni. The college has a Collegiate student Grievance redressal committee which lays down specific procedure for redressal of aggrieved students.

Governance, Leadership and Management

As a Government College, the Secretariat of Higher and Technical Education, Government of Mizoram is the highest administrative authority over the institute, followed by the Directorate of Higher and Technical education. In many matters of governance pertaining to appointment, transfer and posting etc the institute does not enjoy autonomous power. As an affiliated college of Mizoram University, it is governed by the rules and regulations of the affiliating university in matters of Curriculum development and university examinations etc. However internal governance of the institute is carried out through a system that fosters participative management which encourages decentralization of management power. The main decision power lies with the Principal who is assisted the vice Principal (internally arranged) the Heads of Department and the IQAC in matters of quality enhancement. The Principal who is placed at the helm of the academic and administrative structure of the college supervises all activities of the college and ensures maintenance of academic and administrative discipline of the institute.

Participative management practices are implemented by the institute through constitution of various committees that looks after the day-to-day functioning of the College. All teachers are represented in these committees and play an active role in management of the institute. The committees function in accordance with the powers delegated to them by the terms of reference. The departmental co-ordinators to the IQAC assist in collecting data from the different departments.

Non-teaching faculty and students are well represented through their participation in general body meetings and membership in several committees. In matters concerning office administration he is assisted by the non-teaching Faculty with the head assistant in whose absence the upper desk clerk (UDC) takes over.

The institute harbours transparency in its mode of operation in administration. Financial utilization is also made accountable by existence of the internal audit team that conducts internal audit and facilitate external audit by a registered Chartered Accountant. All important informations and decisions of the decision making bodies are publicised through the college website and different whatsapp groups in addition to the official circulars and notifications.

Institutional Values and Best Practices

The college has been established to address the need for enhancing Science education in Mizoram and it has endeavoured to serve its purpose through various strategies adopted by the college. Since its first accreditation cycle the IQAC is the main body that sets quality goals and objectives. The practices of conducting Parent-Teacher meets, collecting student's feedback system and mentoring of systems have been institutionalised.

New initiatives have been undertaken by the institute since its second accreditation. Documentation is of utmost importance and the IQAC had published college yearbook since 2017-2018 academic period with ISBN bearing. The yearbook contains reports from various departments, sub committees and mentoring reports. Regular submission of teaching reports, departmental reports, subcommittee reports to the IQAC has generated the college yearbook and serves as a criteria for choosing the best department which is an initiative of the IQAC to create healthy competition among the departments to facilitate quality enhancement.

The Institute has also introduced the Internal academic and administrative audit since 2017. External members of the IQAC conduct the AAA from data received from concerned departments and prepare a report which is uploaded on the institutional website. This practice has facilitated the institution to participate in the external AAA conducted by the Department of Higher and Technical Education for the academic session 2019-2020 and has completed its first cycle and has attained 71.6 % with an aggregate institutional point of 1074.

Mentoring of students has always been one of our best practices and has become a very useful tool for interaction between teachers and students especially when offline classes are suspended due to the Covid-19 Pandemic. Personality development program for the outgoing students is also another best practice that has been institutionalised.

Extension services and outreach program is a best practice adopted by the institute to cater to the need of the society and mould our students into responsible citizens. With the motto of the college "Lighted to Lighten" as our mission the college endeavours to make substantial contribution towards the society through extension services.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT ZIRTIRI RESIDENTIAL SCIENCE COLLEGE
Address	Ramthar Veng, Aizawl, Mizoram
City	Aizawl
State	Mizoram
Pin	796007
Website	www.gzrsc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B Zoliana	0389-2305848	9436140347	0389-2306252	bzoliana@gmail.com
IQAC / CIQA coordinator	Lalrinsangi Nghinglova	0389-2326401	9436143838	-	masangi777@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	21-06-2000

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

State	University name	Document
Mizoram	Mizoram University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	27-09-2007	View Document
12B of UGC	27-09-2007	View Document

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

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

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Ramthar Veng, Aizawl, Mizoram	Urban	3.9	4472.51

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Mathematics	36	HSSLC	English	51	51
UG	BSc,Botany	36	HSSLC	English	55	55
UG	BSc,Zoology	36	HSSLC	English	57	57
UG	BSc,Chemistry	36	HSSLC	English	50	50
UG	BSc,Physics	36	HSSLC	English	40	40
UG	BSc,Electronics	36	HSSLC	English	15	13
UG	BSc,Geology	36	HSSLC	English	18	18
UG	BSc Nutrition,Home Science	36	HSSLC	English	47	47
UG	BCA,Computer Science	36	HSSLC	English	31	31
UG	BSc,Biochemistry	36	HSSLC	English	21	21
UG	BSc,English	36	HSSLC	English	1	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				36				32			
Recruited	0	0	0	0	12	24	0	36	14	12	0	26
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	8	8	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	1	5	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	6	1	0	2	3	0	12
M.Phil.	0	0	0	0	2	0	0	0	0	2
PG	0	0	0	6	21	0	3	5	0	35

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	6	2	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	4	0	9

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	352	1	0	0	353
	Female	319	3	0	0	322
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	363	377	385	360
	Female	272	277	235	290
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	2	3	0	0
	Others	0	0	0	0
General	Male	8	10	6	5
	Female	11	6	15	10
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		656	673	641	665

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
244	244	244	244	154

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8	8	8	8	7

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
547	574	507	571	563

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
180	180	180	180	165

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
166	168	151	190	148

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
66	54	54	51	52

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
66	54	54	51	52

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 18

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
313.72	174.23	143.84	135.05	105.10

4.3

Number of Computers

Response: 117

4.4

Total number of computers in the campus for academic purpose

Response: 78

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The curriculum followed by the college is designed by Mizoram University to which the college is affiliated. Faculty members of the college are actively involved in curriculum design by virtue of their membership in core committees for syllabus making, Board of Studies and Academic Council.

The institute ensures effective curriculum delivery through a well-planned and documented process. The various means through which the institute executes its curriculum are:

Academic Calendar: The Academic Calendar is prepared at the beginning of each semester by the IQAC to ensure timely delivery of the curriculum to the students. The prepared calendar is tabled at the first General Body meeting for its endorsement. All stakeholders including the teachers and students are properly notified by placing the Academic calendar at prominent places in the college and by uploading the same on the college website. The Calendar serves as an important guideline to teachers who are expected to complete the syllabus within the stipulated time specified in the calendar.

Department Meetings and Reports: Concerned departments maintain log books to ensure full coverage of the syllabus within a specific time frame. There was no uniform format, prior to 2019-2020 session. However, since 2020 a common format has been adopted for monthly teaching report. All departments follow the academic calendar prepared by the IQAC for conduct of internal tests and assignments. Each department holds monthly meetings to ensure timely and effective delivery of the curriculum. Monthly departmental reports are then submitted to the IQAC which analyses the progress made by each department. The reports are documented in the Annual college Yearbook.

Monthly Teaching Report: The IQAC in consultation with the Heads of Department has formulated a common lesson plan and a monthly teaching report format which gives a comprehensive report of classes conducted by each teacher. Every teaching faculty adheres to the lesson Plan set by them and indicates the completion of each sub-unit for every class taken in the report. The report is submitted to the Principal and Heads of Department at the beginning of each consecutive month. The teaching report framed by the institute has been adopted by the Department of Higher & Technical institute. Prior to the implementation of the common format individual teachers and departments maintained log-book entries and prepared lesson plans for their teaching assignments which were distributed in departmental meetings.

Mentoring System: The College follows a mentoring system whereby the progress of individual students is monitored. The system provides interface meetings with students whereby individual problems are identified and remedied. For certain subjects where syllabus may not be effectively covered, remedial classes and extra classes are held.

ICT enabled Pedagogy: Teachers resort to the traditional lecture method, communicative teaching methods

ICT enabled lectures and other innovative methods to enhance curriculum delivery. LMS is operational in the institute. 27 video tutorials have been uploaded to supplement offline and online teaching. Training on e-content development and FDP on moodle LMS were conducted for teachers.

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

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

Response:

The IQAC prepares the Academic Calendar at the beginning of each semester in tandem with the Academic calendar prepared by the University to which the institute is affiliated. The prepared calendar is generally tabled at the first General Body meeting for its endorsement. All stakeholders including the teachers and students are properly notified by placing the Academic calendar at prominent places in the college as well as uploading the same on the college website. The Calendar serves as an important guideline to teachers who are expected to complete the syllabus within the stipulated time specified in the calendar.

Some of the events that are regularly accommodated within the academic calendar are:

- Library orientation for first semester: The library subcommittee regularly provides orientation for the first semester students at the beginning of every odd semester. The concerned committee adheres to the time provided by the academic calendar.
- Parent-teacher Meet: The institute conducts Parent-teacher meet every year for the parents of first semester students to acquaint them on college and academic rules. Program outcomes are explained and oral feedback from parents is collected and recorded. This event is included in odd semester and the institute adheres to the time fixed by the academic calendar
- Mentoring: Dates for Introductory Mentor-Meet is fixed in the odd semester academic calendar and mentors meet their mentees in the fixed dates. Subsequent mentor-mentee meet weeks are also accommodated within the odd and even academic Calendar.
- MZU Examinations and Sports: Certain events that are fixed by the affiliating university is accommodated within both odd and even academic calendar.
- Seminars/Workshops Blood donation, campus cleaning etc: Tentative timings are included within the academic calendar. For such events the exact date cannot be fixed but the institute tries to manage within the tentative time allotted.
- Student Union: SU elections and college sports are also included in the academic calendar

The academic calendar serves as an important roadmap for the successful implementation of the Continuous Internal Evaluation (CIE) which is termed Continuous Assessment test (CAT). The dates for conduct of first, second and third internals are fixed in both odd and even Academic calendars and the institute adheres to it unless there arises unforeseeable contingency.

Students are continuously assessed through internal tests, assignments and attendance. The scheme of awarding marks in internal assessment or theory is as follows:

Component	Total Marks
Class Tests (Average of two tests)	12 marks
Assignments/Seminars/Projects etc	8 marks
Regularity	5 marks

Two tests will be compulsory .If a student appears only one test, average will be computed from the single test appeared.

The academic calendar earmarks the dates in which these tests are to be conducted for all streams. The examination cell is responsible for preparing the subject-wise test schedule and making other necessary preparations for conduct of a fair and transparent examination. The academic calendar also fixes the dates for Mentor-Mentee Meet after each test so that the performance of each student as well as their attendance is reviewed by the mentors

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

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

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective

course system has been implemented**Response:** 100**1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.**

Response: 8

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

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response:** 10**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	2	2	1

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

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 18.24**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
89	76	210	56	59

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

1.3 Curriculum Enrichment

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

Response:

The institute follows the curriculum designed and formulated by Mizoram University to which it is affiliated. The teaching faculty members of the institute are actively involved in the curriculum design through their membership in Core Committee for UG Syllabus revision, BOS and BUGs etc. Mizoram University has been striving to introduce programs that integrate crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and sustainability into the curriculum and the institute has made significant contribution by preparing the syllabus for various streams. Courses that include such crosscutting issues are :

Foundation Course II, a compulsory paper for all Science Streams and Home Science includes the short story Lali touches upon gender issues and reflects upon the status of Mizo women in the traditional Mizo Society

The institute being the only college in the State to offer Home Science as an independent stream designs its own Curriculum. Integrated into their syllabi are cross-cutting issues like family and child welfare which focuses on the vulnerable section of the people in the society like women, children and the elderly. Various laws relating to protection of women's rights are integrated within the course structure. Their syllabus contains topics that focus on environmental hygiene and sanitation. Issues like global warming and Climate change form an integral part of the Curriculum.

The Department of Geology is engaged in teaching and research in geographical studies that are relevant to mitigation of frequently occurring natural calamities like earthquakes and landslides. In addition, many other Departments under the science stream viz., Biotechnology, Physics, Chemistry, Botany, Zoology, Mathematics, Electronics offer Environmental studies as a compulsory course content.

The Department of Computer Science (BCA) includes courses like Environment and Ecology within their course structure which is otherwise very technical. Personality Development and soft skills is a course that cultivates the relevance of interpersonal skills in promoting human values and professional ethics

In addition to the courses prescribed by the university the institute has supplemented the prescribed syllabus with courses like Personality Development program which aims at developing the life skills of our outgoing students. It works on a student-centric module and imparts human values through training on social values and etiquette.

The Women Studies cell has been regularly organizing programs relating to gender issues to sensitize the

young minds. The cell also works in collaboration with the legal cell to sensitize the students on gender issues. Students prosper in a climate of gender sensitive ambience and they are known to display gender sensitivity in their day to day life in the campus and there have been no reports of gender discrimination. The institute has also published a handbook on Professional Ethics and Code of Conduct for Faculty and Students which has also been uploaded on the website.

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

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

Response: 8.49

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

2019-20	2018-19	2017-18	2016-17	2015-16
21	18	18	18	18

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

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

Response: 23.22

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

Response: 127

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

1.4 Feedback System

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

Response: C. Any 2 of the above

File Description	Document
Any additional information (Upload)	View Document
URL for stakeholder feedback report	View Document

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

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 77.14

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

2019-20	2018-19	2017-18	2016-17	2015-16
284	297	258	268	276

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
365	365	365	365	335

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

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
180	180	180	180	165

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

2.2 Catering to Student Diversity

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

Response:

The institute has adopted certain measures to assess the learning level of students such as internal assessments, home assignments, quizzes, class tests, group work and discussions. The academic achievements of individual students are maintained by concerned teachers and departments. Students are divided into groups under mentoring system. Each mentor records the performance of his/her mentees in different subjects and holds meetings with them to discuss the performance of individual mentees. Slow learners are identified through this system and are provided remedial classes in subjects that they are weak in. Need-based remedial classes are held regularly for Science and Home Science students.

For students of home science, remedial classes are usually held for chemistry because the subject is often found to be difficult as a good number of the students are from humanity backgrounds.

For students of computer science, remedial classes are arranged through a meeting of the Class Representative (CR) of each semester and the Head of Department. The timetable for a remedial class is set for each subject in which students have the most backlog papers and in particular subjects where they are weak in general. The estimated fund proposal is submitted to the Principal and RUSA Committee for their approval for funding of remedial classes. The timetable is also prepared in such a way that no schedule clashes with their regular classes.

Advanced learners are also identified through internal and external assessments. Mentoring serves as an effective tool to identify advanced learners. They are felicitated and awarded incentives by the institute to encourage them. Felicitation of advanced learners is organized after the declaration of university examination results. Toppers in each stream are awarded incentives by the institute. Top ten students of the first semester are acknowledged at the time of the Parent-teacher meet to encourage them to do well in the subsequent semesters.

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

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

Response: 8.29

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The institute has implemented student-centric learning methods such as experiential learning and participative learning methodologies. Classroom interactions in the form of paper presentations, seminars, group discussions, assignments, tests, quiz, laboratory works and Viva have been implemented to enhance the learning experience of students.

There are several courses in the Science Stream that offers experiential learning through project work and field visits which promotes “learning by doing”. Different departments under the Science stream have been actively engaging themselves in field work and project works which are included in their syllabus such as:

- i) The Department of Bio-chemistry has been carrying out field visit and hands-on training for the fourth-semester students at the MZU laboratory.
- ii) The Department of Zoology offers student field work for fifth semester in Applied Zoology.
- iii) The Department of Geology offers field work in 1st, 2nd, 5th and 6th semester in papers like general & structural geology and mineralogy, petrology & geochemistry, paleontology & stratigraphy and dynamics of the earth & structural geology
- iv) The Department of English conducts Mock Interview for students of all streams viz Science, home science and computer science every year. This imparts interview and oral communication skills through actual experiences.
- v) The department of Botany carries out survey on different plant species and forest ecosystems for its sixth semester students. Visits to private, horticulture and agriculture, nurseries are carried out by the department.

The department of Home Science has been imparting skills, knowledge and experience outside of the academic classroom through various programs such as:

- i) Textiles (HS-105): Field study is carried out by visiting handlooms and sericulture department
- ii) Extension Education (HS-205): Students are assigned to study the role and function of any two leaders of their locality.
- iii) Extension Education and Communication (HS-301): Students are assigned a project to visit and educate one family on any Home science topic.
- iv) Family and Child welfare (HS-501): Field study is carried out at institutes and centers such as Anganwadi, orphanages, homes, and disabled institutions.

- v) Early childhood Education (HS- 503): Field study is conducted at pre-schools where students observe pre-school children in relation to their all-round development.
- vi) Child psychology (HS-601): Observation/case study of a child.
- vii) Human Development –Adolescence and Adulthood (HS-603): Visits and study of old age homes
- viii) Community Development (HS-607) : Project work on any two NGOs working for the development of women, youth and children and on the lifestyle and diets of the Mizo society
- ix) Management and Practices of extension education (HS-609): Field study to poultry/agriculture/piggery farming site

The department of Computer Science offers minor and major project which provides experiential learning. In addition they conduct free computer clinic annually where teachers and students take part in providing free computer services to the neighbouring community. This enables the students to learn by experience.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

The college campus has been wifi-enabled. Teaching faculty as well as students can access the internet for collecting teaching learning materials during working days. The institute supplements its traditional classroom teaching-learning process with ICT based tools. The chalk and talk method has not been replaced but has been enforced with IT enabled learning tools.

The College has 117 computers for academic and administrative purpose. 88 computers are dedicated for academic purpose. In addition laptops, tablets and mobile phones are used by the teaching faculty. Most teachers are equipped with their personal laptops which they use as teaching aids. Some regular teachers have still maintained the laptop computers provided to them from UGC fund during the last accreditation period.

All the classrooms are equipped with projectors which are used for teaching aids. Some projectors are kept for ready-use in the college office. Teachers prepare power-point presentations to supplement their teachings. Students are exposed to advanced and practical learning through language laboratories, video clippings, PPT audio system and online sources.

The college website has been developed further to host Institutional Learning Management system. To encourage faculty members to create e-contents, a special training on e-content development was organised by the IQAC on 4th February 2020 for selected teachers. As a result of the initiative 27 Video tutorials

have been developed to enhance the teaching learning process. They have been uploaded in the institutional website. Faculty development program on Moodle LMS was organised by the institute in collaboration with IIT Bombay Spoken tutorial to enhance the digital teaching skills of the teachers.

Due to suspension of classes as a result of Covid-19 pandemic the institute has turned to digital learning and the syllabus was completed through online classes. Google classrooms, google meet and other ICT based strategies have been adopted by the institute to effectively advance the teaching-learning process. All teaching faculty have resorted to online teaching by using google meet, zoom,webex etc and has set up e-classroom or virtual classroom such as moodle and google classroom.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

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

Response: 8:1

2.3.3.1 Number of mentors

Response: 66

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

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

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

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

Response: 13.52

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	10	7	6	4

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

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

Response: 14.03

2.4.3.1 Total experience of full-time teachers

Response: 926

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

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

With the introduction of the semester system in 2011 and the Choice Based Credit System in 2016, the institute has adopted certain measures to ensure that the mechanism of internal assessment is transparent and robust in terms of frequency and mode. In terms of frequency the institution has followed a robust structure:

- Internal assessment is held at regular intervals within each semester. The Academic calendar contains the schedules for all internal tests. The IQAC prepares the Academic Calendar and tables its proposal at the general body meeting for its endorsement.
- Once approved, the institute strictly adheres to the dates allotted for internal assessment in the academic calendar unless unavoidable and unforeseen contingencies arise. Internal tests are held frequently at regular intervals. Two internal exams and a third assessment in the form of tests and assignment are normally held within one Semester. Each student is expected to appear for all these internal assignments. In the event that a student is unable to appear for a particular test, a written application is generally given to the mentor. The mentor communicates with the subject teachers and according to the authenticity of the case special test may be prepared.

In terms of transparency in mode of operation the institute has followed the following procedure:

- The academic calendar is uploaded in the website and displayed at several places in the college campus for students and teaching faculty.
- Orientation regarding the internal assessment system is provided to first semester students on the first day of college.
- Parents of newly admitted students are given information regarding the college rules and examination system of the affiliating university during parent-teacher meet which is held every year during the odd semester.
- During the lockdown when offline classes were suspended, new students and parents were given necessary information regarding the internal assessment mechanism through the mentoring system. Students are reminded of their upcoming examination through the mentoring system.
- To offer transparency in evaluation, answer scripts are returned to the students so that complaints and grievances can be heard by concerned teachers. The final marks of all internal tests are made ready a week after the tests and submitted to the examination cell.
- Each Mentor collects the marks and attendance of the mentees. Subsequently, a mentor –mentee meet is held to discuss the performance of the mentees. Within this robust structure, complaints regarding internal assessment are redressed by the mentor and the subject teachers.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The mechanism to deal with internal examination related grievances is transparent, time-bound and has been found to be very effective. The institute has an examination committee that deals with all exam-related issues. Notifications regarding examinations, both internal and external, are published by them from time to time.

The institute conducts internal examinations at regular intervals and the dates for the conduct of these examinations are fixed at the beginning of each Semester. The fixed dates are displayed in the academic calendar. Strict instructions are given to all teachers to evaluate the answer scripts within the following week.

To offer transparency to examination related grievance the institute has taken the following measures:

- The evaluated answers scripts are returned to the students to offer transparency. Grievances relating to internal evaluation are fixed at this point of contact between the concerned subject teacher and the students.
- Marks and attendance are recorded by each mentor. Mentor –mentee meet is conducted to discuss the academic performance of each student. Grievances regarding marks can also be redressed at this point.
- Final accumulated marks are displayed on the notice boards towards the end of every semester where students are given the opportunity to settle wrong entry if it happens.

The mechanism is time-bound and effective. The institute has implemented the following measures to achieve this aspect:

- The institute conducts internal examinations at regular intervals and the dates for the conduct of these examinations are fixed at the beginning of each Semester.
- The fixed dates are displayed in the academic calendar.
- Strict instructions are given to all teachers to evaluate the answer scripts within the following week
- The IQAC fixes dates for Mentor-mentee meet after every internal examination, which is normally a week after the internal examinations are held.
- The concerned teachers are required to submit the evaluated marks to the examination cell within the stipulated time frame fixed by the cell.
- Each mentor extracts the marks of their mentees from the Examination Cell and discusses the performance of his/her mentees on the scheduled date.
- The final marks that evolve are communicated to the parents through parents whatsapp group created by individual teachers.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The college states its missions, objectives and courses offered in the college prospectus and college website. The institute has taken several measures to create awareness to the students regarding the programme and course outcomes

- Students are given a general introduction to the courses offered by the college at the beginning of each Semester by teachers concerned.
- Teachers are encouraged to explain the program-specific outcomes and course outcomes before the commencement of regular classes so as to motivate students in their learning.
- Each department takes up the task of explaining the broad concept of the subjects opted by the students and career prospects of the subject. Program outcomes, course outcomes and program-specific outcomes are highlighted in the subject-wise orientation programs organized by departments.
- Mentoring is another mechanism used by the institute to make students aware of program and course outcomes. Each mentor is responsible for providing awareness to the mentees regarding the course outcomes offered by the institute.
- Help desks are made available for students at the time of admission. Applicants are made aware of the programs offered by the institute.
- Parents interface meetings are held every year to promote awareness among parents regarding the courses and their outcomes. Details of the courses offered by the institute, evaluation system and University regulations are explained to parents of first year students every year. Clarifications are made through interactive sessions where oral feedbacks are collected

Recently a career clinic has been established by the institute. Students are encouraged to visit the career clinic to learn more about careers and higher studies that can be taken up with the programs and courses. Career guidance is offered to the final year students during their Personality development Courses regarding higher learning and career options.

The affiliating university has also taken steps to introduce the Learning Outcome Based Curriculum Framework which is a system based on measured outcomes. If implemented, the system will improve the learning capacity of students and enhance their employability.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

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

Response:

Attainment of Programme outcomes, Programme-specific outcomes and course outcomes are evaluated by the institution through various methods.

1. The Institute has been conducting internal assessment at regular intervals with the introduction of CBCS from 2016. As prescribed by the regulations, internal assessment is conducted through Continuous Assessment Test (CAT)- assignment, mock interviews, class seminars and presentations. These activities are mandatory for students. These are very useful tools for assessment of attainment of Program Outcomes, Program Specific Outcomes and Course Outcomes.
2. Another method that the College utilises for assessing the attainment of POs, PSOs and COs is Feedback System or Assessment of Teachers by Students. Feedback from Students is being collected from Students on the teaching-learning Process. The students give feedback on individual teachers for self-reflection and self-improvement. The parameters covered by the feedback are assessment of performances of a teacher in classes and beyond namely, communication skill, accessibility of teacher in and out of class, ability to design quizzes, assignments, knowledge of topic and preparedness, sincerity and commitment to the job, punctuality in class and maintenance of discipline which can be graded as Excellent, Good and Fair. A space for feedback on curriculum and its coverage is also provided. The feedback received from the students are analysed by the individual teachers and Outcomes (if any), duly certified by the Principal are conveyed to the concerned teachers. These have been kept confidential.
3. Another notable method of measuring of POs, PSOs and COs is review meeting of End-Semester results published by the affiliating University. Results are also made available on the institutional website. A review meeting is conducted under the chairmanship of the Principal. Each Department is accountable for the performance of the students and they are to explain their respective final results. This has also ensured the accountability of teachers to the students.
4. The college collects departmental reports regularly. The performance of each department is collected by the IQAC and published every year in the College Yearbook.
5. As a means to encourage and recognize students' proficiency and achievements, the College has been distributing proficiency awards to toppers in each department.

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

2.6.3 Average pass percentage of Students during last five years

Response: 85.31

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

2019-20	2018-19	2017-18	2016-17	2015-16
164	131	132	115	105

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

2019-20	2018-19	2017-18	2016-17	2015-16
164	156	146	149	140

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.56

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 50.41

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1.8	9.1	26.51	13

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document
Any additional information	View Document

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

Response: 12.82

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	1	2

3.1.2.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
8	8	8	8	7

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 55

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
24	9	12	8	2

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

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0.85

3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
7	5	6	5	24

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

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.96

3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8	22	4	7	12

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

3.3 Extension Activities

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

Response:

Extension activities are a regular feature of the college activities for the past many years. This aspect of education which emphasizes neighbourhood services is imbibed in the curricular and co-curricular activities. The college carries out extension services through these agencies:

1. National Service Scheme: NSS organizes voluntary blood donation camps every year and donated blood during the pandemic. Cleanliness week/drive is observed every year in and around the college campus. They visited Motherless Baby Home, Tuikual, to help clean the compound and donate food items and clothes. Special Camps are organized for construction of Waiting Shed etc. Visits to Middle School and High School were carried out for Career guidance. On 11th April, 2020, Volunteers with one Programme Officer helped Dawrpui Local Task Force to maintain social distancing at the distribution point of at Bara Bazar, Aizawl.
2. National Cadet Corp: Through the activities of the NCC, students learn to participate in community development and social programs.
3. Eco Club: The Eco Club engages in eco-friendly activities such as tree plantations and organizes sensitization programs on the ban on use of plastics.

4. School Adoption Committee: The institute has adopted several schools in its neighbourhood to carry out career awareness and skill development programs.
5. Legal Cell: The institute collaborates with State Legal Services authority to provide free legal clinic for faculty, students and neighbouring community twice a week in its campus.
6. Department of Home Science carries out extension activities on a large scale basis. They visited three higher secondary schools to discuss career options in Home Science. They conducted community development programme and cooking class for MHIP (a society for Mizo women) for women in the college neighbourhood. Field trips to blind school, old age home and orphanages were conducted. Students were assigned to visit selected family to teach the importance of Vitamin A as a nutrient. Visits to motherless Baby's home, hospitals and special schools and outreach program at pre-school centre were conducted. During the first wave of Covid-19 pandemic, the department stitched protective masks and donated them to the Disaster Management & Rehabilitation Department for which they were given certificate of appreciation.
7. Department of Computer Science has been organizing Computer free clinics during the past five years where a number of faculty and students are involved in providing free computer service to the faculty as well as to local community. During the 2019-2020 session, students of BCA participated in legal awareness run and off campus mass cleanliness drive around Aizawl city.
8. Department of Geology has been conducting extension activities and collaborations with National and International institutes to monitor landslide and earthquake situations in and around Aizawl since 2017. They have published seismic map of Mizoram for June and July 2020.
9. Since the onset of the Pandemic, the department of Biochemistry has prepared 1210 ltrs. (upto December 2020) of Hand sanitizers for frontline workers and has continued the task till date.

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

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

Response: 6

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	0	1	1

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

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

Response: 25

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	8	5	4	4

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

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 90.54

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

2019-20	2018-19	2017-18	2016-17	2015-16
286	999	782	207	202

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

3.4 Collaboration

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

Response: 19

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	5	1	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 4

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	1	0	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

At present Government Zirtiri Residential Science College is located within the vicinity of Ramthar veng and spreads over 4670 sq.m of land. It has a new and permanent Campus at Durtlang which spreads over 7404 sq.m of land. The New campus is replete with a library, administrative buildings, laboratory building and hostels for Boys and girls. In the present Campus, the college has a library, a multi-purpose hall, two Home Science labs, science labs, research labs, Computer labs with Language lab, S.U rooms and a canteen.

Classrooms

In the present campus there are 17 well-furnished classrooms and the new campus has 25 classrooms. All the classrooms in the present campus are equipped with ICT facilities like projector, wifi etc

Laboratories

There are 6 well-equipped Science Laboratories and 2 Home Science Laboratories in the present campus.

Library

Well maintained with moderately rich stock of books, journals, magazines and other periodicals. Open layout of rooms gives students easy access to reading materials and is backed-up by UGC Network Resource Centre with broadband internet connection. It is computerized using INFLIBNET's SOUL 2.0 version and CCTVs are installed for security measures. The library also provides reprographic and lamination services at rates lower than market rates.

Computer and Language Laboratories

Well-equipped computer labs are available for the BCA students. Computers are connected via LAN, which provides a networked environment. Broadband Internet facility is also available free of cost so that students can have access to unlimited wealth of information on the net. A modernized language lab with 19 + 1 computers is housed in the computer lab with internationally acclaimed language software Sanako. Audio visual hardwares are available for teaching along with the system

Research Facilities:

The institute has two recognized research laboratories

i) Bio tech Hub DBT Institutional Bio-tech Hub (estd. 2012): The Hub has been established with funding from DBT (New Delhi). Facilities of the Hub include PCR machine, trans-illuminator, UV-Vis Spectrophotometer, High-speed Centrifuge, Gel Electrophoresis kits, etc. backed with 10 kVA online UPS.

The Hub has been providing platform for undertaking basic research in modern biology.

ii) Radiation Monitoring Lab: This laboratory has been established through the Research Project funded BRNS (Govt. of India) since 2008. It is equipped with sophisticated machines like NaI (TI) gamma spectrometer with 1k Multichannel Analyser, RAD7 and other nuclear track detecting instruments. Ph.D. scholars and students utilize the facilities and a number of them have acquired Ph.D. degree from this lab. BRNS has approved research funds for installation of machines like laser fluorometry, Scintillation Radon/thoron Monitor to strengthen the lab

File Description	Document
Upload any additional information	View Document

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

Response:

The institute has adequate facilities for cultural activities, sports, indoor games, etc

Response :

The college came into existence as a women's college and was converted into a co-educational science college in 2000. Hence the infrastructure is not sufficient to meet all the curricular and extra-curricular requirements of the institute which includes laboratories for all programs. Hence there is dearth of space for extracurricular activities. A new plot of land has been acquired and developed at Durtlang. Hostels for boys and girls have been occupied and shifting of other amenities has begun in a phased manner. The institute has the following facilities in the present campus:

- The college has a multi-purpose hall where cultural activities are conducted and indoor games are performed.
- The student union has been allocated some rooms for office and indoor games such as table tennis and carrom board.

In the new campus that is being developed allocations have been made to accommodate the following facilities:

- Some space have been allocated for basketball and volleyball courts.
- The new campus will also accommodate a new auditorium
- The auditorium will accommodate some space for indoor games.

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**Response:** 100**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 18

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

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**Response:** 45.57**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
104.58	59.22106	84.60862	105.2437	25

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

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Automation in our College Library was initially started in the year 2012 for providing information for

effective and efficient services to the users, for supporting the library staffs for their routine work performance like easy operations, services smooth and effective. The name of Integrated Library Management System (ILMS) used in our Library is SOUL (Software for University Libraries) and the version which we are using for automating our Library is SOUL 2.0. Our College Library was partially automated that performs the required function in the library activities and services which satisfied our current requirements. The areas of automation in our College Library includes-1) Cataloguing in creating and maintaining the bibliographic and authority records and also the publication information and subject in the library catalog, 23rd Edition of DDC was also used for classifying the documents. 2) Circulation is also done in our college library which includes checking out library materials to library users, renewing the borrowed items, checking in materials returned, notifying and searching items and issuing library clearance to departing users.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: C. Any 2 of the above

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

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

Response: 0.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.165	0	0.26	0.17	0.911

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

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

Response: 4.89

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

Response: 30

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Our college is equipped with various IT infrastructures that allow us to offer BCA courses and other add-on courses. Our information technology infrastructure comprises a computer science laboratory, a language laboratory, and several fiber internet connections for students, faculty and the office.

The North Eastern Council (NEC) provided money for the establishment of the Computer Science Laboratory, which began operations on the 7th of March, 2002, with the reference number NEC/ST/SCEP/242/2002. A sum of Rs. 30,00,000/- (thirty lacs) was obtained for the initiation of the BCA program as well as the construction of a Computer Science lab. As a result, the BCA program began in 2003, and the computer science lab was built the same year. The department is in charge of the computer science laboratory's repair and maintenance. The college upgrades the laboratory by installing more and more computer sets as minor funds become available. Not only that, but the initial computer set configurations were obsolete and incompatible with the most recent syllabus. As a result, they were replaced with newer, more capable computer systems. The computer science laboratory now has 45 computer sets accessible, all of which are fully utilized by students.

We also offer a language lab with 19 PCs and specialized software for studying soft skills and

communication abilities. RUSA provided funding for our language laboratory through the Equity Initiatives program. On 3rd June 2016 (Friday), Hon'ble Minister for Human Resource Development Smt. Smriti Zubin Irani used video conferencing to open our language laboratory in the presence of officials from the Higher and Technical Department, Govt. of Mizoram.

In terms of WiFi or internet connectivity, we currently have 2 BSNL FTTH fast internet connections with 100 Mbps which are utilized by the Principal's Office and Examination Department. We also have 3 Jio Fiber Broadband connectivity with 100 Mbps for the teachers and students. Our college campus and its surroundings are WiFi-enabled and all students can access WiFi anywhere within the college campus.

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

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

Response: 7.01

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 250 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 19.65

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

2019-20	2018-19	2017-18	2016-17	2015-16
9.83132	69.08191	27.1994	40.41312	6.94766

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

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

Response:

The Institute has a well-structured management system whereby physical, academic and support facilities are systematically monitored and maintained.

College infrastructure: The Building committee has been authorised to supervise the ongoing construction at the new Campus in Durtlang. They also make plans for improvement of college buildings and infrastructure and implement them. The committee oversees all kind of construction work taken up by the college authority or other concerned department of the Government of Mizoram. They also take monitor repair works of all-ready existing infrastructure.

Laboratory: Laboratories are utilised for practical classes and project works. All departments having practical papers are responsible for maintaining their own laboratories and the equipments. Their requirements and suggestions are discussed and recorded in departmental meetings. Laboratory assistants are attached for duty in each laboratory. The science laboratories are utilized for practical papers. Each department is responsible for the submission of requirements for their laboratories.

Language Laboratory: The Language laboratory is maintained by the English department and the system assistant. The Language laboratory is utilized by the department for conducting spoken English and oral communication classes.

DBT –Institutional BIO-Tech Hub (estd 2012): The Hub has been established with funding from DBT (New Delhi). Facilities of the Hub include PCR machine, trans-illuminator, UV-Vis Spectrophotometer, High-speed Centrifuge, Gel Electrophoresis kits, etc. backed with 10 kVA online UPS. The bio-hub is maintained by the department of BIO-chemistry.

Radiation Monitoring Laboratory: This laboratory has been established through the Research Project funded BRNS (Govt. of India) since 2008. It is equipped with sophisticated machines like NaI (TI) gamma spectrometer with 1k Multichannel Analyser, RAD7 and other nuclear track detecting instruments. The laboratory has been used for the detection of natural gamma radiation in the environment and

monitored by IERMON system. Installation has been done by Environmental Radiation Monitoring division of Bhabha Atomic centre Mumbai since 2012. The laboratory is maintained by the department of Physics and Electronics.

Incubation Centres: Acting upon AQAR 2017-18 report review, the institute initiated its first start up project in 2020 in its make shift incubation centre. Official inauguration has not been made due to the pandemic; however, the institution has made a small beginning. The Germplasm collection and conservation centre which was sponsored by the Department of Horticulture is maintained by ECO club and Department of Botany. The start projects taken up by Electronics department with Reginald H. Vanlalchaka is being implemented in the Electronics laboratory and maintained by their department under the supervision of IQAC and Innovation Club

Library: The library and all its infrastructure is maintained by the library staff. Its workings are closely monitored by the library committee which submits its activities to the IQAC regularly. Requirements for enhancement of library books are submitted to the purchase committee by each department.

Sports Complex: In the present campus there is no allotment for sports Complex. However, a new campus is being developed wherein allotment for sports activities has been made by the building committee. At present, the Games and sports Committee looks after the Sports equipment and all matters relating to sports events. The student common room has few sport amenities like carom Board and Table Tennis which are maintained by the Students Union leaders.

Computers: The computers in the BCA laboratory and language laboratory are looked after by the system assistant and is monitored by faculty members of Computer Science. Repair works are done by the department as far as possible. All other electrical equipment including computer and projectors, excluding the ones in BCA laboratories are to be maintained and kept in working condition by the lights and sound committee.

Classrooms and auditorium: The cleanliness of the classroom is maintained by the cleanliness committee and students – in charge who carry out regular inspections. The safety of the furniture and all other equipment are in the hands of the college chowkidar under the supervision of the head assistant.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 84.58

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

2019-20	2018-19	2017-18	2016-17	2015-16
480	475	394	530	461

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

Response: 6.67

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

2019-20	2018-19	2017-18	2016-17	2015-16
57	46	49	26	4

File Description

Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

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

Response: A. All of the above

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

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

Response: 72.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
489	211	1060	82	82

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

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

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

Response: B. 3 of the above

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

5.2 Student Progression

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 159.64

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 265

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

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

Response: 35.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	7	9	2	3

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

2019-20	2018-19	2017-18	2016-17	2015-16
35	20	15	14	10

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 12

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
7	1	2	2	0

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

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

Response:

The institute encourages decentralisation of power with active participation of stakeholders in all areas of the administrative set-up. Hence, students are represented at various levels of the college administration.

1. The IQAC is a significant administrative body which is responsible in all matters relating to quality enhancement. Students are represented by one of the office bearers of the Student Union in the IQAC membership.

2. Students are represented in other administrative bodies such as:

- Hostel Management Committee: Boys and girls hostels have been occupied from the current session. The hostel management includes a student representative.
- Student representatives from NSS,NCC and student Union are included in the Ek Bharat Shreshtha Bharat Club/committee
- The assistant Secretary, Student Union is a member of the Collegiate student Grievance Redressal committee.
- Invited as special guests in some general body Meetings: Student representatives are included as special guests in some general body meetings.

3. The student Union of the college has a decisive role to play in matters of sports and cultural activities. The student Union works in close co-ordination with the Student welfare committee and takes decisions and makes arrangement for:

- Freshers' socials and Farewell function for graduates: These are annual events conducted by the students in which students make major decisions regarding the dates and other details of the function.
- Sports events (college and university level): College sports are normally held in the odd semester and the student union works in coordination with the Game and Sports subcommittee regarding the events to the committee. In matters relating to participants for university sports the student union makes important decision in consultation with the games and sports committee.
- Cultural activities: The college has a cultural club known as Senhri club which has been performing cultural dances in college functions and outside. Their activities are monitored by the Socio-cultural and Debating committee but the student members play a major role in deciding the activities of the club.

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

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

Response: 2

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	1	2	3

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

5.4 Alumni Engagement

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

Response:

The alumni association has been in existence since 2016. Since then the first day of August, which happens to be the college rising day has been observed as Alumni Day. Election of office Bearers are held biannually on this day. The Constitution of the association had been framed by the alumni association. There is a corresponding body called the alumni sub-committee within the institution which consist of some teaching faculty that works in coordination with the alumni association. The alumni has been making valuable contributions towards the development of the college. Felicitations of successful alumni are held to acknowledge their achievements.

Many of our alumni members have occupied top-notch positions in the academic and management field. There are some who have made their mark in other areas such as beauty pageants. Our alumni Rody H. Vanlalhriatpui had won the Miss Mizoram 2017 title and represented Mizoram for the first time in the history of the state and was selected among the top 15 in the Femina Miss India Competition. She has contributed towards the institute by giving motivational speech to our final year students. The contribution

of the alumni towards the institute cannot be measured in monetary terms. However they have lent their expertise as resource persons in many college events. Alumni members lend their expertise as resource persons in many programs such as 'Meet our Ex', Personality Development and career enhancement skills and awareness program.

The alumni page in the college website is administered by an alumni of our college. He has been designing the logo for the college yearbook free of charge and is developing Management information system for the college at a minimal rate.

The Alumni Association is in the process of getting itself registered. The process had been delayed due to the pandemic. Membership fee is normally collected during the Personality Development course which is attended by outgoing final year students. The accrued sum of money is usually used towards felicitation of successful alumni with citations on Alumni Day.

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

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

1. Vision and Mission Statement

Vision Statement: Endeavouring to live true to the motto “Lighted to lighten,” it is the vision of the institution to impart knowledge and skills to students and facilitate them to disseminate their knowledge to the society. The defined goal of the college is to ensure quality education for empowering the native people-educationally backward in science and promote Science education by enhancing the status of science and technology.

Mission Statement:

The College has been established by the government to be the first science college with a view to cater to the need for undergraduate-level science education in Mizoram. The college has endeavoured to execute and disseminate quality education in various fields of science and technology.

The principle goal is to cater to the need for higher learning in the college level in various fields of science education in Mizoram. The main objectives of the college are:

1. To be at par with esteemed colleges outside the state in terms of teaching-learning process and research output.
2. To continuously strive to provide a platform for more choices and opportunities, particularly for students who cannot afford to pursue higher studies elsewhere.
3. Nature of Governance: The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Principal delegates administrative functions to different levels of functionaries in the college such as the IQAC, Heads of Department, Sub-committees etc.
4. The institute has a perspective plan to ensure that development takes in a well thought out and phased manner:
5. Fulfillment of NAAC peer team recommendation.
6. Application for grants (including research projects) from government and non government sources.
7. Infrastructure augmentation at new campus and extension of available area
8. Promotion of research activities and establishment of recognized research laboratories and incubation centres.
9. Partnering with institutes of national and international repute for academic and research purposes.
10. Collaboration and linkages with industries and other authoritative bodies to facilitate extension activities.
11. Opening of PG classes and upgrading some subjects to core programs.
12. Participation of teachers in decision – making Bodies

- Teachers play a pivotal role in implementing the vision and mission of the college and play a

proactive part in the decision-making process through General Body meetings.

- Heads of department take important decisions in administrative matters including issues related to admission and examination.
- Teachers carry out day to day functioning through their representation in the General Body meeting, the IQAC and other sub-committees. Through these committees they determine admission criteria, cut-off marks, examination modalities, library practices, innovative practices in teaching-learning and other academic priorities.
- Teachers are members of the purchase committee and the internal audit team which assists the Principal in financial management
- Teachers discharge pervasive roles as motivators and promote cultural and sport activities by steering the NSS, NCC, Eco club, adventure club, Sports and Socio-cultural sub-committees.

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

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

Response:

The institute has adopted a system that fosters participative management and encourages decentralization of management power. The main decision power lies with the principal assisted by the IQAC and the Heads of Department. The Principal who is placed at the helm of the academic and administrative structure of the college supervises all activities of the college and ensures maintenance of academic and administrative discipline of the institution. Decentralization of administration ensures freedom and independent thinking among the faculty.

The IQAC under the chairmanship of the Principal chalks out the calendar of events, course plans, extracurricular and curricular activities. The proposal plan is generally tabled at the general body meetings for its endorsement. HODs are accountable for the smooth functioning and completion of syllabus, financial matter, admission matter and any urgent matters. Examination Committee arrange internal assessment exams and its related matters, university examination and all other regular academic activities.

The IQAC acts as an advisory body to the Principal in matters of quality enhancement and monitors all other sub-committees. It is also responsible for the formation of all sub-committees for all activities related to value education and quality enhancement. The terms of reference under which the sub-committees function have been framed by the IQAC. Delegation of these functions to the sub-committees facilitate academic leadership among the faculty members and promotes teamwork.

Out of the many instances of decentralization process such as the admission process, functioning of Heads of department, staff welfare and college teacher's association etc. a particular reflection of this system of decentralization may be seen in the delegation of authority to the various sub-committees and their conveners.

The College ensures participative management practices by constituting various committees that look after the day-to-day functioning of the College. All teachers are represented in these committees and play an active role in management of the institute. The committees function in accordance with the powers delegated to them by the terms of reference. The departmental co-ordinators to the IQAC assist in collecting data from the different departments.

Admission Committee

Building Committee

Examination Committee

RUSA Committee

Research and Seminar

Library Committee

Collegiate Student Grievance Redressal Committee

Refreshment

Student Union

Games and Sports

College Magazine

Debating and Socio-cultural

Reception

Light and Sound

Alumni Committee

Decoration and Hall arrangement

Security and Discipline

Career counselling, placement and student support

Village and school adoption

Information and Communication technology Cell

Women Studies Cell

Spiritual counselling and EU Cell

Innovation

Canteen Committee

Disaster Management

Intellectual Property Right Committee

Cleanliness and Sanitation Committee

Legal Cell

NCC

Eco Club

Adventure Club

The participatory management approach helps the College in planning and implementing various activities of the institution. General Body meeting is conducted for open discussion with the teaching and non-teaching staff which encourages the involvement of all stakeholders for the improvement of efficiency and effectiveness of the college administration.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Promotion of research activities is one of the areas where a major thrust has been given by the institute. As a science college whose defined goal is to ensure quality education for empowering the native people, educationally backward in science education, by enhancing the status of science and technology, the institution has taken several steps to enhance scientific learning and research.

1. Training Programs on Research Methodology:

i) Seminar on Research Motivation on 24th August 2018

ii) 3-months course on Environment Research Techniques during December 2017-February 2018

iii) National Level Short course training on Research Methodology during 12th – 17th August 2019.

2. Research laboratories: i) Bio tech Hub DBT Institutional Bio-tech Hub (estd. 2012): The Hub has been established with funding from DBT (New Delhi). Facilities of the Hub include PCR machine, trans-illuminator, UV-Vis Spectrophotometer, High-speed Centrifuge, Gel Electrophoresis kits, etc. backed with 10 kVA online UPS. The Hub has been providing platform for undertaking basic research in modern biology.

ii) Radiation Monitoring Lab: This laboratory has been established through the Research Project funded BRNS (Govt. of India) since 2008. It is equipped with sophisticated machines like NaI (TI) gamma spectrometer with 1k Multichannel Analyser, RAD7 and other nuclear track detecting instruments. Ph.D. scholars and students utilize the facilities and a number of them have acquired Ph.D. degree from this lab. BRNS approved research funds for installation of machines like laser fluorometry, Scintillation Radon/thoron Monitor to strengthen the lab.

3. Research Publications: In the last five years the faculties of the institute have published a good number of research publications:

- 63 Publications in National/ International Journals
- 53 Book Publications and conference Proceedings

4. Research Projects:

- A Major research project is on-going with BRNS and DAE with the college as a research centre. Geo-station monitoring is on-going in collaboration with BARC. Degrees have been given by MZU to those who have completed research at the college laboratory.

- Minor Projects “Geology Classification, Mapping And Structural Analysis Of Mass Wasting Activities In Parts Of The Northern Flanks Of Aizawl Anticline, Mizoram, India” funded by Department of Science & Technology, Government of Mizoram

- Major Project “Online monitoring and modelling of radon exhalation in fault regions of Aizawl and Kolasib district of Northern Mizoram” funded by DAE-BRNS

5. MOU and LOA for academic and research activities:

- MOU with Zonun Mat Ply Pvt ltd for academic and research activities.
- MOU with Department of Biotechnology, Pachhuga University College to promote academic and research activities.
- MOU with Department of Physics, Dr C.V Raman University for Academic and research activities
- Letter of Association with the Department of Atmospheric, Oceanic, and Earth Sciences, George Mason University, USA.

- Letter of Association with Lamont-Doherty Earth Observatory, Columbia University, USA.

6. Cash Incentives were given to teachers for participation in international/national level seminars and Ph.D holders felicitated

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

The Institute follows a well-structured administrative set up with relevant policies to support its functioning. The Institute has developed various policies to act as guidelines for effective administration. These policies include:

- Institutional Policy on continuous assessment test
- Institutional Policy for awarding endowment fund to students
- Policy for award of incentive to teachers attending national/international seminar
- GZRSC ECO Club policies on Environment, energy usage and green campus
- E-Governance Policy
- Institutional Policy for the disabled

As a government College, the Secretariat of Higher and Technical Education, Government of Mizoram is the highest administrative authority over the institute which is followed by the Directorate of Higher and Technical education. Hence, the appointment and transfer of teachers is not within the purview of the institute.

The Government of Mizoram appoints teachers of the college through interviews before appropriate interview boards. Transfer and posting of teachers are also done by the Government of Mizoram. The Government of Mizoram has adopted the university Grants Commission (Minimum Qualification for Appointment of Teachers and other measures for the Maintenance of Standards in Higher Education) Regulations, 2018 referred to as the UGC Regulations, 2018) for college teachers and equivalent cadres in Mizoram Vide Notification No.G.12011/1/2017-THE Dated the 5th December 2018. Prior to this the Government had followed UGC rules and regulations in service matters including appointment, promotion and retirement.

Within the Institute, the Principal of the college lies at the helm of the administrative set-up. He is supported by the Vice- Principal (Internally arranged) and the heads of department in administrative matters. In matters concerning office administration he is assisted by the non-teaching Faculty with the

head assistant at the top-most rung below the principal. Some of the procedures adopted by the Non-teaching staff to maintain discipline in its administrative set-up are:

- The principal is the administrative head and in matters concerning Non-Teaching he is assisted by the Head assistant in whose absence the upper desk clerk (UDC) takes over.
- Attendance of non-teaching staff is collected everyday. They are expected to arrive at the college by 9:30 a.m. The attendance sheet is submitted to the principal by 10:00 a.m. Failure to arrive on time without valid reason will be treated as absence from work.
- Office hours are upto 5 :00 p.m and permission to leave early(other than on duty) has to be taken from the Head Assistant.
- Those applying for Casual leave has to give prior notice unless it is an emergency case
- Those applying for Earned leave has to apply 5 days in advance.
- Application for outstation leave has to be made to the Principal.
- Separate files are attached to the office assistants and they may assist another unless it is financial matter.
- Common format is used for leave applications.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institute being a government college enjoys welfare measures for teaching and Non-teaching staff. The Institute implements welfare measures as prescribed under the Central Service Rules. As per the said rules the following facilities are available to all permanent teaching and non-teaching staff.

- Faculty appointed prior to 2010 are eligible for pension benefits on retirement. Faculty recruited after 2010 are covered under New Pension Scheme. CPF, gratuity and leave encashment are availed by retiring faculty as per Government of Mizoram rules.
- Medical reimbursement can be availed by Permanent employees and their dependents.
- Teaching and Non-Teaching staffs are given leave as per the guidelines of CCS rules and UGC.
- Festival advance and house building bank facility is also available as per Government of Mizoram Rules.

The institution has a staff welfare committee which is committed towards ensuring effective welfare measures for the teaching and non-teaching staff. The welfare committee consists of office bearers and executive committee members who are chosen from both the teaching and non-teaching staff. The Committee has a fully functional constitution which contains a list of welfare measures for both teaching and non-teaching staff which are enumerated as follows:

1. WELFARE ENTITLEMENT:

A. CONDOLENCE:

- i. If a member passes away, a condolence money of Rs.50,000 shall be given to the bereaved family.
- ii. If the Spouse of a member passes away, a condolence money of Rs.10,000 shall be given to the bereaved family.
- iii. If a genuine offspring(child) of a member passes away, a condolence money of Rs. 10,000 shall be given to the bereaved family.
- iv. If either parent of a member passes away, condolence money of Rs. 10,000 shall be given to the bereaved family.
- v. A funeral wreath, not exceeding Rs. 1000 shall also be placed on the coffin of those who are entitled to receive the condolence money from Association.
- vi. Condolence meeting shall be conducted at the first convenient time and necessary arrangements shall be made in consultation with the bereaved family.

B. FELICITATION:

A Member will be given a wedding present worth Rs. 5000 at the time of his/her marriage.

C. FAREWELL:

i. If anyone who has been a member of the Association for at least one year, goes into retirement he/she shall be given a farewell gift of Rs.10,000 and a citation. A farewell dinner shall also be organized in consultation with the Principal of the College.

ii. If anyone who has been a member for more than one year, has been transferred to another place or work, he/she shall be given a farewell gift of Rs.2000 and a citation, along with a farewell tea-party.

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

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

Response: 5.76

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	9	0	0	0

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

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

Response: 3.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	2	3	5	2

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 47.72

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

2019-20	2018-19	2017-18	2016-17	2015-16
52	11	33	37	3

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

The institute follows separate appraisal system for teaching and non-teaching staff.

- For the assessment of the performance of the teaching faculty, the institute follows the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS) contained in the University Grants Commission (Minimum Qualification for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education) (2nd Amendment), Regulations, 2013. The Process has been followed transparently in all selection process. It is compulsory for all teaching staff to submit annual API to

the Directorate of Higher & Technical Education through the Principal. Every permanent teacher submits his/her appraisal to the principal at the end of every year. The appraisal report is verified by the Principal based on the yearly achievement and discipline of the teacher and forwards the appraisal to the Director, Higher and Technical Education

- Promotions for the teaching faculty are considered as per UGC guidelines under Career advancement Scheme (CAS) and fulfillment of the requisite API (Academic Performance Indicator).
- For the assessment of the non-teaching staff, the Annual Confidential report is prescribed for all officials under the Government of Mizoram which is due on the 30th of April of every relevant year. All officials reporting submit ACR's with a forwarding letter to the Reporting authority within one month. The Reporting authority shall submit the ACR to the Reviewing Authority latest by 31st July of the relevant year.
- In addition, the performance of teachers is evaluated through a feedback system designed by the IQAC. A teacher's performance, including his/her knowledge of the subject, communication skills, ability to organize quiz and test, regularity and punctuality in taking classes, ability to maintain discipline etc. is assessed every year by collecting feedback from students. This appraisal is intended for self-reflection and self-improvement. The Principal makes an annual report on the feedback and conduct meetings with individual if necessary. The meeting is kept confidential and is solely for the purpose of improving a teacher's performance.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College receives funds from the State Government, UGC, RUSA and other funding agencies. It also accrues funds in the form of fees (examination, University affiliation, student funds, etc.). Fees collected in the college which is to be remitted to the government treasury and affiliating university is remitted annually as mandated by the government and the university. The funds received from the government are audited by designated government officials from time to time. The internal auditor's committee has been appointed to conduct regular monitoring of funds to offer transparency in utilization of funds. They are also responsible for carrying out internal audit.

1. The Institute has an internal audit committee comprising of senior teachers to ensure transparency in financial transactions. They assist the Principal in maintaining college expenditure. The committee is also responsible for assisting the Principal in facilitating external audit by registered Charter accountant. They have conducted internal audit for Building Committee, Cleanliness and Sanitation Committee, Eco Club, Research and Seminar Committee and Student's union.
2. Funds received in the form of membership for Staff welfare committee and MCTA Branch is also

audited internally. The IQAC conducted internal financial audit for MCTA GZRSC Branch and Staff welfare before the formation of the Internal auditor's committee.

3. Funds are collected in the form of endowment/poor fund from faculty members on monthly basis and are distributed to students who require financial assistance by the Student Support Committee. The IQAC conducts regular internal audit for the same.
4. Student fees like sport, magazine, etc. are managed by the student union/council and the expenditure so incurred are internally audited by teachers appointed for the purpose during the time of handing over of charge to subsequent student leaders.

External Financial Audit:

1. RUSA: Funds received from RUSA are subjected to audit by registered Charter Accountant and Utilization Certificate submitted to the funding agency (S) as per mandate.
2. UGC Fund: Funds received from UGC and other research grants are subjected to audit by registered Charter Accountant and Utilization Certificate submitted to the funding agency (S) as per mandate.
3. Alumni Fund: Alumni Fund is audited by a registered Charter Accountant.

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Response:

The College receives funds from the State Government, UGC, RUSA and other funding agencies. In addition to the funds the following efforts have been made to generate additional resources:

- Research grants through externally funded research projects: The institute has made an effort to augment fund through research projects. During this reporting period the institute has four research projects. Training on how to write research proposal has been conducted by the Research and Seminar committee to facilitate more research grants.
- Incremental growth from the collection of fees from students: The institute accrues funds in the form of fees (examination, University affiliation, student funds, etc.).
- Institutional corpus fund is generated through monthly collection as endowment fund for financially deprived students. The faculty of the college has been making a monthly contributing towards student endowment fund since 2015.
- The librarians collect late fees and photo-printing charges to generate fund for maintenance of the library.
- Teachers contribute voluntarily towards funds that are sometimes required by sub-committees.
- As instructed by the Directorate of Higher and Technical collection has been made from faculty and students for maintenance of the two college buses that have been provided by the government.

Expenditure:

Research funds that are disbursed under research projects are disbursed under approved heads and are utilized likewise.

The budget estimate of revenue and capital expenditure for the ensuing year is prepared in advance. The budget is scrutinized, examined and approved by the internal audit committee, purchase committee and other concerned committees. Concerned committees submit a written proposal for sanction of the required amount and the Utilization Certificate is submitted to the Principal. All financial transactions are transparent and screened by various committees and are approved by the Principal. The internal audit committee carries out audit of certain sub-committees to ensure proper usage of funds.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The internal Quality assurance cell was set up on 13th May 2011 and has taken several steps to enhance the quality culture within the college. During the reporting period the IQAC was restructured following the guidelines of NAAC with representation from stakeholders, students alumni, parents, management etc. It is the vision of the IQAC to improve quality culture by planning and implementing quality improvement strategies. These initiatives have been institutionalised over

years of practice.

1. Academic and Administrative audit (AAA): In pursuance of the resolution made on IQAC meeting 17.02.2017 regarding proforma issued by the Directorate of Higher and Technical Education, Government of Mizoram, steps were taken to start internal AAA. The IQAC coordinator and RUSA coordinator were appointed to work out the details and present the matter to the General Body Meeting. With approval from the GB the Internal audit was initiated. The audit team was created from external members of the IQAC. Audit for 2015-16 was done retrospectively. Due to the complexity of the format provided by the Directorate the audit team came out with its own audit process and report form. The data on which the audit was done was based on AQAR (old) report, examination cell report and other relevant documents. The report was reviewed at the General Body meetings and has been uploaded on the institution website. This practice has helped the institute in understanding its strengths and weaknesses. A very important outcome of this practice is that it has prepared the institution to face the External AAA conducted by the Higher and technical Education Department for the academic period 2019-20. The submission of data began in 2020 and the process was delayed due to Covid-19 pandemic. The institute completed the first cycle of External Academic and Administrative Audit and has attained 71.6% with an aggregate institutional points of 1074. The practice of Internal and External AAA will continue and be improved upon for quality enhancement.
2. Best Department: In pursuance of the IQAC meeting dated 17.02.2017 incentive award for the best performing department was initiated. The judgement criteria was set by the IQAC and was largely based on the monthly and half-yearly report submitted by the departments. The report format has been designed by the IQAC and has been updated in 2020. The parameters covered under the format are basic information about the department, regularity of departmental meetings, papers presented/published by individual teachers, seminar/trainings attended, collaboration with other institutes, extension work etc.

Departments are judged on three criteria:

- Regularity of submission of monthly reports
- Activities conducted by the departments
- Submission of supporting documents and evidence

Based on these criteria Best Department awards were given to the following departments:

- 2017-18 : Department of Electronics
- 2018-19 : Department of Home Science
- 2019-20 : Department of Geology

The practice has generated a healthy competition among the departments and has led to a marked improvement in the activities of the departments. Departments have been able to assess their strengths and weaknesses and work towards quality improvement.

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

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

Response:

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

Response:

Improvement of teaching learning process is highly prioritized by the institute. The IQAC has been set up as per UGC guidelines and has initiated several mechanisms to review the teaching learning process. Performance of students in every university examination is reviewed after publication of examination results in general body meetings and department have to account for their performance. Among the many strategies adopted by the institute to enhance the teaching –learning process two examples may be highlighted as follows:

- Feedback on teachers is collected every year to improve the teaching quality of teachers through self-assessment and self-reflection. The parameters adopted by the institute to obtain feedback from students are framed by the IQAC. The assessment is made on the performance of teachers in areas of communication skills of teachers, accessibility of teachers, knowledge of topics, ability to maintain discipline, punctuality and regularity of the teachers, ability to conducts tests and quiz etc. Comment on the syllabus and course structure is also invited. Each teacher collects the feedback and makes individual analysis as the purpose of collecting the feedback is to review the performance of teachers in the teaching-learning process and usher in teaching reforms. The filled-in feedback form is submitted to the Principal who makes an overall analysis. The annual report is uploaded on the institutional website.

Yearbook: The IQAC has been publishing college yearbook bearing ISBN no 978-93-892620-7-0 (yearbook 2019) and ISBN 978-93-89262-11-7 (Yearbook 2020) for the past three years to facilitate proper documentation of activities conducted by the institute through its various agencies. The yearbook is a record of the activities and achievements of all departments, annual report of the IQAC and sub-committees created by the IQAC. It also contains a record of all mentoring reports for the relevant year. Departmental reports, sub-committee Reports and mentoring reports are submitted regularly to the IQAC which compiles all the reports to publish the yearbook. The yearbook records incremental improvements in various activities and serves as an important mechanism for review of teaching –learning process. Departments hold monthly meetings and review their teaching –learning strategies and submit

departmental report to the IQAC. Mentors meet their mentees regularly to evaluate their performances and records their meeting outcome in a common format. The Report is then submitted to IQAC which compiles them. The compiled department and mentoring report is presented at general body meetings to highlight areas of weakness and strength. These compiled reports are published in the annual College yearbook and distributed to each department for review on their performances

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Curricular activities:

- Integrated into their syllabi of Home Science Department are gender issues like family and child welfare which focuses on the vulnerable section of the people in the society like women, children and the elderly. Various laws relating to protection of women's rights are integrated within the course structure
- Foundation Course II which is a compulsory paper for all Science Streams and Home Science includes the short story Lali which reflects upon the status of Mizo women in the traditional Mizo Society

Co-curricular Activities:

- Sending of representatives for training at ATI: The college had received an invitation for a training programme on 'Gender issues' at ATI, Govt of Mizoram during 30th January -1st February 2017. Two members of the committee attended the workshop and they provided awareness about the issues to the Home science students
- Pamphlets on "women's rights" were distributed in classrooms as per the convenience of teachers concerned.
- Community Development program was held in collaboration with Home Science Department and MHIP (an NGO for Women) on 30.10.2017. Women from local community were given training on budgeting and home management.
- Cooking class, awareness on child's rights and family budgeting was held for local women on 23.3.2018 in collaboration with Home Science Department.
- Career Counselling and awareness of women's rights for Home Science students was also held on 2.2.2018 in collaboration with Home science department.
- Lecture on Status of women in Mizo society was organised for first semester students on 3.10.2018. The referred text was "Lali" a short story written by the first mizo novelist and is a part of the syllabus.
- Seminar on protection of women from Domestic Violence was held for all students of Home science on 9.8.2019
- Self-Defence Training for female students of the college was held on 24.10.2019. in collaboration of NSS Cell. The programme was to be repeated during the Personality Development courses held for Home Science Students but could not Continue due to Covid -19 Pandemic

- National Level webinar on gender issues was held on 30.10.2020 in collaboration with Research and Seminar Committee. Topics included Gender Justice and Indian law-an overview and Gender Justice in the codified Mizo customary laws.

• Gender ambassadors are chosen from the students. They will work in co-ordination with the cell to help identify students with issues relating to female students of the college. They are to work as peer educators on gender issues.

• With the lockdown due to Covid -19 being imposed there are reports that domestic Violence is on the rise globally. ‘Stay home, stay safe’ is the instruction given by the government. Yet there are many homes that are not safe. The cell has teamed up with Social Welfare department, Govt of Mizoram to provide help to any student who may be a victim of domestic violence. The cell has chosen the class representatives as “gender ambassadors” and they were instructed to assist in identifying victims of such atrocities, if they exist within the college community.

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

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

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

- Solid waste management
- Liquid waste management
- Biomedical waste management

- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

1. Solid waste management: Solid wastes are segregated following the regulations made by Aizawl Municipal Corporation (AMC). Biodegradable waste are collected in green bins and non-biodegradable waste in yellow and blue bins. Disposal of waste to dumping grounds are done through garbage trucks arranged by AMC where biodegradable wastes and non-biodegradable wastes are collected routinely on fixed dates. Separate bins are arranged for classrooms, library and offices which are then emptied to the main disposal units. The cleanliness and sanitation committee in collaboration with Eco Club and NSS make routine checks and class to class campaigns regarding cleanliness, waste segregation and chalk out daily cleaning duties for all classes. Cleanliness drive/campaigns are carried out at the start of each semester and student are advised to maintain their college lifestyle with minimal waste.

2. Liquid waste management: Liquid waste from urinals, bathrooms etc are collected using an extensive pipeline system connecting all water outlets from college building joining local drainage system. Toilet waste are managed using the traditional septic tank and soak pit system.

3. e-waste management: The college have a very low count of e-waste since most defected hardware are recycled by the Bachelor of Computer Applications (BCA) and the Electronics Department for practical experiments and student projects. The remaining wastes are disposed of in white bins following the AMC regulations.

4. Waste recycle system: Recyclable paper waste are collected using paper recycling bins located in classroom corridors, professors common room, library and administration office. The collected papers are sold for recycling and also used by Eco club for performing several activities. Canteen wastes are collected in compost pit/tumbler and are used to develop bio-fertilizers which are utilized by NSS and Eco Club for tree and crop plantation.

5. Hazardous chemicals and radioactive waste management: Chemical waste from laboratories are collected in a filtering system consisting of aggregate, sand and charcoal layers. These laboratory liquid wastes are then drained to public drainage system after the go through the filtering process.

File Description	Document
Geotagged photographs of the facilities	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**

3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: D.1 of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software,

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

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document

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

Response:

- The college community fosters an inclusive environment and is generally tolerant towards other cultural and linguistic groups. There is sufficient representation from other communities in the faculty and student population and so far there has not been any report of disharmony or clashes based on culture, language and community. The institute has adopted certain practices to inculcate a spirit of oneness and unity within a diverse culture.
- 1.Cultural day is often organized by the students Union wherein different communities and their cultures are represented through costumes, dances songs etc
 - 2.Ek Bharat Shrestha Bharat Club was established in 2019 to promote a climate of linguistic and cultural inclusiveness. The Club has taken the initiative to teach languages like Bhojpuri by selecting frequently used words and placing them at a prominent place within the college campus. They have also been uploaded on the college website. Some book collections have been made to introduce different cultures to the student population.
 - 3.Spoken Hindi Classes was conducted by the Research and Seminar committee under the RUSA Equity Initiative scheme for one Month during 19th September -18th october 2017 in which 66 students and 7 teaching and nin teaching faculty participated. The IQAC had resolved that the course should be introduced as an odd on course for core students from 2020-20 session. Coordinators for the course were appointed but the proposal could not materialise because of the Covid-19 pandemic.
 4. The Institute is sensitive towards the need of the economically deprived students. It has been collecting monthly contribution from the faculty which has accrued as endowment fund to provide financial assistance to students who are unable to pay their fees or face other kinds of financial crisis.
 5. Teachers from other communities are well represented in the sub-committees which are responsible for the day to day functioning of the college.
 - 6.The college has a cultural club called Senhri. They have participated in various cultural and literary events such as discover North East 2016,12th General conference ,lit fest etc (detailed report uploaded as additional information)

File Description	Document
Any other relevant information.	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response:

The Institute takes various steps towards the sensitization of students and employees towards constitutional obligations by organizing the following programs:

- **Constitution Day:** The institute observes constitution day by organizing Seminars, debates, quiz competitions. The Debating Socio-cultural committee organizes the function to bring about awareness on constitutional obligations, rights and duties
- **Oath taking on fresher's Day:** Newcomers to the institute are made to take an oath of allegiance to the rules and regulations of the college thus making them responsible students.
- **Code of Conduct:** The institute has prepared a handbook on code of conduct and professional ethics. Employees and student representatives are sensitized on the topic during a general body meeting which includes employees and student representatives. The Code of conduct is made available on the institutional website and the college yearbook.
- **Pledge taking by Non-teaching Staff:** The non- teaching staff occasionally administers oath of allegiance to their duties.
- **Integrity Pledge:** The institute has been awarded the Certificate of Commitment for its adoption of the integrity pledge. The institute has committed itself to follow ethical practices in conducting its activities.
- **Pledge-Taking by N.S.S Unit:** The N.S.S unit of the college regularly take a pledge in the spirit of unification of the Country in Commemoration of the Sardar Vallabhai Patel.
- **Observance of Vigilance awareness week:** The institute observes Vigilance awareness week as and when the Government gives direction.
- **Social Values and etiquette:** Lessons on social values and etiquette are an integral part of the Personality Development Course offered to Final year students. The Mizo concept of 'tlawmngaihna' which is an untranslatable term meaning unselfish obligation towards others is inculcated into the value system of our students.
- **Ambedkar Jayanti :** The Birth anniversary of BR Ambedkar also known as the Father of the Indian Constitution is observed on the 14th of April by reading out the preamble to the constitution by students

and faculties. His contributions to the Indian Constitution is highlighted on these occasions.

- Campus ambassador is appointed from among the students to provide awareness regarding elections.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

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

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

Response: D. 1 of the above

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

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

Response:

The institute makes an effort to include celebration of National commemorative days, events and festivals within its academic framework. In the past five years the following events have been commemorated by the institute:

National Science Day: As a Science college, the institute prioritizes observation of National Science on

28th February every year. National Science Day is observed with different themes such as ‘Women in Science’, ‘Future of Science, Technology and Innovation : Impacts on Education, Skills and work’,

Constitutional Day: The institute observes constitution day. Seminars, debates, quiz competitions are organized to bring about awareness on constitutional obligations, rights and duties.

Teacher’s Day: Teacher’s Day is celebrated on 5th September to commemorate the birth anniversary of Dr S. Radhakrishnan by individual departments. Students honour their teachers with gifts and mementos.

Republic Day and Independence Day: Staff attend National Day celebrations organized by the State Government; Since the inception of NCC unit in the college, our cadets have participated as parade contingents. Celebration of 70th Independence of India was observed by freedom run, singing of national anthem and essay competition.

Chapchar Kut: The Chapchar Kut (festival) is an important festival in Mizoram which is normally celebrated by the State Tourism Department. The week leading up to the final celebration of Chapchar Kut is normally observed by wearing traditional Mizo attire to the college. Teachers are usually given permission to attend the main celebration organised by the government.

Gandhi Jayanti: The Birth anniversary of Mahatma Gandhi, the Father of the Nation is observed by dissemination of information regarding his life and his contribution towards the Freedom Movement of India. Last year online quiz competition on Gandhi’s life was organised by English Department for the first semester students.

National Education Day: National Education day is observed by the institute to commemorate the birth anniversary of Abdul Kalam Muhiyuddin Ahmed or “Maulana Azad” as he is commonly remembered. A webinar was organised last year due to the lockdown.

Green Mizoram day is observed by NSS unit of the college to promote green environment.

Poshan Abhiyan or Nutritional Month was observed by organising a seminar on 18th September 2019.

National Voter’s day: It is observed by pledge-taking and lectures on voting rights and importance of casting votes for students. Campus ambassador is appointed from among the students to spread awareness regarding elections.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

1. TITLE OF THE PRACTICE: INTENSIVE MENTORING OF STUDENTS

Objective

- i) To provide more contact hours between teachers and students.
- ii) To maintain proper academic and attendance record of students.
- iii) To minimize dropout rates among students.
- iv) To identify slow learners and advanced learners.

Context: The institute has followed the suggestion made by the QAC cum CDO, Higher Technical education to introduce the mentoring system. The institute felt the importance of integrating such a system into the college management system. It had promptly and effectively put it into practice in the past five years. With a wide variation in the student population with regard to educational and economic background, the system promises to provide a better understanding of individual students and bring out their highest potential. It also appears to be the most effective method/weapon for mitigating cases of dropout students. The system which had been adopted as the best practice had been further improved upon to make it more intensive.

The Practice: The IQAC had taken the initiative to implement this system. Every year the names of all students are collected and arranged according to their subject choice. They are divided into groups of 10-15 students depending on the number of students. Each group is assigned a teacher/mentor who is responsible for collecting academic performance and class attendance of individual students. The IQAC fixes dates for Mentor- mentee meet in the academic calendar. After the conduct of Continuous Assessment Test (CAT) mentors record the performance of each mentor and interacts with the mentees on days assigned by the IQAC which is indicated in the Academic Calendar. In these meetings the performance of individual students are discussed. The teacher/mentor is given necessary information regarding his/her mentees and is expected to offer guidance and counseling as and when required. In isolated cases parents are called for special meetings with the Principal at the suggestion of the mentor.

Evidence of success: Though the system has only been implemented in the last few years, significant improvement in the teacher student relationship can be seen. The system has been useful in identifying slow learners and advanced learners. Based on the requirement deduced through a careful examination of each mentor's report, the institute organizes a remedial class on different subjects within the syllabus for poor/slow learners. The remedial classes have become systematized after the implementation of this system. NEED-BASED remedial classes have proved to be beneficial to the students in particular and the entire college in general. The system has also been used to identify students who need financial support. The faculty has been contributing towards an endowment fund for students every month. The Corpus fund raised from the collection of such fund is distributed to students who are identified through the mentoring system. There appears to be a lesser number of dropouts since mentors can intervene before a student falls short of attendance or has been regularly abstaining from classes. In the Context of the recent Pandemic

due to Covid-19 ,the mentoring system has proved to be one of best ways to stay connected with the students. All important informations are disseminated through mentoring groups. Parents group have also been created out of the mentoring distribution of students. Through these groups mentors reach out to parents of thier mentees and keep them updated with their performance.

Problems encountered and resources required the division of students into group proves to be a tedious exercise with some students opting for other courses now and then. Due to time constraint the teacher /mentor is unable to have sufficient time with the mentees Most of our students are reserved and some are too complacent to come out with their problems thus limiting the mentors capacity to render help. The system does not incur much expenditure. It only requires utmost commitment from teacher/mentor.

Notes (optional): The IQAC continually strives towards the improvement of the system. Contact hours with the students are ensured by inclusion of Mentor's –Meet in the academic calendar. The system helps in identifying the aims and ambitions of the students according to which career guidance classes are held. Mentoring reports are submitted to the IQAC to ensure that the program is carried out effectively. Recently the IQAC had resolved to organize mentor-parent meet to improve student's performance but due to constraints imposed by the Pandemic this resolution could not materialize.

II. TITLE OF THE PRACTICE: Extension and Outreach Programme

- i) To fulfill institutional motto
- ii) To promote Community service
- iii) To encourage 'learning by doing'
- iv) To mould our students into responsible students

Context: Extension activities is an aspect of eduction that focus on community and neighbourhood service. It is imbibed in the curricular and co-curricular activities of the institute. The institute intends to carry out more extension programs to cater to the need of the society and mold our students into responsible citizens. With the motto of the college "Lighted to Lighten" as our mission the college endeavors to make substantial contribution towards the society through extension services. Extension and outreach programs should form an integral part of the curricular and extra-curricular component

The Practice: The Department of Computer Science has been conducting free computer clinic every year. In this program students and teacher volunteers from the department organize computer clinics to repair computers and laptops of students, faculty members and people residing within the vicinity of the college. Students as well as faculty members of Computer science are actively involved in repairing the software and hardware of computers/laptops of their clients for free. Information for such program is given out through local newspapers.

The Home Science department has been carrying out extension programs through voluntary works at crèches, old age homes etc. They have also been organizing free cooking classes for women of the locality where jam making and pickle making have been taught.

The Institute has adopted a school and a committee has been set up for the purpose. Career awareness and skill development classes have been organized. Faculty members and students will be continually

rendering their services towards this program.

During the first wave of Covid-19 Pandemic the institute had offered extension service to the community by preparing the much needed Handsanitizers and masks for frontline workers. During the second wave the Biochemistry department had once again responded to community needs by preparing hand sanitizers for frontline workers

Evidence of Success: Local community have expressed their gratitude towards the college for offering extension services like Free Computer Clinic, cooking class, opening of legal clinic in collaboration with Mizoram State legal Services authority which have benefitted the local community as well. The Institute was awarded certificate of appreciation from MLA, Aizawl North –II constituency and Secretary, Disaster Management and Rehabilitation department Government of Mizoram for preparing hand sanitizers and mask .

Problems Faced: With limited resources and time constraint the institute is not able reach its full potential. Many of the extension activities that were included in the action plan of the institute could not be organized due to the pandemic

Notes :With the adoption of extension and outreach program as a Best practice the institute intends to further develop the practice in keeping with the college motto. More students will be involved to teach them social responsibility.

were examined through documents such as the AQAR (old and new), examination reports and other relevant documents. The audit report is uploaded in the website to stimulate progression in the areas of teaching, learning and research etc.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Promotion of research activities is one area which has been prioritised and where a major thrust has been given by the institute. As a science college whose defined goal is to ensure quality education for empowering the native people, educationally backward in science education, by enhancing the status of science and technology, the institution has taken several steps to enhance scientific learning and research.

1. Training Programs on Research Methodology: The institute is endowed with a very active Research and seminar committee which has organized several research related trainings in the past five years to promote research culture among students and teachers. Few such programs may be highlighted as follows:

- i) Seminar on Research Motivation on 5th April, 2017
- ii) Hands on training on Molecular Research Techniques during 31st May -5th June 2018
- iii) Seminar on Research Motivation held on 24th August 2018
- iv) 3-months course on Environment Research Techniques held during December 2017-February 2018 for students and Alumni
- v) National Level Short course training on Research Methodology held during 12th – 17th August 2019. Mock research proposals were prepared by participants and some were selected for submission to STRIDE.

2. Research laboratories: The institute has two research laboratories for which we are applying for recognition. The laboratories have undergone mandatory inspection from the affiliating university. Three research scholars who have done research in our research laboratories have been awarded Ph.D

- i) Dr.P.C Rohmingliana
- ii) Dr Lalmuanpuia Vanchhawng
- iii) Dr Lawrence Zonunmawia

There are four more scholars undergoing research work in the laboratories.

1. Vanramlawma
2. Hmingchungnunga
3. Remlalsiama
4. Laldingngheta Ralte

i) Bio tech Hub DBT Institutional Bio-tech Hub (estd. 2012): The Hub has been established with funding from DBT (New Delhi). Facilities of the Hub include PCR machine, trans-illuminator, UV-Vis Spectrophotometer, High-speed Centrifuge, Gel Electrophoresis kits, etc. backed with 10 kVA online UPS. The Hub has been providing platform for undertaking basic research in modern biology.

ii) Radiation Monitoring Lab: This laboratory has been established through the Research Project funded BRNS (Govt. of India) since 2008. It is equipped with sophisticated machines like NaI (TI) gamma spectrometer with 1k Multichannel Analyser, RAD7 and other nuclear track detecting instruments. Ph.D. scholars and students utilize the facilities and a number of them have acquired Ph.D. degree from this lab.

BRNS has approved research funds for installation of machines like laser fluorometry, Scintillation Radon/thoron Monitor to strengthen the lab

3. Incentives for Teachers :

- The institute encourages teachers to pursue their Ph.D. During the reporting year 12 teachers were awarded Ph.D. 10 teachers are pursuing their Ph.D at present. Research and Seminar Committee in collaboration with the IQAC have awarded certificates of appreciation to Teachers who attained Ph.D. Teachers who attained Ph.D during the reporting period are:

i. Dr.PC Rohmingliana

ii.Dr. Ricky Lalmangaihzuala

iii.Dr. Lalzahawmi Chenkual

iv.Dr. Lalsaimawia Sailo

v.Dr. Zirlianggura

vi.Dr. Lalhmingliana Hnamte

vii.Dr.Rebecca Vanlalsangi

viii.Dr Lalrinmawia Punte

ix.Dr. C. Zoramthara

x.Dr.C. Lalremruatfela

xii. Dr Lawrence Zonunmawi

xiii. Dr MS Dawngliani

- Cash Incentives for teachers as resource persons, paper presentation in National/international seminar/conference awarded for two academic years.

4. Research Publications: In the last five years the faculties of the institute have published a good number of research publications :

- 63 Publications in National/ International journals.
- 53 Book Publications and Conference Proceedings.

5. Research Projects:

- A Major research project is on-going with BRNS and DAE with the college as a research centre.

Geo-station monitoring is on-going in collaboration with BARC. Degrees have been given by MZU to those who have completed research at the college laboratory.

- Minor Projects “Geology Classification, Mapping And Structural Analysis of Mass Wasting Activities In Parts of The Northern Flanks of Aizawl Anticline, Mizoram, India” funded by Department of Science & Technology, Government of Mizoram
- Major Project “Online monitoring and modelling of radon exhalation in fault regions of Aizawl and Kolasib district of Northern Mizoram” funded by DAE-BRNS

6. MOU and LOA for academic and research activities: Various MOUs and LOAs have been signed with industries and institutes:

- MOU with Zonun Mat PlyPvt ltd for academic and research activities.
- MOU between Department of Biochemistry GZRSC and Department of Biotechnology, PUC was signed on 10th October 2020 to promote academic and research activities.
- MOU with Department of Physics, Dr C.V Raman University for Academic and research activities
- MOU between department of geology GZRSC and department of geology, Pachhunga University College to promote academic and research activities.
- Letter of Association was signed between Department of Geology, GZRSC and Department of Atmospheric, Oceanic, and Earth Sciences, George Mason University for a research project.
- Letter of Association was signed between Department of Geology, GZRSC and Lamont-Doherty Earth Observatory, Columbia University.
- Letter of appreciation from Environment Monitoring and assessment Division, Government of India

7. Innovation and Incubation centers: Steps have been taken to start incubation centres and start -ups in pursuance of AQAR review recommendation.

1. Germplasm collection and conservation centre :With the initiative of the innovation club and the Department of Botany this project was started .Wild medicinal plants were collected from different parts of the state for the purpose of its ex situ conservation and research purpose .Department of Horticulture, Government of Mizoram has sponsored a green house. Cultivation of medicinal plants has started since 01/06/2020.
2. Automatic Hand Sanitizer Dispenser Machine: Designing of low cost automatic hand sanitizer dispenser to combat Covid -19 which was initiated by Department of Electronics IQAC & Innovation Club.
3. Design and implementation of power efficient automatic on-off street light/veranda light using LDR, automatic on-off water pump controller circuit, wireless notice board have also been initiated by Department of Electronics and Physics.

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

NAAC

5. CONCLUSION

Additional Information :

The IQAC has introduced a number of initiatives that has been institutionalised such as feedback process, mentoring, personality development. Post accreditation initiatives taken up by IQAC are internal AAA for self-reflection, the award of Best Department to promote healthy competition among the departments and the college yearbook for documentation. Raising of endowment fund to support student who need financial help is a practice that could be considered one of the best practices of the institute.

On matters concerning the peer team recommendations the institute had been taking the following measures:

- Short term courses like 3 months course on Environmental research techniques and course on spoken Hindi were introduced.
- To Facilitate more numbers of teachers to participate in National and international seminars the Research and Seminar committee had organised a number of seminars and adopted a policy wherein teachers are given cash incentives for participation in national and International Seminars
- The college is now equipped with 10 KVA solar based energy system. LED lamps have been utilised and sensor based energy conservation system has been developed as a start -up project by faculties of electronics and physics.
- The IQAC has been restructured as per the latest guideline
- All classrooms have been made ICT enabled and the institute has developed LMS and MIS has recently been launched.
- Titles in the library have enhanced but significant improvement could not be made due to the absence of a librarian for which the institute has been approaching the authority.
- Training has been organised for teachers on how to write research projects in order to encourage more teachers to apply for more minor and research projects.
- Permission to open PG classes was not given due to inadequate infrastructure.Steps will be re-taken once the institute shifts permanently to its new Campus
- In addition to CCC the institute offers add-on courses from IIT Bombay Spoken Tutorial
- Networking with industry and institutes have been taken up and a number of MOUs have been signed.
- Alumni association is pursuing registration.
- Health care,common room facilities for girls and sports facilities can only be accommodated in the new campus.

Concluding Remarks :

The institute had made certain perspective plans that could not materialise due to Covid-19.One such plan was to shift to its new campus. Girls and Boys hostels have been occupied and the library has partially been shifted. Total shifting of the campus has slowed due to the imposition of Lockdown in the State. The preparation to face green audit and the process of getting its alumni association registered has also been stalled. The recognition of Biochemistry as a core programme has also been delayed.

Despite the setback, the institute has lived up to its motto “lighted to Lighten” by extending service to the community during the Pandemic. Hand-sanitizers and face-masks prepared by the institute were donated to the frontline workers. Literatures on Covid-19 prepared in the vernacular by the institute were disseminated in rural

areas. Students who suffered financially due to the pandemic were given financial assistance from special contributions of faculty members. Counselling helpline was set up for students and teachers made monetary contribution towards CM relief fund.

To provide quality education in science has been the primary objective of the institute. In spite of the limitations imposed by the inadequacy of infrastructure the institute has forged ahead in areas of research and extension activities. The geographical remoteness of the state may have deprived the institute from de facto experiences of the cosmopolitan areas but the institute has managed to associate itself with international institutes like George Mason University for research projects and National institutes like Bhabha Atomic Research Centre Mumbai and IIT Bombay Spoken tutorial.

Self-reflection and self-study has always been the strategies adopted by the institutes for quality enhancement. Feedbacks from stakeholders and conduct of academic and administrative audit, review of university results are some of the measures adopted by the institute. It is the first College in the state to complete external AAA conducted by the Higher and technical education, government of Mizoram. The institute was assessed on the data of 2019-20 session and was awarded 71.6 % with an aggregate institutional point 1074. It is the vision of the institute to continue striving towards academic excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p>																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 8 Answer after DVV Verification: 8</p> <p>Remark : Input edited w.r.t 1.2 metric</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	3	2	2	2	1	2019-20	2018-19	2017-18	2016-17	2015-16	3	2	2	2	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
3	2	2	2	1																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
3	2	2	2	1																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>76</td> <td>210</td> <td>56</td> <td>59</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	89	76	210	56	59										
2019-20	2018-19	2017-18	2016-17	2015-16																	
89	76	210	56	59																	

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
89	76	210	56	59

1.4.1 ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders***

1) Students

2) Teachers

3) Employers

4) Alumni

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: C. Any 2 of the above

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

Options:

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
231	220	213	187	187

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

180	180	180	180	165
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Remark : Input edited w.r.t 2.2 metric

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
20	14	15	14	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	10	7	6	4

Remark : 1) Input edited as per the PhD certificate provided year wise. 2) As per clarification Dr. Zirlianggura is deputed to NSS Officer in the Sport & Youth Department, Govt. of Mizoram and is not be add to the List of Full-Time Teacher in the Reporting Period hence Dr. Zirlianggura is not considered.

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

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 922

Answer after DVV Verification: 926

Remark : Input edited as per the documents provided by HEI.

2.6.3 Average pass percentage of Students during last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
116	129	132	101	73

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
164	131	132	115	105

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
164	156	146	147	149

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
164	156	146	149	140

Remark : Input edited as per the clarification document uploaded by HEI.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	1.8	9.1	35.5	26.7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	1.8	9.1	26.51	13

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	3	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	1	2

3.1.2.2. Number of departments offering academic programmes

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

3.1.3 **Number of Seminars/conferences/workshops conducted by the institution during the last five years**

3.1.3.1. **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
25	9	12	8	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
24	9	12	8	2

3.2.1 **Number of papers published per teacher in the Journals notified on UGC website during the last five years**

3.2.1.1. **Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	6	8	9	29

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	5	6	5	24

3.2.2 **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

3.2.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
8	23	4	7	11

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

8	22	4	7	12
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3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	12	8	5	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	8	5	4	4

Remark : 1) Number of extension and outreach Programs should be conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC
2) Internal department of HEI is not consider as a Organization unit hence the input is edited.

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
258	1079	286	237	215

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
286	999	782	207	202

Remark : Input edited as per the previous metric 3.3.3

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

3.4.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

9	5	6	2	4
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	5	1	4

Remark : 1) Input edited as per the document provided in clarification. 2) MoU is not consider under this metric. 3) The linkages or collaboration which offers training charges are not considered.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 18

Answer after DVV Verification: 18

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
143.27657	59.22106	84.60862	105.24375	25

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
104.58	59.22106	84.60862	105.2437	25

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.059	0	0.26	3.04	0.911

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

0.165	0	0.26	0.17	0.911
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4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10.56753	69.08191	27.1994	40.41312	6.94766

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9.83132	69.08191	27.1994	40.41312	6.94766

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
57	46	49	26	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
57	46	49	26	4

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.3	<p>Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 465 1046 600"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>7</td> <td>9</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 678 1046 813"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>7</td> <td>9</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 972 1046 1039"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	13	7	9	2	3	2019-20	2018-19	2017-18	2016-17	2015-16	13	7	9	2	3	2019-20	2018-19	2017-18	2016-17	2015-16					
2019-20	2018-19	2017-18	2016-17	2015-16																											
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13	7	9	2	3																											
2019-20	2018-19	2017-18	2016-17	2015-16																											
5.3.1	<p>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1397 1046 1532"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>1</td> <td>2</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1610 1046 1744"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>1</td> <td>2</td> <td>2</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	7	1	2	2	0	2019-20	2018-19	2017-18	2016-17	2015-16	7	1	2	2	0										
2019-20	2018-19	2017-18	2016-17	2015-16																											
7	1	2	2	0																											
2019-20	2018-19	2017-18	2016-17	2015-16																											
7	1	2	2	0																											
5.3.3	<p>Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 2024 1046 2092"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16																									
2019-20	2018-19	2017-18	2016-17	2015-16																											

2	3	2	3	6
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	1	2	3

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
8	11	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8	9	0	0	0

Remark : As per the clarification document, For year (18-19) the total number of teacher provided with financial support to attend conference are 9.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	2	3	5	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	2	3	5	2

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
52	11	33	37	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
52	11	33	37	3

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

- 7.1.2 **The Institution has facilities for alternate sources of energy and energy conservation measures**
- 1. Solar energy**
 - 2. Biogas plant**
 - 3. Wheeling to the Grid**
 - 4. Sensor-based energy conservation**
 - 5. Use of LED bulbs/ power efficient equipment**
- Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: B. 3 of the above
Remark : As per clarification document the input is edited.

- 7.1.10 **The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**
- 1. The Code of Conduct is displayed on the website**
 - 2. There is a committee to monitor adherence to the Code of Conduct**
 - 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
 - 4. Annual awareness programmes on Code of Conduct are organized**
- Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D. 1 of the above
 Remark : 1) Option 1 is considered. 2) Only circular is provided for the option 3 & 4 hence it is not considered.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>256</td> <td>256</td> <td>256</td> <td>256</td> <td>230</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>244</td> <td>244</td> <td>244</td> <td>244</td> <td>154</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	256	256	256	256	230	2019-20	2018-19	2017-18	2016-17	2015-16	244	244	244	244	154
2019-20	2018-19	2017-18	2016-17	2015-16																	
256	256	256	256	230																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
244	244	244	244	154																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>8</td> <td>8</td> <td>8</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>8</td> <td>8</td> <td>8</td> <td>7</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	8	8	8	8	7	2019-20	2018-19	2017-18	2016-17	2015-16	8	8	8	8	7
2019-20	2018-19	2017-18	2016-17	2015-16																	
8	8	8	8	7																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
8	8	8	8	7																	
2.3	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>177</td> <td>164</td> <td>165</td> <td>146</td> <td>167</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>166</td> <td>168</td> <td>151</td> <td>190</td> <td>148</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	177	164	165	146	167	2019-20	2018-19	2017-18	2016-17	2015-16	166	168	151	190	148
2019-20	2018-19	2017-18	2016-17	2015-16																	
177	164	165	146	167																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
166	168	151	190	148																	
3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>66</td> <td>62</td> <td>63</td> <td>64</td> <td>64</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	66	62	63	64	64										
2019-20	2018-19	2017-18	2016-17	2015-16																	
66	62	63	64	64																	

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
66	54	54	51	52

3.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
62	54	54	51	52

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
66	54	54	51	52

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
227.36359	178.71742	185.47566	221.29958	63.1666
	15	75		

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
313.72	174.23	143.84	135.05	105.10

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 88

Answer after DVV Verification : 78