



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOVT. KOLASIB COLLEGE

COLLEGE VENG, KOLASIB, MIZORAM
796081

<https://govtkolasibcollege.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kolasib College was established by a meeting of important local leaders on 19th July 1978. It was first affiliated to the North-Eastern Hill University (NEHU) up to the Pre-University level in 1979 and, shortly after, it was given recognition by the State Government. Affiliation to the University up to the Degree level was gained in 1982. In 1985, Kolasib College was accorded deficit status by the State Government. Kolasib College was taken over by the State Government under Provincialization Rules from 31st January 1992, and then came to be known as Government Kolasib College. The College is presently affiliated to Mizoram University (MZU) since the establishment of the latter in 2000.

Government Kolasib College is co-educational, offering BA, BSC and BCA courses. It is recognized by the UGC under 2 (f) and 12 (B) of the UGC Act. It was accredited by the NAAC with C++ in 2006.

Kolasib is the administrative headquarters of one of the eight (8) districts of Mizoram. It lies at the longitude of 92.68 and latitude of 24.22. It has a population of 65,960 by the 2011 census with a literacy rate of 93.50 %. It is on National Highway- 306 (earlier known as NH-54) that connects Silchar in Assam to the southern end of Mizoram. The distance of Kolasib from Silchar via NH-306 is about 95.5 Km and from Aizawl, the capital of Mizoram, via NH-306 is about 84.2 Km. The nearest airport from Kolasib is Lengpui Airport which is at a distance of 65.2 Km via NH-306. It is about 119.6 km from Silchar Airport via NH-306. From Silchar Railway Station it is about 93.9 km away (via NH-306). Government Kolasib College is located at the heart of Kolasib town. It has two campuses – one at Khuangpuilam locality and the present one at College Veng, Kolasib.

Vision

It was the absence of Higher Education Institution in Kolasib District that prompted the founding of Government Kolasib College. A large majority of rural tribal youth of the northern part of Mizoram, after matriculation, could not pursue studies for their families could ill afford the financial burden of studying at Aizawl or outside the state. This fact evoked a strong desire, and establishing a college was called forth. True to the original aspiration **the vision of Government Kolasib College is to provide quality higher education to the people of Kolasib District in particular and people from other areas in general.** The motto goes “**To enlighten**”.

Mission

The founding fathers and the first team of teachers declared: “**Our mission is to make students conscientious and righteous citizens**”.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Government Kolasib College is one of the three government colleges of Mizoram offering three courses. This is the privilege that the college is proud of. Committed to fulfill the aspirations of the founding fathers the college is striving to be at par with the best colleges in the capital city, or for that matter, colleges of repute in other parts of India. Considering its humble beginning, the college has achieved a lot in its strife. But, its success may not be called its strength. Nevertheless, its persistent and diligent strife may definitely be called so because success is earned and not conferred. The participative management of the college facilitates collective efforts towards quality-enhancement and all-round development. This is indeed the strength of the institution.

The college is proud of the two faculty members who have recently completed one major research project each; and that, one of them has been promoted to professorship.

Institutional Weakness

The weakness of Government Kolasib College is its inadequate infrastructure. Though the old kutcha buildings, save one, have already been dismantled and replaced with new RCC buildings, the college still does not have sufficient rooms. Neither does it have auditorium/meeting hall nor an indoor stadium. The Library is still lodged at the basement of the office building. Students do not have worthy common rooms. Important cells do not have separate rooms. The Health centre too is located inappropriately. The college is in great need of these.

Besides, inadequacy of permanent faculty members is its drawback. This poses tremendous pressure on teachers and impedes professional growth.

Institutional Opportunity

The college has two campuses, one in the heart of the town, an advantageous location, and the other in the peripheral and residential area of the town, very much suitable for hostel and staff quarters. Fully utilized the campuses will become the hub of academia and intellectual development.

Being the only college in the District it has always received great patronage from the general public so much so that when the buildings were so unworthy of a college, they stood by us in our struggle for new buildings. For their patronage it will also be unbecoming of us to be neglectful to our duties. With their support the college stands a good chance of developing further.

Institutional Challenge

The college has great challenges before it. The Principal and the teaching staff have long been desirous of introducing Psychology and Sociology departments. It has also been suggested by the Peer Team of 2006 that the college should open Commerce course (B.Com.). In spite of our passionate strife to have Commerce Course, it has not been consented to by the authority mainly because of absence of feeder school in the district. However, the college has not despaired, and it is still striving to find out ways to that end.

Though four new RCC buildings have been constructed there is still shortage of rooms. It is ardently desired to have auditorium and indoor stadium also. These are high on the priority list of the college.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Affiliated to the Mizoram University the college uses the curriculum designed by the Mizoram University. The college upgrades pedagogy to be responsive to the revisions in courses.

Government Kolasib College creates a congenial climate for student-centric learning with modern amenities of ICT and with the conventional teaching of chalk and talk. Special lectures by distinguished personalities help the students enrich their knowledge. Results of outcome assessment and students' feedback serve as inputs for continuous improvement in curriculum delivery.

Teaching-learning and Evaluation

The college caters to students from diverse backgrounds which fact itself enriches the socio-economic and cultural diversity in the institution.

On the first day of commencement of classes Orientation Programme is held. Students are familiarized with the teaching-learning method, mode of internal assessment, programme outcomes, as well as college facilities during the Orientation Programme. The College Prospectus is provided to students that gives them wide information about the Rules and Regulations, Academic Calendar, Exam Rules, Fee Structure, etc.

Departmental meetings are held at the beginning of every semester in which teachers draw up strategies to reduce the gap in knowledge among their students. ICT enabled classrooms are used for certain topics of the syllabus. Student-centric learning environment provides appropriate pedagogy for participative and experiential learning. Mentoring students contributes hugely towards effective teaching-learning.

In addition to the mandatory internal assessment of students by the norms of the University, each department conducts frequent class tests, assignments, and presentations to evaluate the learning ability of each student. Internal assessment results are compiled and put up for students to see; each department lets the students put their signatures in confirmation of their results before being sent to the University.

Research, Innovations and Extension

Being an undergraduate institution in a rural area there is not much that the college can do towards research and consultancy. However, the college has constituted a Research & Seminar committee which tries to create congenial climate to promote research for the faculty and an inclination towards research among the students. This committee gives information to teachers of minor and major research opportunities under the aegis of the UGC. Two teachers (from Chemistry and Physics Departments) have completed one major research project each recently. Teachers who attend seminars and workshops are granted leaves. The college has organized Gender sensitization seminar and a seminar on Violence against women. During every semester the Research & Seminar Committee holds talks with the students regarding importance and value of research and

its methodology at least once.

As a part of its social commitment the college reaches out to communities through its link with some local organizations. The NSS unit of the college is active in programmes like Tree plantation, Blood donation camp, Observance of World Days, such as Women's Day, World AIDS Day, etc. The NSS Unit also organizes healthcare education campaigns, social work to clean public wells at villages.

Infrastructure and Learning Resources

Point no. 15 of the Post Assessment Recommendations of the Peer Team in 2006 reads: "*The development of physical infrastructure facilities of the college needs immediate attention*". Over the last 12 years post accreditation, in its efforts towards re-accreditation the college has undergone a complete makeover. Barring one, old buildings have been demolished in phases. Four RCC buildings have been constructed. One of these is the Office building which houses the Library downstairs and Professors' Common Room upstairs. Three other buildings are Classrooms and Laboratories. In pursuance of point no.21 of the Post Assessment Recommendations of the Peer Team (2006) which reads: "*The Geography Department may prepare a land use map of the college campus*" the Geography Department has prepared a sketch map with contouring of the main campus.

The Library has been upgraded from time to time. Now it is automated, Wi-Fi enabled, secured with CCTV. It has INFLIBNET.

With the enrolment of students increasing over the years and regular class attendance during the Semesters the campus bustles with students, teachers and non-teaching staff. The decrease in the numbers of drop-outs and disqualified students to sit in the End-Semester Exams on account of poor attendance speaks volumes about the teaching-learning activities of the college.

Student Support and Progression

The main focus of the college is on overall development of the students. They are supported and guided in every respect from academics to sports and entrepreneurship; the object of the exercise being employability.

The college prides itself on the large majority of the alumni being employed or self employed. The college particularly prides itself on the fact that one alumnus of 2013 was appointed Hockey coach by the Department of Sports & Youth Services, Government of Mizoram in 2015.

In addition to the Post Matriculation Scholarships from the Government the college has recently instituted Cash Awards to meritorious students. The Bela Rani Award (incremental interest on the fixed deposit at a bank by a colleague who has gone on voluntary retirement in November, 2017) is given to highest marks scorer in BA and BSC. The college also gives Cash Award to Subject-wise University rankers. With deep sense of gratitude it may be mentioned here that the Hindustan Petroleum Corporation Ltd has given scholarships to 130 of our students each year in 2015-'16 and 2016-'17 amounting to Rs. 6,64,700 and Rs. 6,80,700 respectively.

The college renders all possible support to slow learners through departmental initiative and mentorship. Career Counseling Cell, Women Empowerment Cell are all structural characteristics of students'

support.

Governance, Leadership and Management

As a State government institution the administration is run by the Principal who is appointed by the State government. However, the Principal acts in consultation with the apex committee known as the College Development Committee which is comprised of seven (7) senior teachers. All operations of the college are managed by committees and cells constituted with specific functions assigned to them. At present there are twenty-six (26) committees and subcommittees including seven (7) clubs, each headed by the Principal. Proposals from the IQAC and the various committees (formed of the faculty members) are received by the Principal, and from these proposals action plans are unanimously chalked out. Action plans are assigned to concerned committees for implementation. Regular meeting of the Teaching Staff reviews outcomes of action plans. Necessary changes in action plans are sometimes made for better outcome. Each of these committees makes decisions in line with its terms of reference. College interest as a whole is discussed in the Teaching Staff Meeting which is held frequently. In this meeting the works of and difficulties encountered by each committee/cell are discussed and solutions to the difficulties are suggested. Improvement strategies are also decided upon in the meeting. The various committees work zealously to comprehend and adapt to changing academic and societal environment.

The participative management of the college has created a good spirit of cooperation and belongingness among the teachers. Transparency in the administration motivates the teachers and enhances the accountability of teachers. In fact, this system of administration obviously is the backbone and strength of the college.

Institutional Values and Best Practices

Institutional Values:

Built on the vision that education serves as a keystone in improving society and building better future for all, we commit to our core values of:

1. **COMMITMENT**:- We are dedicated to meeting the needs of the communities we serve. Through outreach, research, and partnership we promote sustainable development and a healthy society.
2. **ACCOUNTABILITY** :- We assume and demonstrate responsibility for our actions, fostering knowledge, skills, and ability to engage positively with a diverse and changing world.
3. **RESPECT** :- We encourage individual contribution. We believe that our similarities and differences are opportunities for establishing a common bond and strengthening the college.
4. **EXCELLENCE** :- We strive to develop and pursue higher standards. We believe in continuous self-improvement and developing our own leadership. We nurture a passion for lifelong learning.

Best Practices:

1. Departmental Teacher-Student Interface:- To size up and upsize learning outcomes the college started the Practice of Monthly Departmental Teacher-Student Interface. The Practice aims to address the problem of graduates not getting jobs due to stiff competitions, to prepare them for competition, by giving them good knowledge of their courses.

Monthly Teacher-Student Interface takes only one day of the month. There are only three classes of a department in a Semester. Interface could take an hour or two, or even three hours. In any case, three Interface(s) could be held in one day. Two or three departments could hold Interface on the same day depending on their students' subject-combinations.

2. Outreach Programmes:- The objective of this Practice is to reach out to the society and contribute to its well being; thereby, cultivating a sense of social responsibility in the students. Outreach Programmes were started also with the purpose of giving back whatever we can to the society. Recounting the history of the college the teaching and non-teaching staffs of the college today are overwhelmed with indebtedness to the society. So, departments of the college are required to find ways and means to be beneficial to the society in line with the above-stated objective.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT. KOLASIB COLLEGE
Address	College Veng, Kolasib, Mizoram
City	Kolasib
State	Mizoram
Pin	796081
Website	https://govtkolasibcollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	C. Lalmuankima	03837-220027	9366168050	03837-222184	govtkolasibcollege@gmail.com
IQAC / CIQA coordinator	T. Zahmingliana	03837-220324	9436143132	-	zahmingliana@govtkolasibcollege.edu.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	19-07-1978

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	27-10-1990	View Document
12B of UGC	22-03-2016	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	College Veng, Kolasib, Mizoram	Rural	7.7	6697.55

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Mizo	12	XII Passed	English	50	43
UG	BA,English	12	XII Passed	English	50	24
UG	BA,Education	12	XII Passed	English	80	78
UG	BA,Economics	12	XII Passed	English	80	62
UG	BA,History	12	XII Passed	English	50	21
UG	BA,Political Science	12	XII Passed	English	150	133
UG	BA,Public Administration	12	XII Passed	English	50	31
UG	BA,Geography	12	XII Passed	English	80	73
UG	BSc,Chemistry	12	XII Passed	English	20	11
UG	BSc,Physics	12	XII Passed	English	20	3
UG	BSc,Botany	12	XII Passed	English	20	17
UG	BSc,Zoology	12	XII Passed	English	20	5
UG	BSc,Mathematics	12	XII Passed	English	20	9
UG	BCA,Bachelor Of Computer Applications	12	XII Passed	English	20	11

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	1				21				34			
Recruited	1	0	0	1	16	5	0	21	15	19	0	34
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						18
Recruited	12		5		0	17
Yet to Recruit						1
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	5	0	0	1	1	0	8
M.Phil.	0	0	0	1	0	0	0	0	0	1
PG	0	0	0	10	5	0	3	10	0	28

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	5	0	13

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1		0		1

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	268	3	0	0	271
	Female	249	1	0	0	250
	Others	0	0	0	0	0
Certificate / Awareness	Male	38	0	0	0	38
	Female	63	0	0	0	63
	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	206	227	237	229
	Female	182	175	213	212
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	13	21	21	15
	Female	9	14	18	20
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		410	437	489	476

3. Extended Profile

3.1 Program

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

Response: 14

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	3

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
476	489	437	410	353

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
585	585	540	405	405

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
138	92	122	95	112

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
56	59	55	55	53

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
56	59	55	55	53

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 21

Number of computers

Response: 81

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

2017-18	2016-17	2015-16	2014-15	2013-14
75.47	160.21	65.09	18.81	20.98

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:

At the beginning of a semester the Institution holds Orientation Programme with all the newly admitted students in which the courses of study offered by the college, Semester system, internal assessment, minimum attendance required and Academic calendar of the college are intimated to them. Besides, each department distributes Xerox copy of course content of each paper and acquaints the students of the objective of study on the first day of the class.

At the close of every semester each department has a meeting in which faculty members review and discuss the way they have delivered the course of study. They also identify slow learners and discuss how to help such students.

In this meeting they also distribute among themselves the papers they will teach in the next semester. They remind themselves to prepare well for the paper, to execute their lesson plans and then to evaluate their teaching activity by posing questions to their students, asking them to raise questions any time during the class, and also to hold discussions with them on some topics of the course.

To see that this strategy of the departments is executed Log Book system has been introduced. Log Book is prepared in a way to best serve the purpose of monitoring classroom activity. It is filled in by the teacher and countersigned by the appointed student in consultation with classmates. The teacher then submits the Log Book to the Vice Principal after every class. The practice clearly shows up to which of the course is covered.

To ensure learning outcomes of each subject, continuous evaluation and internal assessment is carried out through assignments, class tests and group discussion in addition to the mandates of the University. Remedial classes are held for slow learners.

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 30.58

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	3	3	1

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 0

1.2.1.1 How many new courses are introduced within the last five years

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 3

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

Cross-cutting issues like Gender, Environmental sustainability, Human Values and Professional Ethics, find ample space in the curriculum. We believe in maintaining healthy environment for all students. The curriculum is designed by the university to which the college is affiliated. The curriculum itself does include these aspects as the subjects for example, Environmental Studies in III year.

Some of the committees of the college which work towards this end and their contributions may be mentioned as follows:

1. Women Empowerment Cell: Women Empowerment Cell comprises of Vice-Chairman, Secretary and Four members and also two student representatives. The cell works to create an atmosphere of gender –equality among students, to infuse girl-student with confidence and to prevent molestation of girl-students.

It is a matter of pride that incidents of sexual harassment of girl-students have never happened due to the discipline in the campus. Yet this cell interacts with girl-students at regular intervals to see that gender discrimination does not take place.

2. Anti-Ragging Cell : As per the guidelines of UGC and the University, an Anti-Ragging Cell has been constituted to handle issues pertaining to ragging, to create awareness about ragging and also to maintain a ragging-free campus.

The names of the committee members along with their mobile numbers are displayed at different places in the Campus. Any student can lodge a complaint without disclosing his/her identity.

3. Human Values and Environmental Sustainability: The College conducts various programmes on Human Values and Environmental Sustainability to provide awareness among students.

- Blood Donation Programme
- Eye Donation Camp
- Swachh Bharat
- Tree Plantation (NSS)

4. Discipline Committee: This committee comprises the Vice-Principal and five members including IQAC Coordinator to ensure that there prevails academic atmosphere in the campus, that students as well as teaching faculty and non-teaching staff maintain behaviour befitting to Higher Education Institution and also to be an arbiter in all disputes among the Staff and Students. This committee plays a vibrant role in maintenance of discipline of the whole campus.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 2

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 2	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 6.93	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 33	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: D. Any 1 of the above</p>	
File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

MAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.17

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	0	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 78.17

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
476	489	437	410	353

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
650	650	600	450	450

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 79.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
441	450	398	375	326

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, after admission and organises special programs for advanced learners and slow learners****Response:**

The institution assesses the learning levels of the students at the time of the commencement of the session/programme. Students enrolled in various disciplines are identified as slow and advanced learners based on their +2 marks and the entry level interview conducted by each department. This helps to identify the slow learners and to design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and the advanced learners.

We have a streamlined mechanism for continuous monitoring and evaluation of the students.

Students are identified based on :

- Performance in Class Internal Examinations.
- Performance in Assignments.
- Class presentation on Chosen topic.
- Oral Communication through mock interview.

Strategies adopted for facilitating Slow Learners:

Among every ten students, almost half of them are usually found to be slow learners. The institution organizes a mentor – mentee programme. Each mentor has ten students in their group and they assess the nature of the student's problems and then motivates them in a friendly way to reach their academic goals.

Extra Classes/Remedial Classes are organized to clarify doubts and re-explaining of critical topics for improving performance. Quick/Advanced Learners are also requested to aid the Slow Learners.

Strategies adopted for facilitating Quick/Advanced Learners:

Quick learners are identified through their performance in examinations, interaction in class room and laboratory, their fundamental knowledge, concept understanding and articulation abilities etc., Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus during semester breaks.

Talented students are motivated to participate in extra-curricular activities, exhibitions and cultural competitions.

Strategies adopted for student improvement:

The institution takes every measure possible to understand the needs and requirements of the students. Faculties from all departments counsel students regarding the scope of different courses being offered as well as provide guidance in relation to the student's aptitude and competence. Students are also given opportunity to change their options if they are not able to cope with the courses they select.

Remedial classes are organized for each student for re-explaining of difficult topics. Teachers are available in college premises and are available to be contacted through phones to clear doubts and counsel on a one to one basis. A well-stocked library provide all students access to books, journals and e-resource.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 8.5

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	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:

Govt. Kolasib College believes in adopting student centric methods to involve students and ensure their participation in learning and problem solving methodologies. Group – Discussions, Debates, Laboratory, Home Assignment, and Presentation/ Seminars are used for enhancing learning experiences.

Group Discussion:-

Group Discussion is an important technique applied in classroom teaching and learning. Classes are followed by discussions to clear any doubts and to ensure participation of each student in terms of forming opinions and making suggestions. This in turn serves as a confirmation that students have gained knowledge from classroom teaching through active participation.

Debates :-

Debates are followed in many of the classes where students are required to come up with different opinions and exercise their thought processes, this brings about variation in the learning process and learning takes place.

Laboratory Experiential learning:-

Students are exposed to laboratories as far as possible. Laboratory work is mandatory for B.Sc. classes and serves as an important learning resource. Laboratories such as Language Labs are used in language classes as well.

Home Assignment:-

Students are given Home Assignment on topics related to their syllabus so that they study and acquire learning materials on their own. Students are encouraged to make use of the library when working on home assignments which in turn helps develop their writing skills. Home Assignments are also given with the objective that students practice experiential learning.

Seminars:-

The college enhances learning experience by organising seminars within the classrooms. Students are assigned seminar topics which they present in the classroom in the presence of the teacher. This develops participative learning through experience.

Students organize activities like blood donation camps to inculcate humanitarian values and responsibilities.

There are organisations like Adventure Club, NSS, Evangelical Union, Students' Union etc. which function outside the classrooms helping students in participative learning. These organisations inculcate human values and ethics, develop a sense of responsibility toward society among students and also

promote conservation of the environment.

Faculties are given 10 students each for mentoring. The mentors and mentees meet up and discuss problems regarding studies or any related problems within their individual families. The mentor will make efforts in solving the problems of his/her mentee.

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

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 56

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 9.71

2.3.3.1 Number of mentors

Response: 49

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Government Kolasib College gives importance to and strives for innovations and creativity in teaching and learning. Some of the measures taken towards this are:

1. Guest lectures:- Faculties of some departments invite persons or experts to give special lectures on certain topics of the syllabus. This practice has proved very beneficial.

- Department of Political Science invited Mr. Zoramthanga, the then ex-chief minister of Mizoram and one of the leaders of the Mizo insurgents to give a lecture on “Insurgency in Mizoram”. Mr. Zoramthanga, the great orator, delivered the lecture on 21st July, 2016. Besides the Political Science students many other students from other departments too attended the lecture. The students were fully engrossed in the lecture. The mood of the interaction at the end of the lecture proved the success of the event.
- Department of Public Administration (PA) also invited Dr. Arun T, IAS, the Deputy Commissioner of Kolasib District to give a lecture on “Changing role of bureaucracy in developing societies”. In spite of his tight schedule he could make it on 13th July, 2018. Students were enthralled. Since the IAS officer was friendly and smart lively interaction took place.

Special lectures on relevant topics of the syllabus from invited speakers prove good teaching.

2. Educational Tours and Outings:-

a) Science stream organized visits to ICAR in Kolasib town and Coffee Plantation site, managed by the Coffee Board, in the peripheral area of Kolasib Town.

b) Botany Department and Geography Department together organized a Study tour to Phawngpui Tlang, the highest mountain peak in Mizoram during 19th – 23rd March, 2017 for on the spot study of the flora and fauna and also to practically pass through the Tropic of Cancer. They also visited Vantawng Khawhthla, the highest waterfall in Mizoram and another enchanting waterfall called Tuirihiau.

c) Mizo Department had a field trip to Buannel which features in their syllabus. Buannel is in Myanmar. On their way they also visited Rih Dil, a natural lake. They undertook the trip during 4th – 9th February, 2018. It was a practical learning as well as a rich experience.

These educational Tours and Outings proved beneficial for the students and with the expenses.

3. Language Laboratory:- With the consent of the State Project Director of RUSA, Mizoram, Language Laboratory was established with fund of the RUSA Equity Initiatives – second installment in October, 2017. As value – added courses Spoken Hindi and Spoken English classes were arranged with hired tutors from outside and the classes were run during December, 2017 – June, 2018. Interested students enrolled for the courses. For Hindi classes 20 students and 60 students for English classes enrolled. Classes were held after 4:30 pm on alternate days in the week.

File Description	Document
Any additional information	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:** 122.01

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 13.67**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
8	8	8	7	7

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years**Response:** 15.55**2.4.3.1 Total experience of full-time teachers**

Response: 871

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 0**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from**

Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 16.21

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	9	9	9	9

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Since the introduction of Semester System in July 2009 by Mizoram University, Admission and Examination Cell of Government Kolasib College has tried its best to improve Continuous Internal Evaluation. The following steps have been taken with reference to improvement of Continuous Internal Evaluation.

(a) Internal Examination Schedule was prepared for Odd and Even Semesters as under;

Odd Semester

1st Internal Examination :- 2nd Week of August

2nd Internal Examination :- 2nd week of September

Even Semester

1st Internal Examination :- 1st week of March

2nd Internal Examination :- 2nd week of April

(b) Setting questions and conducting of Internal Examination is done by respective departments in accordance with the Examination Routine framed by Admission and Examination Cell.

(c) All Departments are instructed to follow University question pattern to check deviation and copy of the same is to be submitted to the concerned Cell(Admission and Examination) to ascertain the correctness of the said question set.

(d) After completing First and Second Internal Examination, departments are instructed to submit Final Continuous Assessment marks to the Admission and Examination Cell, marks are compiled and sent to Examination Department of Mizoram University online.

(e) The Admission and Examination Cell undertakes the responsibility of checking student's regularity in attending classes. Students having unsatisfactory percentage of attendance are informed to meet the Principal for necessary counselling.

(f) Regarding Admission of fresh students to 1st Semester, Prospectus and Admission forms are prepared and the date for personal interview/counselling are fixed. Candidates seeking admission are helped in terms of choosing the subjects, University and College rules and regulations are also highlighted.

The above Internal Examination Schedule was followed for a period of 9 years, however with modifications made by the University regarding dateline for filling repeater and regular examination forms, and submission of final CA marks revisions had to be made accordingly. The following revision was thereby made in 2018 with respect to Internal Examination Schedule.

Odd Semester

1st Internal Examination :- 2nd Week of August

2nd Internal Examination :- 2nd week of October

Even Semester

1st Internal Examination :- 2nd week of March

2nd Internal Examination :- 1st week of April

File Description	Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Transparency initiatives at institute level:

- The Institute is affiliated to MZU, Tanhril, the rules and regulations for evaluation process are laid down by the affiliating university.
- Basic eligibility for evaluation process is made known to students through university website, notice boards and class counseling.
- The Institute notifies evaluation process and related documentation on the notice board as well as on the website of the institute. This includes distribution of marks and schedule of internal evaluation and university evaluation.
- The Institute also notifies the criteria for allocation of term work marks through notices and class counseling.
- The Institute prepares an Academic Calendar in line with the affiliating University calendar prior to the commencement of the academic year.
- The Institute organizes Orientation Programs to the students especially the first semester students to acquaint them with the rules and regulations of the affiliating University, examinations, evaluation process, extra-curricular activities etc.
- The schedule of internal assessment is communicated to students and faculty in the beginning of the semester through institute academic calendar.
- Schedule for end semester examination is communicated during the semester as and when schedule is released by the university.
- The internal assessment evaluation process is communicated to students by the respective faculty and also during orientation program for first semester students.
- Students are given general instructions regarding the evaluation methods of university answer scripts. The periodic instructions issued by the university are promptly communicated to the students. Such instructions are read in the classrooms and the copy of the same is displayed on the students' notice boards.
- Further any changes in the evaluation process will be communicated to students and faculty through circulars.
- Syllabus for internal assessment is communicated to students well in advance.
- Question papers are set based on course outcomes and are approved by heads of the departments, scheme and solution are prepared by the faculty on completion of the assessment.
- Theory subjects are assessed through:
 - ? two internal examinations
 - ? assignments or seminars
 - ? university external examinations.
- Practical subjects are assessed through:
 - ? two internal practical examinations

? university external practical examinations.

- Assignment assessment:

Each student is given topics from their syllabus for assignment and the last date for submission of the same is set by the respective faculty.

- Seminar assessment:

In final semester, core students have seminars in their respective classes. The students are given topics from their syllabus and present them in front of department faculty and their class students. The seminar presentations are assessed based on :

? presentation

? response from the class

? questions and answers.

- Staff meetings are conducted periodically to review the evaluation process.
- Internal examination papers are distributed within a week after the exams in the classrooms by respective faculty.

All teachers of a department sit together to evaluate final internal marks and the Principal verifies the internal marks before onward submission to the University.

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

Response:

In the Institute, an examination committee, comprising of a senior teacher/associate professor as Vice chairman and other teaching and non-teaching staff as members, is constituted to handle the issues regarding the evaluation process.

- The Institution's Examination Cell Committee along with the Principal will look after grievances related to academic and non-academic matters.
- At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.
- The internal assessment examination/test schedules are prepared as per the university schedule and communicated to the students well in advance.
- By adopting the criteria as per the direction of affiliating University, complete transparency is maintained in internal assessment exams/tests.
- Students and faculty members are made aware of the transparency to be maintained in the system of assessment.
- To ensure proper conduct of formative exams/tests, two/three invigilators are assigned to each hall.

Evaluation is done by the course handling faculty members within a week from the date of examination.

- The evaluated answer papers of students are distributed for verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment exams/tests are displayed on the student's notice board to ensure transparency in evaluation.
- The Examination Cell helps the students to approach for general and personal grievances.
- The Head of the department primarily redresses all grievances regarding evaluation, including the internal assessment marks awarded to the students.
- Day to day performance of student is assessed which includes regularity, performance, etc. Poor performance due to frequent absenteeism is taken seriously. This issue is usually addressed with appropriate counselling.
- The Institute organises a mentor - mentee programme to solve some of the problems faced by the students. Each faculty has ten students to work on and it is their job to track their mentee's progression.
- A student-mentee often faces problems due to ignorance of the educational system which lead to poor attendance and carry heavy burdens of back papers. With proper guidance of their mentor, a mentee can thereby be placed on the right track.
- Any grievances related to University question papers are addressed to the Principal The Principal in turn approaches the University immediately.
- Review on the question papers are made by faculties to find out the level of difficulty of questions and feedback is given to the Department Head.
- University decision or information after resolving the grievances is intimated immediately to the concerned departments, once it is obtained through the Principal. It is also conveyed to the students through subject handling faculties.
- The Grievances during examination are considered and discussed in consultation with the Principal and if necessary forwarded to the University.
- The queries related to results and corrections in mark sheets are handled by the Institution's Examination Cell and with the consent of Principal and if required proceeded to the University for consideration.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The Institution strictly adheres to the Academic Calendar for the conduct of CIE in all matters including:-

(a) Time of 1st and 2nd Internal Examination. The committee chalks out Internal Examination routine on the time specified earlier and displays it for students and teachers. All Departments are requested to strictly follow the routine framed. The Admission and Examination Cell supervise and coordinate the Internal Examination for smooth and fair Internal Examination.

(b) Student Roll Sheet and remittance of fees- Repeater, Improvement and regular students are submitted to the University within the time-frame.

(c) Question paper requirements are submitted to the University in time. All Departments are provided a format in which they have to indicate clearly the number of students, Paper name and paper code are filled

in. Question paper requirements are sent accordingly.

(d) List of students who are qualified for the coming examination are then sent to the University. That is 75% of attendance prescribed by the University.

In order to meet the time-frame of the University, Admission and Examination Cell takes necessary steps and precaution(at the time of filling examination form a late fee is imposed). Notices are displayed, letters are sent to the Head of Department, phone calls are made to students and teachers on certain occasions make use of IT media of communication like whatsapp to communicate necessary information to students such as datelines for filling up exam forms etc.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The syllabi of each programme framed by the University state the mission and objectives of all the departments of the college. In the Orientation Program for the First Semester students held by each department the broad program objective of the courses is explained. For each course offered by the college a unique set of learning outcomes have been defined. These are linked to the broad program outcomes. Following effective pedagogic strategies the faculties articulate the learning objectives and expected outcomes for each course at the beginning of a Semester as well as before each unit in the syllabus. This helps the students appreciate the topic being covered in class as they see the relevance. The syllabus depicting the learning objectives is readily available for students and teachers in the college.

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

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Questionnaires are prepared which will elicit information based on the responses given by the students. The feedback are analysed each at department level and the level of attainment for each responses

are measured at each department.

The questionnaire contains questions on the course content to find out the learning values, application, depth of course, coverage of course, effort required by students, course relevance and the overall ratings on each courses at the different departments. The feedback are then analysed and attainment of the courses of each department are measured. Based on the feedback steps to improve course content are discussed at each department.

Measurement on the syllabus was also taken from the feedback through the questionnaire on how challenging is the syllabus and how benefiting it is for the students and also on how much syllabus was covered and taught in the class. The rating responses encourage the faculty to identify weak students and any problems regarding the syllabus and find means to solve them.

The feedback from the questionnaire also measures about the library holdings for the course and students' opinions on getting prescribed readings from the library are rated and the feedback are analysed. This feedback gives information on necessary steps to be taken to improve the library holdings.

The evaluation system and internal assessments are also measured through the feedback. Ratings are given by the students on fairness of evaluation, interaction with faculty and administration and the student and teacher relationships in the college as a whole are taken. This measures the efficacy of the teaching learning process and the learning outcomes of each course.

Outcomes are measured through the feedback from questionnaires given to students which are analysed and observed at departmental level. Not all outcomes are attainable solely through questionnaires. Efforts are to be taken to include additional modules to take care of each specific Program Outcomes (Pos), Program Specific Outcomes (PSOs) and Course Outcomes (COs).

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

2.6.3 Average pass percentage of Students

Response: 47.62

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 60

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 126

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.37

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 25.85

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	25.85

File Description

Document

List of project and grant details

[View Document](#)

e-copies of the grant award letters for research projects sponsored by non-government

[View Document](#)

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

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

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

In view of rising unemployment problem undergraduate students have to be prepared for self-employment side by side with academic pursuits. And, being aware of the requirement of the business world today creation and transfer of knowledge has become a must for higher education institutions. Government Kolasib College has also realized this fact. However, it has not managed to create ecosystem for innovations including incubation centre, etc. Nonetheless, the college has set up Entrepreneurship &

Skill Development Cell and Research & Publication Committee to jointly work for creation and transfer of knowledge. Hence, the secretary of the Entrepreneurship Cell, Mr T. Lalremruata successfully completed training in “ Training of Trainers in Entrepreneurship Development (ToTED) from 16-4-2018 to 20-04-2018 sponsored by Planning and Programme Implementation Development, Govt. of Mizoram. Besides, workshops on soft skill development have often been organized in the college.

Entrepreneurship & skill Development Cell:

Vice Chairman : Mr.Thangdailova, Associate Professor

Secretary: Mr. T. Lalremruata, Assistant Professor.

Objectives:

1. To help students share knowledge about themselves by identifying skills, and interests.
2. To provide information about further course prerequisites, financial aid, academic planning, entrance examinations etc.
3. To promote career guidance & counseling through lectures by senior corporate executives and visiting professors.
4. To organize seminars on interview skills, personality development, communication skills, leadership skills, resume writing, analytical skills, quantitative ability, verbal and reasoning skills essential to all competitive exams.

Seminar, Research & Publication Committee:

Seminar, Research & Publication Committee has done a research on potential avenues for startup business and has imparted its findings to our students through Seminars.

Vice-Chairman: Prof V.K. Bharati

Secretary: Dr B.K. Mallik

Members:

1. Dr A.K. Sahoo
2. Dr Gunakar Das
3. Dr Bharat Rai

4. Dr Tracy Lalduhawmi

5. Dr K Vanrammawia

Objectives:

- Plan and organize seminars and workshops, especially to popularize research
- Monitor research projects
- Establish collaborative linkages for research and teaching with national and international institutions.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 2

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No**3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0.03**3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	1	3	3

File Description

List of research papers by title, author, department, name and year of publication

Document[View Document](#)**3.3.4 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 0.14**3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	2	4	1

File Description

List books and chapters in edited volumes / books published

Document[View Document](#)**3.4 Extension Activities****3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years**

Response:

Extension activities in the neighborhood community fall within the purview of the NSS Unit of the college. Since its inception the NSS Unit of the college has been doing a fine job in this field.

2014-2015:-

1. Renovation of public well at Bualpui village:-Renovation of Public well at Bualpui village, one of the dopted villages, was carried out on the 28th March, 2014. 137 NSS volunteers (students) along with the PO's of the NSS unit worked from 10:00 am till 4:30 pm.
2. Construction of public urinal and toilet at Bualpui village:- Public urinal and toilet were constructed at Bualpui. 200 odd student- volunteers and the PO's of the NSS unit worked for two days during 12th – 13th December, 2014.
3. Renovation of public well at Rengtekawn village:- Rengtekawn is another adopted village where 135 volunteers and PO's of the NSS unit did a renovation work on the public well on the 13th June, 2015.

2015-2016:-

1. Two Special Campings were organized by the NSS Unit at Saidan and Meidum villages (adopted model villages of the MLA's as Adarsh Under Saansad Adarsh Gram Yojana - SAGY).
2. Camping at Saidan: The main objectives of the camping during 11th – 18th March, 2016 at Saidan village were:- a) to create awareness of public health and personal hygiene among the villagers; b) to make the local people involve in developmental programmes, c) to let the student-volunteers work side by side with the local people thereby, developing social consciousness and helpful attitudes towards the community.
3. Camping at Meidum: During the camping at Meidum village during the 22nd – 28th March, 2016 NSS volunteers with members of the Village Council distributed pamphlets and leaflets bearing messages of importance of cleanliness and personal hygiene to every household and how unhygienic living conditions affect health and economy.
4. The NSS unit of the college created a useful public asset by constructing public urinal and toilet near the OPD at District Hospital, Kolasib.

2016 – 2017:-

1. Blood Donation Camp:- On the 2nd November, 2017 the college donated 30 units of blood to the Blood Bank at Kolasib District Hospital. Of the 30 units of blood donated 12 were donated by girls while 18 were by boys.

2017 – 2018:-

1. Anti-Malaria Campaign:- One of the most common diseases among the inhabitants of the peripheral villages around Kolasib Town is malaria. In order to reach out and help them avoid malaria the volunteers of the NSS Unit of the college needed to be well-informed. Hence, Anti-Malaria Campaign was organized in the College on the 30th January, 2018. The Resource Person,

Dr. Lalrinzuali Chhange, Medical Officer, Kolasib District Hospital delivered a lecture on causative agents of malaria and the symptoms of malaria-infected person.

2. Special Camping:- Special Camping was organized at Khamrang village by the NSS unit during the 5th-11th June, 2018. The main project of the camping was to repair public water point. The NSS volunteers also distributed pamphlets on cleanliness, spread of diseases, and importance of environment-protection.

File Description	Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 6

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	2	1	0

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 0.08

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Any additional information	View Document

3.5 Collaboration

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 3

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Govt. Kolasib College is situated in the heart of Kolasib town, at College veng, Kolasib. The College was established on 19th July 1978. The campus is spread over 41,422.533 sq.ft (25.59 bighas) It is well connected with main road; is easily approachable and it is also surrounded with lush green trees.

Classrooms:

There are a total of 21 classrooms. Big classrooms are available for accommodating more than 100 students. Smaller classrooms are also available for smaller number of students such as core subjects.

Administrative Office:

The main office of the College is on the ground floor of the Administrative building. The building houses the Principal's room, the Vice-Principal's room, the establishment and the room of Admission and Examination cell, IQAC & RUSA besides the Professor's common room. It also houses the Principal's room, the Vice-Principal's room and the Exam and Admission related room.

Library:

The library is at the basement of the Administrative building. It has a spacious reading room with sufficient number of tables and chairs. The library computer is equipped with Soul 2.0 software for easy borrowing and returning of books.

Faculty rooms:

The Professor's common room is a spacious one shared by 56 teaching faculties. Faculty room. It is Wi-Fi enabled and a separate locker is provided for all departments.

S.U. Office room:

Students' Union has a separate room for necessary student's welfare work.

The college has one cafeteria which caters to the needs of the faculties as well as the students.

Concerted efforts are being taken towards being a clean campus in which NSS Unit has frequently taken up social works in cleaning the campus.

File Description	Document
Any additional information	View Document

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

Response:

The Institution is rather poor in sports facilities to which it is giving priority, of late. However, with the meager facilities our students have been doing quite well in sports and cultural activities.

A standard Basket Ball Court has been constructed in 2018 in the college courtyard and is being used by students as well as the District Basket Ball Association with whom an MOU has been signed. The Students' Union has organized 'Three on Three' tournament amongst the students in January, 2019. The District Basket Ball Association also has organized a tournament in 2018.

The college has a standard Table Tennis placed in the basement of one of the classrooms. Teachers and students play Table Tennis here.

As for indoor games the college has Carrom Boards, Chess Boards, Drought Boards, Chinese Checkers.

Some of the outdoor games facilities include Javelin, Volley Ball, Football etc. which the students use during the college week held every year.

The Cultural Club of the college under, the guidance of the Teacher-in-charge, is well equipped with necessary equipments and dress. It participated in the Kolasib District Mizo Hnam Lam Intihsiakna (District Mizo cultural Dance Competition)organized by the Mizo Cultural Organization, Sub-Headquarters, Kolasib, Mizoram on 27.1.2018 at the Parish Hall, Kolasib and won Third Prize.

The Adventure Club of the college has Rappelling and Jumaring equipments. Other equipments have to be borrowed from outside when needed. The Adventure Club has gone on exploration of Bak Puk (Bat cave) in the year, 2017. It has also gone on Khamropui Expedition (mountain climbing) in 2018. Two member students have undergone two trainings on "Basic Course on adventure"and "Search and rescue" organized by the State Government, Department of Sports and Youth Services.

The Music Club of the college, under the charge of one teacher, formed one beat group and participated in the District Beat Contest organized by the Mizo Zaimi Insuihkhawm (MZI), Kolasib Headquarters, during 21-23 March, 2018 and won First Prize (Cash Prize of Rs. 30,000/- only which it submitted to the Principal).

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

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

Response: 28.57

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 6

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 27.18

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	37.48	7.4	7.29	13.09

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Point no 6 of the Post Assessment Recommendations of the Peer Team in 2006 reads: “ The Library may be computerized with Internet, Reprographic and Book Bank facilities”. Immediately after accreditation the college bought a computer set for use at the Library in the year, 2006. Xerox machine was also installed. However, for the Library to be computerized much more had to be done. The Library Assistant had to go for training. A Library Committee was formed by the Principal. The Committee worked tirelessly to have a standard Library.

At the initiative of the committee the college bought ILMS software (SOUL 2.0.7) and installed in the Library Computer on 30th July, 2012. The Library Assistant and her colleagues started working with this software. Unfortunately, the Library was burgled in February, 2016 and the software was taken away. The Library was shifted and lodged inappropriately at the basement of the Office building for it is better secure, being RCC building. Since the software has become a must, new software (SOUL version 2.0.7) was bought and reinstalled in August, 2016. And this is still in use today.

The Library is not yet fully automated. All Library cardholders are given unique identification number and their biodata are stored. The books of the Library are registered and shelved Department wise which facilitates easy access to any book. Fine payers are recorded with dates and amount. Failure to return books on due date is easily detected. Library users can easily come to know how many books are issued to them. Books are catalogued and barcoded which fact facilitates issue and return of books.

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Govt. Kolasib College has been collecting rare books ,manuscript and special reports since its inception in 1978. Attempts has been made to preserve rare books especially regarding local history and history of the region.

Followings are the rare books, manuscripts and special reports etc. that are collected for enrichment of our library.

Name of the book/manuscript/reports etc	Name of the publisher	Name of the author	Number copies
Dictionary of the Lushai Language	The Asiatic Society	J.H.Lorraine	5

Puan: Th Pride of Mizoram	Tribal Research Institute, Aizawl	Mrs. N. Chatterji	1	
The Chin Hills Vol -1 & II	Tribal research Institute	B.S.Carey & H.N Tuck	1	
30 years of Mizoram Legislative Assembly	Assembly Secretariat, Aizawl	-	1	
Census of Government Employees & Workers	Economic & Statistics Dept.	District Research Officer	1	
Annual reports of Registration of Birth & Death	Economic & Statistics Dept	-	1	
Reports on Sixth Economic Census, Mizoram 2013	Economic & Statistics Dept	-	1	
A Report on Agricultural Census 2005-2006	Economic & Statistics Dept	-	1	
Annual Publication 2016-17	Directorate of School			
List of Schools with number of Teachers & Enrolment of students	Education, Mizoram	-	1	

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 0

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 8.27

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 44

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

In the year 2006, Computer Center was set up in the college with the 30 sets of IBM Computer received from NEC. There were classes on basics of computer - Microsoft office (MS Word, MS Excel and Microsoft power point, MS Access), adobe Photoshop, Corel draw. Faculty was outsourced from computer professionals to transact these courses. All the computers were networked with a speed of up to 5 mbps which is extended to Wi-Fi network.

Bachelor of Computer Application (BCA) was introduced in 2007. Computer Center was renovated in this year and renamed as Computer Laboratory where all the computers were equipped with an upgraded hardware and software. The entire practical work could be done according to the requirement of the academic syllabus.

The college has website named . There is a website administrator who ensures that college website is updated time to time. Through the website all the activities of the college and important notices concerning academics, examinations are uploaded on the website duly approved by the administrator and the Principal.

The library computer is equipped with Soul 2.0 software for easier borrowing and returning of books. And INFLIBNET was also established in the college library to promote and implement computerization of operations and services in the libraries and to provide reliable access to document collection of libraries by creating on-line union catalogue of serials, theses/ dissertations, books, monographs and non-book materials (manuscripts, audio-visuals, computer data, multimedia, etc.) in various libraries in India.

Language laboratory was set up with RUSA Fund in the year 2016 and was equipped with updated IT facilities. All the computers are networked and set up with updated software such as SONAKO that is designed for learning English. Language laboratory is a functional unit where spoken English and spoken Hindi classes are taught. The classes are made free, anyone willing to attend can sit for the class

In the year 2018, Course On computer Concept (CCC) was introduced. The course is designed to aim at imparting a basic level IT Literacy programme for the students and staff of the college along with the local people. Since it has become mandatory for entry into government jobs, the college has introduced a value added course on Computer Concept for the benefits of the students and the staffs.

In the year 2018, as a result of initiative of the college, JIOFI was installed under Reliance Company with the speed of up to 10 Mbps, which is extended to Wi-Fi network. It makes the college campus and hostel Wi-Fi enabled.

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio**Response:** 5.88**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)****>=50 MBPS****35-50 MBPS****20-35 MBPS****5-20 MBPS****Response:** <5 MBPS**File Description****Document**

Any additional information

[View Document](#)**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** No**File Description****Document**

Facilities for e-content development such as Media Centre, Recording facility,LCS

[View Document](#)**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 34.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
28.46	16.14	12.65	12.32	8.10

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Any additional information	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 institution practices a policy of decentralization of authority for efficient look over, maintenance and best utilization of its available resources. The following initiatives are taken to implement the policy.

- 1.The institution has a building construction and maintenance committee to supervise the new construction and extensions needed from time to time and also for the overall infrastructural maintenance of the college.
- 2.The college has different committees which are made to look after the maintenance of physical infrastructure, Internet and Wi-Fi facility, canteen, parking zone, hostel facilities, sports maintenance and expansion and for library facilities etc.
- 3.For the maintenance and repair of computers, the college takes assistance of special technical Experts.
- 4.Electrification and water supply system of the institution is being regularly monitored and maintained.
- 5.Professor in charges deployed to look after the maintenance and repair of the physical infrastructure of the college like canteen, sports ground, library, RO water filter maintenance, toilet, etc.
- 6.Adequate in - house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment.
- 7.Classrooms, Staffrooms, Seminar halls and Laboratories, etc are cleaned and maintained regularly by Non - teaching staff of the college. Dustbins are placed in every room on all the floors.
- 8.Proper inspection is done and verification of stock takes place at the end of every year.
- 9.The college has got two solar power systems which are utilized for lighting and power back up to the computers and other instruments. In addition, the college has got a generator for emergency power supply.

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 the last five years

Response: 84.03

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
356	399	381	364	310

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 11.27

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	130	130	0	0

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: C. Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students benefited by VET	View Document
Any additional information	View Document

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

Response: Yes

File Description	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
Any additional information	View Document

5.2 Student Progression

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

Response: 2.32

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	3	2	3

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 15.22

5.2.2.1 Number of outgoing students progressing to higher education

Response: 21

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Students Union was established in the year 1984 and its constitution was adopted then. Since its inception the Students Union has been actively functioning as per its constitution. The constitution states that the jurisdiction of the Union shall be confined to the college. Its aims and objectives are stated as:- 1) To explore and promote students up to the maximum level, 2) To look after the welfare and interests of the students and the college, 3) To create and develop academic atmosphere of the college, 4) To foster unity, mutual understanding and assistance among the the students, 5) To organize co-curricular activities and to maintain good relations with the public.

Any student of the college is a member of the Union on payment of Rs. 20/- as membership fee unless otherwise amended by the General Body from time to time. The Executive Body of the Union shall consist of:- a) President, b) Vice-President, c) General Secretary, d) Assistant General Secretary, e) Cultural Secretary, f) Games & Sports Secretary, g) Indoor Games Secretary (Common Room), h) Debating Secretary, i) Editor, SU Magazine, j) Assistant Cultural Secretary, k) Assistant Games & Sports Secretary, l) Assistant Games & Sports Secretary (Common Room), m) Assistant debating Secretary, n) Assistant Editor, SU Magazine, and Class Representatives – two from each section/class. There shall be one Professor-in-charge in each department. The principal is the President of the Students Union. Barring the President all these office-bearers are elected by the students on secret ballot and the election is conducted by the Presiding Officer and polling officers appointed by the Principal. Professors-in-charge are appointed by the Principal. The term and tenure of the office bearers and Professors-in-charge is one academic year.

The elected office-bearers of the Students Union for the current session (2018 – 2019) are:-

Vice President:	Lalnginglova
General Secretary:	Saithangpuia
Assistant General Secretary:	Isaac Lalhlimpuia
Magazine Editor:	Lallawmkima
Indoor Games Secretary:	Lalrinhlua
Social & Cultural Secretary:	Samuel Lalramnghaka
Debating secretary:	Laltlanzova Keivom
Outdoor Games Secretary:	Michael Lallawmkima

The highest authority of the Students Union is the General Body consisting of all members. A meeting of the General Body is convened at least once a year. Any provision of the constitution may be amended by a meeting of the General Body in which 1/3 of the members are present and voting.

The students Union has been organizing sports and cultural activities, College Week, publishing Magazine, Organizing Fresher's social every year. It is a forum through which the students voice their grievances (when they have any) to the college authority.

As regards to representation of students on academic and administrative bodies/committees of the institution the Vice-President and the General Secretary of the students Union are members of the Internal Quality Assurance Cell (IQAC).

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

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 11

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	11	11	11	11

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Contribution of Alumni Association:

2015-2016

Once the Alumni Association was in place, it was keen to contribute towards the development of the college. In fact, the first agenda before its first meeting was what it could do. As invited the Association participated in the Opening function of the College Week, 2015. Three of the Office-Bearers, Andrew V.L. Auva, the President, Laldingsanga Sailo, Vice President, and MC Laldinmawii, Treasurer lent hands in acting as judges in various competitions held during the College Week, 21st – 26th September, 2015.

Seeing the lack of ceiling fans in the classrooms the Association bought four (4) ceiling fans

for the classrooms on the 1st March, 2016

2016 – 2017

In the year, 2016 seeing the insufficient number of drinking water point for students the Association bought and presented Water filter-cum-cooler which was installed at the corridor of the main classroom.

The Association bought four (4) more celing fans for the classrooms on 20th March, 2017.

2017 – 2018

In the year, 2017-2018 the Alumni Association sent representatives to participate in the College Week held during 18th -23rd September, 2017. They acted as judges in some items of competitions.

As a gesture of gratitude to the Hindustan Petroleum Corporation Limited (HPCL), the President, Mr. Andrew V.L. Auva and the Secretary, Mr. Lalchungnunga accompanied, on the 24th September, 2017 the Principal and staff of the college to Saitual College, where the HPCL handed over scholarships for the second time to 130 of our students amounting to Rs. 6,80,700/-

They also had the opportunity to talk to the leaders of HPCL seeking further help for over-all development of the college.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 7

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	3	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document
Report of the event	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 an effective leadership in tune with the vision and mission of the institution

Response:

Vision and Mission statement of the Institution

Vision:-To provide quality higher education to the people of Kolasib District in particular and people of other areas in general. Our motto goes: "To enlighten"

Mission:-To make students conscientious and righteous citizens.

The governance of the college is reflective of an effective leadership which never loses sight of the Vision and Mission of the institution. The aspirations of the founding fathers of the college have been scrupulously addressed by:

1. striving to sustain and enhance quality of the institution
2. striving to produce employable graduates through effective curriculum delivery
3. striving to develop the overall personality of the students
4. striving to have more and better infrastructure to keep pace with technology development.

Nature of governance:- As a State government institution the administration is run by the Principal who is appointed by the State government. However, the Principal executes his duties in consultation with senior faculty members. Proposals from the IQAC and the various committees are received by the Principal, and from these proposals action plans are chalked out. Action plans are assigned to concerned committees for implementation. Regular meeting of the Teaching Staff reviews outcomes of action plans. Necessary changes in action plans are sometimes made for better results.

Perspective Plans:- Before the establishment of the college students of the district after passing Higher Secondary Schools had to go to Aizawl or outside the State to continue studies, a daunting prospect for many of the parents and families, most of whom were rural folk, not financially well to do. This was the basic reason for an intense desire to have a college in which students could study to graduate from their homes. To fulfill this desire it is the bounden duty of the college today to provide quality education so as to attract students from other areas too and to be at par with reputed colleges within and outside the state. Being the only Higher Education Institution in the District, offering 3 courses namely BA, BSc, BCA up till now the college satisfies the need of the district. Stakeholders of the college have been zealously working to improve teaching-learning activities, imparting institutional values and upgrading facilities.

Participation of teachers in decision making bodies:- Government Kolasib College is keeping up the tradition of participative management. All college operations are managed by committees and cells constituted for academic and non-academic activities. College interest as a whole is discussed in the Teaching Staff Meeting. There are twenty six (26) committees and sub committees including seven (7) clubs. Each of these committees makes decisions in line with its terms of reference. This Practice

motivates teachers to lovingly work for the development of the college. The various committees work zealously to comprehend and adapt to changing academic and societal environment. New infrastructure and equipment are procured and installed by the concerned committee, renovation of laboratories is done by the concerned committee, training of staff, etc. are arranged by concerned committees.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Government Kolasib College practices decentralization and participative management by allotting various activities to committees and subcommittees for the smooth and efficient management of the college. These committees/subcommittees/ cells and clubs are constituted for a term of one academic year or until new committees are constituted. There are twenty-six committees and seven clubs whose terms of reference are clearly defined. The committees are broadly of three types such as, Institutional, Staff and Faculty, and students. These committees have different functions and the frequency of their meetings depend on the task they have to perform. They are decision-making bodies and they are empowered to design, formulate, and execute their plans.

Case Study: The Admission & Examination Cell:- This cell/committee handles admission of students and all matters relating to examinations. It designs application form for admission, issues the forms to candidates and receives the filled-in forms along with the fees. It schedules interview dates and time for selection of candidates. Selection of candidates is done by representatives of every department appointed by the Cell and members of the A&E cell. Thus admission from beginning to the end is handled by the Admission and Examination Cell according to the rules and regulations of the college.

As regards to Continuous Internal Assessment, the cell prepares schedules for centralized Internal examinations, first and second. It also notifies the teachers the last date for submission of results. After the second Internal exams each department is required to compile final Continuous Assessment (C.A) marks of students. Before sending the final C.A marks to the University they are put up on the Students' Notice Board for verification by the students.

The cell notifies the dates for filling up end-semester examination forms as it deems convenient. The filled-in forms along with the fees are then sent to the University. Answer scripts are sent to the university. All these are done within a time-frame notified by the university. Regarding conducting of end-semester examinations, the cell makes seat arrangements to accommodate all candidates and the cell also appoints invigilators.

The cell also takes up grievances regarding examinations, and complaints about results as published

by the university and has solved all problems as far as possible.

The cell is responsible for keeping a good record of enrolment of students and their results.

So long as the cell functions within its terms of reference it has the autonomy to finalize every matter. Exceptional cases are referred to the Principal.

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

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Ministry of Development of North Eastern Region (DONER) sanctioned funds under Central Financial Assistance from Non-Lapsable Central Pool of Resources (NLCPR) towards the project 'Infrastructure Development of various colleges (10 nos) in Mizoram', to be executed by the state PWD. One of the ten colleges was Government Kolasib College. When the Work order for construction of the main classroom building, for which Rs. 1,07,66,968/- was received, the Building committee in its meeting on the 12th December, 2012 at 10:30 am at the Principal's office chamber resolved to take up the construction work by itself instead of tendering it to contractors, so hoping that the sanctioned amount of money would be best utilized. The Committee approached the constituency MLA, who was also a minister at the time, and the Parliamentary Secretary, i/c PWD. It also wrote to the President, INC, Kolasib Block. The outcome of all these efforts was positive.

The Building Committee borrowed the name of one contractor, Mr. L.R. Ngura, with whom an agreement was made, and submitted tender to the PWD, Government of Mizoram.

On 25th January, 2013 an engineer from PWD showed the Building Committee the site and direction of the proposed building on the spot. Shortly after, the construction work started. The building was occupied in July, 2015 before it was fully completed, due to shortage of rooms. In between the start of the construction work and the occupation of the building, there were intervals due to delays in sanctioning of fund. Despite these hurdles the Building Committee of the college successfully carried out the work. The building being constructed by the owners, i.e., the Building Committee of the college, was completed and there is no doubt about the quality works. In fact, these were the reasons that the Building committee took up the work.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Government Kolasib College, being a state government institution, is looked after by the Higher & Technical Education Department of the Government of Mizoram. The department is under the charge of Higher & Technical Education Minister who is assisted by the Commissioner/Secretary to the State Government. The Minister or the Commissioner/ Secretary gives direction to the Directorate of Higher & Technical Education. The Directorate is headed by the Director, assisted by the Joint Directors and Deputy Directors. The Directorate gives direction to the Principal of the college.

The Principal is the administrative head of the institution. To look after each department the Principal appoints Heads of department of the college. To help him in his administrative works the Principal appoints Vice-Principal. Added to this, he forms the College Development Committee, comprising seven senior teachers to help him formulate plans and policies.

For effective and efficient functioning of the college, the Principal forms various committees/cells and clubs. At present there are twenty-six committees, seven cells and five clubs. He is the ex-officio chairman in all of these. All operations of the college, academic or non-academic, are executed through these. The general interests of the college are discussed and resolved upon in the Teaching Staff Meeting which is held regularly.

Regarding Service Rules, Procedures, and recruitment, the State Government adopts Central Service Rules.

Since the State Government adopts the UGC pay, promotional policies of the UGC are in effect.

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

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: E. Any 1 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Various committees or cells are constituted with specific duties towards various operations of the college. The committees/cells hold meetings in which they decide how to go about the work and also to review implementations. One activity successfully implemented based on the minutes of the meetings of various bodies/cells and committees are:-

- 1.The IQAC:- As a result of persistent request the NIELIT Centre, Aizawl has opened the course in July, 2018.
- 2.The Website Management Team:-The College website is now upgraded, active, and updated.
- 3.College Development Committee:- College activities successfully implemented have been decided upon or given a nod to by the College Development Committee.
- 4.Building Committee:-Told kutchha buildings of the college, save one, have been demolished and replaced with new RCC buildings.
- 5.Discipline Committee:- The Committee summoned the students who perpetrated inappropriate actions during the College Week of 2018 to the Principal's Office chamber and warned them of dire consequences if they repeated.
- 6.Beautification Committee:- For flower gardening the Committee has fenced off a little portion of the college courtyard in front of the main classroom building.

7. Staff Welfare Committee:- The Staff Welfare Committee organizes functions such as condolence meetings, farewell functions, etc from time to time, the most recent one being Farewell function in respect of Lalnunziri Daniels on 28th February, 2019.
8. Library Committee:- The Committee upgraded the college Library and updated INFLIBNET subscription in February, 2019.
9. Property Committee:- The Committee keeps a register in which all properties of the college are recorded. Recently, it has bought a Dry Box to store electronic gadgets.
10. Seminar, Research & Publication Committee:- The Committee organizes seminars, workshops and Talks, etc with a view to promote research. It organized workshop on Intellectual Property Rights and Grassroot Innovation on the 17th February, 2017.
11. Admission & Examination Cell:- The Committee has prepared Student profile which contains basic information about each student of the college.
12. Legal Awareness Cell:- The Cell organized One-Day Programme on “Violence against women” on
13. Anti-Ragging Cell:- Although instances of ragging has not been noticed in the college the Anti-Ragging Cell has put up hoardings in the college premises condemning ragging of all sorts.
14. National Service Scheme (NSS):- National Service Scheme has been serving the community through its various activities.
15. Sports Committee:- The Sports Committee organized a 3-on-3 Basket Ball Tournament in the college Basket Ball Court during
16. Alumni Association:-The Alumni Association bought and installed one water cooler at the verandah of one of the buildings for students.
17. Career Guidance Cell:- The Cell organizes talks, awareness campaigns, etc on career for students.
18. Entrepreneurship & Skill Development Cell:- The Cell organized Soft Skills & Communication Workshop on 29th August, 2018
19. Women Empowerment Cell:- The Cell organized One –Day Programme on “Gender Sensitization” on 6th April 2018.

File Description	Document
Any additional information	View Document
Link for 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:

Since its inception Government Kolasib College has drawn up two welfare schemes, 1) Teaching Staff Welfare Scheme and 2) Staff Welfare Scheme for teaching and non-teaching staff together. The Kolasib College Teachers’ Association (KCTA) manages the Teaching Staff Welfare Scheme while the Staff Welfare Scheme is managed by the Staff Welfare Committee in which non-teaching staff are also members. Each of these schemes has guidelines or rules for execution.

1. Teaching Staff Welfare Scheme:- Article IX of the Constitution of Government Kolasib College

Teachers' Association (Revised & Enlarged, 2012) lays down rules/guidelines for utilization of welfare fund of the Teaching Staff. Each teacher contributes monthly towards welfare fund, the rate of which is fixed from time to time by the General Body Meeting. The fund thus collected is deposited in a Bank Account, jointly operated by the Chairman and the Treasurer of the Association.

The Welfare Fund is utilized for:

1. felicitation on marriage of its member
2. financial assistance to a sick member
3. condolence gift on the death of husband/wife/son/daughter of a member
4. condolence gift on death of a member
5. and a farewell gift to a member going on superannuation pension

The rate at which the fund shall be utilized for each of the above purposes is revised from time to time.

2. The Staff Welfare Scheme:- The Staff Welfare Scheme Rules (4th Amendment, 2016) that each member shall contribute as:

- Group A : Rs. 200/- per month
- Group B : Rs. 150/- per month
- Contract Teacher : Rs. 120/- per month
- Group C : Rs. 100/- per month
- Group D, Part-time and MR : Rs. 50/- per month.

Staff Welfare fund shall be utilized for:

- 1) Condolence
- 2) Farewell gift:
 - a) on superannuation pension of a member
 - b) on voluntary retirement of a member
- 3) Financial assistance to:
 - a) a member in critical illness
 - b) on marriage of a member
 - c) a member in need if the Executive Committee Meeting or the General

Body Meeting decides so.

The rate at which the fund shall be utilized for each of the above purposes is revised from time to time.

3. Kolasib College Canteen-cum-Store Cooperative Society Ltd:- Besides the two welfare schemes mention may be made of the Cooperative Society. Soon after the establishment of the college, **Kolasib College Canteen-cum-Store Cooperative Society Ltd** was formed. Now, all Teaching and Non-Teaching Staff are shareholders of this society. Initially its aim was to make available essential commodities like soap, tea-leaf, onions, salt, cooking oil, rice, etc at lesser prices than the market rates. For some years it was run well and was very beneficial to the staff. The society was registered with the Cooperation Department of the Government of Mizoram. Then, there came the more urgent and pressing need of the staff. The society stopped running the store but started catering job instead. The society outsources the management of the canteen which serves as eatery for students and staff of the college.

File Description	Document
Any additional information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	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: 1.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	2	1

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 16.05

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	11	8	7	4

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

An effective performance appraisal system plays a key role in the assessment of an employee's overall job performance. It also helps in developing and motivating the employees which contribute towards the efficient and effective functioning of the institution. Govt. Kolasib College has performance

based appraisal system for the Assessment of teaching and non-teaching staff and it follows the appraisal system suggested by UGC i.e. Performance Based Appraisal System (PBAS). The PBAS is based on contributions in the institutions, academic, research and other extra-curricular activities of the teaching faculties. It is also based upon their relation with the students, colleagues and administration. PBAS system encourages the faculty members to make excellent performance.

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

The PBAS is classified into three categories, such as:

1. Part A: General Information about the faculty
2. Part B: Academic Performance Indicator and it is divided into three sub-categories such as:

Category I: Teaching, Learning and evaluation related activities.

Category II: Co-Curricular, Extension, Professional Development Related Activities

Category III: Research, Publications and Academic Contributions

3. Part C: Other Relevant Information such as details of credentials, significant contribution

At the end of each academic year i.e April-March, the annual self assessment for the performance based appraisal is collected from each faculty member in the proforma suggested by the UGC. Based on the data collected, API scores are calculated for each of the three categories. The API scores are important for career advancement and promotion to the next higher position. Further, at the end of each semester, feedback forms are issued to the students for each of the courses attended by them. The interpretation of the feedback is compiled and reviewed by the Department of Education, Govt. Kolasib College.

There are separate Performance Report Forms for Group B, Group C and Group D non-teaching faculties of the college in a prescribed form which they fill up themselves. Group C and Group D Performance Report is checked and signed by the Head Assistant and later reviewed by the Principal who forwards it to the Directorate of Higher and Technical Education, Government of Mizoram.

Performance Appraisal serves an important motivational tool and helps in identifying the efficiency of the staff. By assessing their own performance, it motivates them to strive for better performance and improve their contributions and performance in the future.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly**Response:**

Neither internal nor external financial audits were carried out during the last five years. However, the latest external financial audit was back in the year 2010, which was conducted by Mizoram Accountant General, Comptroller and Auditor General of India. Since then, no subsequent external financial audits were conducted till date. It may also be mentioned that external financial audit is beyond the jurisdiction and influence of all or a particular government college(s) affiliated under Mizoram University.

Internal financial audit, however, is within the jurisdiction of the college; no such audits were carried out during the last five years. To maintain transparency in financial matters, the college resorts to *cash book* maintained by the Office of the Principal, instead of conducting internal financial audits. In addition, all the financial transactions are done using bank cheques which are available for further references.

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

Response: 13.44

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	6.80	6.64	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

The institution follows a prudent strategy for mobilization and optimal utilization of resources following the directions and recommendations of University Grants Commission. Several Committees and Cells headed by the Principal are constituted and regular meetings of these committees are held for ensuring and monitoring the optimal utilization of funds. These committees formulate plans and also check utilization of funds. The concerned committees and Cells are as follows:

- 1) College Development Committee
- 2) Building Committee
- 3) Beautification Committee
- 4) Library Committee
- 5) National Service Scheme
- 6) Coordinator of RUSA
- 7) Red Ribbon Club
- 8) Admission and Examination Committee

File Description	Document
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:

1. Participative Management of the College:-

Post accreditation, it has become a must for the college to make quality assurance an integral part of the college. The IQAC has worked to bring in collective efforts for quality enhancement. To this end it suggested that the management of the college has to be participative. Hence, various committees/cells and clubs comprising teachers have been formed. All operations of the college are managed by the committees and cells constituted for academic and non-academic activities. The Principal of the college is the *ex-officio* Chairman of all the committees. As per the Office Order, dated 23rd January, 2018 there are currently twenty-six (26) committees and seven (7) clubs working towards quality assurance.

The **College Development Committee** comprising seven (7) senior teachers, headed by the Principal, chalks out plans for development of the college. It also welcomes and entertains suggestions for quality improvement of the college.

The **Building Committee** has been instrumental in construction of new buildings and civil infrastructure. It is also in charge of infrastructure-maintenance.

The **Discipline Committee** sees to it that there prevails academic atmosphere in the

campus, that students as well as teachers and non-teaching staff maintain behavior befitting to higher education institution.

Likewise, **the rest of the committees/cells and clubs** perform duties assigned to them.

Regular **Teaching Staff Meeting** reviews outcomes of action plans. College interest as a whole is discussed in the Teaching Staff Meeting. The Principal gives a report on the financial expenditure and receipts relating to a particular period or purpose in the Meeting.

The various committees/cells and clubs work zealously to comprehend and adapt to changing academic and societal environment.

2. Feedback:-

Many quality assurance initiatives have been taken. But outcomes have never been measured. The IQAC thought it necessary to gauge outcomes of quality assurance initiatives. For this purpose it has instituted the practice of obtaining feedback. In 2016 feedback forms were prepared so as to reflect the teacher's performance in the classroom. This has been practiced every year since. In 2018 one more type of feedback was introduced. This new feedback aims to gauge the learning outcome of the students. So far, these two types of feedback are practiced. As regards to feedback from alumni and parents responses have not been encouraging. The feedback forms collected are analyzed by the IQAC and the report is submitted to the Principal.

File Description	Document
Any additional information	View Document
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

Response:

Two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC:-

1. To have more time for teaching-learning activities:

When the Mizoram University, to which the college is affiliated, adopted the Semester System the institution had to adjust to the time constraints. A semester is of 5 months' duration in which five units of each paper had to be covered before End Semester Exams which usually last for one month. Besides, during the semester, between internal assessments co-curricular activities had to be held and government programmes also had to be hosted. Time constraints had to be dealt with. What the IQAC could first think of as a measure to solve the problem was to increase the duration of each class which was 45 minutes. The IQAC proposed to the Teaching Staff Meeting to restructure the Daily Routine. The Meeting endorsed the

proposal.

The Daily Routine was restructured in June and put into effect from July, 2013 with each class for one hour. The teacher could now have more time for lecture and also for interaction with students.

The College Week held once in an academic year also took away time for studies. There was no fixed number of sports items to be conducted during the Week. So, some years sports activities would continue till late in the nights and into the next week. The IQAC decided that there should be restrictions, or else, it would be unnecessary waste of time. Therefore, it proposed review of College Week. The Teaching Staff Meeting held in July, 2015 reviewed the way in which College Week was held. It resolved that the students should be asked to cut down the number of competition items to be conducted. The Principal issued an order that College Week should no more be held during nights and that it should close on the sixth day. The leaders of the Students' Union obeyed the order, and so time was saved.

The IQAC found that in order to have more time for academic activities new Academic Calendar had to be drawn up in which there should be time-slots for academic as well as for co-curricular activities. In July, 2017 the IQAC prepared a new Academic Calendar which was endorsed by the Teaching Staff Meeting. In the new Calendar schedules for students' activities like, Fresher's Social, Election to the Students' Union body and College Week are included. Unnecessary waste of time has been avoided.

2. To enhance the efficacy of classroom teaching:

To really improve teaching-learning process, after more time than before has been gained, the IQAC was of the opinion that it was now necessary to see that classroom teaching was effective. The IQAC proposed to have feedback from students. The Teaching Staff Meeting agreed and made resolution to this end. Feedback system was started in November, 2016.

Students of final semester, that is, the 6th Semester are given forms to fill in on which they will frankly write about their opinions on their teachers' performance in the class. The forms filled in are collected and analyzed by the IQAC. IQAC gives a confidential report to the Principal. On the basis of this report the Principal gives credit to teachers and encourages those who need to improve in performance.

Another measure to this end that the institution started was Log Book system. Log Book was prepared to best serve the purpose of monitoring classroom activity and begun to be used in January, 2018.

The Log Book is filled in by the teacher and countersigned by the appointed student of a class in consultation with fellow students. The practice clearly shows up to which of the course is covered. The Log Book is submitted to the Vice Principal after every class. So, there is no question of the course not being covered.

Though much improvement in teaching-learning activities has been seen the IQAC still saw room for improvement. Therefore, to further reinforce the mechanism for enhancing teaching-learning outcome Departmental Teacher-Student Interface on a monthly basis is adopted in July, 2018. On the basis of results this practice has been acclaimed as one of the best practices of the college.

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

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	1	1	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

1. Quality enhancement initiatives in the academic domain.

Quality enhancement initiatives in the academic domain started with simple steps such as, restructuring Daily Routine and Insistence on 75% of class attendance, in 2013. In order to enhance teaching quality and to conform to the UGC norm duration of a class (45 minutes) was changed to one hour with effect from July, 2013. At the same time in order to enhance learning outcomes the college insisted on a benchmark of 75% class attendance for students to be eligible to sit in the End-Semester Exams.

In pursuance of point no.6 of the Peer Team's Recommendations, in the year 2014 the college Library was refurbished and equipped with Xerox machine and computer sets. Then shortly afterwards the college bought Library software. The Library is now secured with CCTV and registered at the N-List Programme at INFLIBNET.

In the year, 2016 the college introduced a system to obtain feedback from students. The forms duly filled in by the students are analyzed.

A new Academic Calendar of the college was prepared In 2017 which has in it schedules of important students' activities like, Fresher's Social, Election to the Students' Union body and College Week are now included. This has a great result of avoiding unnecessary waste of time.

A Mentorship Committee was formed in January, 2018. Selected teachers are appointed as mentors. Each mentor is assigned ten (10) mentee-students. This is a new experience for the college.

Log Book system has been introduced in January, 2018. Log Book is prepared to best serve the purpose of monitoring classroom activity.

With the Language Lab in place Spoken English and Spoken Hindi classes were held during December, 2017 – June, 2018. Thirty-three (33) students were enrolled in the Hindi classes and Fifty-nine (59) students in the English classes.

Another Value-added course introduced is the Course on Computer Concepts (CCC). Since it has

become mandatory for entry into government jobs the college thinks it necessary to equip our students with the certificate. This course was introduced in July, 2018 with the support of the NIELIT Centre, Aizawl.

2. Quality enhancement initiatives in the Administrative domain.

The governance of Government Kolasib College has always been participative right from its inception, and much more so after accreditation, because quality sustenance and enhancement call for collective efforts. All college operations are managed by committees and cells constituted with specific functions assigned to them. At present there are twenty-six committees and subcommittees including seven clubs. Each of these committees makes decisions in line with its terms of reference. The various committees work zealously to comprehend and adapt to changing academic environment.

College interest as a whole is discussed in the Teaching Staff Meeting which is held frequently. In this meeting the works of and difficulties encountered by each committee/cell are discussed and solutions to the difficulties are suggested.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 2

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Women Empowerment Cell was constituted on 23rd January, 2018 with an objective to create an atmosphere of gender-equality among students, to infuse girl-students with confidence and to prevent molestation of girls-students.

One of the Cell mandate is to prevent gender discrimination and inappropriate sexual conduct in the campus. Helpline numbers are available for complaints of student's grievances for female students in the college. Awareness against Sexual harassment etc is generated by displaying posters with relevant Constitutional in the college campus.

The Mentor-Mentee programme initiated by the college provides opportunity for Women Empowerment Cell to identify female students in need of counseling, guidance and support and seeks professional help accordingly. In connection with this, we have Legal Experts and Counselor to deal with the matter.

The Women Empowerment cell runs a helpline for female students facing violence or seeking help for women related issues. The mobile numbers of the Vice-Chairperson and Secretary of Women Empowerment Cell are registered as the two helpline numbers. The helpline numbers are highlighted in the posters displayed in the college campus. Members of the GKC Pink Club constituted under Women Empowerment Cell are entrusted with the task of identifying female students in need of help regarding domestic violence, sexual harassment, eve-teasing, stalking, victims of cyber crime etc in the college campus and their respective locality.

Women Empowerment Cell has a separate Common Room to conduct informal meetings, resting and girl-talk. The Common Room is an important forum for the female students as it allows them to talk freely about their ambitions, dreams, ideas and problems. The Common Room enables the Women Empowerment Cell to organize skill development programme for the female students such as flower arrangements, cooking, tailoring etc.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 18.57

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 2600

7.1.3.2 Total annual power requirement (in KWH)

Response: 14000

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 10.34

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 265	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 2563	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <p>Solid waste management:</p> <p>Solid wastes at the Campus are taken care of by sweeper of the college. Waste materials such as plaster, paper etc are collected and deposited in the dustbins provided at each floor of the class room buildings. At the designated time interval, floor dustbins are collected, emptied and cleaned. The blue dustbins are disposed by means of incineration. Whereas the green dustbin containing food wastage are moved to a large pit to decompose. The decomposed materials will be further used in the campus as bio-fertilizers.</p> <p>Liquid waste management:</p> <p>Liquid wastes management is given due concern. Liquid wastes in the college campus is mainly from the hostel , canteen and laboratory. There is proper drainage system within the campus. All the wastes are taken care of by Non teaching Staff under the supervision of Vice Principal.</p> <p>E –waste:</p> <p>The discarded office computers, electronic equipments and other device are stored in the college store room, to be defined later for reuse, recycling or disposed off to the local recycling vendor. Proper management of e waste is taken care of by Non teaching Staff under the supervision of Vice Principal.</p>	
File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The college has three (3) underground water tank for rain water harvesting, two (2) are of 1,00,000 litres capacity and the third is of 50,000 litres capacity. Taken together the three tanks capacity is 2,50,000 litres.

Harvested rain water provides an independent water supply during insufficient water supply from PHE Dept. of the state Government.

The water is used mainly by the students residing in the hostel within the campus. On working days students as well as staffs also use the water. For drinking purpose the water is purified by using water filters which are placed at different points in the campus.

Rain Water harvesting saves the college from water scarcity.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Mizoram is a hilly state with landscape covered with natural green grass and weeds unless otherwise cleared for any purpose. The same goes for the campus of the college. The courtyard of the campus has been levelled and blacktopped to cover the muddy surface so as to keep it clean. The rest of the campus is covered with grass and weeds that have to be trimmed from time to time.

A small fraction of the students come to the college by their own vehicles, namely, motorbikes and scooters. Still a smaller fraction come to the college by public transportation. Other than these groups the students come to the college on foot. About a quarter of the staff own vehicles by which they come to the college. About one-fifth of the teachers come to the college by their own vehicles. Since the college is located in the heart of the town it is walking distance from almost all parts of the town.

The approach road to the college is blacktopped although it is narrow when compared to roads in

other states. The condition of the road may be called pedestrian-friendly for there is no heavy traffic.

The college authority has been trying to keep the campus plastic-free but has not succeeded yet. Plastic packages of eatables are often seen in the campus. It may take some more years to make the campus plastic-free unless the town itself is that way. Students are now quite aware of the drive to make the campus plastic-free.

In spite of the use of computers in clerical works the office is not yet paperless. Paper continues to be used for letters of correspondence, examinations, etc.

Though said to be covered with grass and weeds the campus needs trees. So, the NSS Unit of the college used to plant trees in the campus. Twice or thrice in a year the NSS Unit also trim the grass and weeds of the campus, otherwise they look untidy.

The campus with the exception of the levelled courtyard is a sloped terrain and so there is natural drainage. Yet, for cleanliness purposes, drains are constructed. Last year the college has also constructed incinerator to dispose off waste materials.

The Flower Gardening Cell has planted flowers at convenient places within the campus.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

- 1. Physical facilities**
- 2. Provision for lift**
- 3. Ramp / Rails**
- 4. Braille Software/facilities**
- 5. Rest Rooms**

6.Scribes for examination**7.Special skill development for differently abled students****8.Any other similar facility (Specify)****A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 17

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	3	3	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 4

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during

the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	0	0

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: No

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 7

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	3	0	0

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Yes, the college celebrates national festivals and birth/death anniversaries of the great Indian

personalities.

As a state government institution Government Kolasib College does not celebrate national festivals, like the Republic Day and the Independence Day, separately on its own. It joins the District level celebration organized by the District Celebration Committee formed by the office of the Deputy Commissioner, Kolasib. In this Committee all heads of office within the District and Representatives of all NGO's are members. Mostly public celebration of national festivals organized by the said committee are held in the Tumpui Playground. The Principal and all teaching and non-teaching staffs participated in the celebration.

Of the birth anniversaries of great Indian personalities the college observes Dr. Radhakrishnan's birth anniversary, the birth anniversaries of Mahatma Gandhi and Sardar Vallabhbhai Patel every year.

On 5th September we celebrate Dr. Radhakrishnan's birth anniversary as Teacher's Day with great fervour. Students of each department organize departmental programme in which they honour their teachers.

The NSS unit of the college organizes Swachhta Abhiyan on 2nd October, the birth anniversary of Mahatma Gandhi every year. All NSS volunteers along with the PO;s and teachers participate in the cleanliness drive.

The birth anniversary of Sardar Vallabhbhai Patel on October 31st is celebrated as Rashtriya Ekta Diwas (or National Integration Day) every year. The celebration is organized by the NSS Unit of the college. In the function all students, teaching and non-teaching staffs participate and appointed teachers speak on the life story of Sardar Vallabhbhai Patel and the importance of national integration

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

7.1.19: The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions.

The institution has various committees, cells, and clubs as follows-

1. College Development Committee.
2. Internal Quality Assurance Cell.
3. Steering Committee for Assessment and Accreditation.
4. Website Management Team.
5. Building Committee.

6. Discipline Committee.
7. Beautification Committee.
8. Staff Welfare Committee.
9. Library Committee.
10. Property Committee.
11. Seminar, Research and Publication Committee.
12. Sport Committee.
13. Admission and Examination Cell.
14. Legal Awareness Cell.
15. Anti-ragging Cell.
16. Career Guidance Cell.
17. Women empowerment Cell.
18. National Service Scheme (NSS)
19. National Cadet Corp (NCC).
20. Health Centre.
21. Entrepreneurship and Skill Development.
22. Consumer Movement.
23. Professor in-charge - Students' Union.
24. Professor in-charge - Handicapped students.
25. Coordinator - BCA course.
26. Alumni Association.
27. Adventure Club.
28. Photography Club.
29. Music Club.

30. Cooking Club.

Financial transparency:

Office of the Principal maintains *cash books* for different accounts. Transactions have been done using cheques, so that financial position can be easily seen in the bank pass-books. Usually, finance reports are given to the staff meeting by the principal and concerned professors.

Transparency in Admission:

Admission has been entrusted to the concerned committee, i.e. *Admission and Examination Cell* which comprises of both teaching and non-teaching faculties.

Transparency in Administration:

Distribution of duties to staff is done by the principal in consultation with *College Development Committee*. Concerned committees/cells are responsible in the preparation of planning and execution of programmes.

Auxiliary functions:

All college activities are carried out by the collective decisions of faculties.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Two best practices of the college: **1. Departmental Teacher – Student Interface**

2. Outreach Programmes

1. Departmental Teacher – Student Interface

Objectives:

1. **To size up and then to upsize learning outcomes:-** To see whether students really have a good knowledge of the course and then to upsize learning outcomes so that they may be able to apply and integrate knowledge and skills acquired from teaching.
2. **To identify which teacher is the right one to teach which paper:-** To identify, among the three or more teachers in a department, who should teach which paper. The voice of the students may be

taken into consideration.

3. **To create a close and friendly relationship between teachers and students:-** Frequent interactions would result in a close and friendly relationship between teachers and students of a department.

The context:

It is a sorry state of affairs today that many graduates with good marks do not quite understand what they have been taught at graduation level. Or, even if they have good knowledge of the subjects they have studied they do not know how to apply in life. Surely, the teaching-learning method has something to do with this unfortunate condition.

Unemployment has become insurmountable everywhere. Therefore, it is desirable that the college produces employable graduates. The most suitable means (at our disposal) to this end, we think, is a **Monthly Departmental Teacher-Student Interface** in every class of a Semester in which students will voice their opinion about each teacher and the course they are studying.

The Practice:

At the Principal's order every department had **Monthly Teacher-Student Interface** on an appointed day in every class of the July-December Semester in the year 2018.

In the Interface students are asked if they had any problem in understanding any topic of the syllabus. Students would name the topic. A teacher, other the one who has lectured on that topic, will briefly lecture on the topic. The students would then be asked if they now understood. If they still do not understand, another teacher would take his/her turn. When all the teachers have done the job students would be asked to pick the one whose way of lecture they find easiest to understand. Students' understanding capacity varies and so cent per cent unanimity may not be expected. The teachers will have to go with the majority vote. This practice, to be successful, calls for sacrifice and humility on the part of the teachers. They have to accept their students' opinion about them. The result: teachers will redistribute among themselves papers to teach if it is called for.

When students are done they would then be asked questions on any topics by teachers other than the one who has taught that topic. This is done to assess the students' understanding of the paper. The teachers would then pick which topics need revision, if there is any. Revision is done in the next days.

Monthly Teacher-Student Interface takes only one day of the month. There are only three classes of a department in a Semester. Interface could take an hour or two, or even three hours. In any case, three Interface(s) could be held in one day. Two or three departments could hold Interface on the same day depending on their students' subject-combinations. Sometimes the Principal or the Coordinator of the IQAC would join the Interface to observe the proceedings.

Evidence of success:

The Practice resulted in closer relationships between the teachers and the students.

Without the Practice the students would have had no chance to freely express their problems in understanding the teaching of any teacher. As such, the Practice proves a very good way of getting

feedback from students.

It is a good platform where teachers and students interact about academic problems. For example, in one department the students said some topics of the paper are irrelevant and wanted those to be replaced. The teachers explained to them. In another department they wanted some papers to be assigned to another teacher. As advised these departments made re-assignments of papers.

The Departmental Teacher-Student Interface also serves as auditing time for the faculty members of the department and is very useful in finding out individual teacher's standing as well as the department's. Shortcomings are detected and made good as a result of the Practice.

The Practice makes every faculty member of the department aware of the topics being taught by his/her colleagues. In this way he/she can input or even help out if there is any need. In short, this Practice enables the faculty members of the department to put in collective efforts to give the best possible teaching.

Problems encountered and resources required:

Problems encountered:-

1. **The inhibition of the students:** At the first and second Monthly Departmental Teacher-Student Interface the main problems encountered were the inhibitions of the students. Their respect to their teachers and their not being fluent in English made them hesitant

2. **Sacrifice on the part of the Teachers:** The teachers were also uneasy with the Practice. It was too demanding for them. However, once there was a unanimous resolution as a result of deliberation after deliberations about the proposed Practice and with the objectives clear in their mind they knew they had to take the plunge.

3. **A limit to making good shortcomings:** It is impossible to fully make good shortcomings of teachers of a department. However, it is worth the try.

Resources required:-

The great advantage of the Practice is that it does not need financial expenditures. Neither does it require additional classrooms nor additional facilities. However, it certainly calls for teachers' readiness to go any miles for the good of their students. In short, the resources required for the Practice is humility on the part of the teachers.

In conclusion, it may be affirmed that the Practice is worth to go on with. Particularly for colleges like ours without much financial resources this is the best bet for enhancement of quality.

2. Outreach Programmes

Objectives:

1. To reach out to the society and contribute to its well being.
2. To cultivate a sense of social responsibility in the students.

3. To enable a better interaction between the college and the society.

The context:

The people of Kolasib town had a strong desire to have a higher education institution at Kolasib. The meeting of public leaders on the 10th October, 1977 decided to establish a College. The College was formally established on 19th July 1978. Recounting the history of the college the teaching and non-teaching staffs of the college today are overwhelmed with indebtedness to the founders. We recall and remind ourselves the hardships they had overcome and their bumpy ride to bring the college to where it is now. So, we, at the College today, cannot but feel obligated to give back whatever we can to the society. This sense of gratitude gave birth to this Outreach Programme.

Going to college is not all about academics. Rather, the college-experience helps shape students' perspective about the society and strengthens the sense of social responsibility towards the key issues faced by the society.

A good society is where people of different walks of life meet and interact with each other with the goal of doing something good for the society. The college too has to reach out.

The Practice:

It took quite some time for the college to outline the programme. Once done, the Outreach Programme was put up to the Teaching Staff Meeting where it was given shape and endorsed. Departments of the college are required to find ways and means to be beneficial to the society in line with the above-stated objectives.

In the month of September, 2018 the Department of Botany conceived of an idea to educate the community on food poisoning, with an emphasis on eating poisonous mushrooms because, three years ago, in April 2016, all members of a family except the youngest of them, died of eating poisonous mushrooms in Mamit District, our neighbouring district. For a starter, they launched an Awareness Campaign among the students of class 12 at C.Z Higher Secondary School at Kolasib with the permission of the Principal of the school. Teachers and Core students of Botany Department went to the school. The students gave lectures on poisonous mushrooms to class 12 students. It was expected that these Higher Secondary School students would, in turn, educate their parents and their neighbours about poisonous mushrooms.

In the month of March, 2019 the Teaching Staff Meeting resolved to donate books to the Library of Branch YMA, Saidan village. When contacted about the proposal the leaders of the Branch YMA, Saidan were more than happy to receive the books. It was decided that all teaching and non-teaching staffs as well as students would donate books for this purpose. In no more than three weeks' time books piled up in the office of the college. One almira-load of books was gifted to the Library of Branch YMA, Saidan.

Evidence of success:

In the case of awareness campaign on poisonous mushroom it is hard to gauge success. But one thing is certain. The students of the college set a role model to the students as well as the teachers and the authority of the school in reaching out to the society.

Our students did quite well (more than expected of them by their teachers) in delivering the

lectures. It was a good exposure and a real test of their learning outcomes.

In the case of donating books for Library there were practically no questions. Everybody at the college was willing to donate. The success of this measure may be gauged by the sense of gratitude from the leaders and the Library being enriched with the books donated.

In fact, these are some ways of reaching out and giving back to the society. Hopefully, more outreach programmes will follow for the college is committed to this sort of service to the society.

Problems encountered and Resources required:

Problems encountered:-

As to the Awareness Campaign, because of their timid nature, it took quite some time for the teachers to get their students prepared for the lectures. But it is gratifying to see that once they had done it they were happy with the experience. No resources are required for the programme, save, the students' knowledge that they had acquired from classroom teaching.

Regarding book-donation to the Library of YMA there were practically no problems. The books were not purchased but contributed by the teaching and non-teaching staffs as well as students.

Resources required:-

Apart from the intellectual capital no financial resources were required.

In conclusion, it may be said that the sense of gratitude that we witnessed became a very strong motivation to go on with the Practice.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

“To provide quality higher education to the people of Kolasib District in particular and people of other areas in general” was the proclaimed vision of the founding fathers and still is the vision of the college today. The college attempts at delivery of the vision through rigorous planning and implementation.

Post accreditation, it has become a must for the college to make an all-out effort to quality-enhancement. As a State government institution the administration is run by the Principal who is appointed by the State government. The IQAC has worked to bring in collective efforts for quality-enhancement. To this end it suggested that the management of the college has to be participative.

Various committees/cells and clubs are formed by the Principal. Formulation of plans are done through these various committees/cells and clubs. There are twenty-six committees/cells, such as, 1) the IQAC, 2) the Steering Committee for Assessment and Accreditation, 3) Website Management Team, 4) the Development Committee, 5) Building Committee, 6) Discipline Committee, 7) Beautification Committee, 8) Sports Committee, 9) Staff Welfare Committee, 10) Library Committee, 11) Property Committee, 12) Seminar, Research & Publication Committee, 13) Admission & Examination Committee, 14) Entrepreneurship & Skill Development Committee, 15) Career Guidance Cell, 16) Legal Awareness Cell, 17) Anti-Ragging Cell, 18) National Service Scheme (NSS), 19), Women Empowerment Cell, 20) Health Centre and, 21) Consumer Movement Committee.

Added to these committees/ cells Professors in charge are appointed by the Principal for Students' Union, Handicapped students, BCA course, Alumni Association, Adventure Club, Photography, Cultural, Music and Cooking. All these committees/Cells are headed by the Principal as the ex-officio chairman. Each, in its own sphere, chalks out plans and executes them once they are endorsed.

Proposals from the IQAC and the various committees/Cells are received by the Principal, who puts up the proposals for discussion to the Teaching Staff Meeting held regularly. From these proposals action plans are chalked out. Action plans are assigned to concerned committees for implementation. The Teaching Staff reviews outcomes of action plans. Necessary changes in action plans are sometimes made for better outcome.

Before the establishment of the college students of the district after passing Higher Secondary Schools had to go to Aizawl or outside the State to continue studies, a daunting prospect for many of the parents and families, most of whom were rural folk, not financially well to do. This was the basic reason for an intense desire to have a college in which students could study to graduate from their homes. To fulfill this desire it is the bounden duty of the college today to provide quality education so as to attract students from other areas too and to be at par with reputed colleges within and outside the state. Being the only Higher Education Institution in the District, offering 3 courses namely, BA, BSC, and BCA up till now the college satisfies the need of the district. The teachers have been zealously working to improve teaching-learning activities, imparting institutional values and upgrading facilities.

Quality enhancement initiatives in the academic domain started with simple steps such as, restructuring Daily Routine and Insistence on 75% of class attendance, in 2013. In order to enhance teaching quality and to conform to the UGC norm duration of a class (45 minutes) was changed to one hour with effect from July, 2013. At the same time in order to enhance learning outcomes the college insisted on a benchmark of 75% class attendance for students to be eligible to sit in the End-Semester Exams.

In pursuance of point no.6 of the Peer Team's Recommendations, in the year 2014 the college Library was refurbished and equipped with Xerox machine and computer sets. Then shortly afterwards the college bought Library software. The Library is now secured with CCTV and registered with the N-List Programme at INFLIBNET.

In the year, 2016 the college introduced a system to obtain feedback from students. The forms duly filled in by the students are analyzed.

A new Academic Calendar of the college was prepared In 2017 which has in it schedules of important students' activities like, Fresher's Social, Election to the Students' Union body and College Week are now included. This has a great result of avoiding unnecessary waste of time.

A Mentorship Committee was formed in January, 2018. Selected teachers are appointed as mentors. Each mentor is assigned ten (10) mentee-students. This is a new experience for the college.

Log Book system has been introduced in January, 2018. Log Book is prepared to best serve the purpose of monitoring classroom activity.

To further reinforce the mechanism for enhancing teaching-learning outcome Departmental Teacher-Student Interface on a monthly basis is adopted in July, 2018.

With the Language Lab in place Spoken English and Spoken Hindi classes were held during December, 2017 – June, 2018. Thirty-three (33) students were enrolled in the Hindi classes and Fifty-nine (59) students in the English classes.

Another Value-added course introduced is the Course on Computer Concepts (CCC). Since it has become mandatory for entry into government jobs the college thinks it necessary to equip our students with the certificate. This course was introduced in July, 2018 with the support of the NIELIT Centre, Aizawl.

Quality-enhancement entails infrastructural upgrading also. When the buildings of the college were kutcha, old and dilapidated enrolment of students could not rise. By about the year 2016 most of the old buildings have been dismantled and replaced with new ones. The Building Committee has been successful in finding funding agency for building constructions. As a matter of fact, it has brought about a complete makeover on the looks of the campus. This fact also contributes for the increase in student enrolment. It has increased twofold during the last two years.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

Following the accreditation, as required of it by the NAAC, the college has instituted the Internal Quality Assurance Cell (IQAC). Since its inception, the IQAC has done a lot to maintain the momentum of quality consciousness. It has been active in planning, guiding and monitoring quality assurance and quality enhancement of the college. It has also become a driving force for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality. However, after the retirement of the longest serving Principal in 2009, the college has had three Principals in quick succession in eight and a half years. This fact has had a telling effect on the quality improvement of the college. Nonetheless, with the sitting Principal who took over charge in July, 2017, the college has again picked up the rhythm. It has to do some catching up, though. For a second cycle of assessment and accreditation an all-out effort is put in since January, 2018. The SSR is prepared with all materials of the last five years blended with new ones.

Concluding Remarks :

Considering its humble beginning it may be said that Government Kolasib College has achieved so much over the last forty years since its inception. The reason may be attributed to the collective efforts of the staff and students and patronage of the general public. Still, several avenues are open to us.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4</td> <td>3</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>3</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV made the changes as per nomination letter of of full time teachers in various bodies of the Universities provided by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	5	4	3	3	1	2017-18	2016-17	2015-16	2014-15	2013-14	5	5	3	3	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	4	3	3	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	5	3	3	1																	
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/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 Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>101</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	101	0	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
101	0	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 3</p> <p>Answer after DVV Verification: 2</p>																				
2.4.3	Teaching experience per full time teacher in number of years																				

	<p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 4199 years Answer after DVV Verification: 871 years</p>																				
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 60 2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 128 Answer after DVV Verification: 126</p>																				
3.1.1	<p>Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>22.49</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>25.85</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	22.49	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	25.85
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	22.49																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	25.85																	
3.3.3	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.3.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>1</td> <td>3</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>1</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	0	1	3	7	2017-18	2016-17	2015-16	2014-15	2013-14	2	0	1	3	3
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	0	1	3	7																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	0	1	3	3																	
3.4.4	<p>Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years</p>																				

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

Remark : Supporting document not provide by HEL.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	98.95	55.05	23.59	168.03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	37.48	7.4	7.29	13.09

Remark : DVV made the changes as per expenditure of furniture & fixture duly signed by CA.

Extract of consolidated fund allocation towards infrastructure augmentation facilities for 2017-18 not provide by HEI.

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1.86	2.20	2.85	4.48	0.405

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Highlighted extract of expenditure for purchase of books and journals not provided by HEI for 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 48

Answer after DVV Verification: 44

Remark : DVV has made the changes as per average of teacher and students using library per day on 08/8/17, 12/09/17 and 5/02/18.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16.78	18.59	11.68	11.55	7.56

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
28.46	16.14	12.65	12.32	8.10

Remark : DVV made the changes as per expenditure of Printing & Stationery, Office exp, Water & Electricity Changes, Repair & Maintenance, Miscellaneous exp, Maintenance and academic

facilities, Telephone bill, Meeting exp, Travelling/conveyance, Games & sports duly signed by CA.

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

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
357	400	366	365	311

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
356	399	381	364	310

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
101	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Supporting document not provide by HEI.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
44	43	42	42	42

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

11	11	11	11	11
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Remark : Supporting document not provide by HEI.

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 programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	1	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	2	1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.03	6.68	6.64	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	6.80	6.64	0	0

Remark : DVV has made the changes as per total grants in audited statement duly signed by CA for 2016-17 provided by HEI. Audited statement for 2017-18 not provide by HEI.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	2	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	1	1	0

Remark : DVV has not considered workshop and seminar.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	3	3	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	3	3	2

7.1.15 The institution offers a course on Human Values and professional ethics

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : Relevant document not provided by HEI.

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous

conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	4	5	2	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	3	0	0

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of sanctioned posts year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>48</td> <td>44</td> <td>44</td> <td>44</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>56</td> <td>59</td> <td>55</td> <td>55</td> <td>53</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	48	48	44	44	44	2017-18	2016-17	2015-16	2014-15	2013-14	56	59	55	55	53
2017-18	2016-17	2015-16	2014-15	2013-14																	
48	48	44	44	44																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
56	59	55	55	53																	
2.3	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>316.75</td> <td>240.04</td> <td>240.74</td> <td>240.43</td> <td>182.56</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>75.47</td> <td>160.21</td> <td>65.09</td> <td>18.81</td> <td>20.98</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	316.75	240.04	240.74	240.43	182.56	2017-18	2016-17	2015-16	2014-15	2013-14	75.47	160.21	65.09	18.81	20.98
2017-18	2016-17	2015-16	2014-15	2013-14																	
316.75	240.04	240.74	240.43	182.56																	
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75.47	160.21	65.09	18.81	20.98																	