SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

GOVT. HRANGBANA COLLEGE

GOVT HRANGBANA COLLEGE NEAR PRESBYTERIAN CHURCH CHANMARI
796007
https://ghbc.edu.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Govt. Hrangbana College was established in July, 1980 in the heart of Aizawl city. It is named after Mr. Hrangbana (L), a prominent businessman, a visionary who believed the state's economic growth directly depend on the growth of higher education. Thus, Mr. Hrangbana donated a sum of Rupees One lakh to start the college from scratch, it was purely a private College.

With a modest strength of 305 students in the year of its inception in 1980, the college has grown tremendously, even with the largest enrollment at one point of time. Carefully nurtured by distinguished academicians, administrators and dedicated faculty, it has won a prominent position on the academic map of the Mizoram University.

In its onward march, commencing with Arts stream comprising of six departments, at present, the college now has 10 departments, which are constituents of two streams – Arts and Commerce. It has open PG course in Commerce since 2021.

The college was given government recognition on 6thNovember, 1980; upgraded to Deficit Grant-in-Aid Status with effect from 1stSeptember, 1985 and a Government College with effect from 1stApril, 2003. The college has secured permanent affiliation in 1995 and has been listed under 2(f) and 12(b) of the UGC Act on 23rd February, 1998. In 2006, NAAC accredited the college B++ subsequently re-accredited A grade in 2011. And in 2018, under the revised assesement system in the very initial stages, the college was accredited B++.

Vision

VISION: The vision of Govt. Hrangbana College is **"Providing holistic and quality education within the reach of all"**

The motto of the college ***"Truth Prevails"*** is the guiding light, that truth prevails in the hearts and minds of all students past and present, and all stakeholders, unceasingly throughout the institution and the community at large, which is reflected in the vision.

The institution facilitates the youth to pursue higher education, academic excellence with employability and entrepreneurship. It equips the students to possess overall development in the field of education, co-curricular and extension activities and to instil in the teachers and students unity in thought and action.

The college consciously communicates and demonstrates through the various activities and programmes, work culture, academic and organisational set-up that *holistic and quality education* is the primary concern of the institution through ethical practices, commitment, diligence, transparency, pursuit of excellence and integrity in all aspects.

Mission

The mission of the institution is, *"To mould the students to be intellectually competent, morally upright, socially committed and spiritually inspired persons capable of building a more humane social order within the context of the nation's religious and cultural pluralities and diversities."*

The Objectives in pursuit of this mission are as follows:

- To provide all kinds of facility to the youth for pursuing higher education.
- To achieve academic excellence with relevance to employability.
- To equip the students to possess overall development in the field of education, co-curricular and extension activities.
- To instil in the teachers and students unity in thought and action.

The Institution aims to educate students coming from all sections of the society, empower them, inculcate human values, develop leadership qualities and help them to achieve important positions in the society.

The mission of the College is to make the learners global citizens who will steer the nation in a sustained process of development. In other words, the College aims at developing the students to become complete citizens.

The achievements of this College in several fields over the years have proved that this Institution has been successful in realizing its aims and mission.

The management and staff of the College are committed to make this Institution one of the best educational destinations of the State.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

INSTITUTIONAL STRENGTH

- Campus is located in the heart of the city and public utilities are easily accessible, and well-equipped with external facilities and infrastructure.
- The institution is one of the oldest and most reputed educational institution.
- Holistic approach to education for every student with emphasis both on skill development and knowledge building.
- Strong commitment to community, service and social justice.
- A well-structured mentoring system, and support system.
- Excellent facilities with well-equipped laboratories.
- Experienced faculty with strong support staff.
- Consistent merit listing in University examinations
- Proactive and resilience is our strength, this was clearly cemented by how we overcame the Covid-19 pandemic,
- Technogically and digitally well-equipped and trained, all teachings are on blended mode.
- Excellence and wide participation in extra-curricular activities, even as far as South-East Asia and the

Olympics.
- Collaborations and networking with the government, non-government and other educational institutions.
- Student leadership and alumni participation is definitely our strong point.
- Togetherness is our mantra, concerted efforts in all areas of work is our strength.

Institutional Weakness

WEAKNESS

- There has been a number of senior faculty retired in recent years, their void has not been filled up by direct recruitment, which stagnates the teaching strength to a very great extent.
- Dependency on the government for funds and decision-making.
- The Covid-19 Pandemic gave an emergency to admit numerous students, this has led to the high teacher-student ratio.
- Infrastructural development depends on the government policy and they are often slow paced.

Institutional Opportunity

OPPORTUNITIES

- Endowed with talented and gifted pool of students.
- Ample potential for growth and development in all areas.
- Experienced and well-qualified teachers and staff.
- Collaborations and networking with external agencies/institutions for career and skill development.
- Shaping and influencing the next generation for social and economic change.
- Uplifting and mentoring students from rural areas, underprivileged and minority group.
- Strong and lasting relationships between students(present & outgoing) and the faculty opens endeavours for further developments in all areas.
- Online education opportunities such as national and international seminars and networking.

Institutional Challenge

CHALLENGES

- External constraints such as student related political issues leading to stagnation in working/teaching time/days.
- Insufficient filling of gaps between the required and vacant posts by the government.
- Being an affiliated college limits our level of authority and decision making in certain matters.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government Hrangbana College (GHBC), affiliated with Mizoram University, is dedicated to providing students with an all-inclusive and enriching educational experience. While adhering to the established syllabus of the affiliating University, the college innovates within these academic structures, striving to foster the overall development of its students.

The institution meticulously prepares and adheres to Academic and Activity Calendars, ensuring the organized execution of examinations and events, and providing a clear roadmap for the entire academic year.

GHBC offers Arts and Commerce (PG and UG) Programmes. The institution's flexible scheduling, particularly in the Commerce program, enhances accessibility for students, allowing them to pursue their education in a way that suits their individual circumstances.

Curriculum execution and evaluation are carefully overseen by the Academic and Examination Committee, ensuring that subject-wise curricula align with Mizoram University's standards and timelines. Teachers' involvement in the curriculum design process is ensured with faculty members actively participating as members of the Board of Studies, guaranteeing that the curriculum remains relevant and responsive to students' evolving needs.

To enhance its academic standing, GHBC distinguishes itself by providing a diverse range of dedicated add-on programmes in CCC, Personality Development, Spoken Language and Skill Development Programmes etc. These aid students' overall development and prepare them for the professional world. To complement these, there is a robust mentorship structure in place

The institution utilizes a blend of traditional teaching methods and modern tools like Digital Boards, LCD projectors, the College Management System, and the College Learning Management System (LMS-Moodle), enhancing the quality of education and engagement in the smart classrooms. Interactive learning through internal assessments, group discussions, and seminars encourages active student participation and a deeper understanding of the subject matter.

Continuous Internal Assessment (CIA) is an integral part of the institution's assessment process, aligning with directives from the Mizoram University Examination Department, contributing to a fully fair and credible assessment system.

The institution's dedication to integrating crosscutting issues, such as professional ethics, gender equality, human values, environmental awareness, and community orientation, further enriches the educational experience, preparing students not only for their academic journey but also for responsible and ethical citizenship.

At GHBC, Feedback is collected from all stakeholders- students, parents, teachers, and employers through Google Forms, the data is compiled, analyzed, and shared with each Department and concerned individuals for prompt action. Effective communication channels are maintained by addressing the various demands of all stakeholders.

Teaching-learning and Evaluation

GHBC focuses on a fully inclusive intellectual, social, emotional and aesthetic development of the students. Right from admission, the college follows a well-administered and transparent procedure with ease of

availability of information on our website. At Govt. Hrangbana College, student-centric methods, including experiential learning, participative learning, and problem-solving approaches, enhance the educational experience. Fieldwork, project work, and educational trips provide practical exposure. Participative learning methods such as presentations, group discussions, and assignments foster critical thinking and communication skills. Problem-solving methodologies involve mentorship, debates, and brainstorming sessions, promoting creative and critical thinking.

Prioritizing ICT-enabled tools, the college places a strong emphasis on faculty training to enhance teaching skills. The campus is Wi-Fi-enabled, ensuring online access, and LCD projectors are used to enrich presentations. Online live classes on platforms like YouTube Live Classes and Zoom enable continuous learning. Resource sharing includes recorded lectures and reading materials through various digital platforms. The College Management System and LMS Moodle streamline data management and course delivery. These initiatives align with a commitment to quality education and continuous teaching evolution, effectively preparing students for the digital age.

Govt. Hrangbana College prioritizes transparency and efficient grievance redressal in its assessment process. Committees like the Academic and Examination Committee and the Disciplinary and Grievance Redressal Committee ensure accountability, and students have multiple complaint submission avenues. Records, attendance, and examinations are handled transparently, and concerns are addressed promptly. Moderation Committees ensure marks consistency, and final assessments are recorded only after addressing all student grievances. Timely submission of external examination complaints is also a priority, demonstrating the college's commitment to fairness and accountability.

Government Hrangbana College ensures effective communication of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) through orientation programs, website accessibility, explanations during sessions, in-class mechanisms, and feedback integration. These methods empower students with a clear understanding of their educational goals, fostering a rounded educational experience.

As the college follows a predetermined curriculum designed by Mizoram University, and POs, PSOs, and COs are communicated through discussions, notice boards, and the institution's website. The assessment methods include internal assessment, continuous evaluation, attendance requirements, and faculty access to student data. Indirect measures involve feedback from students, parents, and alumni, and the institution recognizes academic achievements through various awards and scholarships.

Research, Innovations and Extension

Government Hrangbana College is dedicated towards promoting research culture, encouraging innovation and creativity and facilitating outreach and community engagement.

Since 2018, the College has maintained an active EKC in association with the Mizoram State Entrepreneurship Development Monitoring Committee (EKC-MEDMOC). The cell offers students access to start-up loans, mentorship and partnerships with various organizations like the Labour, Entrepreneurship, and Skill Development (LESDE) and IIE-Guwahati.

Established in 2016, before the EKC, the Innovation Club encourages entrepreneurial thinking among students. The Club engages in a range of activities including industrial visits, business competitions and game-based entrepreneurship programs.

The Intellectual Property Rights Cell is supported by MISTIC, Government of Mizoram. The Cell enhances the culture of innovation by regularly organizing IPR awareness seminars.

The Research and Consultancy Committee of the institution organizes workshops and sensitization programs to create research spirit among teachers and students. Many teachers of the institution have published their research papers in reputed National and International journals with good impact factors.

The institution promotes the professional development of its faculty and administrative staff by organizing workshops, seminars and training programs. In order to provide the students with opportunities to acquire valuable skills, broaden their knowledge, enhance their personal growth and prepare them for their future careers, it organizes seminars, workshops, and programs aimed at personality development and skill enhancement.

Through the extension activities and contributions of NSS, NCC, Red Ribbon Club and various other clubs, the institution renders social and community services such as blood donation drives, tree plantation drives, cleanliness campaigns, special camping in adopted villages, awareness programs on various topics, numerous charitable activities etc.

Throughout the years, Government Hrangbana College has been consistently recognized for its contributions to the community, particularly in voluntary blood donation. These awards hail from various awarding bodies, such as the Mizoram State Aids Control Society, the Association for Voluntary Blood Donation, the NSS Cell and the Department of Information & Communication Technology.

The institution establishes numerous Memorandums of Understanding and linkages with other institutions, organizations, agencies, etc. These partnerships enable internships, student/faculty exchanges and collaborations, fostering a broader perspective and promoting knowledge dissemination.

Infrastructure and Learning Resources

Government Hrangbana College's approach to physical, IT and Learning resources is grounded in a commitment to continuous improvement, collaboration and sustainability. The institution always strives to maintain a cutting-edge learning environment that prepares students for their careers and contributes to the wider community.

Main Campus offers free Wi-Fi and broadband throughout the building. Classrooms are equipped with LCD/LED Projectors, Audio Systems, and Smartboards. Digital Infrastructure that utilizes MOODLE for online education and an ERP system (Hereus.in) for academic data management are available.

 The Library is situated on the 5th and 6th floor with the UGC NETWORK Resource Centre, digital books, journals, and a system running on SOUL software. A special section exists for blind students. Library Advancements include the introduction of the Smart Room under the Smart City Project and automation with the Integrated Library Management System.

Other facilities include Conference and Golden Halls for seminars and meetings. The institution has a Learning Resource Centre with an ICT suite. It has specialized labs like the Language Laboratory with SONAKO software, Commerce Laboratory, Geography Laboratory, and Psychology Laboratory. There are also Learning Centres for various courses and coaching.

There are facilities specially for the students like a common room with indoor games. Govt Hrangbana College has a Satellite Campus in Muthi for outdoor games, an Alumni Arena for relaxation and socializing, a gymnasium, a counselling Room, a Health Centre with a nurse on duty and a music-equipped Jam Room.

The institution organizes many co-curricular Activities. The students participate in clubs like the National Service Scheme, National Cadet Corps, Adventure Club, and specialized clubs focused on arts, music, theatre, literature, etc.

IT Infrastructure is given importance. There are two computer labs, high-speed Wi-Fi (100 MBPS), 203 computers, ICT-enabled classrooms, CCTV and digital displays. The ERP system (colles.in) was introduced in March 2023. The college maintains two websites: the official website and an IQAC-specific portal. For E-learning there is an adoption of MOODLE since 2019 for online education.

Govt Hrangbana College, with its diverse facilities and commitment to leveraging technology, provides an enriched learning environment that balances traditional methods with modern amenities.

Student Support and Progression

Criterion 5 of the NAAC SSR pertains to "Student Support and Progression." This criterion assesses how the institution supports its students in terms of scholarships, facilities, and other mechanisms. It evaluates how students progress academically and in terms of their overall development during their time at the institution

Over the last 5 years, 73.27% of students availed of scholarships. The institution organizes various activities to provide a platform for students to enhance their skills such as Mental Health for Athletes, Observation of Yoga Day, Seminar on Wellness and Career Counselling, PDP on Interview Skills, Commerce Conclave & Alumni Meet, and Awareness Programme for Girls Defence Trainees on PoCSO Act, 2022. These programs aim to enhance soft skills, language and communication skills, and life skills..

.Our institution prioritizes the safety and well-being of our students. It has established procedures to address any issues or concerns that may arise, including instances of sexual harassment or ragging. Students have the option to file a complaint through our designated website page or by utilizing the complaint boxes conveniently located throughout the campus. Our Grievance Cell, Internal Complaints Committee, and Anti-ragging Cell are dedicated to handling these matters promptly and ensuring a safe and secure environment for all students.

To enhance IT infrastructure, the main campus provides free Wi-Fi and broadband connectivity throughout the building. Classrooms are equipped with LCD/LED projectors, audio systems, and smartboards to enhance the learning experience. Additionally, digital infrastructure is available, which utilizes MOODLE for online education and an ERP system, Hereus.in, for academic data management.

Over the last five years, an impressive percentage of outgoing students secured placements, and a similar percentage of students progressed to higher education. The Institution has an impressive track record in sports at all levels, with awards/medals for outstanding performance in sports and cultural activities at University, State, national, and international levels.

The Alumni Association of GHBC College aims to unite former students by promoting technological and research expertise, preparing students for challenges, offering job references for fresh graduates, conducting skills-based training, and making students aware of professional opportunities.

Governance, Leadership and Management

This criterion evaluates how an institution's governance structures, leadership strategies, and management practices contribute to the realization of its mission and vision.

Government Hrangbana College's vision emphasizes a holistic and accessible quality education. The mission seeks to develop students to be competent, morally upright, and socially committed individuals within a diverse cultural and religious context. The college aims for all-rounded development, embracing local to global issues with a practical approach, and prioritizing core values like unity and excellence.

Governance-wise, the college falls under the Government of Mizoram's Directorate of Higher and Technical Education, affiliated with MZU. The governance style is democratic, with a three-tier system comprising academic, administrative, and library sectors. The institution aligns its goals with the National Education Policy (NEP) 2020, emphasizing enhanced communication skills for students in the context of globalization.

The college's leadership is dynamic, with the Principal at its helm. Governance emphasizes decentralization, ensuring all stakeholders, from staff to students, have suitable opportunities. Resources, including the campus space and facilities like the Golden Hall, are utilized optimally for both educational and revenue-generating purposes.

Financially, the college undergoes regular internal and external audits. Major funds come from the state government, central government, and student fees. The funds are allocated for various development and operational aspects, ensuring the college's growth and maintenance.

For staff welfare, various schemes from the state government, like GPF, pension schemes, and leave benefits, are available. Additionally, the college's welfare board offers financial support and benefits to staff, including soft loans and condolence gifts.

The IQAC ensures quality assurance and promotes excellence in all functions. The teaching-learning process is continually reviewed to ensure learner-centric education. Decentralized organizational structures, combined with committees for specific tasks, help in streamlining operations.

Lastly, the college emphasizes the importance of learning outcomes. Regular student mentoring, performance evaluations, and the use of Learning Management Systems (LMS) aid in this pursuit. The emphasis is on rewarding excellence and ensuring students achieve their goals in an enriching academic environment.

Institutional Values and Best Practices

Criterion 7 explores the institution's outreach activities, collaborations, and initiatives that promote an inclusive society, Gender-equity eco-friendliness, green initiatives, best practices, and distinctiveness of the institution.

Programs are organized for gender equity by all the departments, clubs, and cells. There are facilities provided for the convenience and safety of female students like sanitary pad dispensers in their designated toilet. There is CCTV to monitor their safe mobility, and counsellor and nurse are available at the campus. The grievance Cell offers a space for complaining if the need arises.

Given the increasing importance of sustainability and environmental responsibility, this criterion evaluates the efforts made by the institution in developing an eco-friendly campus. It includes initiatives such as water harvesting, anti-plastic use or ban on single plastic usage, waste management, tree plantation, and the use of renewable energy sources like solar panels. The institution strives to create a friendly space for students with special needs. A special washroom is available, all the room numbers are given in braille, and software is available for blind students on the library computer.

To inculcate the value of inclusiveness and awareness of the significance of constitutional obligation, important days are observed, porters of the preamble, and fundamental rights and duties are put up in the institution. Blood donations and cleanliness drives are carried out by the departments and NSS of the college.

Best Practice: The criterion highlights the 'Best Practice' of the institution:

- Cultivating Holistic Leaders through Clubs for Soft Skills Enhancement and Empowerment Workshops
- Bridging Academia and Community: Fostering Authentic Engagement and Experiential Learning

The effectiveness of these practices, and their impact on institutional performance and stakeholders are of prime importance is highlighted.

Institutional Distinctiveness: In accordance with the vision and mission of the institution the distinctiveness is identified as, *'Incorporating a holistic education approach into academia'*. The emphasis is on holistic development. The institution provides a holistic, transformative, and innovative learning experience that prepares our students for success in all dimensions of life.

Overall, Criterion 7 of the NAAC SSR underscores the significance of cultivating a value-based educational environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Govt. HRANGBANA COLLEGE
Address	Govt Hrangbana College Near Presbyterian Church Chanmari
City	Aizawl
State	Mizoram
Pin	796007
Website	https://ghbc.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	H.Lalzidinga	0389-2306540	9436197946	0389-2306540	iqacghbc@gmail.com
IQAC / CIQA coordinator	Lalbiakzuali	0389-3594481	9436197946	0389-3594481	bezetpachuau@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Mizoram	Mizoram University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-06-1995	View Document
12B of UGC	23-02-1998	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				

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	Govt Hrangbana College Near Presbyterian Church Chanmari	Urban	1.906359	1410.569

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	HSSLC	English	87	87
UG	BA,Economics	36	HSSLC	English	43	43
UG	BA,Education	36	HSSLC	English	56	56
UG	BA,English	36	HSSLC	English	52	52
UG	BA,Geography	36	HSSLC	English	49	49
UG	BA,History	36	HSSLC	English	57	57
UG	BA,Mizo	36	HSSLC	English	57	57
UG	BA,Political Science	36	HSSLC	English	56	56
UG	BA,Psychology	36	HSSLC	English	41	41
UG	BA,Public Administration	36	HSSLC	English	56	56
PG	MCom,Commerce	24	BCOM	English	24	24

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	2				31				27			
Recruited	0	2	0	2	12	19	0	31	3	7	0	10
Yet to Recruit	0				0				17			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				21			
Recruited	0	0	0	0	0	0	0	0	10	11	0	21
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	10	6	0	16
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	2	0	4	5	0	2	3	0	17
M.Phil.	0	0	0	0	1	0	0	2	0	3
PG	0	0	0	8	13	0	1	2	0	24
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	4	2	0	6
PG	0	0	0	0	0	0	2	5	0	7
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	1	1	0	2
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	844	14	0	0	858
	Female	988	4	0	0	992
	Others	0	0	0	0	0
PG	Male	13	0	0	0	13
	Female	28	0	0	0	28
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	0	2	0
	Female	1	0	0	0
	Others	0	0	0	0
ST	Male	297	229	324	0
	Female	269	340	390	0
	Others	0	0	0	0
OBC	Male	3	1	1	0
	Female	1	0	0	0
	Others	0	0	0	0
General	Male	4	7	3	0
	Female	2	7	9	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		578	584	729	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is gradually and steadily gearing up for the adaptation of the NEP 2020. The PG course – M.Com follows the NEP2020 syllabus since 2022 and the UG course across all department now follows the NEP2020 syllabus as of 2023-24 academic session. The courses ensures that multidisciplinary and interdisciplinary element of education is inculcated with students having to have major subjects from their core subjects and minor subjects from other disciplines. Multidisciplinary subject has to be necessarily taken, value added courses as well as skill development are imbedded in the courses and languages are also included. Skill development and preparation of students to be employable and significant contributors to society has always been a priority of the college. As such various aspects of the NEP2020 in terms of holistic development of students will be welcomed and smoothly transitioned. Infrastructural requirements will however, be a challenge, without financial assistance. Faculty shortage is a huge hurdle as well. In spite of these, the institution do aspire to develop into a multi-disciplinary institution with even the possibility of being the center of the cluster colleges. In the short-term, the college plans to complete the full implementation of the NEP 2020, and transitioning from an inter-disciplinary institution to being an multi-disciplinary institution, incorporating skill development in various areas, including fine arts, physical education and sports and physical sciences. Widening and professionalizing of existing courses is also focused. In the mid-term, attempts will be made to procure grants and funding from various sources to actualize the process of transitioning into a multi-disciplinary institution. Infrastructural expansion must be the primary goal of this period. In the long-term, the institution aspire to be a stand-alone institution with the various aspects of NEP2020 being incorporated into the system i.e., an education system that develop good human beings with rational thinking, compassion, empathy, courage, resilience, scientific temper, creative imagination, and ethical values. Commerce and Arts students are often club together to undertake projects, surveys and competitions so that they can have multidisciplinary and interdisciplinary experiences and through these experiences they gather knowledge and interest in various fields of knowledge. Research symposiums

	for students involving all disciplines have been organised from time to time, these helps in understanding and developing multidisciplinary perspectives. Languages and literature are common subjects, Environmental Studies are integrated throughout all courses, and technical knowledge through the introduction of CCC course for all students equips them with the necessary skills for course enrichment and career opportunities. The college is continuously working towards the adaptation and application of the NEP2020, various venues and collaborations are sought for such purpose.
2. Academic bank of credits (ABC):	The institution is a government institution and affiliated to the Mizoram University, this implies actions are taken as per the directives of the state or the university. And so is the case with Academic Bank of Credits (ABC), the institution has followed the NEP2020 syllabus since 2022 and its constitution does not facilitate having ABC on its own, however the university will most likely serve that purpose as and when required. Registration under the ABC will be done as soon as possible, the institution has full intention to follow the NEP2020 policy in its totality. The benefit of multiple entries and exit during the chosen programme has been clearly communicated to the students, and will be made available as and when the need arises, in the coming years when students of the first semester eventually progress to that stage. The institution seeks and avail to collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. So far connection has been created with the bordering country of Myanmar, further efforts will be made in the near future. The faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. In fact, the Mizoram University and the state government, in its initial stages gave numerous seminars and workshop to acquaint with the policy, then created committees for each concern discipline which deliberated together to frame the whole curriculum framework.
3. Skill development:	To strengthen the vocational education and soft skills of students in alignment with National Skills

Qualifications Framework, the institution has been working closely with service providers under the PMKVY 4.0 through the government, particularly Department of Labour, Entrepreneurship and Skill Development (LESDE) and the Indian Institute of Entrepreneurship (IIE), Guwahati. We are now listed as Training Provider under both institution and have 5 job roles under our credit, namely in tourism and hospitality, Information Technology, healthcare and entrepreneurship. The NEP wing of Directorate of Higher and Education has also initiated the institutionalisation of various skill courses for the NEP UG courses, Govt. Hrangbana college has proposed and designed 12 skill courses to be implemented as part of fulfilment of the degree courses. Skill development has been undertaken in various capacity, with various add-on courses and activities perpetually carried out throughout the semester for students to sharpen their skills. Institutional courses are introduced every semester to equip students with the skills required to develop their communication and personal skills with the Language Laboratory particularly spoken English and Hindi. Certificate Course in Computer, Diploma in Tally Software, Graphic Designing etc are offered in collaboration with NIELIT. Performance Arts and Visual Arts are supported through workshop and certificate courses. The college also undertakes Sign Language Certificate Course. Self- Defense and Personality Development courses for girl students are also carried out in regular basis. First-Aids and Disaster management courses are also undertaken. Collaboration with NSQF Sector Skills has been made, the application to start a vocational course was accepted by UGC in 2019 but the actual implementation is still awaited. In anticipation for the NEP2020, various institutions has been sought for collaborations for the Skill Development requirements. The details of the programmes offered to promote vocational education and its integration into mainstream education. 1) CCC & Tally 2) Communication Skill-Spoken English 3) Communication Skill-Spoken Hindi 4) Entrepreneurship 5) Basics of GIS and GPS 6) Sign Language Languages 7) Cultural Studies 8) Construction Work-RCC Building Construction 9) Fashion Designing 10) Mizo Language and Writing Skill 11) Physical Education Value-based education

	to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. has been fully included under the study of human values.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Integration of the Indian Knowledge system into the curriculum using both offline and online courses has been carried out in various ways. Inculcating national and culturally relevant topics in the syllabus, each discipline has within their syllabus, specific and related topics that traces back their roots to ancient Indian and the impact it has on the present scenario. The Mizo department has undertaken various activities that encourages vernacular learning and even has collaborated internationally through the K.C. Lalvunga Foundation to give scholarships and learning of our Mizo language. Learning Spoken Hindi is also a primary focus of the institution knowing fully well how important it is for fostering national citizenship. Organising and observing events, debates, seminars and workshops that celebrates and communicates nationalism and historical significance. Each department significant days and events of the country by organising programmes that will communicate to the students its significance and thereby instil in them a deep understanding and pride for their motherland. The reporting period was during the onset of the COVID-19 pandemic and majority of events were done through online. Thus, it has somehow pave the way for easy transitioning to the online mode, various international events were organised and certificate course were also done through virtual mode. To highlight the efforts within the syllabus to inculcate Indian Knowledge System, given below are some of the topics taught: • Ideological images of India – Pluralism and Nationalism; Indian Civilization; Modernization in India, Modernization and Continuity of Tradition. • Ethnographic Image of India; Unity in Diversity, Village, Caste, Tribes, Religion; Little and Great Traditions • History of India (Maurya Period, Post-Maurya to Gupta Period) • Cultural Practices of Mizoram and History of Mizoram • History of India-Regional Kingdoms and the Sultanate • India and Southeast Asia • Economic

	History of India • The Mughals and Early Modern India • Indian National Movement(1857-1947) • Modern Indian History • Medieval Europe
5. Focus on Outcome based education (OBE):	1. Course outcome and programme outcomes are carefully framed and designed in such a way that students maximises their learning experiences. At the beginning of each semester, the college conducts orientation programs to introduce students to the courses offered. These programs provide a general overview of the college's academic offerings. Additionally, each department conducts its own orientation program, specifically tailored to its core students. During these departmental sessions, faculty members explain the core subjects and discuss the career prospects associated with each program. 2. The orientation programs also emphasize Program Outcomes, Course Outcomes, and Program Specific Outcomes, ensuring students are aware of the expectations from the start. To improve accessibility, the college makes POs, PSOs, and COs available on its website. allows students to refer to these outcomes as needed, enabling self-directed learning and ownership of their educational objectives. 3. The college collects feedback from students Curriculum and feedback is evaluated and reviewed by teachers to assess the effectiveness of the communicated outcomes. It represents a dynamic and continuous improvement cycle, ensuring that the college remains responsive to students' evolving needs and continually refines its communication strategies. 4. Activities to enrich and enhance their classroom learning through presentations, competitions, project works, field surveys, industrial and educational visits, study tour, events, exhibitions of arts, cultural and linguistic exposures etc. are actively undertaken throughout the academic sessions. 5. Networking with various institutions, government bodies, NGOs, specialised institutions, commissions and media agencies through collaborations and partnerships so as to open opportunities for progression and development of students. 6. Skill courses has been introduced, this will enable students to learn through practical learning, giving practical and real time perspectives on what they have learn in the classroom. Internships to the various business houses has been practiced in the M.Com courses, this give the students insights into the real workings of

	business, and through this outcome based learning becomes evidential as they gain employable skills.
6. Distance education/online education:	The institution has been one of the few that has been proactively channelising the challenges of the COVID-19 pandemic as an opportunity to develop a robust ONLINE EDUCATION SYSTEM through a Learning Management System- MOODLE, all students were registered and given all the learning materials including classwork, home assignments, quiz and other such works. Books were also uploaded which was crucial when many students from rural areas have no access to books and library. The official YouTube channel gave live classes which were then recorded for reference and links were posted in MOODLE. The skill courses under PMKVY 4.O will be offered through offline and online mode. Moreover, the college has a great number of students, and the online learning complements the classroom learning. Distance education also becomes a great alternative or the only alternative if the institution under NEP2020 plans to expand and grow. Various avenues to collaborate with online learning platforms are being actively pursued. One of them being the Tata Consultancy Services(MOU has being signed with them) - Youth Empowerment Program Online Programme, a number of students were recruited and have successfully attained Certificate of Accomplishment for graduates to get industry ready. Two summer projects were done online in 2020 and 2021 during Covid-19 Pandemic, namely Business Start-up Pitch competition, where in bootcamp sessions were held virtually, after which students submitted their pitching videos, all awhile the heavy lockdown. Personality Development Programme for Outgoing students was organised in 2021, in the online mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. In 2017, our institution established the Election Literacy Club. Its goal is to involve college students in engaging activities and provide them with hands-on experience to educate them about their electoral rights, as well as familiarize them with the registration and voting processes.

2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the institution appoints Co-ordinator and Co-ordinating Faculty. B.Lalrawngbawla Co-ordinating Faculty: R.Lalchhanchhuaha I BA (Students' Co-ordinator), 2018-19. R.Lalchhanchhuaha II BA (Students' Co-ordinator), 2019-20. R.Lalchhanchhuaha III BA (Students' Co-ordinator),2020-21. Isaac Vanlalpeka IIBA (Students' Co-ordinator),2021-22. Isaac Vanlalpeka III BA (Students' Co-ordinator), 2022-23. The representatives are chosen by the District Election Officer.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Many innovative and initiative programs are undertaken by the ELC. which include: - Briefing sessions for New Voters on 10th August 2018. - Observe National Voters Day on 25th January 2019. - Observe National Voters Day on 24th January 2020 - The Youth Voters Festival was organized on 25th January 2020. There was a special lecture on the awareness of the event. The pledge was also taken to commemorate the day. - The Awareness Campaign on Systematic Voters' Education & Electoral Participation (SVEEP) was organized on 15th July 2022. - District Election Program was organized on 1st August 2023, by the ELC at Golden Hall, Govt Hrangbana College. - SVEEP Program (Vohbik Kutpui) was organized by the District election Officer, Aizawl. It is a Voter awareness conducted for disabled persons. Here, students of the institution attended this event along with a Professor in charge on 27th April 2023 at AR Ground Lammual.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	-The institution organizes events on awareness of voter's rights. -Voter festivals are organized. -Constitution Day is observed annually. -Voter awareness guest lectures conducted for in-house students - Weber Club is created whose agenda includes spreading awareness and citizen's rights. The members of this club take part in various inter-college and intra-college debates and awareness programs. - Sign Language is taught to the Polling officers during the training for conducting Election - The Institution is used for polling
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	-A voter registration drive is conducted at the Institute for students above 18 years of age. -Student awareness programs are organized for first-time voters. These students are made aware of their role as citizens and the importance of their role.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2179	2209	1985	1810	1861

File Description	Document
Upload Supporting Document	[View Document]()
Institutional data in prescribed format	[View Document]()

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 76

File Description	Document
Upload Supporting Document	[View Document]()
Institutional data in prescribed format	[View Document]()

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
75	76	78	71	74

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
136.7	136.3	77.7	109.4	158.3

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

1.1.1 The Institution emphasizes quality education through a structured process encompassing curriculum planning, academic calendar development, and continuous internal assessment.

- The institution maintains its affiliation with Mizoram University, and all academic programs adhere to the standards and guidelines of the University.
- This affiliation provides the institution with a structured educational framework to base its curriculum on promoting academic rigor and quality.

1. Program Offerings:

- The institution offers a range of programs, including Arts which spans nine subjects, and Commerce discipline (both UG and PG).

2. Flexible Scheduling:

- To enhance accessibility for students, especially in the Commerce program, the institution offers flexible day and morning shifts.

3. Academic and Examination Committee:

- The Committee oversees curriculum planning, internal and external examination coordination, and evaluation.
- Ensures alignment with the curriculum and timelines of Mizoram University.
- Meticulously plans each subject's curriculum on a semester-wise basis.

4. **Teacher Involvement in Curriculum Design**:

- While the college follows a predetermined syllabus, teachers actively participate in the curriculum design process.
- Faculty members are not only consulted but also play integral roles as members of the Board of Studies.
- This engagement ensures that the curriculum is finely tuned to meet the educational objectives

and evolving needs of students.

5. Modern Teaching Tools:

- The institution prioritizes well-prepared traditional write-and-talk lectures and utilizes modern tools like Digital Boards, LCD projectors in smart classrooms to foster engaging learning experiences.
- This blend of traditional teaching methods with technology enhances the quality of education.

6. Interactive Learning:

- In addition to lectures, the institution incorporates internal assessments, group discussions, seminars, and interactive sessions into its teaching approach.
- These methods promote active learning and a deeper understanding of the subject matter.

7. Adaptation to Challenges:

- The institution displayed resilience during the COVID-19 pandemic by embracing innovative alternatives to traditional educational tours.
- Online learning, facilitated through the College Management System, Learning Management Systems (LMS), and digital tools, showcased adaptability while upholding the commitment to quality education.

8. Academic and Activity Calendars:

- The institution meticulously prepares and adheres to Academic and Activity Calendars, ensuring the orderly execution of examinations and events.
- These calendars provide a clear roadmap for the entire academic year.

9. Transparency and Effective Communication:

- Admission and examination dates, determined by the Mizoram University Examination Department, are integrated into the institution's academic calendar.
- The academic calendar is not only displayed in the college prospectus but also communicated to all stakeholders, emphasizing transparency and effective communication.

10. Continuous Internal Assessment (CIA):

- The CIA system, aligned with directives from the Mizoram University Examination Department, forms an integral part of the institution's assessment process.
- It mandates two internal examinations per semester, with a clear allocation of marks for attendance, home assignments, and internal exams.

11. Academic Integrity and Fairness:

- Marks obtained through CIA are consolidated and reviewed by the institutional Academic and Examination Committee and Moderation Committee to ensure academic integrity and fairness.
- This process guarantees a consistent and credible assessment system, maintaining the institution's

commitment to quality education and standardized evaluation practices.

The institution's commitment to effective curriculum planning and delivery is enhanced by the active involvement of teachers in curriculum design.These efforts, combined with transparent communication and adaptability, ensure that students receive a high-quality education that aligns with the standards set by Mizoram University and prepares them for success in their chosen fields.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 38

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 57.28

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1241	1320	861	1306	1025

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

1.3.1 Institutional Integration of Crosscutting Issues in Curriculum

The institution is committed to a fully inclusive education, integrating Professional Ethics, Gender Equality, Human Values, Environment, and Sustainability into its curriculum. Almost all the departments have courses pertaining to these issues.

1. Professional Ethics:

The institution places a paramount emphasis on instilling the principles of professional ethics among its students:

Ethical Education: Ethics-related courses provide students with a strong ethical foundation, emphasizing the core values of honesty, integrity, and accountability.

Industry Engagement: The institution actively collaborates with industry experts and professionals. Guest lectures, workshops, and seminars conducted by practitioners from diverse fields provide valuable insights into the practical application of professional ethics.

Case Studies: The curriculum incorporates real-life case studies, exposing students to ethical dilemmas encountered in different professions. Analyzing and discussing these cases fosters critical thinking and ethical decision-making skills.

Fieldwork: The institution encourages students to engage in fieldwork opportunities where they can apply ethical principles in real-world settings.

Continuing Education: The institution offers opportunities for students and alumni to participate in continuing education programs, workshops, and seminars dedicated to professional ethics.

2. Gender Equality: The institution's dedication to promoting gender equality is evident through the operation of the Equal Opportunity Cell, The Women Cell, and the Internal Complaints Committee (ICC). These dedicated units sensitize students and faculty to gender issues, fostering advocates for the underprivileged. Efforts supported by the UGC have been instrumental in creating legal awareness and empowering individuals to address gender disparities.

3. Moral, Ethical, and Human Values: The institution places a strong emphasis on moral, ethical, and human values. Its slogan, "Truth prevails," reflects this commitment. Various events on campus, such as group discussions, essay writing competitions, and debates, focus on moral and ethical issues, nurturing students' ethical awareness. Student clubs like the National Cadet Corps (NCC), National Service Society (NSS), Evangelical Union (Evangelicals), and Adventure Club (Adventurers) actively engage in cultural, religious, and social work programs to promote moral and ethical development. Activities such as online training in counseling and mental health, awareness programs on drug abuse prevention, and blood donation camps are organized to instill ethical human values.

4. Education on the Environment and Climate Change: The institution aligns with the curriculum of Mizoram University, which includes "Environmental Studies" as a required course, imparting extensive environmental education and awareness. Practical activities like making paper bags for an anti-polythene drive, cleanliness drives, and tree planting campaigns raise environmental consciousness. The proactive Eco Club of the College encourages sustainable practices, waste segregation, tree planting, and awareness campaigns. Regular campus-wide discussions, presentations, and outdoor excursions center on climate change and environmental concerns. Environment awareness programs are integrated into social gatherings, and the Cleanliness and Beautification Cell promotes pollution prevention.

5. Community Orientation: The NSS team and the Red Ribbon Club are actively involved in community-oriented initiatives. They organize blood donation camps, HIV/AIDS awareness debates, drug abuse, and legal awareness programs, reaching out to surrounding areas and villages. Personality development sessions, debate competitions, and computer coaching classes for the community enhance the institution's impact. The NSS participates in National Integration Camps, explores the historical heritage of the state, and engages in programs such as trekking and skiing. Adopting villages for infrastructure development, tree planting, and health awareness initiatives reinforces the institution's commitment to community well-being.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 43.05

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 938

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 100

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
661	857	798	660	741

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
661	857	798	660	741

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 100

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
661	857	798	660	741

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

2022-23	2021-22	2020-21	2019-20	2018-19
661	857	798	660	741

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 29.05

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

2.3.1 Enhancing Learning Through Student-Centric Methods and ICT-Enabled Tools

In Govt. Hrangbana College, student-centric methods are at the forefront of the institution's approach to education. These methods, including experiential learning, participative learning, and problem-solving methodologies, are thoughtfully integrated to enhance the learning experiences of students. Additionally, the institution places a strong emphasis on leveraging ICT-enabled tools and online resources to facilitate effective teaching and learning processes.

Experiential Learning:

Field Work and Project Work: Students across various departments engage in field trips related to their subjects, fostering experiential learning. Research projects and surveys are regularly organized, involving students in research activities.

Educational/Industrial Trips: Final year students embark on educational and industrial trips, both within and outside the state. These trips provide practical exposure and enrich their learning experiences.

Service Learning: Encouraging social service as part of experiential learning benefits both students and the community. It allows students to apply classroom knowledge to real-world situations.

Participative Learning:

Presentation: In-class presentations empower students to explore and study specific topics in-depth, enhancing their communication and research skills.

Group Discussions: Group discussions in the classroom encourage participation and the exchange of ideas among students.

Assignments: Home assignments challenge students to apply what they have learned, promoting critical thinking and problem-solving.

Problem-Solving Methodologies:

Mentorship: Each student is paired with a mentor who assists in developing creative and critical thinking skills, nurturing problem-solving abilities.

Debate and Argumentation: These activities sharpen reasoning and analytical skills, fostering an environment where students learn to articulate and defend their viewpoints.

Brainstorming Sessions: Held within classrooms, these sessions stimulate creativity and collaborative problem-solving among students.

Integration of ICT-Enabled Tools:

Teachers Training: The institution recognizes the importance of ICT tools and regularly trains faculty members to utilize digital resources effectively, enhancing their teaching skills.

Wi-Fi Enabled Campus: A Wi-Fi-enabled campus ensures that both faculty and students remain connected, facilitating access to online resources.

LCD Projectors: These are installed in classrooms, the commerce lab, Conference Hall, and the Golden Hall, enabling faculty to deliver engaging, multimedia-enhanced presentations.

Online Live Classes: In response to the challenges posed by the COVID-19 pandemic, the institution swiftly transitioned to online learning platforms. Through platforms such as YouTube Live Classes, Zoom, Google Meet, Teachmint, and Google Classroom, online live classes were conducted to ensure that students could continue their education despite lockdowns and physical distancing requirements. Faculty members underwent training and faculty development programs (FDPs) to adapt to these online platforms effectively.

Resource Sharing: Faculty members actively share educational resources with students through various digital platforms. These resources include recorded lectures, reading materials, e-books, and short notes, which are distributed through channels like YouTube, WhatsApp, Teachmint, Google Classroom, email, and the college portal. This accessibility ensures that students have a wealth of materials at their disposal to support their learning.

College Management System and LMS Moodle: Teachers have access to student data through the HBC College Management system. The adoption of the Learning Management System Moodle enhances the teaching-learning process, facilitating the functioning of the organization and delivery of course content effectively.

Govt. Hrangbana College has a commitment to student-centric methods and ICT integration which enriches learning with real-world experiences and digital resources, equipping students for the digital age. Its ongoing efforts in teaching evolution align with a dedication to quality education.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 90.78

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
86	86	81	81	78

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 61.23

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
51	49	47	40	42

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

2.5.1 Transparent Assessment and Efficient Grievance Redressal

Govt. Hrangbana College is dedicated to ensuring a transparent and efficient continuous assessment process, prioritizing the welfare of its students. This is achieved through the diligent efforts of the Academic and Examination Committee, the Moderation Committee, Grievance Redressal Committee and a strong mentorship structure.

- **Academic and Examination Committee**: The Academic and Examination Committee holds a central position in upholding transparency and efficiency. This committee plays a pivotal role in maintaining transparency and efficiency. It oversees curriculum planning, internal and external examination coordination, and evaluation.
- **Disciplinary and Grievance Redressal Committee (DGRC)**: The DGRC is responsible for addressing students' concerns. Students can easily submit academic and non-academic grievances online and through designated complaint and suggestion boxes or in writing to the Cell. All complaints are promptly investigated and resolved as needed.
- **Departmental Complaint Submission**: Complaints regarding internal marks are also very often submitted directly to the concerned department in which case the matter is solved within the department as quickly as possible. It is, in fact, quite common for students to submit complaints directly to the concerned department regarding their internal marks. When this happens, these matters are resolved swiftly and efficiently right within the department itself. This approach prioritizes the students' concerns, making sure they are addressed as quickly as possible, and maintains simplicity and ease in handling these issues, reflecting our commitment to student welfare and satisfaction.
- **Communication of Information**: Notifications regarding internal assessment are prominently displayed on the college website and notice boards, and also on official WhatsApp groups ensuring that students are well-informed.
- **Attendance Records**: Monthly attendance records are published by teachers, allowing students ample time to identify and report discrepancies. The college also publishes semester-wise overall attendance and provides a window for addressing attendance-related complaints.
- **Internal Examination Papers**: Students receive their examined answer papers for verification. Any concerns regarding awarded marks can be raised with the respective faculty,the department concerned or the DGRC ensuring immediate resolution.
- **Escalation**: In the rare case where student grievances remain unaddressed, they have the option to approach their mentor or Head of Department for resolution. Exceptional cases can be referred to the Academic and Examination Committee or Head of Institution for intervention.
- **Attendance Requirements**: Students are expected to maintain a minimum attendance of 75%. Exceptions are made for students with valid medical grounds or those participating in extra-curricular activities.
- **Moderation Committees**: To ensure parity in the marks awarded to students across different subjects, the Moderation Committee reviews marks given by individual teachers.
- **Transparency**: The records of internal exams, assignments, and attendance are posted on the college notice board and class WhatsApp groups for easy access. The Academic and Examination Committee takes special care to address any complaints related to internal examination results.

- **Grievance Submission**: If students have complaints about their internal marks, they may submit them online or in writing within 2 days of the result declaration. The college diligently reviews these complaints and makes necessary corrections.
- **Final Assessment**: Once all student grievances are resolved, the final Continuous Assessment (CA) is recorded and submitted to the Mizoram University examination portal.
- **External Examination:** The Academic and Examination Cell of the college ensures that students submit any complaints related to their external examination results to the affiliating university within a 15-day window following the declaration of results.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

2.6.1 Effective Communication of Outcomes at Government Hrangbana College

Government Hrangbana College takes great care to ensure that students have a clear understanding of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). This comprehensive communication strategy involves various methods to empower students with a solid grasp of their educational goals.

Orientation Programs: Guiding Students from the Start

At the beginning of each semester, the college conducts orientation programs to introduce students to the courses offered. These programs provide a general overview of the college's academic offerings. Additionally, each department conducts its own orientation program, specifically tailored to its core students. During these departmental sessions, faculty members explain the core subjects and discuss the career prospects associated with each. The orientation programs also emphasize Program Outcomes, Course Outcomes, and Program Specific Outcomes, ensuring students are aware of the expectations from the start.

Academic Proficiency and Ethical Values

Government Hrangbana College places a strong emphasis on academic proficiency and the development of high moral and intellectual standards. The institution aims to promote a pluralistic outlook and attitude among students. The UG Arts Stream comprises departments such as English, Education, Geography,

Public Administration, Political Science, History, Psychology, Mizo, and Economics, as well as both UG and PG courses in Commerce stream. Each department provides a well-rounded educational experience with 12 papers available in every subject.

Enhanced Accessibility via the College Website

To improve accessibility, the college makes POs, PSOs, and COs available on its website. allows students to refer to these outcomes as needed, enabling self-directed learning and ownership of their educational objectives.

Thorough Explanation during Sessions

At the beginning of each academic session, teachers introduce and meticulously explain POs, PSOs, and COs to students. These explanations provide a solid foundation for students to understand what is expected of them throughout their academic journey. Clarity is essential, and the college ensures that students have a clear roadmap for their studies.

In-Class Mechanisms to Foster Engagement and Comprehension

In-class mechanisms play a critical role in helping students engage with outcomes. Conventional classroom lectures remain a central method for knowledge dissemination. The college also organizes seminars led by various departments, delving into specific subjects to deepen students' understanding. Home assignments are assigned to encourage individual research and a deeper comprehension of relevant topics. Both teachers and students utilize PowerPoint presentations to enhance engagement and comprehension, making complex concepts more accessible

Feedback Integration: A Continuous Improvement Process

Effective communication is an ongoing process. The institute collects feedback from students. Curriculum and feedback is evaluated and reviewed by teachers to assess the effectiveness of the communicated outcomes. It represents a dynamic and continuous improvement cycle, ensuring that the college remains responsive to students' evolving needs and continually refines its communication strategies.

Government Hrangbana College employs various methods to ensure effective communication of academic outcomes. Through orientation programs, website accessibility, thorough explanations during sessions, in-class mechanisms, and feedback integration, the college provides students with the tools and knowledge to learn and understand and embrace the goals and expectations of their academic journey. With a strong commitment to academic proficiency, ethical values, and a diverse outlook, the college is dedicated to fostering a rounded educational experience for its diverse departments and courses.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

2.6.2 The institute has a system in place for measuring the levels of attainment of course outcomes, program-specific outcomes, and program outcomes. Our Institute is affiliated to Mizoram University.

The College offers Undergraduate courses under the Faculty of Arts in nine separate departments and Undergraduate and Post Graduate programs in Commerce. For these programs and courses, the institute follows a predesigned curriculum designed by our affiliated university. The Programme outcomes, Programme Specific outcomes, and Course Outcomes are evaluated by the institution and the same are communicated to the students through discussions in the classroom, notice board, and on the institution's website.

The following are direct and indirect measures for evaluating the attainment of Programme Outcome / Course Outcome.

Direct Assessment Methods:

- Course Outcomes are evaluated through syllabus completion, continuous evaluation, question paper setting, evaluation, and results.
- Department Heads and faculty members ensure timely course completion and offer additional classes for slow learners.
- The institution enforces a 75% attendance requirement for students to be eligible for course examinations.
- Teachers have access to student data through the HBC College Management Software (hbc.colles.in) and college learning management system HBC Moodle (ghbcmz.in/lms).These resources empower the teachers to keep students informed about their academic progress. Internal assessment includes Continuous Assessment Tests, Assignments, Class Seminars, student projects, Quizzes, and Practical Fieldwork.
- Internal assessment accounts for 25 marks, while the end-semester University Examination contributes 75 marks, per University guidelines.
- Internal assessment includes attendance (5 marks), class tests (12 marks), and assignments/presentations (8 marks).
- A review meeting of End-Semester results, chaired by the Principal, ensures accountability of teachers to students.

Indirect Assessment Methods:

- Feedback from students is collected for final and outgoing students to assess the teaching-learning process. The IQAC analyzes this feedback, discussing the outcomes with the Principal, department, and teachers.

- Feedback from Parents are also collected to evaluate the teaching and learning process.
- An alumni survey is conducted to gather feedback on college administration, teaching and learning, and the curriculum.
- Academic awards are instituted to recognize student proficiency and achievements:
  - R. Zatlaia Award for the highest marks in the final examination, sponsored by Pu R.Zatlaia's family.
  - Hrangbana Awards for the top ten students in the final examination, sponsored by the late Pu Hrangbana's family.
  - Dr. Suprakash Maiti Award for the highest marks in Accountancy in the Commerce department, sponsored by Dr. Suprakash Maiti's family.
  - Prof. Kalyan Adak Award for the Gold Medallist in Commerce in the University final examination.
  - Merit Awards in various departments, each with a cash award of Rs. 5,000 and a citation.
    - Dr. Kenneth Chawngliana Award (English Department)
    - K. Liantuala Award (Public Administration Dept)
    - Dr. Lal Rinawma Award (Mizo Department)
    - Rokailiana Award (Economic Department)
    - Lian V. Khiangte Award (Commerce Department)
    - Lalrammawia Khiangte Award (Geography Department)
    - Rualkhuma Hmar Award (Political Science Department)
    - Vanlalzawma Award (History Department)
    - Lungmuana Award (Psychology Department)
    - Prof Sanny Tochhawng Award (Education Department)
- The awards are sponsored by the individuals or families they are named after.
- Department Awards are given to students who secure 'O' level in the End Semester Examinations, sponsored by faculty members.
- KC Lalvunga Merit Scholarship is awarded to students with the highest marks in Mizo Subject.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 88.62

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
640	570	524	427	402

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

2022-23	2021-22	2020-21	2019-20	2018-19
721	597	568	498	508

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 160.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.65	109.3	5.5	7.10	23.84

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

ECOSYSTEM FOR INNOVATIONS:

The college was established in 1980, with the help of funding from a local entrepreneur Pu Hrangbana; his one condition being that the institution create a commerce department, so that students with limited means will be able to study commerce in their homeland, and enabled to build their career and enterprises within the city and the state. Thus, began the culture of entrepreneurship at the very inception of the college.

ENTREPRENEURSHIP KNOWLEDGE CELL(EKC):

The Institute has active Entrepreneurship Knowledge Cell (EKC) since 2018, affiliated to the Mizoram State Entrepreneurship Development Monitoring Committee (EKC-MEDMOC). Through their support,

student members can avail start-up loans and mentorship from the various schemes offered. The EKC works closely with the concerned department, some significant partnership are:

- The Labour, Entrepreneurship and Skill Development(LESDE) of the Government has been mentoring the EKC in various capacity. Programmes and events have been launched in the college, skill training has been imparted, participation in various entrepreneurial events etc.. LESDE has recently selected the institution as a training centre for the launch of the PMKVY 4.0.
- The IIE-Guwahati, has signed an MOU with the institution as training partner/centre as well for skill courses under PMKVY 4.0, for the North-East specifically.

INNOVATION CLUB:

The Innovation Club was created even earlier than the EKC. i.e., in 2016 to develop the entrepreneurial mindset of students.

- Industrial trip to Sikkim and Tripura
- Participation in 2 days-Hackathon organised by the Incubation Centre, MZU and the students won the first prize, and in 2019 organised by EDS-MEDMOC
- Project work such as Emerging Trends of Business in Aizawl, Business Practices, auditing practices etc are carried out every year.
- Business Plan pitching competition was organised twice during the Covid-19 Pandemic.
- Active participation in all events and programmes under the EDC, such as the Entrepreneurship Conclave, National SCST Hub Conclave etc., Start-up India Ascend, International Tourism Mart 2022, Winter Wonderland (LESDE Fair), International Startup Day etc.
- Participation and ultimately winning the SDG Local Immersion Programme of Rs. 1 lakh.
- Participation in APYE 2021 and APYE 2023, three students were ultimately selected to attend the programme at Cambodia.
- Regular workshops, training, industrial visits, special lectures, meeting of entrepreneurs, internships etc.
- Game based entrepreneurship programme organised by the Incubation Center, MZU with EDS-MEDMOC, seven students participated.

INTELLECTUAL PROPERTY RIGHTS CELL:

The institution has an IPR Cell, patronised by MISTIC, Govt. of Mizoram. The IPR Cell has built progressively an innovative culture amongst the students and teachers. IPR Awareness Seminars are held every year and even during the Covid-19 Pandemic, it was held virtually.

ECOSYSTEM FOR INDIAN KNOWLEDGE SYSTEM:

The institution imbibes IKS into all areas of learning and activities. The curriculum includes cultural heritage of India, historical perspective, the political thought and the physiological aspects through the various disciplines. Events, debates, seminars and workshops that celebrate and communicate nationalism and historical significance are organized and observed. Each department observes significant days and events of the country by organising programmes that communicate to the students its significance and thereby instil in them a deep understanding and pride for their motherland.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 176

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
49	41	31	31	24

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1.42

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
36	26	23	18	5

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 3.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	80	33	76	16

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Outcomes of Extension Activities

Govt. Hrangbana College has made a significant contribution to the neighborhood community and the environment by organizing several extension activities. The institution effectively runs the National Service Scheme (NSS), the National Cadet Corps (NCC), Eco Clubs, and other clubs and cells. Through these, the institution engages in a variety of community outreach initiatives.

When carrying out extension activities, the institution places great importance on the involvement of students, a charitable mindset, and the holistic development of students into responsible citizens.

Blood Donation Drives:

Govt. Hrangbana College has a long tradition of organizing blood donation drives, and both students and faculty members volunteer to donate their blood to such events. Through these blood donation drives, students become truly aware of the importance of donating blood for others and the health benefits of donating blood for themselves.

Plantation Drives:

Tree plantation drives are frequently organized at college plantation sites, adopted villages, and other places. In such events, students learn about the vital role of trees in preventing climate change, improving air quality, preserving biodiversity, and balancing the ecosystem. They also plant and care for saplings, providing them with hands-on experience. The NSS and Eco Club of the institution frequently check on and take care of the planted trees.

Cleanliness Drives:

The institution organizes cleanliness drives regularly through its NSS Cell, Eco Club, and different departments. Through such activities, students become fully conscious of the importance of keeping their immediate surroundings clean. They also learn about the value of protecting and maintaining the cleanliness of rivers, mountains, and other natural areas.

Special Campings:

The institution also organized special camps in its adopted and nearby villages. The needs of the communities were given the highest priority in such camps. Volunteers constructed waiting areas, water tanks, public urinals, and other amenities as part of their voluntary activity. Such activities help students become responsible citizens by focusing on and servicing the needs of communities.

Awareness Programs:

The NSS, NCC, different cells, clubs, and departments conducted several awareness programs ranging

from mental health to environmental awareness. Volunteers also carried out awareness campaigns in the surrounding area and towns on themes such as AIDS awareness, blood donation, cleanliness, the need for rainwater collecting, the dangers of using plastic and tobacco, etc. Such awareness campaigns benefited both students and communities in creating a positive social environment.

Charitable Works:

The institution values charity works. During the nationwide lockdown, volunteers visited several households and provided financial and other assistance. The students often visited orphanages and blind schools to assist with daily tasks. They also lend assistance to those in need as and when required. These activities were very helpful in developing students' compassion for others.

All the extension activities carried out by the institution shaped the students into responsible citizens and helped them build relationships with the community and the natural world while boosting their self-confidence. The extension activities also helped communities become more conscious of their personal and natural environment.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Awards and recognitions:

In recognition of its contribution to the communities through various extension activities, Govt. Hrangbana College has received several awards and recognitions from government/government-recognized bodies during the last five years.

1. On Blood Donor Day 2018, the College received a **Certificate of Appreciation** for its contribution to voluntary blood donation. *Awarding Body***:** *Mizoram State Aids Control Society, Association for Voluntary Blood Donation, and National Health Mission*
2. The institution received a **letter of appreciation (2019)** for its contributions to the community by constructing a public urinal and fencing the tomb of Mizo essayist Kaphleia. *Awarding Body: Village Council/Court,Tachhip,Mizoram.*
3. On July 12th, 2019,the institution received a **Certificate of Appreciation** for its contribution to voluntary blood donation. *Awarding Body*: *NSS Cell, Sports&Youth Services Department,Government of Mizoram.*
4. The College was awarded the **second prize in voluntary blood donation(2020)** among

educational institutions. *Awarding Body: Association for Voluntary Blood Donation, Mizoram.*

5. The institution was awarded the **Sports Minister's Trophy for Voluntary Blood Donation 2020** in recognition of its outstanding performance in voluntary blood donation. *Awarding Body*: *NSS Cell, Sports & Youth Services Department, Government of Mizoram.*

6. In recognition of its outstanding performance in voluntary blood donation, the institution was awarded the **2nd Prize for the Sports Minister's Trophy in Voluntary Blood Donation**. *Awarding Body: NSS Cell, Sports & Youth Services Department, Government of Mizoram.*

7. For its contributions to voluntary blood donation, the institution received the **Second Prize in Voluntary Blood Donation (2021)** in the Educational Institution Category (College). *Awarding Body: Association for Voluntary Blood Donation, Mizoram.*

8. The institution was given a **letter of appreciation (2021)** for its kind gesture of contributing ? 3,32,182 to the Chief Minister's Relief Fund in the fight against the COVID-19 pandemic. *Awarding Body: Chief Minister's Office, Mizoram*

9. The institution received a **letter of appreciation (2021)** for its contribution to the community by constructing a waiting shed. *Awarding Body: Village Council/Court, Samlukhai, Aizawl District.*

10. Govt. Hrangbana College received **a letter of appreciation (2022)** for organizing a cleanliness drive and renovating public assets. *Awarding Body: Village Council/Court, Muthi, Aizawl District.*

11. On May 26, 2022, the Students' Self-Support Union (SSU), Govt. Hrangbana College was awarded the **SSU Blood Donation Award** at Aizawl Civil Hospital Blood Bank. *Awarding Body: Students' Self-Support Union, Mizoram.*

12. The College received a **letter of appreciation (2022)** for its contribution to the community by building a public toilet at Chanmari Cemetery. *Awarding Body: Chanmari Local Council, Aizawl.*

13. A **letter of appreciation (2022)** was given to the institution for the construction of a public urinal at Hualngohmun. *Awarding Body: Village Council/Court, Hualngohmun, Aizawl District.*

14. In recognition of its service to the community by renovating a bazaar shed, the College was given a **letter of appreciation (2022)**. *Awarding Body*: *Village Council/Court,Tachhip,Mizoram.*

15. The institution was ranked eighth in the category of **Official Institution Websites for** 2021-2022. *Awarding Body: Department of Information & Communication Technology, Government of Mizoram.*

16. The institution was awarded the **best government institution website award** for 2022–2023. *Awarding Body: Department of Information and Communication Technology, Government of Mizoram.*

17. The NSS Unit, Govt. Hrangbana College received **the second prize in the NSS category for voluntary blood donation (2023).** *Awarding Body: Association for Voluntary Blood Donation, Mizoram.*

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 106

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
19	31	13	25	18

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 82

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Main Campus: This is the heart of the college where most of its activities take place. Keeping pace with the evolving demands of modern learning environment, it has free Wi-Fi zones and fibre-optic broadband throughout the building.

• **Classrooms** are well-lit and ventilated and furnished with LCD/LED Projectors, Wireless Overhead Projectors, Audio Systems and all the Core Rooms have Smartboards.

• Online Education System through a **Learning Management System- MOODLE** is being utilized where students are registered and given all their learning materials.

• **ERP System:** An Enterprise Resource Planning System (Hereus.in -a local private software development firm), (https://hbc.colles.in/) is being utilized where academic data, contributions, activities, notices, routine, admission,fee payments, etc. are managed.

• **Library** comprises staff station, stag area and UGC NETWORK Resource Centre and reading room for the students and faculties.

• **Conference Hall and Golden Hall** used for general staff meetings, seminars, workshops, etc. and are equipped with modern, high quality sound and light equipment

• **Learning Resource Centre** has a good range of print and electronic publications and Information Communication Technology (ICT) suite with high bandwidth internet access.

• **Language Laboratory** is equipped with 19 + 1 computers programmed with SONAKO-the latest technology in language-learning software - extensively used by the Department of English to conduct language classes.

• **Commerce Laboratory** has 30 computers running windows10 OS.

• **Geography Laboratory** serves the students with different maps, weather maps, survey equipment, compasses, toposheets, GIS maps & Lab.(20 computers), Remote Sensing data, visual aids, Camera, Tents & Camping accessories.

• **Psychology Laboratory** is well equipped with equipment for conducting various psychological tests such as Personality test, Intelligence/Aptitude test, Interest or Attitude test, etc, Reaction time machine, Mirror Tracing Apparatus, Psychophysical equipment for practical and minor research projects

• **Learning Centres –** IGNOU**,** NIELIT study centre**,** EKC centre, Remedial Coaching, Coaching Centre for entry into services are available.

To explore and nurture the students' interests, talents, and skills beyond academics, our college is fortunate to have a range of facilities that cater to diverse interests and promote a well-rounded student experience such as-

• **Students' Common Room** - equipped with various indoor games (Table Tennis, Draught Board, Checkers, Carom Boards, Chess, etc).

• **Satellite Campus in Muthi** – space for outdoor games facilities (football, basketball, volleyball, tracks, camp-site).

• **Alumni Arena**- open space for students to relax and socialize, equipped with comfortable seating areas for yoga, programmes/meetings etc

• **Golden Hall**- equipped with modern audiovisual facilities, the Hall serves as the venue for various academic, cultural, and social events.

• **Cafeteria**- serves nutritious and hygienic foods at affordable prices

• **Gymnasium**- equipped with treadmill, cardio machines, weight machines etc

• **Counselling Room** – psychology teachers are on duty.

• **Students' Union Office -** plays a vital role to look after the interests of students.

• **Jam Room-** equipped with musical instruments, sound proofed with in-built surround sound system.

Co-curricular Activities

- National Service Scheme
- National Cadet Corps
- Adventure Club
- Students Self Support Union
- Students' Evangelical Union

Clubs such as Freedom Arts Society, Music, Choreography, Theatre, Visual Arts, Weber, Literature, Innovation, Red Ribbon function vibrantly and are the pride of the institution.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 27.56

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
31.27	28.62	19.91	41.61	49.05

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The automation of the library using an Integrated Library Management System ILMS enables the library staff to efficiently manage and organize the library's collection, making it easier for users to locate and retrieve books, journals, and other resources.

Government Hrangbana College Library is located on the 5th and 6th floor of the Main College building.

Software for University Libraries (SOUL): SOUL - an integrated library management software designed and developed by the INFLIBNET Centre is utilized for bibliographic formats, networking and circulation protocols. The College library is the first user of SOUL software among the Colleges in Mizoram since 2005.

Classification: Library books are classified by using DDC 23rd edition, computerised cataloguing is done as per AACR2 rules. Soul 2.0 which was in use is now upgraded to SOUL 3.0 for circulation as well as record maintenance of books.

UGC Network Resource Centre: There are reading room for the students and separate reading room for the faculty as well as research scholars. Computers with internet facilities are available for use by the students on all working days.

E-resources and Journals (INFLIBNET N-List): The N-LIST project caters to different academic disciplines and provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. These resources are available in digital formats, providing students and faculty with instant access to relevant and current information. The vast collection of e-resources includes digital books, journals, and multi-media materials. A full text of e-journals - 6293 titles and e-books 1,95,809 titles can be downloaded. Presently, there are 59 active users among the teaching staff and some students are registered members.

Stallion RFID: For security purpose, the library is equipped with Stallion RFID compatible with super high frequency anti-theft detection of books. Hand-held book finder for stock taking and inventory device has been installed as well.

EKC cum Library is allocated one room which is reserved for blind students and differently abled students. This room serves as a Rest Room and Reading Room. Mr. Ricky Zothanmawia who himself is blind, has donated Oxford Braille Dictionary with 125 Volumes for our blind students. His donated books are kept in this room.

The library is opened from 9:00 am to 5:00pm on all working days. Students can borrow 3 books at a time for 14 days. Visitors' register is properly maintained where all visitors- both faculty and students have to enter their names.

To promote optimal library usage, events and activities such as book fairs and workshops are organized. These initiatives create a vibrant and stimulating environment within the library, further encouraging faculty and students to make optimal use of its resources and facilities.

Under Smart City Project, one part of the Library is upgraded to Library Smart Room, equipped with Air Condition, 2 Sets of Computer, UPS 3 Kva, Internet Router, etc. .

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Our institution places a high priority on regularly updating and upgrading our IT facilities. It is committed to a proactive approach in maintaining and modernizing its IT system for efficient daily operations, facilitating effective communication and supporting academic endeavours. Significant measures are taken to ensure sufficient bandwidth for uninterrupted internet connectivity on campus so that our community members can access online resources, collaborate smoothly and stay connected without any hindrance. Regular assessments are conducted to identify areas that require improvement or upgrades.

The description of the same is provided below.

- **Computer Laboratory:** There are two well equipped computer laboratories (commerce computer laboratory and language laboratory) with latest configuration desktops with dedicated individual machines for teachers to teach in any lab.
- **Internet Connection**: The Institution is provided with a high speed Wi-Fi internet facility (upgraded from 50 Mbps to 100 Mbps), provided by Jio Telecommunication Company and BSNL for teaching staff, non-teaching staff and students which were updated on 15th May, 2023 and 17th March, 2023 respectively. Teachers can access the services of secured Wi-Fi anytime by logging into devices with their predefined credentials and students can access through passwords provided to them. Presently, the college has 8 (eight) fiber internet connections.
- **Number of Systems**: Institution has a total of **203** computers for students and staff which are upgraded from time to time.
- **ICT Enabled Classroom:** All classes are equipped with ICT facilities such as Wi-fi projectors, Wi-Fi internet, sound system (in some rooms) and smartboards in all core rooms.
- **CCTV and Digital Display:** For the health and safety of students Closed Circuit Television Camera (CCTV) are installed in almost all corners within the institution with digital signage. Smart TVs are installed in the Alumni Arena and Faculty rooms to broadcast information and several events being conducted in campus.
- **ERP System:** An MOU was signed between Govt. Hrangbana College and Hereus.in (a local private software development firm), to develop a state of the art College Management System (CMS), known as colles.in (https://hbc.colles.in/). It is an Enterprise Resource Planning System

where all the staff of the college can access and manage their academic data, contributions, activities, notices, routine, online admission, online fee payments, etc. through this platform. A mobile application for students and their parents is also available.

- The college started using this ERP software from March 2023.
- **College Websites**: The college has two websites, one official website (https://ghbc.edu.in/) hosted and run by the Department of ICT, Govt of Mizoram and one web-portal (hosted by the college) solely dedicated to IQAC (https://ghbcmz.in/) where information details and activities of the college are regularly posted and updated. The websites are maintained by the website management team constituted by the college.
- **Learning Management System:** Since 2019, the institution has been one of the few that has been proactively channelising the challenges of the COVID-19 pandemic as an opportunity to develop a robust ONLINE EDUCATION SYSTEM through a Learning Management System – MOODLE in which all students are registered and given learning materials including classwork, home assignments, quiz etc.
- **UGC Network Resource Centre:** As recommended by UGC, an NRC with five (5) computers have been set up in the College Library and is extensively used by the students.

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

4.3.2

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

Response: 10.73

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 203

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 29.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
33.22	31.82	19.91	45.16	52.77

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 73.27

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1433	1418	1488	1460	1560

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 72.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
1684	1799	1448	1235	1104

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 36.6

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
159	146	131	225	277

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
402	427	524	570	640

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	**View Document**
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 7.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	25	17	43

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 211

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*

2022-23	2021-22	2020-21	2019-20	2018-19
65	44	25	34	43

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 49.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
86	50	30	37	43

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The concept of alumni association is to provide a forum to bringing together the old students of the College, so that they can contribute their expertise and experience to help each other for achieving the goal. The idea took shape and formation of Alumni Association turned into reality.

Vision:

- To provide a forum for bringing together the old students of the College, so that they can effectively contribute their expertise in technology and research in the country.
- To make them proactive to face the challenges in recent industrial developments.
- To provide job opportunities to freshers through references in the respective field.
- To conduct orientation and training programs to students on various topics to enhance their skills.
- To create awareness among students about the scope of their subjects in the professional world.
- To maintain the contacts of the alumni.
- To promote cultural and social welfare activities among the members so as to develop a sense of tradition and heritage.

The Alumni Association has been registered under the Mizoram Societies Registration Act, 2005 (Act No. 13 of 2005). The Association organizes Get- Together Programme annually to promote harmonious relationship and cooperation among the members of the association and to revive the sense of belongingness to the college. A separate webpage for alumni has been created for which there is good response from the alumni. A good number of alumni are occupying eminent position and contribute to their parent institution. GHBC is proud to have as its alumni a collective of prominent peoples and entrepreneurs over the past years. This number still continue to grow. The members of Alumni contributed enormously for the college. Contribution of alumni to the growth and development of the institution may be mentioned as follows:

- Organisation of events, seminars, lectures to guide, inspire and motivate the students for their career and life choices.
- Suggestions and feedback on the curriculum i.e feedback to the college/departments to reshape the present teaching and learning programmes.
- Interaction with the current students and mentoring them, share their ideas and experiences with the current students regarding the importance of maintaining a healthy educational atmosphere for their own betterment.

- Contribution in the form of cash and kind for infrastructure development of the college.
- The Alumni members also donated awards to subject toppers in the Mizoram University Examinations which carries cash awards and citation.
- Alumni members contributed money for organising Alumni Fest/ Alumni Meet annually to have better cooperation and interaction with the students of different batches
- Organising Blood Donation Camps in collaboration with GHBC NSS Unit in the College Campus.
- Alumni Association extended physical and moral support for the extension of College Campus.
- Members of the Alumni shared their valuable ideas for the overall development of the institution through its member representative in the Planning Board of the College.

All these activities provide a forum for exchange of ideas of the alumni, the faculty and the present students besides the financial contribution.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

VISION AND MISSION STATEMENT OF THE INSTITUTION

The **vision** of Government Hrangbana College is **"Providing holistic and quality education within the reach of all."**

The *mission* of the institution is *"to mould the students to be intellectually competent, morally upright, socially committed and spiritually inspired persons capable of building a more humane social order within the context of the nation's religious and cultural pluralities and diversities."*

- Moulding the primary stakeholders to be alert and adequately responsive to changing societal priorities.
- For a sustainable institutional growth, an all-round development of each learner in social, political, economic, cultural aspects is the principle focus. Only then will they learn to embrace any issues they witness, be it local or global, through a practical approach.
- Inculcating the core values of togetherness and workmanship within the entire fraternity, to foster healthy competition amongst all, in order to bring excellence both in academic and administrative levels.

INSTITUTIONAL GOVERNANCE

- The institution is governed by the Government of Mizoram under the Directorate of Higher and Technical Education.
- Being affiliated to MZU, all curricular, evaluation and examination decisions are under the supervision and directives of the university.
- Internally, the nature of governance is democratic and participative. The Principal is the head of the institution, and the Vice-Principal acts as the second-in-charge. It is a three-tier functional departmentation – the academic, administrative and, the library.

VISIBILITY OF INSTITUTIONAL GOVERNANCE AND LEADERSHIP WITH NEP 2020

- The mission and goal are adapted dynamically and continually to the needs of emerging educational system such as the new implementations of the NEP 2020.
- This new policy has paved in several ways in improvement for all-round development of the

students. With the context of rapid globalization, the importance of clear and effective communication has substantially increased. Courses under this new policy have been designed to meet the needs of students, whose communication skills – it verbal or non-verbal, will greatly be enhanced after learning this course.

- The teachers play the role of leaders. The Head of the Institution and the Heads of the different Departments along with the faculty members ensure that the College maintains a strong academic environment.
- Strong man-power management is the key factor in the well-functioning of the governance to inculcate decentralization. It is one of the aims of the institution to uphold this power as all stakeholders, from teaching to non-teaching, as well as students are given appropriate opportunities befitting them.
- To continuously develop, improve, innovate, initiate, organise, train towards making learning student-centric, quality assured and enriching. This is the real goal of education, fostering each learner to strive for excellence, if not perfection.
- That only truth prevails in the hearts of young minds, and no negativity hinder their thoughts.
- The institution also put utmost importance in the career advancement and professional ethics of the teaching faculty, as well as non-teaching staff. Professional development programmes are therefore regularly organised by the institution, whereby faculties and staffs are encouraged to attend seminars/workshops within and outside the state.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Institutional Perspective Plan

As the college is fully under control by the Government of Mizoram there is no separate service rules, recruitment rules and promotional policies. All these matters are taken over by the state government. The Principal of the college works in close cooperation with the head of departments to regulate and maintain a congenial and academic environment. As the head of the institution, along with the Planning Board, IQAC, RUSA - Board of Governors, Teaching faculty and Establishment, he implements the decisions and policies of the management. It has to take into account the State Government Development Grant and the grants sanctioned by UGC and RUSA. The grants received from these organizations are being used for the development of college library, Infrastructure, hostels, sports, creation of new facilities,

laboratories, renovation and extension of building, language lab etc. of the college. The Government of Mizoram has now provided a plot of land at Bellei Mual for extended/satellite campus. Under the Ministry of DoNER, for taking an initiative, a DPR was submitted to the authority for fencing of the new college campus.

The Institute has a perspective plan for development of the aspects considered for inclusion in the plan. For the smooth running of the college, the staff meeting formed various committees and cells such as Planning and Advisory Committee, NEP2020 Implementing Committee, Career Guidance and Placement Cell, Infrastructure and Campus Development Committee, Library Committee, RUSA functionary-Board of Governors, IQAC, Disciplinary and Grievance Redressal and Legal Aid Cell, Internal Complaints Committee, Anti-Ragging Cell, Research Development Cell, Sports Board, SO-CUL Network Committee, Jam Room Management Committee, Disaster Management Committee, Information and Communication Cell, Hostel Management Committee, Psychological and Academic Counselling Cell, Statisticians, Internal Auditors, College Welfare Board, Freedom Art Society, Health and Medical Committee, Equal Opportunity Cell, Cleanliness and Beautification Cell-Swachh Bharat Mission, Eco Club, The Club Culture, Citizen's Charter, Social Media Champion, Electoral Literacy Club, DIOs, Red Ribbon Club, SOP Implementation team, YUVA Tourism club, Drugs Awareness cell, Fitness Club, UBA Cell, Chess Club, IPR Cell, Women Development Cell, Students' Union, Entrepreneurship Knowledge Cell etc.

For the overall academic development, the institute plans to open new subjects of teaching from time to time. The Government has kindly consented to the introduction of PG course in Commerce from the academic session 2021-2022 and accordingly the college has started its process of affiliation from the affiliating University. Being an affiliated government college, the college has to depend on the approval of the State Government as well as affiliating University. The College initially recruited two casual teachers, with the Head of Department and other faculties spared from the UG Departments. At present there are two permanent teachers managing the Department. The department is accommodating 41 students; 17 in the I semester, and 24 students in the III semesters respectively. The first batch of students came out with flying colors, wherein 6 students acquired top ten ranks in the University exam, with a cent percent pass percentage.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**

4.Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

PERFORMANCE APPRAISAL SYSTEM FOR TEACHING AND NON-TEACHING STAFF:

Multifaceted activities of a teacher are presented in a consolidated report called Performance Based Appraisal System (PBAS) and sent to the Directorate of Higher and Technical Education Department, Government of Mizoram every year after being reviewed by the Principal.

The teachers are encouraged by the Career Advancement Scheme of the Government, providing deputation-posting to a higher responsible post, and their leaves are also sanctioned accordingly.

The Non-Teaching staff undergo a Performance appraisal system where the Principal submits Annual Confidential Report (ACR) to the higher authority.

On the basis of PBAS of the faculty and ACR of the non-teaching staff which is reviewed by the Principal and subsequently sent to the Directorate of Higher and Technical Education Department, Government of Mizoram, the State Government utilizes it as a necessary document for confirmation of service as well as for the Career Advancement of the teaching and non-teaching staff.

WELFARE MEASURES FOR TEACHING AND NON-TEACHING STAFF:

The following welfare schemes are available to the permanent teaching and non-teaching staff of the

college:

Government Welfare Schemes as per State Government Rules:

1.General Provident Fund (GPF)

2.Death cum Retirement Gratuity

3.Leave Accumulation and Leave Encashment

4.Pension scheme

5.Leaves like Casual Leave, Earned Leave, Study Leave, Maternity Leave, Medical Leave, Half Pay Leave, etc. as per Government Rules.

6.Group Insurance Scheme

7.Medical Reimbursement

 8.Loan / Advance from GPF

 9.Residential facilities in Government Quarter

10.Housing/Car/Festival Loans

11.Increment is given to all teaching faculty on completion of M.Phil/ Ph.D by the Government (1 year for M.Phil and 3 Years for Ph.D)

Institutional Welfare Schemes:

1.The Welfare Board of the College (Hrangbana College Welfare Board) provides soft loan up to Rs. 2,00,000 at minimal rate of interest to the staff for medical treatment of the family members, renovation and repairing of residential house, loss arises due to natural calamities, children education, marriage, condolence in case of death of family members etc.

2. Hrangbana College Welfare Board gives Rs.1,00,000/- Condolence Gift to the bereaved family in case of death of the Welfare member i.e Permanent Staff of the College.

3. The College Welfare Board also maintains and provides Garage in the Ground Floor to the students free of cost and to the Staff at minimal rate.

4. The Welfare Board can also grant Financial Support to its members as and when needed according to the decision taken by the Board Executive Committee. The cash amount differs according to the gravity of the situation and can amount upto Rs.1,00,000/-

 5.The college provides canteen facility at concessional rate during office hours overlooked and managed by the Welfare Board.

6. The College has a well-equipped gymnasium which can be availed of by both the teaching and non-teaching staff of the College.

7.Retirement benefits like Death cum Retirement Gratuity, Pension, Leave Encashment; Group Insurance Scheme had been availed by all the staff who have retired on superannuation or otherwise. Other welfare schemes have been availed by 100% staff of the college.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 28.07

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**

2022-23	2021-22	2020-21	2019-20	2018-19
23	12	20	28	22

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 93.39

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
94	94	90	90	84

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
21	20	23	23	23

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits

regularly (internal and external)

Response:

STRATEGIES FOR MOBILIZATION AND OPTIMAL UTILIZATION OF RESOURCES AND FUNDS

- The excellent leadership and administration strategy enables efficient and optimal utilization of the limited resources.
- The main campus is limited in space and the only expansion possible is vertically, there are 7 storeys, each space and corner has been designed to accomodate as much amenities as possible.
- The Golden Hall is fully equipped for high level events, government official functions are hosted regularly and this gives income for maintenance.
- Being centrally located, the college is often used for competitive examinations, state elections polling stations, training, seminars, workshops etc.
- There are spacious laboratory for practical oriented disciplines which are also used as classroom
- Classroom also function as coaching centers in the evening. NIELIT and IGNOU center gives opportunities to students to earn double degrees.
- The Gym, Jam room, common room (for choreography), parking lot, ATM and shops in the ground floor areas are available to the public for rent.

In short, each resource that we have is uitilized multifariously, judiciously and economically (earning as well as learning).

CONDUCT OF FINANCIAL AUDITS

- The college conducts both internal and external audit on a regular base.
- The office of the Accountant General, Mizoram conducts external audit from time to time as per Government Finance Rules.
- The college audits its financial statements every year through professional Chartered Accountant (Jewel Fanai & Co).
- Some of the college cells/clubs which have their own separate budgets are audited internally by competent auditors appointed by the college authority.
- To ensure transparency and effective monitoring of funds, transactions are made through Public Finance Management System (PFMS)

SOURCES OF FUNDS

- The main sources of fund for the college comes from state government, central government (RUSA2.0) and student admission fees.
- The funds that are received from the state government are utilized for faculty salary, office expenditure, college maintenance. The also college receives fund from Planning Department, Govt of Mizoram for setting up of Entrepreneurship Knowledge Cell.
- Board of Governors, RUSA, allocates funds received under RUSA. Funds that are received from RUSA2.0 are monitored and implemented by the Project Monitoring Unit Committee and are mainly utilized for 1) new construction, 2) upgradation and renovation of existing infrastructure, 3) purchase of new equipment. Utilization certificates are submitted to the funding agencies after

the funds are utilized.
- Besides the Project Monitoring Unit Committee, for optimum utilization of funds, the Purchase Sub-Committee looks into the fund allocation and management of financial resources.
- Funds that are allocated to the library is taken up by the Library Committee. Each department submits its recommended reading list to the Library Committee and the latter used the allocated funds for purchasing such books.
- Each department collects fund from its faculty members and are used judiciously to organized seminars, workshops, social service activities and educational trips. Each department also gives cash awards to their respective department rank holders.

The college receives donations from several individuals and alumni association. Most notable donors are Hrangbana family members and R. Zatlaia (former Principal of the College). These funds are given as cash award during the Foundation Day program every year to students of every department who secured top ten rank (University Exam). The donation received from alumni are mainly used for renovation and beautification of the college.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

INSTITUTIONAL REVIEWS THROUGH IQAC: The IQAC setup has been institutionalised in a manner that automatically reviews the various process and operations. It monitors the teaching, research, various departmental activities of each department/committees to ensure effective academic and administrative performance. The IQAC ensures the institution's commitment to uphold the academic standards through quality assurance policies and mechanisms.

- Promotion of excellence in all college functions and services and foster learning activities of the highest quality to help students achieve their goals.
- To maintain at all time the highest level of honesty, communication, cooperation, and credibility in all relationships, and assume responsibility for all our decisions and actions, and ensure the best use of available resources.
- To promote individual growth and a positive sense of self-worth for all members of the college community and play an integral role in developing, advancing, and serving the local community.

REVIEWS IN TEACHING LEARNING PROCESS: Institutional mechanisms are in place to continuously review the teaching learning process. The Academic Calendar is prepared as per the MZU timeline at the beginning of every academic session, which becomes the guideline and standard for measuring performance for teaching-learning process, completion of courses, class tests, assignments etc. The Academic and Examination Committee meets regularly and monitors all progress meticulously.

Learner-centric education approach are ensured through the system of continuous evaluation and reports that each department is obligated to make to the Principal and the IQAC.

Workload of every teacher is in compliance with the affiliating University and UGC norms. Timetable adherence and punctuality is strictly monitored and attendance of students is displayed on monthly basis on the Notice Board to help them keep a check on their regularity.

REVIEWS IN STRUCTURES & METHODOLOGIES OF OPERATIONS: The Principal, being the head of the institution, takes all possible care to ensure that all the members of teaching and non-teaching staff are involved in the institutional processes.

- The college has a decentralized organizational structure to co-ordinate and monitors the academic and administrative planning and functions of the institution.
- The Planning Board of the Institution has representatives from both teaching and non-teaching staff which ensures their active participation.
- Each committee has defined objectives, responsibilities and accountabilities. The Principal, as head of the institution, co-ordinate the functions of all the committees which guarantees that all official activities are performed effectively.

The **REVIEW IN LEARNING OUTCOME at periodic intervals and records** are done in multiple ways such as:

- *Mentoring of students* are regularly organised wherein mentees are to report their perfomances in each milestone and their attendances to their mentor, duly signed and monitored. The students also have peer mentor and each student must meet the principal each semester to evaluate their perfomances.
- *Timely redressal of all grievances*, and in-depth analysis of performances for each examination and assessment for strategic planning is done.
- *LMS software* is used extensively for optimal functioning and recording as well.
- *Rewards and recognitions* of excellence in performance is given utmost importance.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Promoting gender equity and sensitization in the institution

1. Curricular Activities:

- *Inclusive Curriculum:* The institution maintains a curriculum that incorporates diverse perspectives and addresses gender-related issues. In the syllabus, there is inclusion of course materials and case studies which reflect gender equality and sensitivity.

2. Co-Curricular Activities:

- *Diverse Cells and Committees*: There are various cells and committees that are formed to focus on gender equity and inclusivity like the Equal Opportunity and Women Development Cell, Internal Complaints Committee, and Grievance Redressal Cell. These cells and committees organize awareness campaigns, workshops, and events related to gender sensitivity and equality.
- *Inclusive Sports and Recreational Activities*: Ensure that all students have access to sports and recreational facilities and programs, regardless of gender. Promote mixed-gender sports teams and activities that challenge traditional gender roles.
- *Gender Sensitization Workshops*: Organizing workshops and seminars aimed at raising awareness about gender-related issues. Important days like International Women's Day, Denim Day, and Women Mentoring Program are organized, to name a few.
- *Self-Defence training*: Programs on Self-Defence Program for women are organized to educate women on basic self-defense techniques and to give them knowledge on safety.
- *Gender Equality Goals*: Aligned with broader frameworks like the United Nations' Sustainable Development Goals, especially Goal 5 which is about achieving gender equality. There are facilities within the campus.

3. Facilities for Women:

- *Safe and Accessible Restrooms*: Ensure that the campus has clean and safe restrooms accessible to women, including those with specific needs, such as those for people with disabilities. A Sanitary Pad dispenser is also installed in the restroom.
- *Security Measures*: Implement security measures with surveillance cameras.
- *Women's Health Services*: Offer on-campus health services where a nurse is available, including counseling and access to mental health resources that address the unique needs of women.

- *Hostel Facilities for women*: There is provision for women's accommodation.

4. Gender Sensitization Programs:

- Several Gender Sensitization Programs were organized. Webinar on Law against sexual harassment of women in the workplace, Discussion on Gender Equity in literature, observation of important days like International Women's Day, Denim Day, etc

5. Reporting Mechanisms:

- The institution form Cells and Committees that take up issues that can arise on the campus. Internal Complaint Committee and Grievance Cells are to name a few. They are the mechanism that looks into the matter if any gender-based issues or complaints arises.

6. Leadership and Representation:

- Gender-Equal Leadership: To promote gender diversity in leadership positions within the institution, women are included in student leadership, faculty roles, and administrative positions.
- Diverse Speakers and Role Models: Various departments of the institution invite diverse women speakers, scholars, and role models to inspire and empower students and promote a culture of inclusivity. Women from various walks of life are invited as guest speakers to speak on gender issues.

Creating a culture of gender equity and sensitization requires ongoing commitment, education, and collaboration among all members of the institution. It is essential to create an environment where everyone feels respected, valued, and empowered to thrive, regardless of their gender identity.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Institutional efforts/initiatives in providing an inclusive environment

- **Sensitization Program**: Seminars and workshops are conducted by various departments to educate employees or students on inclusivity, the importance of a diverse and inclusive environment. Programs are organised on various topics which ranges from gender-based issues, reservation policies, environmental issues, entrepreneurship, skill development, mental health etc. All students irrespective of gender, race, economic background participate harmoniously in these programs.
- **Safe Reporting Mechanisms**: Institutions provide mechanisms for individuals to report harassment or discrimination. They ensure anonymity and protection against retaliation. Cells and Committees such as Anti-ragging Cells, Grievance Redressal Cell, Internal Complaints Committee and Equal Opportunity and Women Development Cell look into the complaints and take action.
- **Inclusive Programs**: The Institution observes College Week annually, where students compete in various disciplines like sports, debate, singing, dance etc. Cultural program is organised where students perform cultural dances and dress in their respective cultures. All students participate harmoniously despite their diverse backgrounds.

Code of Conduct

There is a set of guidelines and standards designed to assist members of an institution in understanding their responsibilities and expected behaviours. It contributes to a positive, respectful, and inclusive environment by setting standards for professionalism and ethical behaviour.

Sensitization on constitutional obligations, values, rights, duties, and responsibilities:

- **Celebration of Significant Days**: The Institution recognises and celebrates days like International Women's Day, Constitution Day, Vigilance Week, Ambedkar Day, Environment Day, Mental Health Day, World Alzheimer Day, World Aids Day, Janjatiya Gaurav Divas, Suicide-Prevention Day, Communal Harmony Day, Independence Day, Republic Day, Teachers' Day, Har Ghar Tiranga, Gandhi Jayanti, Yoga Day etc.
- **Oath-taking**: The anti-ragging pledge is an important measure taken by the institution to combat the menace of ragging. Ragging can be severe physical, psychological, and emotional trauma for many students
- **Posters**: Posters of the Preamble, Fundamental Rights and Duties put up on the walls of the institution.
- **NSS programs**: Blood donation, Cleanliness Drive, Extension Activities and Charity Works.
- **Cultural Exchange Programs**: National integration Camps are attended by NCC students under the *Ek Bharat Shrestha Bharat* Program. Members of Freedom Arts Society visited Tripura under this program.
- **Visiting of Legislative Assembly**: Students of Political Science, Public Administration and

History, along with the faculty visit assembly sessions annually. It is a part of one's constitutional duty which is an enlightening and educative experience.

- **Participate in Youth Parliament**: Students participate in youth parliament competitions organised by the State Government.
- **Voter's Awareness**: Constitution of Electoral Literacy Club to promote voter education amongst the students. Systematic Voter's Education & Electoral Participation (SVEEP) Awareness campaign was organised in the institution. Events like Voter's Day Celebration was also organised. These programs aim to increase voter participation and ensure that elections are free, fair, and representative

India, given its vast diversity, has continually strived to create an environment where differences are not just accepted but celebrated. The institutional efforts are geared towards ensuring that every citizen is aware of their role in upholding the democratic and secular ideals enshrined in the Constitution.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

Title: Cultivating Holistic Leaders through Clubs for Soft Skills Enhancement and Empowerment Workshops

- The clubs operate to enhance leadership among students
- Seminars, Webinars, and Workshops on topics and issues that can hone their technical as well as soft skills

Context:

In today's fast-paced global environment, the demand for effective leaders extends beyond traditional hard skills. Holistic leadership involves the cultivation of a well-rounded individual who possesses not only technical know-how but also the soft skills needed to inspire, motivate, and guide teams. Recognizing this paradigm shift, the institution tries to inculcate within the students a sense of confidence and resilience. This builds the ability of problem-solving, decision-making, and critical

thinking among the students.

Objectives:

- To nurture students into well-rounded individuals who are equipped with a blend of technical and soft skills.
- To equip students with the skills and confidence to take initiative, make decisions, and lead in various capacities.
- To instill a sense of teamwork, understanding of group dynamics, and the ability to work in cross-functional teams.
- To encourage a culture of lifelong learning and adaptability, ensuring that leaders are always up-to-date and ready to tackle new challenges.

The Practice:

- **Clubs**: Establishing leadership and soft skills within the institution acts as a foundational step. There is a platform created for the students to practice their leadership skills and train them. Several clubs are established like Innovation Club, Weber Club, Music Club, Choreography Club, Theatre Club, Cultural Club, Adventure Club, and Students' Union, to name a few. These clubs nurture talents and interests and most of all, this enables the decentralization of leadership roles amongst the students.
    - Various clubs organise programs for their concerns which give them the opportunity to grow in the field of their interest. For example, Weber Club conduct regular group discussions, and debates to hone communication skills.
    - Organize team-building exercises to improve teamwork and understanding of group dynamics within their area of interest and passion.
- **Seminars, Webinars, and Workshops**:
    - Various Departments have conducted Personality Development Programs, Skill-building programs that focus on Interactive sessions on entrepreneurship, career-building, sensitizing on issues that matter globally, and even problem-coping mechanisms are emphasized upon.
    - Special lecturers from different fields offer students a glimpse into real-world scenarios and expectations.

Evidence of Success:

- There is an increase in students' participation in classroom discussions, club activities, and institutional events.
- Students demonstrate better clarity in presentations, written assignments, and group discussions.
- Group projects and teamwork activities witness more harmonious collaborations, reduced conflicts, and better outcomes.
- Students report feeling more confident, empowered, and equipped to handle leadership roles in their respective capacities.
- Alumni who have been through these programs and workshops often land leadership roles in their professional capacities faster than their peers and frequently attribute their success to the holistic training received during their academic tenure.

Problems Encountered:

- *Resource Constraints*: Conducting high-quality workshops and bringing in industry experts can be expensive and may strain the institution's budget.
- *Time Management*: Integrating these additional programs without overwhelming students and faculty can be challenging. There is a need to strike a balance between academic rigor and these supplementary activities.
- *Measuring Outcomes*: Soft skills development can be subjective, and there may be challenges in developing metrics to measure the effectiveness of these programs.

Resources Required:

- *Trainers and Facilitators*: Hiring or partnering with experts in soft skills training and leadership development.
- *Infrastructure*: Spaces conducive to group activities, discussions, and workshops. Investment in technology for webinars and online training sessions.
- *Budget*: Financial planning to support these initiatives, including guest speaker fees, training materials, and potential off-campus retreats or workshops.

Best Practice-2

Title: Bridging Academia and Community: Fostering Authentic Engagement and Experiential Learning

Context:

Govt. Hrangbana College plays a vital role in not only educating students but also in promoting community development. It is common for students to struggle with the application of classroom learning to real-life scenarios. To address this issue, it is crucial to integrate academic learning with field trips and community involvement. This approach can effectively bridge the gap between theoretical knowledge and practical implementation.

Objectives:

- **Strengthen Community Ties**: Establish and enhance the symbiotic relationship between the academic institution and the local community.
- **Enhance Learning Experience**: Provide students with authentic, real-world experiences that compliment their theoretical learning.
- **Civic Responsibility**: Cultivate a sense of civic duty and communal responsibility among students.
- **Professional Development**: Offer students practical experiences that can enhance their career readiness and employability.

The Practice:

- **Community-Based Research Projects**: Students partner with local organizations or businesses to conduct research or undertake projects that address real community needs.

- **Internships and Co-ops**: Partnering with local businesses and organizations to offer students practical work experiences. MOUs are signed with local business houses and institutions.
- **Community Engagement Events**: Hosting forums, workshops, and other events that address community issues and promote dialogue between academia and the community.
- **Field Trips and Study Tours**: Departments organized field trips and Industrial Visits which are related to their respective syllabi.
- **On-the-Job Training**: M.Com students and Psychology students are enrolled in internship programs at business houses. Internship Programme at Child Guidance Centre (CGC) has been started by the Dept of Psychology.

Evidence of Success:

- **Increased Community Partnerships**: Growth in the number of community organizations collaborating with the institution.
- **Enhanced Student Learning Outcomes**: Improved grades and greater understanding of course material as evidenced by students' feedback and assessments.
- **Positive Community Feedback**: Acknowledgment from community stakeholders about the positive impact of student projects and engagement.

Problems Encountered:

- **Funding Constraints**: Some projects might require financial resources beyond what is available.
- **Time Constraints**: Balancing academic requirements with community engagement efforts can sometimes be challenging for students.

Resources Required:

Community Engagement Office: A dedicated office or team responsible for liaising between the institution and community organizations.

Funding: Budget allocation for community projects, transportation, and other related expenses.

Digital Platforms: Tools and software to facilitate communication, project management, and collaboration between students, faculty, and community partners.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

VISION:

Providing holistic and quality education within the reach of all

INSTITUTIONAL DISTINCTIVENESS: Incorporating a holistic education approach into academia.

Program Objectives:

The core objective of incorporating a holistic education approach into academia is to provide an educational experience that fosters the comprehensive development of individuals, addressing not only their intellectual capabilities but also their emotional, social, physical, creative, and spiritual dimensions.

Emotional Learning & Development:

Activities:

- The Institution conducts a range of educational events that promote emotional intelligence, self-awareness, and mental health awareness.
- These events include workshops, webinars, and seminars on various topics such as the search for life's true meaning, meditative relaxation, counselling and mental health, and self-defense training.
- The Personality Development Programme (PDP) is one of their signature programs that focuses on enhancing emotional intelligence in students by imparting valuable skills such as self-management, social awareness, and relationship management.
- The Institution also offers mentoring opportunities where teachers guide and support students in their personal and professional development, thereby helping mentees learn from the experiences of their mentors.

Outcome:

1. Increased Awareness of Emotions
2. Enhanced Emotional Intelligence (EQ)
3. Strengthened Interpersonal Skills
4. Goal Setting for Emotional Growth
5. Increased Self-Confidence and Empowerment

Experiential & Hands-on Learning:

Activities:

- During the pandemic, students have also been involved in community projects through the undertaking of NSS.
- In accordance with their academic syllabus, students embark on industrial trips to the Aizawl Municipal Corporations to gain first-hand knowledge of their subject concerns.
- These excursions also feature extension activities at schools for the blind.
- Additionally, study tours are arranged on various themes, including 'Back to the Roots' where students visited rural villages of the state, 'The Deep South Expedition', and 'Green Escape to Abode of Clouds'.

Outcome:

1. Increased Engagement and Motivation

2. Enhanced Critical Thinking and Problem-Solving Skills

3. Improved Retention of Knowledge

4. Development of Practical Skills

 5. Development of Practical Skills

Physical Development & Well-being:

Activities:

- This institution actively encourages students to engage in various physical activities, such as football, basketball, cricket, badminton, and more, with equal opportunities for all genders.
- This college holds the title of Mizoram University Sports Overall Championship in 2023.
- Some of its students are part of the National Taekwondo Team.
- The college offers to teach students basic self-defense skills, along with a well-equipped gym on campus.
- Personality development programs caters to mental and physical well-being; and Yoga Day is celebrated annually.
- Students interested in dance can also benefit from the on-campus dance studio, which helps them practice routines and improve their physical health and fitness.

Outcome:

1. Fostering a Culture of Creativity

2. Enhanced Creative Expression

3. Increased Confidence and Self-Esteem

4. Community Building and Collaboration

Artistic & Creative Exploration:

Activities:

- Our institution boasts a diverse range of clubs that cater to students with a passion for the arts. Various Clubs offer workshops and skill development programs.
- The Literature Club, Innovation Club, Yuva Tourism Club, Adventure Club, and Cultural Club explore the creative and artistic side of their members, providing ample opportunities to showcase their talents and skills at various events organized by the Freedom Arts Society.
- The Literature Club holds seminars and publishes books created by its members
- The Innovation Club collaborates with other clubs to celebrate innovative ideas at Freedom Fest.
- The Yuva Tourism Club and Adventure Club venture out to participate in activities that aim to build and explore new areas.

Outcome :

1. Nurturing Artistic Talents

2. Diverse Artistic Performances and Exhibitions

3. Promoting Cultural Exchange

4. Promoting Cultural Exchange

5. Enhanced Collaboration and Teamwork

Social & Interpersonal Skill Development:

Activities:

- Leadership training is organized for all contenders of the Students' Union.
- Inter-departmental workshops on Management Skill development, students are given a platform during college week to enhance public speaking in debates, extempore speech, etc.
- Students take part in Sustainable Development Goals competitions organized by the state government.
- Personality Development Programs are organized to hone their skill in areas of their interest.
- Classroom presentation is a project taken up by students based on the topic of their subjects of concern.
- Webinars on mindfulness and self-care are organized by the Department of Psychology.

Outcome:

1. Strengthened Interpersonal Relationships

2. Increased Empathy and Cultural Sensitivity

3. Increased Empathy and Cultural Sensitivity

4. Active Participation in Social Initiatives

Life Skills & Real-world Preparedness:

Activities:

- Seminars and workshops are organized on the Meet the Entrepreneur program,
- Awareness on Accountancy, Motivational Empowerment, and Improvement, and Investor Awareness Programme on Overview of NSE & Capital Market.
- A special lecture on counselling skills is organized. There is an establishment of a Career and Counselling Cell which organizes such counselling annually.
- Skill development on Mizo Language and Literature is organized by the Dept of Mizo.
- Knitting skill development and sign language workshops are organized by Dept of Education.
- Flower arrangement skill development is organized by the Dept of Political Science.
- A workshop on Mock SSB interviews was organized by Weber Cub in collaboration with the Dept of Political Science.
- The Department of Mizo undertakes Business Process Outsourcing (BPO), Social Media Marketing, Computer Application and Networking (CAN), and IT Assistant (DCA level). Additionally, they organize a Cyber Security awareness campaign.

Outcome:

1. Improved Life Skills

2. Higher Career Placement Rates

3. Entrepreneurial Ventures

4. Community Impact

Pioneering programs:

- The institution has been a pioneer in many fields. For instance, the publication of books of study tours, the Self-Study Union was first established in the institution.
- The institution is the first to launch the Department of Public Administration. For the first time, the Department of Commerce has instituted a post-graduate program.
- The institute is the pioneer in having a Department of Commerce in the State.

Outcome:

1. Publication of Study Tour Books

2. Self-Study Union Establishment

3. Department of Public Administration

4. Post-Graduate Program in Commerce

5. Pioneering Department of Commerce in the State

Conclusion: In the relentless pursuit of holistic education and unwavering commitment to excellence, Govt. Hrangbana College has embarked on a journey of pioneering programs that has left an indelible mark on education and personal development.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

ADDITIONAL INFORMATION

- The institution has implemented the NEP2020 syllabus in the PG course since 2022 and in the first semester of UG courses as of 2023.
- The college has three campus and project proposal for the new/fourth campus is submitted to DoNER, we await its outcome.
- The institution is the only college that is partnering with the government to successfully complete the requirement of being a Training Provider for skillcourses under the PMKVY 4.0 scheme.
- It has partnered with the Indian Institute of Entrepreneurship, Guwahati to be a PMKVY 4.0 Training Partner and a proposal is submitted to become a Entrepreneurship Development Center, it is presently an EKC.
- The college has been the first(Founder/Pioneer) to implement many activities that has now been institutionalised across all colleges in the state, such as the Evangelical Fellowship, Self Support Union, Club culture, Parents Teachers Meeting, Mentoring system, Commerce education and so on.

Concluding Remarks :

CONCLUSION

The Govt. Hrangbana College family is delighted to face the fourth cycle of NAAC accreditation. The college is now in the 43rd year of its existence and have produced many students who have become leaders in their chosen field. The most endearing to reminisce is they come back to pay tribute to their alma mater.

Academically, we continue to hold the most number of ranks across all disciplines. We have consistent and excellent performance records even in terms of our pass percentage. The college is bursting with activities, students in and out of their classes, seminars and workshops at every corner, singing in the jam room, dancing in the common room, reading in the library, some student group going for field trips, social works and visits and so on. We also excel in sports, we have streak of winning and our participation reaches to the Asian Games and the Olympics.

Infrastructurally, we have grown immensely, we have three campus and a fourth one coming up. The main campus cannot grow in size as it is centrally located, but it has grown into highly sophisticated multipurpose campus with the finest smart classroom, creative and fitness center, digititally empowered and multi-faceted spaces.

And we are so very proud of our alumni arena, as it is not only an area for students to unwind and chill, but also signifies our togetherness, an open space that can be used as an open theatre and even as a classroom. But more so, because it was built by our beloved alumni and our principal who donated a reasonable amount to make it come to life.

We are indeed binded by the word - TOGETHERNESS, we are extremely proud of the dynamic relationship with all our stakeholders, students become our long lasting allies, parents are our partners in moulding our

shared children, teaching and non-teaching staffs are bound together by mutual respect for one another. Even those that have left the institution on completion of course or superannuation are still part of our family. A family together aspiring to make truth prevails in everyway and everywhere.