



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MIZORAM UNIVERSITY

TANHRIL, AIZAWL, MIZORAM, INDIA

796004

www.mzu.edu.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mizoram University has been a beacon of progress since its establishment by an Act of Parliament (No. 8 of 2000) and its functional start on 2nd July 2001. The University, sprawling over approximately 1000 acres on the outskirts of Aizawl, the capital city of Mizoram, has made significant strides in infrastructure, academic programmes, workforce, and support services.

Mizoram University was accredited 'A' grade by NAAC in 2014 and 2018. Since the inception of NIRF rankings under MoE, Govt. of India in 2016, the University has been ranked among the top 100 universities in India except in 2021. Similarly, Mizoram University is among the 40 top universities in the 'India Today Rankings'. Further, the University was placed in the band gap of 801-1000 during 2022 and 2023 and 600-800 in 2021 under the International THE Impact Rankings. The university has 37 academic departments offering UG, PG, M.Phil. and PhD programs under 10 Schools of Study. In addition, University is having the 03 Centres, viz., Centres of Disaster Management, Biodiversity and Petroleum Explorations. The 03 incubation centres, along with 01 STI (Science Technology and Innovation) Hub, strengthen the Innovative and Strat-up activities on the campus. The University has 40 affiliated colleges and 01 constituent college.

In the academic year 2022-23, Mizoram University welcomed a total of 1244 students, bringing the actual student strength to 2605 (excluding Ph.D. students), with 512 students hailing from other states. The University also hosts 13 international students. The academic community is further enriched by 1348 Ph.D. students. The University's faculty, numbering 264, are highly qualified, with 91.38% holding Ph.D. or higher qualifications.

During the assessment period, the faculty published 2778 papers in journals of national/international repute and over 857 books, book chapters in edited volumes, and conference proceedings. The University teachers filed 44 patents based on their individual research outcomes, out of which 08 were awarded and 29 were published.

Vision

To develop a modern residential Teaching-cum-Research University with a brand name, making full use of the latest technology and ensuring equal opportunities for access to quality higher education.

Mission

- To offer academic programmes covering broad areas of Sciences, Humanities, Social Sciences, and Professional Courses clustered into ten Schools of higher studies.
- Our institution is dedicated to creating an environment that fosters quality academics. We achieve this by providing a range of state-of-the-art IT-enabled infrastructure and support systems. These include modern teaching and research facilities, access to knowledge resources, residences for employees and students, a stable power and water supply, a responsive administration, scholarships, sports facilities, support for students' activities, a school for employees' children, creche, and incentives for high-quality staff. These resources are designed to support our teachers, students, and employees for the overall growth of the institution.

Access to NSS, NCC, Yoga, Gym, Wellness Centre, and other sports as part of the curricula achieves students' holistic physical and mental development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The University has a large eco-friendly campus spread over approximately 1000 acres of lush green land with beautiful natural landscape.
- A centrally funded NAAC accredited 'A' Grade University consecutively achieving a position within the top 100 HEIs in NIRF Ranking since 2016, within 40 top universities in 'India Today Rankings' and 2nd among the eight central universities in the north-east.
- A truly multidisciplinary Higher Educational Institution offering a diverse range of programmes covering almost all disciplines of arts, sciences, humanities, social sciences, technical and professional courses.
- Three Incubation Centres (supported by DST, DBT and DRDO) facilitate start-up initiatives. One STI Hub has been established, and activities are underway.
- There is an impressive teachers-to-students ratio of 1:10, with more than 91% of teachers having PhD or higher degrees. More than 84% of teaching posts are filled.
- The well-equipped Central Instrumentation Laboratory (CIL) has several high-end analytical facilities. It also has 20 computer laboratories, 98 state-of-the-art research and teaching laboratories, and IT-enabled classrooms.
- There is a huge, state-of-the-art central library with thousands of e-journals and e-books. The campus is fully Wi-Fi enabled, and e-stuff can be downloaded anytime and anywhere.
- Each department has a seminar room, in addition to two other large seminar Halls for common use. The University's auditorium can accommodate more than 800 viewers, and the multipurpose Hall is even larger for larger gatherings.
- A modest Guest House with an in-built Seminar /Conference Hall.
- Almost 100% of residential facilities are available to students.
- There is a partial residential facility for teachers and staff and a transportation facility for employees staying in the city.
- One KV for children's education and crèche to help working mothers.
- Participatory and decentralized Management System to promote a sense of belongingness, transparency, efficiency and accountability.
- E-governance is in place. The Samarth is extensively used in the digitalization of administrative/academic activities.
- Highly disciplined students and their elected Students' Council behave responsibly, maintaining a congenial, ragging-free academic environment.

Institutional Weakness

- High cost of maintenance of physical infrastructure and facilities due to hilly terrain, lack of adequate transportation and communication facilities.
- High living cost and lack of adequate medical facilities for students and staff.
- One of our key challenges is the lack of industries that could provide training and internship opportunities to our students and research scholars.

- The apathy of mainland people toward sending their wards to the University is due to the University's lack of easy accessibility. Business houses and industries show little interest in visiting the University for student campus placement.

Institutional Opportunity

- Located in the North-East, the University can best use the Central Government's 'Act East Policy'.
- With more than 80% of the population in Mizoram belonging to the ST Community, the University has a crucial role in utilizing research and developmental grants extended to socio-economically backward classes by central govt. agencies.
- The University can attract international students from neighbouring South East Asian Countries.

Institutional Challenge

- Due to its difficulty of access from mainland India, the University needs to work hard to attract a large number of students.
- Due to the lack of education, healthcare, and other amenities, the University has long found it difficult to retain teachers from mainland India.
- Convincing business and industrial houses in mainland India to recruit for the campus is a significant challenge, primarily due to the remote location and the associated logistical issues.
- The university authority always faces a challenge in speeding up expansion activity because of the hilly terrain and the need for transportation facilities, such as railways, for large consignments.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Under the NEP-2020, Mizoram University follows a dynamic policy to revise its syllabus as often as possible for its Post-Graduate programs. The curricula designed align with the guidelines of accrediting bodies such as UGC, NCTE, CoA, and AICTE. They are allowed to revise the syllabus as per their suggestions/directives. The departments deliberate and decide program/ course objectives and outcomes, draft the syllabus, and revise it accordingly, keeping local, regional, national, and international needs and applications of the programs/ courses in mind. While deciding the objectives and outcomes of the programs/ courses and drafting the syllabus contents, the departments consider the model curriculum suggested by various regulatory bodies.

At Mizoram University, the IQAC collects compulsory feedback from each student before the semester-end examination on each course. This feedback, which is a crucial part of our student-centric approach, is compiled and circulated among all Departments. The department takes input from the feedback while revising the syllabus next time. Courses rated below average are revised or even dropped in the next revision.

The CBCS was successfully implemented in all PG courses w.e.f. 2013-14 batch, while in UG w.e.f. 2015-16 batch. Further, PG courses were revised w.e.f. 2022-23 as per NEP-2020 guidelines, and UG syllabus revised w.e.f. 2023-24.

Mizoram University is committed to developing a curriculum that integrates various socially relevant cross-

cutting issues like ethics, gender issues, disability, HIV/AIDS, human values, environment, sustainability and inequality etc., across UG and PG programs. This approach is designed to sensitize students and shape them into socially responsible graduates.

Every department has a compulsory course on 'Research and Publication Ethics' in research coursework.

Departments under the School of Earth Sciences & Natural Resource Management focus on the major thrust areas of Environmental Pollution and management, Biodiversity, Conservation, Eco-restoration of Degraded Ecosystems, and mitigation of frequently occurring natural calamities like earthquakes and landslides.

In addition, many Departments have been offering a variety of courses focusing on the environment and its sustainability, including courses touching upon the concept and application of Gender issues.

Almost all the departments offer several courses focussing on Human Values and Professional Ethics in their programmes.

Teaching-learning and Evaluation

The pedagogical practices in the different departments of the University are conducive to facilitating the students' learning experiences to new heights. Experiential learning is one regular learning mode where students learn through observation and interaction with the environment during their fieldwork and excursions. Internships or placement, job shadowing programmes and practice teaching provide the experience of applying the principles they learned in their classes. Such hands-on training opportunities in their field of interest provide valuable experiential learning, contributing significantly to the student's understanding of the real-world environment.

At the University, students are not just learning, they're also reflecting on their experiences. Through written forms, workshops, and seminars, students engage in this crucial aspect of the learning process. They also participate in a range of extracurricular activities, both on and off-campus, and are involved in the department's extension services. These activities not only facilitate effective learning but also help students make informed decisions about their future careers.

Curriculum-stipulated Study Tours (CSST) and General Study Tours (GST) are regular features of all programs that take students for short-term courses in institutes of national importance or laboratories for better exposure.

In almost all departments, learning modes include participative and collaborative learning strategies, such as pair and group assignments, presentations, class discussions, and panel discussions.

University students actively engage with the community through events organized by NGOs related to their fields. These participatory learning experiences not only provide students with practical skills but also foster teamwork, leadership, and self-efficacy. The University's participation in Swachh Bharat events further reinforces the importance of responsible living in students' experiences.

Simulated laboratory experiments and ICT-enabled teaching are used to solve technical problems in design and architecture. Tutorials using software/hardware-based simulated training like HFSS, VLSI, PCB Fabrication, etc., and e-learning technology through NPTEL lectures series and massive open online courses (MOOCs) contribute greatly to effective learning.

Mizoram University, without fail, maintains the academic calendar, declares their results within an average of 37 days, and receives a minimum of 1.15% of examination-related complaints with 86 pass percentage during the assessment period.

Research, Innovations and Extension

The University has a well-defined policy for promoting research activities in frontier areas of various disciplines. The RAC monitors the research and innovation activities at Mizoram University. A central instrumental laboratory equipped with high-end instruments facilitates research activities at the University. 431 PhDs have been awarded during the period. 08 patents have been granted, and 29 are published. Rs. 11451.40 Lakhs were received as extramural funding during the assessment period. Further, 117 awards were received for the research/innovations by the institute/teachers/research scholars/students during this period. Faculty of MZU have undertaken extensive consultancy work and generated revenue of Rs. 82.33 Lakhs.

The University's unwavering commitment to ethical research is evident in its comprehensive code of ethics and the establishment of various ethical committees, including those for Animal, Chemical, Bio-ethics, Research/Human Ethics, and Plagiarism. These committees are diligently introduced and maintained at MZU, ensuring the highest standards of research integrity as per MoE.

A total of Rs. 65.3 Lakhs was given to the teachers as seed money. Moreover, faculty members are encouraged to engage in national and interdepartmental collaborations. A total of 80 MoUs and 476 linkages were created during the period. Teachers have published over 2234 Research papers and 868 Books/Book Chapters of repute national/International during this period.

The Innovation and IPR Cells serve as a platform for integrating research innovations into technology development or the creation of start-ups. The Incubation Centres (03) have played a key role in fostering the establishment of several start-ups. The pre-incubated and supported units are at various stages ranging from TRL-1 to TRL-3. Five product technologies are developed, 03 are commercialized, and 53 jobs are created. The DIA-CoE (DRDO-Industry-Academia-Centre of Excellence) has provided Rs. 925.93 Lakhs across various institutions (10) in various North Eastern states for innovative research for defence.

The University's active engagement in extension activities is a source of pride for the institution and its stakeholders. Through initiatives like NSS/NCC, the University extends its impact beyond the campus, engaging with the local community in projects such as the Eco-developmental project in Ailawng Village, Community Engagement at Tanhril, Blood donation, and Tree plantation.

Infrastructure and Learning Resources

Mizoram University has 10 Schools, 37 academic departments, 14 cells, 13 centres, etc. There are 133 classrooms, out of which 108 are Wi-Fi/LCD/Smart Board enabled. A total of 134 laboratories and 23 seminar/conference Halls with ICT facilities are in place. More than 984 PCs are available for students to use in Departments, Offices, Libraries, Language Laboratories, etc.

Mizoram University offers a diverse range of cultural and sports facilities. These include a Multipurpose Hall for Indoor Sports and Cultural activities, a fully AC auditorium of 860 capacity for various cultural activities and functions, and Two Open Amphitheatres of 400 capacity for various cultural activities. For yoga, games

and sports, there are indoor badminton hall, 4 table tennis boards, 3 Volleyball court, 1 Basketball outdoor hard court, one FIFA approved artificial grass Football ground, 1 Gymnasium with basic facilities. The University also houses an NSS unit and an NCC Air wing unit, further enhancing the holistic development opportunities for students.

There are 8 nos. of girls hostel and 9 nos of boys hostel having a total capacity of 1620. 03 more Hostels are about to complete and likely to accommodate another 300 students. In addition, for the accommodation of teachers/staff: a total of 169 quarters (Type I-25, Type II-23, Type III- 12, Type IV-66, Type VB-30 and Type VIA-13). 02 Helipads, 03 nos. of guest houses (01, GH, 01 MMTTC, and 01 FDC), Health centre with 24x7 medical and ambulance facility. Inside the campus, for the benefit of students, teachers, and children, the following common facilities are available: Banks (PNB and MRB), 2 ATMs (1 PNB, 1 SBI), 3 Parks, 9 Canteens, 3 Departmental Stores, MULCO Parlour, Hair Cutting Saloon etc.

Mizoram University is equipped with well-updated ICT and Wi-fi facilities, providing a seamless learning experience with a speed of 1 Gbps. The Central Library at Mizoram University is a treasure trove for students and researchers, with a collection of 1,23,752 books and a wide range of other reading materials. These resources are further enriched by e-Resources received from INFLIBNET, ensuring that students have access to the latest academic materials.

Student Support and Progression

Mizoram University provides an excellent student support system. Many students (*Ca.*84%) are supported with the Scholarship/Freeships by the Institution/Govt. bodies. The Career Counselling Cell at Mizoram University conducted a series of programs for Competitive Examinations, and 405 students cleared the national-level competitive examinations. A total of 620 students progressed to higher studies during the period. The resource persons for the Career counselling and guidance program for competitive examinations were from other Universities and also within Mizoram University. Besides the Career Counselling and Guidance Program for Competitive Examinations, soft skills development programs were also conducted, and students are benefited. A total of 537 students are placed during the period. The University has a Language Laboratory with 30 computers. A director heads an office in international affairs to support international students.

Mizoram University, in line with the UGC Regulation on Students' Grievance Redressal and the provision of Mizoram University Ordinance OE-11(3)(A), has established the Students' Grievance Redressal Committee. This committee plays a crucial role in maintaining a supportive and fair environment for students, ensuring that their concerns are heard and addressed.

Mizoram University, in accordance with the *UGC-Curbing the Menace of Ragging in Higher Educational Institutions (Second Amendment) Regulations, 2013*, has established the Anti-Ragging Committee and Anti-Ragging Squad. The University is probably the only campus free from ragging and unrest/protest free campus.

As per the provision of the *University Grants Commission (Prevention, Prohibition and Redressal of Sexual Harassment Women Employees and Students in Higher Educational Institutions) Regulation, 2015*, Mizoram University constituted an Internal Complaint Cell (ICC) to redress sexual harassment against Women employees and female students which a female professor heads. In addition, Mizoram University has an active Students' Council (SC), which contributes immensely to the University's overall growth.

There is also an active and registered Mizoram University Alumni Association (MIZUAA), which organizes a

regular alumni meeting on the campus. During the period, Rs. 13.45 lakhs were received as alumni contributions.

Governance, Leadership and Management

Mizoram University is an autonomous, Centrally funded University with a constituent college and 40 affiliated colleges. The University acts and statutes governs the University functioning. It has a hierarchical organizational structure with the Visitor, the President of India, at the apex of it. The Governor of Mizoram officiates as the Chief Rector and the Vice-Chancellor, Heads the Institution and takes all executive decisions with policy guidance from the Executive Council, Academic Council, University Court and Finance Committee. The Vice-Chancellor makes himself available to university stakeholders for official discussions. The MIZUTA (Mizoram University Teachers' Association), MUNSTA (Mizoram University Non-Teaching Staff Association) and Students' Council are part of various administrative/academic bodies in the participative management of the University.

To realize Mizoram University's mission and objectives, the University has outlined a fifteen-year Perspective Plan with specific targets/goals. Moreover, the University participated in signing the tri-partite MoU with UGC and MoE to set and achieve various administrative, financial, research, and academic targets. Various modules of SAMMARTH are amicably implemented in Mizoram University, providing smooth and transparent operations for the University's functioning.

The Students' Council (SC) at Mizoram University plays a pivotal role in fostering a vibrant student life. It organizes a diverse range of activities, including University Sports, Inter-Departmental Sports, Freshers' Social, Parting Social, Trekking, Study tours, the Mizoram University Festival (Vibrio/Virthli), and the annual publication of the student magazine "Lunglohtui."

The University follows the UGC guidelines in promoting teachers and staff and implements all welfare measures for teaching and non-teaching staff. The IQAC has successfully institutionalized students' feedback on teachers and courses each semester. In addition, it regularly conducts the AAA and prepares/submits the Annual Report to the Ministry and AQARs to the NAAC office promptly.

The finance department ensures timely submission of UC/SC to the UGC, compilation of annual accounts, auditing annual accounts, and submission of audited annual accounts to MoE. The NIRF ranks Mizoram University 77 (2024) in the university category. Moreover, the University participated and ranked in the World's 'THE Impact' Rankings and the national 'India Today' Rankings. A director heads an office in international affairs to support international students.

Institutional Values and Best Practices

At Mizoram University, we are committed to fostering a gender-sensitive environment. Establishing the Women's Studies Centre in 2016, in line with the UGC guidelines, is a testament to this commitment. The Centre actively engages in issues of Gender Equity and Sensitization within our university community and the larger society. We offer a range of courses that delve into gender issues and women's empowerment. The Internal Complaints Committee and the active Gender Champions Cell conduct regular sensitization programmes.

At Mizoram University, we take our environmental responsibilities seriously. Our campus is equipped with solar energy, solar-based energy conservation, wheeling to the grid, LED bulbs, and power-efficient equipment. We have a robust system for managing solid waste, liquid waste, and bio-waste, and we conduct e-waste disposal/recycling in collaboration with *Karo Sambhav*. Our approach to hazardous and chemical waste segregation and disposal follows safety standards, ensuring our campus remains environmentally friendly.

The University complied with the environment standards of ISO 14001:2015, Energy audit ISO 50001:2018, Quality Standard ISO 9001:2015 and received several Clean and Green Campus recognitions by the MGNCRE, MHRD, GOI, Forest Department and NSS State Department, State of Mizoram. Various initiatives are undertaken to promote a clean and green campus. The University provides facilities for *Divangjan*, including ramps/lifts, washrooms, tactile paths, a Braille Laboratory, screen reading software, mechanized equipment, etc.

The University has a tradition of celebrating national/regional festivals. The constitutional values, rights, duties, and responsibilities of citizens are inculcated among the students, staff, and teachers of the University. Every year, during April, Mizoram University organizes Cultural Day with a theme of 'Harmony, Integrity, and Tolerance', in which all students and staff participate.

Some of the best practices successfully implemented by the University are:

Regular Voluntary Blood/Organ Donation Campaign

Tlawmngaihna (Service to humanity) is practised on the campus

Mass cleaning of the MZU campus and under the Swatch Bharat mission, the last Friday of every month (2:00-4:00 PM) is devoted to cleaning the campus

Promoted Earning while learning for students (an initiative of the library for internships) <https://cloud.mzu.edu.in/index.php/s/N3yNFb6smQB6ANw>

Fee waiver facility to needy students

Perhaps the only campus of ragging and unrest/protest free in India

Children's Corner in library for children with working parents

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	MIZORAM UNIVERSITY
Address	Tanhri, Aizawl, Mizoram, India
City	Aizawl
State	Mizoram
Pin	796004
Website	www.mzu.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Dibakar Chandra Deka	0389-2330650	9862323015	0389-2330834	naac.mzu@mzu.edu.in
Professor	Diwakar Tiwari	0389-2330654	9862323015	0389-2330644	diw_tiwari@yahoo.com

Nature of University	
Nature of University	Central University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	02-07-2001
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	31-08-2001	View Document
12B of UGC	31-08-2001	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Tanhriil, Aizawl, Mizoram, India	Semi-urban	978	121077	Under Graduate programmes (4 years and 5 years), Post Graduate programme (2 years), Ph.D. programme, Vocational Programme		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	1	0	1
Education/Teachers Training	1	3	4
Arts/Humanities/Social Sciences	12	3	15
General	11	4	15
Medicine & Surgery/Ayurveda/Unani/Ho meopathy/Health & Allied Sciences/Paramedical/Sciences	2	3	5

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	1
Affiliated Colleges	40
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	27
NAAC Accredited Colleges	24
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	5
Colleges with Research Departments	2
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes
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SRA program	Document
AICTE	102889_15342_1_1715272651.pdf
NCTE	102889_15342_4_1717069843.pdf
COA	102889_2768_18_1547136982.pdf
COA	102889_15342_18_1717070177.pdf
RCI	102889_15342_19_1715181894.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	51				81				182			
Recruited	24	4	0	28	52	9	0	61	121	54	0	175
Yet to Recruit	23				20				7			
On Contract	0	0	0	0	0	0	0	0	23	16	0	39

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				312
Recruited	149	121	0	270
Yet to Recruit				42
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				94
Recruited	57	33	0	90
Yet to Recruit				4
On Contract	1	0	0	1

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	4	0	0	0	0	0	0	0	0	4
Ph.D.	64	14	0	36	12	0	80	34	0	240
M.Phil.	0	0	0	0	0	0	4	1	0	5
PG	1	0	0	0	0	0	10	7	0	18
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	16	10	0	26
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	6	6	0	12
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	6	0	10
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	1	0	0	1

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Planning and Architecture	Design Chair	Mizoram University

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	323	177	0	2	502
	Female	201	69	0	2	272
	Others	0	0	0	0	0
PG	Male	710	111	0	0	821
	Female	853	155	0	2	1010
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	430	250	0	7	687
	Female	453	208	0	0	661
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	02-07-2001
Number of UGC Orientation Programmes	4
Number of UGC Refresher Course	5
Number of University's own Programmes	22
Total Number of Programmes Conducted (last five years)	88

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
A	3.12			

		Peer Team Report.pdf	
A	3.16		
Cycle 2	Accreditation	3	View Document

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biotechnology	View Document
Botany	View Document
Chemistry	View Document
Civil Engineering	View Document
Clinical Psychology	View Document
Commerce	View Document
Computer Engineering	View Document
Economics	View Document
Education	View Document
Electrical Engineering	View Document
Electronics And Communication Engineering	View Document
English	View Document
Environmental Science	View Document
Extension Education Rural Development	View Document
Food Technology	View Document
Forestry	View Document
Geography And Resource Management	View Document
Geology	View Document
Hindi	View Document
History And Ethnography	View Document
Horticulture Aromatic And Medicinal Plants	View Document
Industrial Chemistry	View Document

Information Technology	View Document
Library And Information Sciences	View Document
Management	View Document
Mass Communication	View Document
Mathematics And Computer Science	View Document
Mizo	View Document
Physics	View Document
Planning And Architecture	View Document
Political Science	View Document
Psychology	View Document
Public Administration	View Document
Social Work	View Document
Sociology	View Document
Tourism And Hospitality Management	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Mizoram University has proactively embraced the multidisciplinary and interdisciplinary approach promoted by the National Education Policy (NEP) 2020. To foster a well-rounded education, the University has introduced a range of multidisciplinary courses that encourage students to explore subjects beyond their core disciplines. Multidisciplinary courses have been made available at the Undergraduate level, allowing students to gain knowledge and skills across various fields. For postgraduate students, 170 multidisciplinary courses have been introduced, enabling them to gain comprehensive knowledge from different disciplines.
2. Academic bank of credits (ABC):	Mizoram University has made significant progress in implementing the Academic Bank of Credits (ABC) system, which is in alignment with NEP 2020. The University has successfully registered on the ABC portal and established a dedicated NAD/ABC cell, which is headed by an appointed nodal officer. This

	<p>Cell has been instrumental in creating a total of 23785 ABC IDs for students of Affiliated and constituent colleges and Academic Departments of Mizoram University, ensuring that they can participate in the credit accumulation and transfer process. To date, 14131 Degrees (UG & PG) have been uploaded to the ABC portal, facilitating the seamless integration of the credit system of all Affiliated and constituent colleges and academic departments at Mizoram University, as well as all affiliated colleges where NEP 2020 has been implemented. From the 2021 batch onwards, academic records of students have been uploaded to the ABC portal.</p>
<p>3. Skill development:</p>	<p>In line with NEP 2020, Mizoram University has introduced 40 different skill enhancement courses at the undergraduate level, available across all 40 affiliated and constituent colleges of Mizoram University. These courses are designed to equip students with practical skills that complement their academic knowledge, making them more employable and industry-ready. For postgraduate students, 118 different skill enhancement courses have been offered across 37 Academic Departments within Mizoram University. These courses are tailored to meet the specific needs of students, providing them with specialized skills essential for success in their respective fields.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Integrating the Indian Knowledge System (IKS) into online courses represents a significant step towards preserving and promoting the rich heritage of India's languages, culture, and traditional wisdom. Mizoram University has made deliberate efforts to incorporate IKS across various disciplines by developing and offering online courses. These courses are designed to deepen students' understanding of India's ancient texts, languages, and cultural practices. By leveraging digital platforms, we provide students access to a wide array of resources and learning materials that highlight the relevance of Indian languages. Additionally, cultural courses explore India's diverse traditions and philosophies, fostering a sense of national pride and cultural awareness.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-based education is an educational approach and a learning philosophy, focusing and organizing the entire academic program (curriculum) and</p>

	<p>instructional efforts around clearly defined 'outcomes' we want all the learners to demonstrate when they complete the program. It is a student-centric instruction model that focuses on measuring student performances through outcomes. Further, the outcomes express a mixture of knowledge, skills, abilities, attitudes, and understanding, which learners attain due to their successful engagement in a particular higher education set. Mizoram University follows outcome-based programs and curricula design, including program, program-specific, and course outcomes. The PO, PSO and CO are extensively discussed in the appropriate academic bodies viz., Board of Studies (BoS), School Board (SB) and Academic Council (AC), and accordingly displayed on the University website. The attainment of these outcomes is quantitatively obtained with the stakeholders, viz., students, alumni, parents etc., based on Bloom's Taxonomy approach. The attainment is again placed and discussed appropriately in various academic bodies for further modification/removal or introduction of suitable courses in the curricula.</p>
6. Distance education/online education:	<p>The Mizoram University opens the way for learners to attain the credits with the distance/online learning provided by the SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds), NPTEL (National Program on Technology Enhanced Learning), etc., under the Ministry to Education. The University duly adopts the regulations on SWAYAM 2016 and amendments 2021. The learners are given the opportunity to acquire the credits under these regulations, and credit transfer is seamlessly included in the learner's grade card through the Examination department of MZU. The MZU has witnessed the success of these regulations, and more than 278 students earned 652 credits through SWAYAM/NPTEL during the last three years of period. During the challenging COVID lockdown period, Mizoram University demonstrated its adaptability and commitment to education by leveraging its indigenous Learning Management System (LMS) using Moodles. This system played a significant role in providing lectures, continuous assessment, and conducting examinations, thereby helping us to maintain our academic calendar. University has established Centre for Distance and</p>

	Online Education to provide online education to the students. In line UGC has approved following online programs: MBA(Big Data Analytics), MBA (Entrepreneurship), MBA (Finance Management), MBA (General), MBA (Logistics & Supply Chain Management), MBA (Marketing Management), M.Comm (E-Commerce), M.A (Education), M.A (Psychology) and MSW.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the ELC has been constituted
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?	The ELCs members are faculty and the Registrar, Mizoram University beign the Ex-Officio Chairman.
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.	The NSS and the office of the Dean of Students' Welfare, Mizoram University has observed Voter Awareness program "Mera Pehla Vote Desh ke Liye" on 14th March 2024 in which pledge taking ceremony was organized and prizes were distributed to winners of Essay Writing Competition, a Drawing competition (Hand-Drawn) and a Slogan Writing Competition on electoral literacy.
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.	Mizoram University through its academic departments have studied democratic practices, woman empowerment and development, voting behavior as well as political participation of youth in elections. The University also have a dedicated SVEEP (Systematic Voters Education and Electoral Participation) Nodal Officer from among the faculty appointed by the District Election Officer, Aizawl, Mizoram to inculcate the students about voter's participation in elections. During Vigilance Awareness Week, the University also hold seminars/public outreach at various localities wherein good electoral practices and voter awareness campaigns are conducted.
5. Extent of students above 18 years who are yet to be	Mizoram University has a number of Undergraduate

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.

students belonging to various communities. The Mera Pehla Vote Desh ke Liye” campaign conducted on 14th March 2024 was mainly targeted to raise the importance of voting to first time voters.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2617	2697	2602	2448	2386
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1136	1178	1101	994	982
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
264	253	257	231	200
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 287

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
13474.00067	4839.166979	3672.384188	6732.60012	15193.20836

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

Mizoram University: An example of educational excellence, Mizoram University is committed to shaping well-rounded individuals who can thrive in a rapidly changing world. Our curricula are meticulously crafted to meet local, regional, national, and global developmental needs. Let us delve into the key aspects that define our approach:

Program Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs): Our programs are not mere academic exercises; they are pathways to success. We emphasize clear outcomes at various levels:

- **Program Outcomes (POs):** These overarching goals define what graduates should achieve by the end of their program. They encompass knowledge, skills, and attitudes.
- **Programme Specific Outcomes (PSOs):** Tailored to each program, these outcomes focus on specialized competencies. Whether it's engineering, literature, or social sciences, PSOs guide our students toward expertise.
- **Course Outcomes (COs):** At the micro level, COs outline what learners should gain from individual courses. These outcomes drive our teaching and assessment strategies.

Curriculum Revision and Relevance: We recognize that relevance is paramount. Therefore, our syllabi undergo regular revisions:

- **Frequency:** Postgraduate programs receive updates every three years, while undergraduate programs are refreshed every five years.
- **Local, National, and Global Contexts:** Our departments deliberate extensively, considering local needs, national imperatives, and global trends. Whether it is sustainable agriculture or digital marketing, our courses stay attuned.
- **Model Curriculum:** We draw inspiration from model curricula recommended by regulatory bodies such as UGC, NCTE, ICAR, and AICTE. These frameworks ensure alignment with industry standards.

Student-Centric Approach:

- **Feedback Loop:** At Mizoram University, we place a high value on our students' voices. Before semester-end examinations, we diligently gather comprehensive feedback on each course. This feedback, which we consider a treasure trove of insights, plays a crucial role in our continuous

improvement process.

- **Continuous Improvement:** At Mizoram University, we are committed to continuous enhancement. Our departments meticulously analyze the feedback we receive from our students. Courses that are rated below average are either revamped or, if necessary, removed altogether, ensuring that we always offer the best possible education.

Pioneering Initiatives:

- **Semester System:** Mizoram University, since its inception (2001), adopted a semester system in all of its postgraduate courses, while a semester system for undergraduate courses is run by constituent/ affiliated colleges w.e.f. 2011-12
- **Choice-Based Credit System (CBCS):** Mizoram University was an early adopter of CBCS. Since 2013-14 for postgraduate courses and 2015-16 for undergraduate courses, CBCS has empowered our students with flexibility and interdisciplinary learning. Further, the PG courses of all the Departments of the University were revised in the academic year 2015-16.
- **NEP-2020 Alignment:** We stay ahead of the curve. Our postgraduate courses were recently revised (2022-23) in line with the National Education Policy (NEP-2020), and Undergraduate syllabi were refreshed from 2023-24 onward.

Mizoram University's commitment to relevance, student-centricity, and innovation sets us apart. We nurture graduates who excel academically and contribute meaningfully to society. In order to achieve the academic standards, a robust system for revising course content is adopted, where the Departments take input from alumni, parents, employers, and regulatory bodies. The curriculum is then revised by involving the faculty members in the University, from the constituent/ affiliated colleges, and distinguished academicians from other recognized institutions/ universities.

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

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Empowering Graduates for the Real World: A Holistic Approach

In the ever-evolving landscape of education, our programs are meticulously crafted to empower students with the practical skills, entrepreneurial mindset, and ethical compass needed to thrive in today's job opportunities.

Employability Enhancement: Our commitment to employability begins from day one. We recognize that theoretical knowledge alone is insufficient. Therefore, our programs go beyond textbooks:

- **Hands-On Learning:** Students engage in real-world projects, internships, and industry collaborations. Practical experience is paramount in coding, marketing, or engineering.
- **Soft Skills:** Communication, teamwork, adaptability—these are the bedrock of employability. The courses nurture these essential skills.
- **Industry-Relevant Training:** We bridge the gap between academia and industry. Professional guest lectures, workshops, and seminars keep our students abreast of industry trends.

Igniting Entrepreneurial Spirit: Entrepreneurship is not just about starting a business; it is a mindset. Our programs foster the spirit:

- **Business Incubators:** The University provides a nurturing environment for budding entrepreneurs. From ideation to execution, our students receive mentorship and resources.
- **Business Plan Competitions:** Students pitch their ideas, receive feedback, and refine their entrepreneurial ventures.
- **Risk-Taking:** We encourage calculated risk-taking. Failure is a stepping-stone to success.

Contemporary Syllabi: Our syllabi are not static; they evolve with the times:

- **Local and Global Context:** We consider local needs, national imperatives, and global trends. Whether it is sustainable development or data analytics, our courses stay relevant.
- **Regulatory Frameworks:** The university strictly follows the guidelines of respective regulatory bodies (e.g., UGC, NCTE, AICTE, CoA) when devising the program curricula.
- **Regular Revisions:** Dynamic revisions are allowed to upgrade the course contents according to the global and graduate employability perspectives. Moreover, the academic departments have complete flexibility for rapid curriculum revisions under NEP.

Skill Integration: Theory with practice is the prime concern. Our students:

- **Code:** Whether it is Python, Java, or C++, our computer science graduates write code fluently.
- **Design Thinking:** Engineering students learn to solve real-world problems through design thinking methodologies.
- **Marketing Strategies:** Our business students create marketing campaigns, analyse data, and understand consumer behaviour.
- **Personal Finance:** Students learn the skill to make informed financial decisions.
- **Industrial Training** is mandated for the relevant programs, viz., Industrial Chemistry, Engg. & Technology, etc.

Ethical Foundation: Professional ethics are non-negotiable:

- **Integrity:** We instil honesty, transparency, and accountability.
- **Social Responsibility:** Our graduates understand their impact on society and the environment.
- **Diversity and Inclusion:** We celebrate differences and promote a respectful environment. Diversity and inclusive education are prime concerns, and the MZU has achieved a greater extent

Feedback-Driven Improvement:

- **Feedback Loop:** Before semester-end exams, we collect comprehensive feedback. Departments analyse it meticulously.
- **Continuous Enhancement:** Courses rated below average are revamped or dropped. We believe in continuous improvement.

Pioneering Initiatives: We stay ahead of the curve:

- **Choice-Based Credit System (CBCS):** Introduced early, CBCS empowers students with flexibility and interdisciplinary learning.
- **NEP-2020 Alignment:** Our recent revisions (2022-23) are in perfect sync with the National Education Policy, ensuring a high standard of education and fostering holistic development.

In summary, our institution's programs are not mere degrees but passports to a fulfilling career and purposeful life. We nurture graduates who excel professionally and contribute meaningfully to society.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 65.33

1.2.1.1 Number of new courses introduced during the last five years:

Response: 1754

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 2685

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Amid peaceful hills, Mizoram University is committed to nurturing socially conscious and responsible citizens. Its curriculum transcends mere academic pursuits, seamlessly integrating a tapestry of crosscutting issues that shape well-rounded graduates. Let us delve into the key facets that define the University:

- **Ethics and Values:**

Recognizing that education extends beyond textbooks, every department mandates a '**Research and Publication Ethics**' course. Through this, students grapple with the ethical dimensions of academic work, scholarly publications, and intellectual integrity. By instilling these principles, the University cultivates a generation of scholars who uphold honesty, transparency, and moral responsibility.

- **Environmental Focus:**

School of Earth Sciences & Natural Resource Management (SES & NRM) is a forerunner in addressing environmental challenges. Its departments play pivotal roles:

1. **Environmental Science:** Focuses on understanding and managing environmental pollution.
2. **Forestry:** Biodiversity conservation and sustainable forest management take centre stage.
3. **Geology:** Exploring geological processes, this department sheds light on Earth's history and its impact on ecosystems.
4. **Geography:** Students unravel the intricate relationship between land, climate and society while investigating environmental dynamics.

Collectively, these efforts contribute to eco-restoration, disaster mitigation, and sustainable resource management. The university recognizes that environmental stewardship is not a choice but a responsibility.

- **Environment and Sustainability:** Beyond SES & NRM, other disciplines actively engage with environmental issues:

1. **Biotechnology, Physics, Chemistry, Botany, Zoology:** These departments offer specialized courses that delve into environmental science, sustainability, and ecological resilience.
2. **Planning & Architecture:** Urban planning and design principles intertwine with sustainability. Students learn to create harmonious spaces that coexist with nature.
3. **Social Work, Commerce, Management, and Economics:** They address environmental

challenges differently. Sustainability is not just an ecological concern; it is an economic imperative.

4. **English, Mizo, Hindi, Education:** Language, literature, and pedagogy intersect with environmental awareness. These departments foster critical thinking about our relationship with nature.

- **Gender Studies:** At Mizoram University, the Women's Studies Centre takes a comprehensive and interdisciplinary approach to gender studies. It transcends disciplinary boundaries, delving into how social and cultural constructs shape the experiences of women and men. This unique approach fosters gender sensitivity, equality, and empowerment, challenging stereotypes and dismantling barriers.
- **Human Values and Professional Ethics:** A steadfast commitment to human values and professional ethics lies at the heart of the University's diverse programs- whether in science, arts, or management. These courses act as guiding lights, leading students through the intricacies of their chosen fields. Integrity, empathy, and responsible conduct are not just ideals, but principles that students internalize. Whether they are analyzing data, crafting literature, or managing organizations, our graduates emerge with a moral compass that guides them towards ethical decision-making.

In Conclusion:

The University's curriculum sensitizes students to critical issues- ethics, environment, gender, etc.- while fostering a holistic understanding. As these graduates step into the world, they carry knowledge with them and a sense of duty. They become conscientious citizens, change-makers, and custodians of a complex yet fragile planet. University does not merely educate; it shapes compassionate leaders who tread lightly and leave lasting footprints of positive impact.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 101

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 43

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 43

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 87.22

2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1457	1411	1483	1424	1335

2.1.1.2 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
1244	1223	1337	1234	1163

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[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 against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
710	810	805	715	685

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
710	810	805	715	685

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the letter issued by the 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 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The basic concept of the CBCS-based curricula is to provide education to the learners in a student-centric rather than teacher/teaching-centric manner. This greatly helps effectively disseminate knowledge under continuous assessment and upgrade. During the continuous evaluation of teaching and learning, the department teachers identify slow and advanced learners in the first few weeks of every semester. These students are then given guidance and help in the areas where they require assistance. A teacher is assigned to them at the beginning of the programme, and they receive some special classes and individualized mentorship tailored to their needs, be it for the advanced learners or the slow learners, to make them feel cared for and supported.

Special programmes are duly organized to meet the slow learners' specific needs. In this connection, the remedial classes are arranged every semester. These include remedial classes in basic knowledge and specific skills to bridge any gap in grasping the concepts especially in departments where entry is multidisciplinary. Tutorial classes are conducted where students have the freedom and liberty to pose

queries related to their discipline, empowering them to take control of their learning. Discussions are conducted more formally and informally with the course-in-charge. Additional classes are also conducted to enable slow learners to be on par with their classmates.

Supplementary to the prescribed reading list, teachers provide authentic web links and materials that are easier to understand so that the core concepts are grasped holistically first. This is done across all departments at the university, and e-learning resources have greatly facilitated the aid rendered to slow learners.

Group work is conducted in the classes, fields or laboratories where slow learners are paired with advanced learners in various departments to enable peer learning. Regular seminar sessions allow slow learners to practice their efforts and skills in a less constrained environment duly motivated by course teachers. The student mentoring system also caters to the individual needs of slow learners, academic or personal.

The institution also provides individual counselling by faculty professionals.

Specific needs:

Specific needs of the advanced learners are met through special programmes in the following ways:

They are constantly encouraged to follow the research journals of international repute, which are available in the library and online through Campus Connect, as well as free Wi-Fi, which is provided across the university. Provision is also made in many departments for advanced learners to pursue dissertations in postgraduate programs based on their levels of learning.

Regular seminars and class presentation sessions are organized where advanced learners can hone their skills in public speaking and presentation of research papers of higher standards. Special classes are organized to help advanced learners face competitive examinations like the state and central civil service examinations, NET, GATE etc. Laboratories are equipped with state-of-the-art facilities that ensure learners, especially the advanced ones, are familiar with cutting-edge initiatives in their field. Workshops and lectures by visiting professors are organized regularly.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 9.91

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The pedagogical practices in the different departments of the university are conducive to facilitating the students' learning experiences to new heights. Experiential learning is one regular mode of learning where students learn through observation and interaction with the environment during their fieldwork and excursions. Internships or placement, job shadowing programmes and practice teaching provide the experience of applying the principles they learned in their classes. Such hands-on training opportunities in their field of interest provide valuable experiential learning, contributing significantly to the student's overall understanding of the real-world environment. The students participate in various extra-curricular activities on the campus and outside. The CSST (Curriculum stipulated Study Tour) and GST (General Study Tours) are the core components of curricula. CSST, where students undergo short-term courses in institutes of national importance, and GST to historical places, national laboratories, research centres and other places.

Our students are deeply involved in the extension services of our departments, engaging in the assessment of patients and species, and in homes, as well as those referred to us by the local community. They also participate in evaluation and outreach programs in homes for orphanages such as Gan Sabra. These activities not only facilitate effective learning but also expose our students to real-world issues, helping them to make informed decisions about their future careers even before they graduate.

Participatory and collaborative learning strategies, such as pair and group assignments, presentations, class discussions, and panel discussions, are the predominant modes of learning in our departments. Students actively participate in small group analyses of the latest research articles in their field in the library. They also play a crucial role in facilitating seminars, symposia, conferences, and workshops organized by their respective departments, fostering a sense of engagement and responsibility in their learning journey.

University students also participate in events organized by NGOs related to their fields, such as Memory Walk on Alzheimer's Day, Mental Health Day, World Suicide Prevention Day, Poster Presentations and participation in seminars by science students on National Science Day, etc. These participatory learning

experiences also inculcate in them the skills to work in teams and, at the same time, improve students' leadership qualities and self-efficacy. Swachh Bharat events are also an added feature to the students' experience of living responsibly.

Besides these experiential and participatory learning experiences, other problem-solving methodologies are also used to enhance the students' learning experience. The availability of computers with internet connections in all the departments of the university enables the students to enjoy classrooms that involve blended learning. Class activities with web-based online materials across the various schools differ.

Simulated lab experiments are also used to learn to solve technical problems in designs and architecture.

Our students also benefit from tutorials using software/hardware-based simulated training like HFSS, VLSI, PCB Fabrication, and e-learning technology through the use of NPTEL lecture series and massive open online courses (MOOCs). This exposure to cutting-edge technology greatly enhances their learning experience and prepares them for the modern workplace. ICT is greatly enabled to facilitate teaching and learning. All the academic departments are provided with Smart Boards, a PowerPoint system, and other required software tools for the learners.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The university has a well-organized mentoring programme in place. Each department has a mentor-mentee programme that caters to the needs of the students. Progress of the programme is well tracked in the form of records and administrative files. All faculty meet their mentees as mentors for the same at least once within a semester and more, depending upon the requirements of each student. The aspects related to the programme are kept confidential. The mentoring program is always a structured initiative designed to pair experienced individuals with less experienced ones to provide guidance, support and knowledge transfer. Above other aspects, the purpose of the same is to mentor students to participate in various technical and cultural events for their overall development. The mentees can approach their mentors for both educational and personal guidance. The program is conducted to help the students strengthen their varied capabilities and to build an interpersonal relationship between the faculties and students. Mentors build student confidence and help them adjust to university life; in turn, they provide one-on-one support and guidance to students and assist students in clarifying and prioritizing study goals.

File Description	Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 79

2.4.1.1 Total Number of Sanctioned year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
314	314	314	314	281

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	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 Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 94.08

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 270

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 16.27

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 4296

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	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**

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 37.2

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
27	28	49	46	36

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 1.15

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
56	43	13	66	109

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5169	5474	4837	4841	4598

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of the purchase order and bills/AMC of the software.	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Mizoram University has introduced a new course structure and curriculum with multiple entry and exit options, following UGC Guidelines for implementation of NEP 2020 at PG and UG levels (other than professional and technical programmes) with effect from 2022 and 2023, respectively. Programmes run in the University have their Program Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO). Every course/paper under each programme has course outcomes and objectives, the realization of which becomes the course outcomes and is reflected in the syllabus of each course. Using Bloom's Taxonomy, Indigenous software is developed to obtain attainment levels using direct and indirect assessments by stakeholders. Further, the attainment levels are analyzed and discussed in the statutory academic bodies viz., BoS (Board of Studies) and SB (School Board) for appropriate future actions.

The syllabus of each course under different programmes is uploaded to the University's website, which can be found on the page for each department. Other documents from which the institutions' programme and course outcomes, as well as the assessment/evaluation process, can be found are the Curriculum and Credit Framework for Undergraduate Programmes (Incorporating NEP-2020 Recommendations) and Mizoram University for undergraduate programmes.

The stated learning outcomes (programme and course outcomes) or graduate attributes for different courses under different programmes, which are integrated into the assessment process, can be clubbed as

knowledge and understanding, skills required to perform and accomplish tasks, application of knowledge and skills, generic learning outcomes, constitutional, humanistic, ethical, and moral values, employment-ready skills, and entrepreneurship skills and mindset and credit requirements. Moreover, the attainments of these learning outcomes are evaluated in the following ways:

- Satisfaction with the calibre of the graduates
- Courses are relevant to the organization's vision and mission.
- Satisfaction with the speed at which course content is being adapted to meet changing industrial needs
- Relevant subject or discipline knowledge
- Quality of employability skills and attributes: Whether students have attained the required skills is examined through project/fieldwork, laboratory work, demonstration, etc.
- Application of knowledge and skills: These are assessed in internal tests and end-semester examinations by asking questions, the answers of which require the application of knowledge and skills already acquired. They are also tested through practicum, lab work, demonstration, research projects, dissertations, etc.
- Generic learning outcomes: These are mainly assessed through project/field work involving data collection and analysis, writing reports on such work, internships, community engagement, dissertations, etc.
- Constitutional, humanistic, ethical, and moral values: These are assessed through written tests/examinations on papers dealing with these values. They are also tested through research projects or dissertations. Whether students follow ethical principles and practices in all aspects of research and whether they avoid unethical practices such as fabrication, falsification, misrepresentation of data or committing plagiarism shows the attainment of these attributes.
- Employment-ready skills, entrepreneurship skills, and mindset: These are assessed through written examination, viva-voce examination, practicum, etc.

Credit requirements: Degrees are awarded to the students upon fulfilment of the required credits.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 85.92

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

Response: 976

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response:</p>	
File Description	Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Mizoram University has well-defined policies and up-to-date research facilities to cope with cutting-edge research in the modern era. The University has a Research and Development Cell (RDC) working under the guidelines of UGC. The various dimensions of the RDC, viz., Finance and Infrastructure, Research Program Policy Development, Collaboration and Community, Product Development, Monitoring and Commercialization and IPR, and Legal and Ethical Matters, are in place. A Central Instrumentation Laboratory (CIL) is well-equipped with high-end equipment and optimally utilized by the different departments. The CIL facilities are continuously upgraded and documented on the website. High-end instruments have been procured to promote and strengthen the research environment so that advanced research can be carried out. The University sanctioned 39 research projects under a seed grant scheme costing Rs. 65.30 lakhs.

Additionally, the faculty are encouraged to organize and provide financial support for participation at national and international conferences/symposia/workshops and are granted approximately Rs.100 lakhs. The University provided financial support of approximately Rs. 25 lakhs to publish in the reputed open-access journals. The incubators/cells/centres at Mizoram University envisaged an approach 'Lab to Land and Land to Lab Programme' for bridging the gap between formal and informal research documentation, validation, value addition, IPR protection and dissemination of local innovations and unique traditional knowledge practices. To promote transdisciplinary research and academic activities, the University signed MOUs with various national and international institutions (80 nos.). The University possesses different research hubs like the Advanced State Bio-Tech hub, DBT research facility, DRDO-Industry-Academia Centre of Excellence (DIA-COE) and DST-enabled Technology innovation centre for excellence in conducting scientific and applied research and science communication. The University also provides student exchange programs between India and abroad, such as Korea, Taiwan, Japan, etc. The University provides TA and DA for internships, educational tours, and industrial training to students in different pharma, oil, water, and chemical industries to update them on current research and development. The University has duly constituted and approved animal, human, biosafety, chemical and waste disposal committees to promote and facilitate research and academic activities. University has one of the most performing MMTTC and FDC in India to update faculties with new dimensions of research and education (Orientation course: 8; Research methodology: 5; Summer/winter school: 6; FDP:13; Professional development: 5; Interdisciplinary courses: 60. The University has well-defined policies for the optimal use of CIL, granting and monitoring the research projects under seed grant scheme, financial support to facilitate the participation/organizing national/international conferences/symposia/ seminar/workshops, corpus fund for industrial training, open access publications, and are portrayed in Mizoram university website. For each of the cells/centres/committees, separate policies are depicted on the website.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 13.06

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
28.5	36.8	0	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 7.67

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

Response: 22

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 88.35

3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 849

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 961

File Description	Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research**3.2.1**

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 11451.39962

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.91

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

Response: 260

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Innovation Ecosystem

3.3.1

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:

The University has an advanced-level State-Biotech Hub and three incubation centres, namely Bionest, Technology Enabling Centre and MZU incubation Centre, to foster an ecosystem for training and technology transfer and training workforce for human resource development. State Biotech-hub contributed high-end research, hands-on training/workshops (15), popular lecture series (3) and publications (51) in human cancers (gastric, breast, head and neck), autism, addiction and medicinal plants through genomics and epidemiological approaches. Incubation centres strive for the creation of

technology-based new enterprises, state-of-art infrastructure and intellectual resources, facilitating the transfer of technology, IPR and social entrepreneurship environment for budding entrepreneurs, fostering the entrepreneurial spirit, speedy commercialization of R&D output and specialized services to existing entrepreneurs and providing training programs in emerging technologies for the personnel in the incubates (15 incubatees, 3 pre-incubatees and 5 supported units). The pre-incubatees and supported units are at various stages ranging from TRL-1 to TRL-3. Five product technologies have been developed; three are commercialized, the number of jobs created was 53, and the amount of grants generated for start-ups was Rs. 194.7 Lakhs. The DRDO-Industry-Academia Centre of Excellence (DIA-CoE) is the only centre in the Northeast supported by the DRDO, Govt of India, that promotes R&D in academia for defence personnel. The centre provided Rs. 925.93268 lakhs across various Institutions (10) in North Eastern States.

Mizoram University has a functional IPR cell, and 5 patents have been awarded, 36 patents are filed and published. Online/offline webinars/workshops (Entrepreneurship Awareness Programmes: 23, Workshops:13, Webinars: 8, Training Programmes: 12 and Entrepreneurship Competition & Hackathons: 5) have been organized for awareness about IKS, IPR, patent filing and processing, and entrepreneurship. National Entrepreneurship Award 2018 was received for meat processing, and the MZU incubation centre was announced as a centre for Skill India Hub in 2023. The faculty members of the University are actively engaged in consultancy works like Civil Engineering works (27 lakhs), IT department (3.83 lakhs), Planning and Architecture (19.31 lakhs) related works, and disaster management to civil society and government of Mizoram.

Further, Mizoram University is committed to promoting the Indian Knowledge System (IKS) in two ways: (i) resource generation through the library and organizing workshops, training programs, etc. Our library extensively collected more than 500 books on IKS; (ii) The introduction of IKS in the curricula. Under the NEP, several departments, including Botany, History and Ethnography, Forestry, English and Cultural Studies, and Mizo, have introduced IKS-based courses in their PG curricula. Additionally, some students in the Departments of History& Ethnography and Mizo are actively engaged in research focused on IKS, contributing to the understanding and disseminating Indigenous knowledge and practices. These efforts underscore the University's dedication to integrating traditional knowledge with modern education and research.

File Description	Document
Link for Additional Informationa	View Document

3.3.2

Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years

Response: 117

File Description	Document
Institutional data in the prescribed format (data template)	View Document
e- Copies of award letters issued by the awarding agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI.	View Document

3.4.2

Total number of Patents awarded during the last five years

Response: 44

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	View Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3**Number of Ph.Ds awarded per recognized guide during the last five years****Response: 1.6****3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 431

3.4.3.2 Number of teachers recognized as guides during the last five years

Response: 270

File Description	Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.4**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response: 7.78****3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during**

the last five years

Response: 2234

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5**Number of books and chapters in edited volumes published per teacher during the last five years**

Response: 3.02

3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 868

File Description	Document
List of chapter/book with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.6*E-content is developed by teachers :*

- 1. For e-PG-Pathshala*
- 2. For CEC (Under Graduate)*
- 3. For SWAYAM*
- 4. For other MOOCs platform*
- 5. Any other Government initiative*
- 6. For institutional LMS*

Response: B. Any 4 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.7**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 0**3.4.8****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 0**3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 82.32**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2022-23	2021-22	2020-21	2019-20	2018-19
35.95	20.51	0.4	7.9	17.56

File Description	Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

Mizoram University has given utmost priority to sensitising students to social issues and holistic development. For more than a decade, the university is actively engaged in community engagement activities, mainly through the initiatives of the National Service Scheme (NSS), Red Ribbon Club, Eco-club, Schools, and Departments.

1. Eco-Development project in Ailawng village

Ailawng village is a small village in Mamit district located about 24 km from Aizawl. It is one of the four adopted villages of the NSS Unit at Mizoram University. Upon the adoption of the village and after frequent visits and interactions with the local community leaders, it was realised that the village has a high potential to become an eco-tourism centre. An eco-development society called Ailawng Eco-Development Society (AVEDSOC) was created with the help of the faculty members of Mizoram University. The University teachers and students carried out several activities to transform the quiet village into an eco-tourism hub. These activities include – Awareness programs and on-site physical activities to sensitise the local community towards cleanliness, tree plantation, reduction of single-use plastics, renewal of old spring water and identification and cleaning of eco-tourism sites.

<https://www.facebook.com/media/set?set=oa.766467872308065&type=3>

2. Community Engagement at Tanhril

Tanhril is the nearest neighbourhood locality of Mizoram University. It is an urban slum, and most residents are engaged in cultivation. One of the biggest problems during the dry season in Tanhril is a scarcity of potable water. Every year, NSS volunteers of Mizoram University engage in activities related to water conservation, including the construction of the spring watershed, renovation and cleaning of the watershed, and collection of plastic waste. Through these community engagement activities, students learnt the importance of water conservation and measures to fight the declining volume of water.

<https://www.facebook.com/media/set?set=oa.2555796664638021&type=3>

3. Blood Donation

Mizoram University organises Mega Blood Donation almost every year. It was also carried out during the COVID-19 pandemic but on a smaller scale to meet the urgent blood requirement of COVID-19 patients. From 2018 to 2023, Mizoram University students donated 824 units of blood. Blood donation is one of the highest acts of altruism and is highly encouraged to carry on the Mizo traditional concept of 'Tlawmngaihna', which means selfless service to the community. Through blood donation, students

learned the importance of maintaining health and well-being. By doing this, they also played an important role in providing awareness of the menacing problem of drug addiction and HIV/AIDS to the public.

<https://cloud.mzu.edu.in/index.php/s/kHFFwCn7C5PLKTN><https://www.facebook.com/media/set/?set=a.587171719879273&type=3>,<https://www.facebook.com/groups/130043040452685/permalink/3816534878470131/>

4. Tree plantation

Tree plantation is one of the important community engagement activities of Mizoram University. The NSS Unit of the University has a Tree Plantation Site at Thiak Village, which the NSS volunteers visit every year to maintain the plantation site and grow new saplings. The NSS Cell of Mizoram University has encouraged all the affiliated colleges of MZU to create tree plantation sites to preserve the environment and sensitise the students and the public on the importance of planting trees.

<https://cloud.mzu.edu.in/index.php/s/Fa2G2sFBC9rJBCW> , <https://cloud.mzu.edu.in/index.php/s/oTax8rmGr267rwx>

File Description	Document
Upload any additional information	View Document

3.6.2

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

Response: 216

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	30	19	32	45

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Detailed list and 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

3.7 Collaboration

3.7.1

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: 476

File Description	Document
List of year wise activities and exchange should be provided	View Document
Institutional data in the prescribed format (data template)	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 facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

Mizoram University has 10 Schools with 37 Nos of academic Departments, 14 cells, 13 centres, 3 incubation centres, 01 STI Hub, etc. The same is reflected on the MZU website (www.mzu.edu.in). There are 133 classrooms; out of this, 108 classrooms are enabled with Wifi/LCD/Smart Board facilities, 134 Nos. of laboratories, and 23 Nos. of Seminar Halls with ICT facilities. More than 984 PCs are available for students' use in Departments/Offices, etc. Mizoram University has a multipurpose hall for indoor sports and cultural activities, a fully AC auditorium with 860 capacity for various cultural activities and functions, and two open amphitheatres with 400 capacity each for various cultural activities. Yoga and sports facilities are available for games. 03 indoor badminton courts, 4 table tennis courts, 3 volleyball courts, 1 basketball ground (cemented hard court), one FIFA-approved artificial grass football ground, and 1 Gymnasium with basic facilities. Mizoram University has fitness and yoga centres on campus with basic facilities. It has an active NSS unit and an NNC Air wing unit. There are 08 Nos. of girls hostels and 09 Nos. of boys hostels totalling 1620 students. To accommodate the MZU faculty and staff, 169 quarters are available. Two Helipads are inside the campus. The university has 3 nos of Guest House,(01, GH, 01 MMTTC, and 01 FDC) Transit Accommodation, an International Hostel for international students, a Health Centre (24x7 medical facility), Ambulance, etc. Inside the campus, for the benefit of students, teachers, and children, the following common facilities: Two National Banks (Punjab National Bank, Mizoram Rural Bank), 02 ATMs (2 PNB, 1 SBI), 03 Parks, 09 Canteens, 03 Departmental Stores, MULCO Parlour, Hair Cutting Saloon etc. A Kendriya Vidyalaya School (Class I-XII) which fulfils the needs of the employees' children of MZU and also the surrounding village children. This school also fulfils the needs of B.Ed. Student for their Training etc. There is also MZU Taekwondo Club, which gives regular Training to kids. Regular Football training, badminton training, etc., are conducted on campus.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years****Response:** 60.04**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
9751.666337	1718.158535	429.8535776	2904.09816	11558.86056

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	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 library is fully automated using a Total Library Software System (TLSS). The entire library holdings are integrated using an Electromagnetic and Radio Frequency Identification (RFID) Library management system to provide an Automated circulation system. The machine-readable catalogue and the computerized bibliographic information of the library holdings have been made available for users' searching throughout the campus through the Local Area Network (intranet) as well as from the internet using WebOPAC (<http://14.139.209.219/webopac>).

The e-Library/ Digital Library platform for accessing e-Resources is provided using the versatile Knimbus Digital Library platform. This platform offers off-campus remote access and a mobile app, empowering students, Research Scholars, and Faculty to seamlessly access Mizoram University e-

Resources anytime, anywhere, and on any device (<https://mzu.knimbus.com>).

The library procures a comprehensive range of documents on various subjects, including Books, Journals, Magazines, Newspapers, e-resources, etc. It is Developing a Library Website to provide recent information and a digital Repository for electronic theses and Dissertations (<http://mzuir.inflibnet.ac.in/>).

Library is having a collection as below:

(i) Number of print books - 1,23,752

(ii) Number of print Journals - 225

(iii) Number of e-Journals - 7,082

1. JSTOR : 3,165
2. Springer Link & Nature Collection : 1,733
3. Wiley : 908
4. Taylor & Francis : 1,079
5. IEEE All-Society Periodicals Package (ASPP) : 197

(iv) Number of e-Books – 2,969

Number of usage of library by teachers and students – **20,396 Nos.** ; Average visit per day – **91**

Number of online access of e-Resources – **34,911 Nos.** ; Average access per day – **95**

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

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
148.72611	198.8268245	294.95077	92.1056	123.279943

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	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:

1. Internet Bandwidth: The existing bandwidth of Mizoram University Campus is 1Gbps as per the National Knowledge Network (NKN) plan initiated by the Central Government.

2. Local Area Network (LAN) – Wired Connections: Currently, 6 Distribution switches, 55 access switches, and 1 core switch are running. In addition to these 55 access switches, unmanaged switches are also installed in a few locations. Through the LAN, approximately 1300 internet connections are being given to Academic and Administrative departments.

Upgradation: In 2019, switches were upgraded to higher bandwidth transmission capacity by replacing the old Cisco 2960 1Gbps with Cisco 2960L (10Gbps). Sistema Smart Technologies Limited was engaged in the work. Also, unmanaged switches from 5 Departments were upgraded to Cisco-managed switches.

3. Wi-Fi Facilities: With the initiative of MHRD and UGC, the Campus Connect Project was started at Mizoram University in 2017. This Project aims to provide free accessible Wi-Fi facilities to all academic buildings, hostels, and administrative blocks. The Project was completed and commissioned on February 15, 2018. A total of 181 Wi-Fi Access Points have been installed at 51 different locations.

Upgradation/Extension: As new buildings are constructed, Wi-Fi extensions have also been initiated for

7 different hostels, with 60 additional Access points to be installed (including passive materials). The work has been completed at 5 hostels, while 2 hostels are yet to be completed. The number of users has also increased with the increase in Access Points. There are currently 3030 active users registered in the system.

4. Other infrastructure development: Between 2018 and 2023, the ICT Department at Mizoram University has made significant strides in enhancing its technological infrastructure, ensuring a robust and forward-looking digital environment. Key developments include:

- **Smartboard Installation:** Between September 2022 and December 2023, the ICT Department successfully equipped all academic departments with smartboards, revolutionizing the interactive capabilities of our classrooms and enriching the educational experience.
- **Enhanced Network Security:** In August 2021, the ICT Department installed a state-of-the-art firewall to secure the campus internet, safeguarding against cyber threats and ensuring a protected online environment for students and faculty.
- **Enhancement of Training Resources:** Reflecting the department's commitment to continuous learning, July 2022 saw the procurement of 25 laptops specifically for training purposes, facilitating a range of educational programs and workshops.
- **Reliable Power Supply:** In July 2021, the ICT Department installed a 10KVA UPS to ensure uninterrupted service. This UPS provides a consistent power supply to our network servers and mitigates any potential disruptions due to power fluctuations.
- **ICT Skill Development Centre:** In June 2023, the ICT Department proudly inaugurated the ICT Skill Development Centre, equipped with modern facilities, including internet/Wi-Fi and smartboards, to enhance the technical skills of our community.

These initiatives underscore the department's dedication to maintaining cutting-edge facilities and reinforce its commitment to fostering an environment conducive to technological advancement and academic excellence.

File Description	Document
Upload any additional information	View Document

4.3.2

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

Response: 11.28

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

Response: 232

File Description	Document
Purchased Bills/Copies	View Document

4.3.3

Institution has the following Facilities for e-content development and other resource development

- 1.Audio visual center, mixing equipment, editing facilities and Media Studio**
- 2.Lecture Capturing System(LCS)**
- 3. Central Instrumentation Centre**
- 4. Animal House**
- 5. Museum**
- 6. Business Lab**
- 7. Research/statistical database**
- 8. Moot court**
- 9. Theatre**
- 10. Art Gallery**
- 11. Any other facility to support research**

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	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

Response: 13.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
1355.77832	1049.84375	1149.23673	1448.20971	1032.62163

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Mizoram University has well-established **systems and procedures for maintaining and utilizing physical, academic, and support facilities—laboratories, libraries, sports complexes, computers, classrooms, etc.** The Engineering Cell has an experienced workforce that maintains civil and electrical works for various departments and administrative branches. This department maintains classrooms and laboratories for academic departments. The requirements of the concerned department are communicated to the works department, which then proceeds to do what is needed.

Management and Maintenance of sports complex:GAD and the sports department manage the sports complex and facility. The Dean of Students Welfare (DSW) and the sports department conduct all sporting and cultural events. GAD is responsible for the well-defined procedures and rules for the facility's users, such as the field/auditorium/multipurpose hall/ indoor stadium.

Management and Maintenance of the Library:Central Library has defined updated Library Management Software by integrating it with an SMS and e-mail Alert System. <https://library.mzu.edu.in/>

In addition, there are about 25 departmental libraries in various academic departments, which the respective academic departments maintain.

Computer purchase and maintenance procedure:GAD makes computer purchases, following all central purchase rules/MZU rules (GeM portal). One computer technician runs the computer repair centre attached to GAD-B. However, not all the required parts could be made available, so whatever was irreparable was sent to the Repair Centre by Private Firms.

Mizoram University has the following important Centre

- MZU Incubation Centre

- DBT BioNEST Incubator
- DRDO Industry Academia Centre of Excellence (DIA-CoE)
- Biodiversity Research Centre,
- Centre for Disaster Management etc. <https://mzu.edu.in/>
- **Central Instrumentation Laboratory (CIL)**

Central Instrumentation Laboratory (CIL) is a specialized research facility that houses 15 sophisticated state-of-the-art instruments and other supporting/ basic facilities. For testing samples, minimal charges are required. <https://mzu.edu.in/central-instrumentation-laboratory/>

At Mizoram University, the hostel facility(17 Hostels) is provided to students and scholars (<https://mzu.edu.in/halls-of-residences-hostels/>). It is controlled and managed by the Dean of Student Welfare (DSW).

Medical Facility :The Mizoram University Health Centre is a basic facility for curative and preventive measures. It plays an important part in educating and maintaining the health status of the students, staff and their dependants 24x7. A well-equipped laboratory has been functioning since March 2012. The doctors dispense **medicines as prescribed to** students, staff (Reg), dependents, and all patients within the campus requiring emergency treatment without any charges. The Health Centre also provides ambulance services to the students and the employees.

The University provides the bus services for students, staff, and teachers.

General Administration Department (GAD)/Engineering Cell: The GAD, under the leadership of the Registrar of the University, undertakes the responsibility for the following either with its employees or through outsourcing: Overseeing the infrastructural facilities of the campus, Improvement in the physical ambience as a routine procedure, Maintenance of greenery of the University by regular trimming and grooming of trees, Internal road, rain water harvesting for supply to a different residence and academic department etc.

File Description	Document
Upload any additional information	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: 83.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
2313	2347	1978	2095	1914

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The MZU Career Counselling and Placement Cell is an important part of Mizoram University, helping students advance in their future careers.

The main functions of the Cell are:

1. To advise to develop a career plan.

- 2.To harness the resources and activities to facilitate the career planning process for aspirants.
- 3.Help students develop their soft skills and communication ability.
- 4.Help select institutes offering degrees or training programmes that best meet students' career goals and financial needs.
- 5.Help to explore their potential and motivated about their employment prospect.
- 6.Motivational talks are arranged.

The Cell organised soft skills training like writing effective resumes, spoken Hindi course, concept of presentations, self-management, how to face an interview, time management skills, language skills, and psychological training for preparation for different interviews. It also organised interactions with students for competitive examinations to better their performances. Awareness programmes about various public and private sector employment and opportunities there.

The Cell organised various coaching classes, such as remedial coaching and NET coaching, for students to improve their present academic performance in the university and prepare for future academic engagement through NET.

The Cell placed 38 students from various MNCs in Indian corporate and state-level industries.

File Description	Document
Upload any additional information	View Document

5.1.3

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, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	View Document
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	View Document
Report with photographs on Language & communication skills enhancement programs	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	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
Report of 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
Institutional data in the prescribed format (data template)	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of 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 during the last five years

Response: 11.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
315	60	64	73	25

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 in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 12.77

5.2.2.1 Number of outgoing students progressing to higher education

2022-23	2021-22	2020-21	2019-20	2018-19
204	131	124	97	64

File Description	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 in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.3

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 7.51

5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)

Response: 405

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 (data template)	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 won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	1	3	1

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The Students' Council serves as the primary executive body and representative of the university's students. It comprises 11 office bearers, including the President, Vice President, General Secretary, Joint Secretary, Treasurer, Cultural Secretary, Assistant Cultural Secretary, Sports Secretary, Assistant Sports Secretary, Editor, and Joint Editor.

Functioning autonomously, the council includes committee members from Class Representatives, various club office bearers, and Hostel Local Committee members. Operating under the Dean of Students' Welfare's guidance, the council oversees various activities and initiatives.

The President and General Secretary of the Students' Council are members of key university committees, such as the Academic Council Meeting, which addresses academic matters, scholars' research topics, and student-related issues. The Students' Council also participates in meetings convened by different university departments, including examinations, infrastructure, finance, student welfare, etc.

The Students' Council is involved in decisions, particularly on student matters. The council plays a vital role in the boundary and monitoring committees. It also organizes university programs and oversees various student clubs, such as the Mizoram University Students' Council Discussion Forum, Literature Club, Eco-Club, Chess Club, Cultural Club, and Adventure Club, which arrange diverse activities for students.

The Students' Council is actively involved in managing various aspects of student welfare, including transportation, fire prevention, campus safety, and environmental initiatives like maintaining a plastic-free campus and wildlife preservation. Their proactive approach also extends to campus cleanliness and providing support to university authorities. Additionally, the council conducts research on syllabi, class

schedules, security measures, women's hygiene, and administrative decisions, offering suggestions and recommendations to university committees and department heads.

Furthermore, the Students' Council actively participates in and upholds traditions during significant university events such as the MZU Foundation Day and Convocation ceremonies. By doing so, the council reinforces a sense of pride and belongingness among students, fostering a strong sense of community spirit.

The Students' Council is recognized as the primary body for student welfare and plays a significant role in every academic session.

File Description	Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1. Sports competitions/events**
- 2. Cultural competitions/events**
- 3. Technical fest/Academic fest**
- 4. Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 13.45

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
6.42	4.58	2.44	0	0.0105

File Description

Document

List of alumnus/alumni with the amount contributed year-wise

[View Document](#)

Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.

[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

MZU has a Registered Alumni Association (MSR 1681 of 23.04.2024 under the Mizoram Societies Registration Act, 2005) that contributes immensely to Mizoram University's development. The University routinely holds an alumni meeting.

The Alumni Association is not just a passive entity, but an active participant in various University activities. They play a key role in convocations, University development committees, and other forums, leveraging their alumni who hold important positions in the state and private sector in Mizoram.

The Alumni Association meeting also recognizes the notable alumni of the University and felicitates them for their successful endeavours in various fields.

Alumni from various academic departments enrich the University in diverse ways. They contribute to the University through their departmental activities, often in the form of donations such as cash, furnitures and books.

The Mizo department renovates its department museum solely through alumni financial contributions.

In addition to the assets we received, a sum of Rs. 13,46,030/- in the form of alumni contributions was received.

File Description	Document
Provide the 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:

Mizoram University's Vision and Missions are as follows:

Vision: To develop a modern residential Teaching-cum-Research University with a brand name, making full use of the latest technology and ensuring equal opportunities for access to quality higher education.

Mission:

- To offer academic programmes covering broad areas of Sciences, Humanities, Social Sciences, and Professional Courses clustered into ten Schools of higher studies.
- Our institution is dedicated to creating an environment that fosters quality academics. We achieve this by providing a range of state-of-the-art IT-enabled infrastructure and support systems. These include modern teaching and research facilities, access to knowledge resources, residences for employees and students, a stable power and water supply, a responsive administration, scholarships, sports facilities, support for students' activities, a school for employees' children, creche, and incentives for high-quality staff. These resources are designed to support our teachers, students, and employees for the overall growth of the institution.
- Access to NSS, NCC, Yoga, Gym, Wellness Centre, and other sports as part of the curricula achieves students' holistic physical and mental development.

NEP Implementation

In line with the NEP 2020, Mizoram University is progressing towards offering programmes that envisage broad-based, multi-disciplinary and holistic education at various levels of UG and PG Programmes, which is in accordance with the vision and mission of the institution. The core components of NEP-2020 are to provide equitable, affordable, accessible, accountable, and quality education to all. The options will be created for life-long learning for the aspirants. The curricula are synchronized with skill components, and the IKS is appropriately included as a core component. Further, the internationalization of education, R&D Cell, and creative ecosystem, along with the ABC (Academic Bank of Credits) and Digi locker, has been extensively introduced in the University to provide seamless, flexible learning to the learners.

Sustained institutional growth

The University continuously fills up the vacant teaching and non-teaching posts and maintains a very high percentage of filled positions. In addition, the University has developed several skill development

and vocational courses. The courses are offered at the undergraduate level with employable skills. Mizoram University has many outreach programs, which include Swachh Bharat, AIDS Awareness, blood donation, science and technology sensitization among school children, and farmers training. The vibrant Incubation Centres significantly contributed to and created a congenial ecosystem nurturing the innovative activities of the campus, which resulted in several technology developments and start-ups.

Participation in institutional governance

Mizoram University is an autonomous, Centrally funded University with a constituent college and 40 affiliated colleges. The University's functioning is governed by its acts and statutes. It has a hierarchical organizational structure, with the Visitor, the President of India, at the apex. The Governor of Mizoram serves as the Chief Rector, and the Vice-Chancellor, as the head of the institution, makes all executive decisions with policy guidance from the Executive Council, Academic Council, University Court, and Finance Committee. The Vice-Chancellor is accessible to university stakeholders for official discussions, demonstrating the University's commitment to participative management. The MIZUTA (Mizoram University Teachers' Association), MUNSTA (Mizoram University Non-Teaching Staff Association), and Students' Council are all part of various administrative/academic bodies, further promoting inclusivity in the University's management.

File Description	Document
Upload any additional information	View Document
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The University has introduced a long—and short-term strategic perspective plan through its vision and mission. The perspective plan is multifaceted for the holistic and overall development of the institution. It includes Physical Infrastructure, Digital Infrastructure, Academic Development, R&D and IPR, Supportive and Facilitative Support, Networking and Collaborations, Governance and Support, and Financial Infrastructure. The detailed perspective plan is enclosed (<http://cloud.mzu.edu.in/index.php/s/YrBoAHzmARir6WB>).

The **Vice-Chancellor**, as Head of the institution, implements and executes the plan under the direction of governing bodies, viz., the Executive Council, the Academic Council, the University Court, etc. The University has a creative ecosystem for R&D and innovation development under the RDC. The Office of International Affairs facilitates the internationalization of education.

Registrar's Office: The Registrar's office plays a pivotal role in the University, closely associating with and under the Vice-Chancellor. The Registrar's office has diverse arms that look at various issues of students, teachers, and non-teaching staff. This office also takes up teacher promotion, recruitment, and grievances. The office also complies with Right to Information queries if raised.

The Internal Quality Assurance Cell: IQAC continually seeks to improve the University's quality standards. It functions to align the institution's administrative and academic structures to create a state-of-the-art educational delivery and assessment mechanism.

Students Welfare: The Dean's SW office oversees the students' affairs and progression. The DSW office facilitates student support and holistic campus life development.

Central Library: The central library is fully digitalized and managed with a machine-readable catalogue. Computerized bibliographic information on library holdings is also available for users to search throughout the campus through LAN (intranet) using Web OPAC.

Finance Department: ERP software for the Finance Department is in use and quickly moving towards the SAMARTH portal. The system manages collections, annual account preparation, and all kinds of financial transactions. PFMS is operational in financial management on an accrual basis.

Establishment Section: Application for leaves and sanction of leaves of employees are made accessible through the Samarth portal. The online recruitment portal is utilized successfully in the faculty recruitment drive.

Office of Admission: The University has achieved an online admission process through the MZU SAMARTH portal, which has resulted in better visibility and greater transparency of the admission process. Payment of student fees is also facilitated through Qfix software.

The College Development Council: CDC looks at improving the education standards in the affiliated colleges of the University to bring them in line with education delivery at par with university standards. It looks at how healthy colleges improve their teachers' capabilities through desired educational delivery mechanisms to create an egalitarian society.

The implementation of the plan is democratic, and decisions are taken based on participative management involving all the institution's stakeholders. Further, the University identifies strategic goals and conducts continuous review and evaluation that includes measuring progress against objectives, using the S-Curve, analyzing interlinkages, and making changes as needed to ensure continued success.

File Description	Document
Strategic Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the

following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

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
Institutional data in the prescribed format (data template)	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: Mizoram University implemented the Annual Performance Assessment Report developed by the Department of Personnel & Training, Govt. of India for the non-teaching employees, and the Annual Self-Appraisal Report developed in line with the assessment criteria and methodology as prescribed under the UGC (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018 for assessing the performance of teaching and other academic staff. The University strictly follows the stated UGC guidelines.

The performance appraisal system provides the basic and vital inputs for the further development of the teacher and other academic staff as well as the non-teaching staff. It is not meant to be a fault-finding process but a developmental tool and used effectively as a tool for human resource development. The performance appraisal system is effective in the motivation and up-gradation of the overall skills and qualities of the teaching and other academic staff, and the non-teaching employees. The appraisal system is given due importance and also linked to the promotional avenues.

Welfare measures for teaching and non-teaching staff: Mizoram University implemented various welfare schemes for employees permissible for extension in autonomous bodies including availing leave of different kinds, GPF-cum-Pension Scheme, the National Pension System, Death-cum-Retirement Gratuity, Commutation of Pension, and the Group Savings Linked Insurance Scheme among others. Facilities for the staff include residential quarters for the teaching and non-teaching staff, transit accommodation especially for the newly recruited staffs, subsidized transportation facility for all, House Building Advance, Vehicle and Computer advances, Leave Travel Concession, medical reimbursement facility as per Govt. of India norms, the University Health Centre with 24x7 medical care facility, and the availability of psychological counseling. Amenities include the availability of departmental store and cafeterias, postal and banking facilities within the campus, infrastructure facilities supporting gym and sports activities, indoor games, gymnasium, and yoga. For the education of children of employees, a full-fledged Kendriya Vidyalaya Sangathan is established within the campus. Compassionate appointment of wards of staff as per Govt. of India norms is also implemented.

Avenues for career development/progression: Career Advancement Scheme is implemented for teachers and other academic staffs as per the UGC Regulations. The promotional avenues for non-teaching staff is also provided and clearly defined in the Cadre Recruitment Rules of the University. Modified Assured Career Progression Scheme of the Govt. of India is also implemented for all the non-teaching staffs. Processing of these promotions are done without delay as per norms of the UGC and the Govt. of India.

File Description	Document
Provide the 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: 4.98

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
15	3	1	18	23

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	View Document

6.3.3**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 65.23**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
135	303	75	169	104

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 (data template)	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****Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources****Describe the resource mobilisation policy and procedures of the Institution within a maximum of**

500 words**Response:****Mobilisation of funds:**

Mizoram University is a Central University fully funded by the Govt. of India through the University Grants Commission. The institution monitors the effective and efficient use of available financial resources for the infrastructure development, all recurring and non- recurring expenditures to support teaching learning process. The University generated resources through the following efforts:

- Infrastructure projects through Higher Education Financing Agency (HEFA), Ministry of Social Justice & Empowerment, Ministry of Tribal Affairs, and North- Eastern Council under the Govt. of India.
- Research grants through externally funded research projects.
- Institutional corpus fund.
- Investments of funds through investment committees.
- Availing all the subsidy facilities from the Govt. of India.
- Funds generated from self-financing and vocational courses run by the University.
- Rent generated from usage of University facilities and infrastructure including from Auditorium, Multipurpose Hall, Canteen/Shops, Transit Quarters, Guest House, leased accommodation to Bank, etc.
- Rent generated from leased infrastructure facilities like Banks (Punjab National Bank, Mizoram Rural Bank), India Post, Canteens and Shops.
- Funds generated through use of University Playground, Auditorium, Multipurpose Hall, Transit Quarters, Guest House, etc.
- The fund is raised through the consultancy work by various academic departments and centres.
- Revenue is generated through CSR

The University is having Internal Resource Mobilization Committee. The Committee aimed to work-out detailed roadmap for increasing internal resource generation and user charges. The decisions regarding financial management and resource mobilization are taken in the Finance Committee, the Executive Council and University Court.

Optimal utilization of resources:

- The University allocated adequate funds for the effective teaching-learning practices, library facilities, ICT facilities, development and maintenance of infrastructure facilities.
- For the purpose of purchase and procurement, competitive bidding and tendering process is followed to ensure optimum use of funds and resources.
- The purchase is done through the GAD and GEM is fully introduced.
- The budget sanctioned to Mizoram University is spent only on the items allowed under various heads. The University fully complied with the terms and conditions as contained in the sanction order and other directives of the University Grants Commission (UGC), Ministry of Education, and the Ministry of Finance, Govt. of India.
- The budget estimate of revenue and capital expenditure for the ensuing year is prepared in advance along with the revised budget of the current financial year well in advance.
- The budget is scrutinised, examined and approved by the Finance Committee and the Executive

Council.

- The University implemented digital, cashless transactions to ensure efficiency and transparency. The payment of cash is deposited to the bank or through RTGS/NEFT/Online bank transfer.

File Description	Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 26827.17

6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2855.90	19876.3	900	1050	2144.97

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Annual audited statements of accounts highlighting the grants received.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Internal Financial Audit:

- The Internal Audit Cell of Mizoram University headed by an Internal Audit Officer has been operating under the guidance of the Finance Officer as per functional structure of Mizoram University.
- Setting up of an efficient audit cell to identify and monitor risk factors is one of the core areas of the Internal Audit Cell of the University and the cell.
- The Internal Audit Cell ensures that the university's resources are managed properly and utilized in compliance with relevant rules and regulations. The Cell also conducts and prepares separate internal audit/inspection reports with a view to assisting the University in improving its risk management, control, and governance processes.
- In view of the higher standards of vigilance, the Internal Audit Cell is assigned to examine/vet vetted all files pertaining to procurement of goods and services prior to obtaining administrative approval/financial concurrence and expenditure sanction.
- Physical verification of the University assets is also undertaken by the Cell. The Finance Department ensures that the stock registers of buildings, land, furniture and equipment are updated and maintained. It keeps a record of equipment and other consumable materials that are maintained in all offices, Special Centers, Specialized Laboratories, and Constituent College and Institutions as maintained by the University.
- The Finance Department of the University maintains and monitors the accounts of all research projects/schemes sanctioned to the faculty and students. It also ensures timely submission of audited Utilization Certificates for every project as per requirement of funding agencies.

External Financial Audit:

- Annual accounts of the University are audited by the statutory auditor viz., the Comptroller and Auditor General of India through the office of the Accountant General, Aizawl.
- The audited annual accounts and audit report, after discussion in the Finance Committee, the Executive Council and the University Court is submitted to the controlling Ministry viz., Ministry of Education, Govt. of India and subsequently placed before the Parliament.
- Any deficiencies in the internal audit and internal control mechanisms as observed by the statutory auditors were placed before the Finance Committee and suitable actions taken and implemented accordingly.

File Description	Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

1. The IQAC regularly conducts Administrative and Academic Audit for different department and Cells for ensuring improvement in its functioning.
2. The IQAC collects information and does the compiling and editing of the information received for AQAR/publication of the Annual Report of the University for timely submission to the Ministry of Human Resource development, Govt. of India, New Delhi.
3. The IQAC in Mizoram University has successfully institutionalized students' feedback on teachers and courses taught in each semester w.e.f. academic session 2010 on a 4-point scale of 10 parameters for teachers and 5 parameters for courses taught. The feedback received is sent to the academic departments after approval from the Vice Chancellor.
4. The IQAC involved in conducting several workshops, orientation and refresher courses for the benefit of teachers and office staff in collaboration with the UGC HRD Centre/MMTTC, Mizoram University, Academic departments and ICT Centre, Mizoram University.
5. The IQAC has also initiated Student Mentoring, Student Counselling, Parent-Teacher Interface in all academic departments, and instrumental in establishment of the Alumni Association.
6. The IQAC is monitoring, receiving and archiving the UGC stipulated Performance Based Appraisal System (PBAS) proforma duly filled-in by individual faculty members and certified by the respective Heads of the Department and Deans of Schools.
7. The IQAC collects information and does the compiling and editing of the information received for the publication of the Annual Report of the University for timely submission to the Ministry of Human Resource Development, Govt. of India, New Delhi.

Incremental improvements made for the preceding five years with regard to quality:

1. The IQAC formed several sub-committees for ensuring proper functioning of the University such as e-waste disposal, Language laboratory, Tactile tiles and toilets for Divyangjan etc.
2. The IQAC involved in conducting several workshops, orientation and refresher courses for the benefit of teachers and office staff in collaboration with the UGC HRD Centre, Mizoram University, Academic departments and ICT Centre, Mizoram University.
3. The IQAC regularly conducts Administrative and Academic Audit for different department and Cells for ensuring improvement in its functioning.
4. The IQAC collects information and does the compiling and editing of the information received for AQAR/publication of the Annual Report of the University for timely submission to the Ministry of Human Resource development, Govt. of India, New Delhi.

File Description	Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

Recommendation No. 1- The science departments should apply for Centre of excellence

A total of 12 academic Departments already received DST-FIST support. Moreover, DRDO has established a DIA-CoE (DRDO Industry Academia- Centre of Excellence) since 2019.

Recommendation No. 2- Efforts should be taken to increase student enrolment especially foreign and other states.

University has established an vibrant Office of International Affairs as per the UGC mandate. Moreover, a total of 13 international students are enrolled in the university and pursuing their academic programs. MZU is one of the five Central Universities selected by MEA for enrollment of foreign students for ODL programmes.

Recommendation No. 3- Proper e-waste disposal mechanism

The University has taken seriously the e-waste issues and signed MoU with Karo Sambhav Pvt. Ltd. an Central Pollution Control Board recognized company to collect the e-waste. Till now a twice the e-waste is collected by the company and a sum of Rs. 3.7 lakhs are generated from the e-wastes selling.

Recommendation No. 4- Improved transportation within and outside Campus.

The university enhanced the transportation within and outside of the campus. A total of 7 MZU Buses are regularly plying inside the campus. Moreover, a total of 17 buses including 5 MZU buses are used as transportation for the Students, and Staffs. Additionally, 07 Buses are arranged for students and staffs on Saturdays to Aizawl City for their shopping.

Recommendation No. 5- Facilities for career guidance and coaching competitive exams should be strengthened

University has established a Career Counseling Cell. The Cell conducts different types of coaching classes like NET coaching, Competitive exams coaching and Remedial coaching respectively. The cell is now well furnished with a large classroom equipped with a Smart Interactive Board for conducting the coaching classes. The Cell now has ample space for conducting mock interviews and mock group discussions which are essential for conducting the coaching classes. The cell has a dedicated mini library which is stocked with books on current issues, general knowledge, aptitude tests, statistics and mathematics for the students preparing to appear any competitive exams.

Recommendation No. 6- Language laboratory needs to be strengthened.

University has strengthen the Language Laboratory in the University. A dedicated laboratory having 30 computers with ELS software and headphones are centrally arranged in the department of education available for the university students.

Recommendation No. 7- Integrated programmes in different streams can be introduced

Mizoram University has quickly adopted the NEP based curricula in almost all the disciplines. The emphasis is given with the multi/inter disciplinary teaching process and adequately synchronized with the skill components. ITEP is being introduced from academic year 2024-2025. Faculty of Law under consideration.

Recommendation No. 8- Prospective employers should be included in Board of Studies.

Already implemented and made mandatory to include at least one member from Industry in the BoS and School Board committees for professional programs.

File Description	Document
Provide the link for additional information	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:

As per the UGC guidelines, the Women's Studies Centre at Mizoram University was established with effect from 1st April 2016 and since then the Centre is actively involved in issues related to gender in MZU both for the MZU fraternity and the society at large. Various programs viz., National Seminars, Workshops, Awareness Campaign towards Violence Against Women, Skill Development Training, Community Entrepreneurship Development, Food Processing, Training on Health and Food Preservation, Handloom Food and flower Show, Gender Equality and Sustainable Development, Awareness Campaign, Training on Capacity Building for Women, Certificate Course, Documentation etc. Several Public Lecture Meetings were also organized by the Centre, such as – Rural Development – Minnesota Project & Opportunities for Research Scholars and Students, Public Lecture Meeting on Women in Governance, Engendering Administration in India, Lecture Meeting on Cyber Crime within Social Media, Meeting on Rural Development & Lecture Meeting on e-Governance in North East India. The Centre conducts Charity Shows and Charity visits every year. The Centre celebrates International Women's Day every year. **Ms Rekha Sharma, Hon'ble Member of the National Commission for Women** (In-charge of North East India, i.e. Arunachal Pradesh and Mizoram), visited the UGC-Women's Studies Centre, MZU and appreciated the initiatives of the Centre for the Gender equity and awareness (<https://cloud.mzu.edu.in/index.php/s/eroMgMNExAyWt2i>). **Ms. Renu Sharma, Chief Secretary**, Govt. of Mizoram, attended celebration of National Women's Day.

The Internal Complaints Committee, Mizoram University, organized a two-day National Workshop on "Awareness of Sexual Harassment of Women at Workplace Act, 2013; The Protection of Women from Domestic Violence Act 2005; The Protection of Children from Sexual Abuse Act, 2012 and the Prevention of Immoral Trafficking Act 1956" for the MZU fraternity on April 19th and 20th, 2023, at Mizoram University Auditorium.

The Women's Studies Centre at Mizoram University is a hub of interdisciplinary collaboration, offering courses that span various departments. For instance, the Department of Social Work offers a Counselling paper that includes Violence against women, and a separate paper on Women and Development. The Department of History also contributes to this interdisciplinary approach by offering a paper on Gender and History. The Women's Study Centre offers a range of interdisciplinary courses in women's studies and conducts various programmes on women's empowerment. This breadth and depth of the Centre's work is a testament to its comprehensive approach to gender issues. In the academic realm, a number of Ph.D research studies have been conducted on women-related issues, which are available in the MZU Central University digital repository.

In addition, the underlying initiatives are taken for various Gender issues: (Link for details: <https://cloud.mzu.edu.in/index.php/s/wLgY8Zq2tySKRPf>)

File Description	Document
Provide the link for additional information	View Document

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response:

The following types of degradable and non-degradable wastes are effectively managed within the University campus

1. Solid Waste - Garbage bins are provided in all offices, departments, residential quarters and selected roadsides. They are collected at regular intervals by garbage trucks of Aizawl Municipal

Corporation.

2. Liquid Waste - Sewage generated from residential quarters and hostels are collected through sewage pipes within the campus and are connected to the biodigester installed by SIPMIU, Government of Mizoram. Three (3) small capacity biodigesters were installed in the residential quarters as a pilot project by the Department of Biotechnology. (https://drive.google.com/file/d/1WZ_o4TxCjt-pkgVOYDho6vPX4Qk30wNu/view?usp=sharing) (<https://drive.google.com/file/d/1lkaq2QruLecxrfr2yyY-dj7mCcbfcvwE/view?usp=sharing>)
3. E-waste management involves disposing of electronic gadgets which are not in use. Such wastes are disposed off regularly according to regulations provided by the Government of India.
4. Chemical waste are segregated and collected for safe disposal.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Mizoram University is probably the greenest and pollution free university campus in India. The green campus initiative encompasses a holistic approach to sustainability and environmental consciousness. The university's vision is to transform the campus into an eco-friendly environment for learners. Several key initiatives have been implemented to achieve this vision.

1. One of the primary aspects of the MZU green campus initiative is the restricted entry of automobiles. This measure helps reduce carbon emissions and promotes cleaner air on the campus. We've encouraged alternative modes of transportation such as walking, cycling, and the use of battery-powered vehicles to minimize carbon footprint. Despite being situated in a hilly area, we've taken significant steps to implement pedestrian-friendly pathways throughout the campus. Our commitment to safety is evident in the design of our pedestrian infrastructure, which includes the use of ramps, staircases, and gently sloping pathways that minimize steep climbs and ensure safety for pedestrians and cyclists alike. (https://drive.google.com/file/d/1zCIP9vryziHEBD0Fd7WvN3bof5Ho1Z8Z/view?usp=drive_link).
2. The University celebrates Environment Day, Earth Day, etc., and ensures plantation within the campus every year, not only for greenery but also for economically valuable plants like teak.
3. Mizoram University promotes sustainable transportation by renting bicycles through our incubation centre. This innovative service supports eco-friendly commuting and fosters entrepreneurship and collaboration within our campus community. The availability of bicycles for rent at our incubation centre encourages students, faculty, and visitors to embrace cycling as a convenient and environmentally conscious mode of transportation. (<https://cloud.mzu.edu.in/index.php/s/gWETjDPK8mg7D3z>)
4. Another crucial component of our initiative is the single-use plastic ban. We have implemented strict policies to eliminate single-use plastics on campus, promoting eco-friendly alternatives such as reusable containers and biodegradable materials. This initiative aligns with our commitment to reducing plastic pollution and protecting the environment. (https://drive.google.com/file/d/1eNY8ZOLb_JIqKH-ZdFq-lZHEgax_jM_B/view)
5. The landscaping efforts play a vital role in enhancing the greenery of the campus. We have incorporated extensive planting of trees, shrubs, and native plants to beautify the surroundings and improve air quality. The campus is designed to be harmonious with nature, providing everyone with a serene and sustainable atmosphere. Our university is nestled within a sprawling campus with extensive greenery and meticulously maintained park areas, providing a tranquil and scenic environment for all who study, work, or visit here. The lush green spaces and verdant landscapes are integral to our commitment to sustainability and fostering a harmonious relationship with nature. The university park serves as a focal point of our campus, offering a serene retreat from the hustle and bustle of academic life. The park is meticulously maintained to ensure its beauty and ecological value, providing a welcoming space for relaxation, recreation, and reflection. (<https://earth.google.com/earth/d/1XS3w9It8EyhzdUqn1g8WzEIaBc89s6Nc?usp=sharing> (https://drive.google.com/file/d/1iMZWGLvyRyckNxnAFVhlAUTdYlc67RP5/view?usp=drive_link)).
6. The university recently promoted the use of e-scooty for students. Ather Energy is participating since sites for e-charging have already been identified on the MZU campus (<https://cloud.mzu.edu.in/index.php/s/KsMWx4GtDoALTzk>)

In conclusion, our green campus initiative embodies a multifaceted approach towards sustainability.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

Mizoram University is situated in hilly areas with topographical disadvantages, especially for the physically differently-abled. Therefore, the university took necessary steps to create a disabled-friendly campus that accommodates students with various forms of disability. All the academic and administrative buildings within the campus have separate setup ramps where various classrooms and washrooms are accessible by wheelchair. Both men's and women's hostels have designated Toilets for differently-abled students in each building. Footpaths within the campus connecting department and administrative buildings, Library and public places have tactile paths for low vision and blind students. The Central Library set up a Braille for blind students with a designated computer and printer in a separate room, which could be accessed free of cost at the Library building. There are also multiple volumes of Braille books separately stored in the Library. The university provides free laptops for blind students and remuneration for the supporters of differently-abled students.

1. Ramps/lifts for easy access to classrooms and centres. (https://drive.google.com/file/d/1xqc7bF_zMyLZch1NcNoIPHdmjdIpUZMZ/view?usp=sharing)
2. Tactile pavement for blind
3. Divyangjan friendly washrooms (https://drive.google.com/file/d/1OznhfkYH89AMrNnLyQjyJLAWSvAoZu7/view?usp=drive_link)
4. Assistive technology and facilities for persons with disabilities: accessible website, screen reading software, mechanized equipment, etc. (<https://lib.mzu.edu.in/service/>)
5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc. (<https://lib.mzu.edu.in/service/>)

File Description	Document
Upload supporting document	View Document

7.1.8

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

Response:

The Mizoram University has given utmost priority to communal harmony and tolerance as well as the provision of an inclusive environment for economically backward communities through:

1. Every year, Mizoram University organizes Cultural Day with a theme of ‘Harmony, Integrity and Tolerance’ during April, in which all students and staff participate. On this day, traditional attires, songs and dances are showcased and performed by different tribes and communities from Mizoram, Assam,

Tripura, Nagaland, Meghalaya, Arunachal Pradesh, Manipur, as well as various communities from northern, southern and eastern parts of India and community food stalls are opened by various communities. Mizoram University Cultural Day. (<https://mizoculture.mizoram.gov.in/post/mizoram-university-students-council-buatsaih-virthli-2023-neih-a-ni>)

2. Students from different communities are given a platform to showcase their skills and talents in university functions like the annual VIRTHLI Festival organized by the Mizoram University Students' Council. (<https://mizoculture.mizoram.gov.in/post/mizoram-university-students-council-buatsaih-virthli-2023-neih-a-ni>)

3. Mizoram University has seventeen (17) residential hostels. For admission into various hostels, preference is given to differently-abled students and students from economically poorer households and tribal communities.

4. The University promotes social harmony through the participation of students from various communities in various activities organized by the Students' Council and cells like NCC, NSS, Eco-club, etc. The election of one student from Arunachal Pradesh to the post of General Secretary, Mizoram University Students' Council (MZUSC) in 2023 signifies the harmonious and inclusive environment of Mizoram University for non-local communities. A total of 512 students and 156 faculty members are from other state of Mizoram.

5. Mizoram University provides 'Freeship' and 'Students' Aid Fund' to economically poor and deserving students for payment of tuition fees, examination fees, and textbooks and stationery. These funds are instituted out of the contributions from the university's students and staff university's students and staff and collections from other sources.

(<https://mzu.edu.in/wp-content/uploads/Miscellaneous/MZU%20ORDINANCE.pdf>)

6. Mizoram University is declared a 'ragging-free university' to provide an inclusive environment, and all students are instructed to sign an Anti-ragging Undertaking. No student unrest is observed during the period.

(<https://www.facebook.com/photo/?fbid=781564383773338&set=a.551356250127487>)

7. Construction of Hostels for Economically Weaker Section (EWS) and Other Backward Classes (OBCs).

<https://www.facebook.com/media/set/?vanity=mizoramuniversity&set=a.780546900541753>)

8. Seminar on National Integration through Cultural Exchange was organized by the department of Mass Communication, MZU, on 15th May 2023.

(https://x.com/DrHariBabuK/status/1658058203048062977?t=P8_ff6eApTbfX8o7FCZWoQ&s=08)

9. Since the MZU is located in the tribal-dominated state of India, the preference and upliftment of the tribal community are given top priority. Providing them with quality education and hands-on training in various areas helps in the overall socio-economic development of the community in this remote part of the country.

10. Prof. Zokaitluangi, Department of Clinical Psychology /Psychology has contributed as a convener of the State Level Covid-19 Committee to chalk out strategy and action plan or course action for the purpose stated. (<https://cloud.mzu.edu.in/index.php/s/gHeNNTHZW4zLpze>)

File Description	Document
Any other relevant information	View Document

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Constitutional Values, Rights and Duties: Mizoram University introduces courses like Democracy and Federalism in India (POLS/03/IMN/603A), Sixth Schedule to the Constitution of India (POLS/03/IMN/603B), Human Rights (POLS/02/IMN/553A), etc. for all the students (Arts, Humanities and Sciences) of the University as Interdisciplinary Subjects under the scheme of New Education Policy-2020 by the Department of Political Science. It aims to teach the basic knowledge of Indian democracy, their rights and duties as a citizen of India. Moreover, Mizoram University works constantly to sensitize the University's students and faculties (both teaching and non-teaching) to constitutional rights and duties. It endeavours to produce responsible citizens in the form of its alumni who are imbued with such values, which are required for rational, hard-working, and responsible individuals who are conscious of rights and duties.

Constitution Day: Every year, Mizoram University observes 26 November as Constitution Day, on which all the University's stakeholders (Students, Teaching staff, and Non-Teaching staff) pledge to ensure the Constitutional values of India remain alive (and practised), remember them in their daily lives, and share them with their near and dear ones.

National Days and Events: Republic Day, Independence Day, HarGharTiranga, Gandhi Jayanti, Ek Bharat Shrestha Bharat, Vigilance Week, etc., are celebrated and observed in the University (both in the Academic departments and administrative offices) to inculcate national values, rights, and duties among the students and employees (teaching and non-teaching).

Blood Donation Camp: NSS, Mizoram University Student's Council, and Mizoram University Red Ribbon Club organize at least one Blood Donation camp every year in which students and employees (teaching and non-teaching) of the university donate blood. Blood donation continues during the COVID-19 pandemic to save the lives of those who suffer from it. Saving the lives of others by donating their blood is the one important duty and responsibility of every student and other stakeholders of the University.

Swachh Bharat: Mizoram University has joined the country-wide campaign for 'Swachh Bharat Abhiyan' or 'Clean India Mission' since its inception on 2nd October 2014. All the academic and non-academic departments of the University clean their surroundings (including their rooms, bathrooms and toilets) on the last (working) Friday of every month. Besides, Mizoram University also conducted cleanliness drives and green environment and anti-plastic awareness workshops on various occasions like World Environment Day, Green Mizoram Day, Swachhata Hi Seva Jan Andolan, Gandhi Jayanti, etc.

(https://www.facebook.com/permalink.php?story_fbid=pfbid0gEoDL8Py4Zy21jCr1LZ6pcvUrXP GdGowFdfWMM9S5hyyxzjauCuUKXEjnbU2Qhcm1&id=100068255407788&locale=hi_IN)

(<https://sys.mizoram.gov.in/post/voluntary-blood-donation-camp-mizoram-university>)

(<https://x.com/mizoramuni/status/1592795440558510081?t=qbFcPn6wJgl8VcUc-nCx3g&s=08>)

(<https://x.com/mizoramuni/status/1588458112947998721?t=2K6ezMo5S0bkj2Y3tbF77Q&s=08>)

(<https://www.facebook.com/media/set/?set=a.767246228538487&type=3>)

(<https://www.facebook.com/media/set/?set=a.775813827681727&type=3>)

(<https://www.facebook.com/media/set/?set=a.791715656091544&type=3>)

(<https://www.facebook.com/media/set/?set=a.713456527250791&type=3>)

(<https://www.facebook.com/media/set/?set=a.725882779341499&type=3>)

(<https://www.facebook.com/media/set/?set=a.751138253482618&type=3>)

(<https://www.facebook.com/media/set/?set=a.777057127557397&type=3>)

(<https://drive.google.com/file/d/1xYQlc33s8vlpvsvyVRGwmoTxAHmFKXnso/view>)

File Description	Document
Any other relevant information	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Policy document on code of ethics.	View Document
Institutional data in the prescribed format (data template)	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

1. Title of the Practice: Introduction of e-Governance in the Mizoram University

2. Objectives of the Practice (100): The University is located in a remote corner of the country. It is not easily accessible, so digital technologies help enhance the efficiency of the institution's functioning and allow a transparent system. Three broad objectives of e-governance are (i) to enhance efficiency and transparency in office administrations, (ii) to facilitate the stakeholders, particularly the students, university employees and alumni, and (iii) to facilitate the seamless and flexible teaching learning of aspirants.

3. The Context: Implementing an e-governance project in a university setting involves addressing several contextual features and challenges, particularly the need for Business Process Reengineering (BPR). The existing administrative processes are often deeply rooted in traditional, paper-based workflows, leading to inefficiencies, delays, and resistance to change. Transitioning to e-governance requires a complete overhaul of these processes to align them with digital platforms. This includes simplifying complex procedures, eliminating redundant steps, and ensuring interoperability across various departments. Additionally, the challenge of managing stakeholder expectations, as faculty, staff, and students differ at different levels, particularly towards digital literacy and comfort with newer technologies. Security and data privacy also pose significant challenges, necessitating robust systems to protect sensitive information. Moreover, the success of such a project relies heavily on change management strategies to foster acceptance and ensure a smooth transition to the new, streamlined digital environment.

4. The Practice: Implementing e-governance projects in our university represents a transformative approach to modernizing the administrative and academic functions within the institution. By digitalizing

critical areas such as finance, central library cataloguing, student admissions, enrolment, and employee leave management, the university has taken significant steps towards enhancing efficiency, transparency, and user experience. This practice is particularly unique and impactful in higher education in India, where many institutions still need to grapple with traditional, paper-based processes that are often time-consuming and prone to errors.

Adopting e-governance in our university addresses several key challenges, including the need to streamline complex procedures, reduce administrative burdens, and improve accessibility for students, faculty, and staff. The university's academic and administrative work automation started in 2006 with the Finance Department and Central Library. The automation work has been extended to all aspects of the university's functioning. The digitization of the finance module, for example, allows for real-time tracking of budgets and expenses, leading to better financial management and greater transparency in the university's operations. Similarly, the central library's digital cataloguing system enhances the research and learning experience by making it easier for users to access academic resources.

The student admission and enrolment process online is another significant advancement, simplifying one of the most critical stages in a student's academic journey. This shift reduces the reliance on physical paperwork, minimizes errors, and speeds up the entire process, making it more convenient for both the university and prospective students. The NAD and Digi locker of MoE, Govt. of India facility significantly enhances the student's endeavour towards seamless and flexible learning. The digitization of the employee leave module further contributes to operational efficiency, enabling staff to apply for leave online and track their leave balances easily. This system also allows the administration to manage leave records efficiently, ensuring no disruption to university operations.

The Indian higher education landscape is its holistic approach to digital transformation. The university has embraced technology to improve administrative efficiency and enhance the overall experience for all stakeholders. The commitment to modernizing and transparent operations through these initiatives demonstrates a forward-thinking approach that positions the university to meet the demands of a rapidly evolving educational environment. By overcoming traditional challenges and embracing digital solutions, our university sets a precedent for how higher education institutions in India can achieve greater efficiency, transparency, and accountability in their governance practices.

5. Evidence of Success: Successes of digitalisation efforts are visible in all aspects of university functioning. Library automation facilitates the return and borrow process for the staff and the students. With the Webopac system, the students can access 24x7 the library resources through LAN/Internet. Examination results are declared within 15 days after the exams using the Examination ERP System. Employees' leave is managed online, which reduces the lengthy processing time. The students greatly benefit from the academic modules of the university management system. Online admission, online fee payments, etc., benefit students. The academic records are accessible to the aspirants by uploading dates on NAD, which helps the students immensely.

6. Problems Encountered and Resources Required: The implementation of e-governance faced several challenges. A significant issue was the lack of reliable internet connectivity, mainly because the university is in a landslide-prone area, which often disrupts communication and access to online systems. Training stakeholders, including faculty, staff, and students, posed another challenge, as varying levels of digital literacy created resistance to adopting newer technologies. Additionally, the existing infrastructure could have been more adequate to support the new digital systems, requiring upgrades and maintenance that added to the project's complexity. Integrating various modules, such as finance, library cataloguing,

and student admissions, into a cohesive platform was also tricky, given the need to align these with the university's specific administrative processes. Furthermore, ensuring data security and privacy was a significant concern, particularly with handling sensitive information, necessitating robust cybersecurity measures.

7. Notes (Optional):For institutions considering the adoption of similar e-Governance practices, several factors are crucial to ensure successful implementation. First, a thorough needs assessment must be conducted to tailor the system to the institution's specific requirements. This includes understanding the existing infrastructure, digital literacy levels, and the unique challenges of the geographical location. Developing a phased implementation plan can help to manage the transition smoothly, allowing for gradual adaptation and minimizing disruptions.

Stakeholder engagement is key—regular training sessions and workshops can help faculty, staff, and students become comfortable with the new systems. Additionally, institutions should prioritize cybersecurity to protect sensitive data and maintain user trust. Collaboration with technology partners and continuous monitoring and evaluation of the system's performance are also essential to address any issues promptly and ensure the e-governance system evolves with the institution's needs. These considerations can guide other institutions in effectively adopting and implementing e-Governance practices.

The other best practice is given in the link as it has exceeded count limit: <https://cloud.mzu.edu.in/index.php/s/9o7SDRQ2GB4Xes7>

File Description	Document
Best practices as hosted on the Institutional website	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:

Disseminating Knowledge During Covid-19 Lockdown

(Opportunity in Disaster (???? ??? ???))

December 2019 witnessed an outbreak of pneumonia like symptoms to human in Wuhan, Hubei Province, China. The inoculation of respiratory samples into human airway epithelial cells, Vero E6 and Huh7 cell lines, led to the isolation of a newer respiratory virus and the genome analysis indicated to SARS-CoV, therefore named severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Following that the global spread of SARS-CoV-2 and large number of deaths caused by coronavirus

disease (COVID-19) led the World Health Organization to declare a pandemic on 12 March 2020. The pandemic causes a severe impact to the society including the human lives lost, economic repercussions and increased poverty. The global spread of Covid-19 cases around the globe induced for the global lock down. This greatly impacted the economic and educational activities around the globe. The Mizoram has seen the longest lockdown and posed multifaceted problems in the society in particular the psychological and mental disorder among the people. Therefore, the challenging times of COVID-19 pandemic, Mizoram University has tried to provide a ray of hope around the globe. The sincere effort of the University is greatly recognized and appreciated by millions of people.

The university started organising the webinar series to spread the knowledge and providing the knowledge to aspirants also to maintain the teaching-learning deficit due to the pandemic lock-down. Till then the concept of webinars was not a popular method in higher education. However, the Mizoram University had capitalised this innovative, cost-effective and potent way of knowledge sharing very effectively and served as a vivacious academic platform where more than 400 renowned professors/researchers/professionals/intellecuals belonging to various reputed academic/research Institutions, Industries and other establishments of national and international repute. The resource persons are spreading over 40 countries (<https://cloud.mzu.edu.in/index.php/s/HaoFPEgSoNSr6Z6>) and a wide circulation of the webinars enabled an encouraging more than 2 millions of aspirants across the globe. The lecture series included the galaxy of speakers including the Noble Laurite and many other renowned figures, which includes: **Dr. Muhammad Yunus, Noble Peace Laureate, Bangladesh, Prof. Choongsoo Kim, Former Governor of bank of Korea, Shri Swaraj Kaushal, Former Governor of Mizoram, Prof. David Wilsey, Director, University of Minnesota, USA, Prof. Martin Oliver, UK, Prof. Matthew Paterson, Institute University of Manchester, UK, Dr. Dean Current, Director, Centre for Integrated Natural Resource and Agricultural Management, Univ. of Minnesota, USA, etc.**

This academic initiative became very popular among the academia and led to the significant enhancement of the institutional image of Brand Mizoram University! The University gave due publicity about the forthcoming webinars by publicising colourful brochures through the website of Mizoram University, the Public Relations Cell of the University, the official social media such as Facebook and WhatsApp, and the local news media, in addition to the personal contacts of faculty members. The ICT Centre of Mizoram University was on high alert 24x7 and made available the webinars through Zoom platforms and the same is made available on YouTube channel. Hence, the robust series of online webinars were meticulously planned by university and the faculty members under the leadership of Vice Chancellor and the resource persons were identified in diverse disciplines with an objective of integrating the global, national, regional and local perspectives. A series of these webinars served not just as educational platforms but as strategic conduits for upholding academic continuity and expanding global academic interactions in unprecedented times.

The University's choice of topics was particularly notable, encompassing highly relevant and critical areas such as pandemic response strategies, public health, economic impacts, and technological innovations in education. The inclusion of Nobel laureates and other distinguished experts brought cutting-edge insights and fostered a rich, interdisciplinary dialogue that was both accessible and engaging for students and faculty alike. Such discussions not only elevated the University's academic stature but also reinforced its role as a catalyst for societal resilience and adaptation in crisis situations.

This initiative demonstrated Mizoram University's agility in adapting to remote educational models, significantly broadening its reach and inclusivity. The webinars effectively transformed the challenges

posed by the pandemic into an opportunity to enhance digital literacy among the academic community, further embedding skills that are crucial for the 21st-century digital economy.

Moreover, the broad array of topics and high-calibre speakers helped to position Mizoram University as a thought-leader in addressing contemporary topics. This pivot not only enriched the learning experience but also significantly boosted Mizoram University's national and international collaborations and partnerships, reflecting a strategic embrace of global educational trends and challenges.

Mizoram University Video Lecture Series:

In addition to the Webinar series for HEIs, the Mizoram University has taken a leading role providing useful lectures to the school children as well. The lectures are indigenously recorded in MZU as delivered voluntarily by the faculty of MZU. These were meticulously planned and executed which were also telecasted through Doordarshan Aizawl during the pandemic. These lectures supplement the teaching-learning process that was undertaken in online mode. YouTube links were provided in the University website for the benefit of the students.

In conclusion, both Mizoram University's Webinar Series and Mizoram University Video Lecture Series during the COVID-19 pandemic not only fortified its educational delivery and outreach during the disruptive period but also strategically augmented its institutional distinctiveness and global standing in the academic community. These genuine and sincere efforts showcased the University's commitment to leading through innovation and resilience, setting a benchmark for HEIs worldwide at the time of disruptions caused by unexpected calamities and crises. This a real implications of the Hon'ble Prime Minister's vision of **OPPORTUNITY IN DISASTER (???? ??? ????)**.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Mizoram University is the only public University in the country free from any form of unrest or agitation, be it from students, non-teaching staff, or teaching staff. This unique feature creates a peaceful environment with rich diversity, providing an ideal setting for learning. The University campus itself is a mini India. Situated in Mizoram, the University benefits from an excellent natural resource, a pollution-free environment, and a rich biodiversity hotspot in the North-East region. The University is committed to maintaining a clean environment, with a smoke-free policy and a ban on single-use plastics, thereby enhancing the learning experience and promoting environmental responsibility.

The NEP-2020 is implemented in the University's UG and PG programs, the SWAYAM/NPTEL MOOCs programme, the University's Indigenous Massive Open Online Courses Centre (MOOCs Centre) for providing opportunities for students to have access pursuing job-oriented courses along with the regular curriculum. The 02 incubation centres provide students/faculty members with opportunities for innovations and start-ups on campus. One STI Hub has been established for the socio-economic development of the state's ST Community. Mizoram University has established a DIA-CoE (DRDO Industry Academia- Centre of Excellence) supported and funded by the DRDO, Govt. of India, New Delhi, which promotes the research activities in academia in association with DRDO laboratories and industry partners.

Concluding Remarks :

Mizoram University is the only full-fledged public University in the state of Mizoram, located in Northeast India. The University imparts equitable, accessible, quality education to aspirants, and its societal commitments enhance the socio-economic development of the state. Tremendous progress has been achieved in the last five years in terms of providing quality education synchronized with adequate skill components.