



CRITERION 6

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.*

VISION AND MISSION STATEMENT OF THE INSTITUTION

VISION

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

MISSION

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

In congruence with the vision -

- The college has as its principle aim, to live up to its motto *“Truth Prevails”* and to foster learning where none but the truth be inculcated in the hearts of young students current and alumni, so that their minds are nurtured to live with courage and let truth prevail in any situation they find themselves in.
- Maintaining standard code of ethics for primary stakeholders vis-à-vis professional ethics within and outside the college premises is the essence of the institution.
- Sustainable institutional growth through moulding each learner for an all-round development in social, political, economic, and cultural aspects is the fundamental focus. This will help them learn to embrace any matter in question they witness, be it local or global, through a practical approach.
- Promoting the core values of togetherness and workmanship within the entire fraternity, to stimulate healthy competition amongst all, in order to bring excellence both in academic and administrative levels.





INSTITUTIONAL GOVERNANCE

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

VISION 2025

In view of the changing scenario of education in India and the world as a whole, it is imperative that education system be attuned with the fast-paced technology, knowledge dissemination and management. That being so, the next 10-15 years vision of Govt. Hrangbana College is to expand, upgrade and develop its education system and all related activities, to be on par with esteemed institutions outside the State. To vie with the pace of the changes in the external environment and internally gain momentum through quality assurance, thus gaining an edge in all its endeavours.

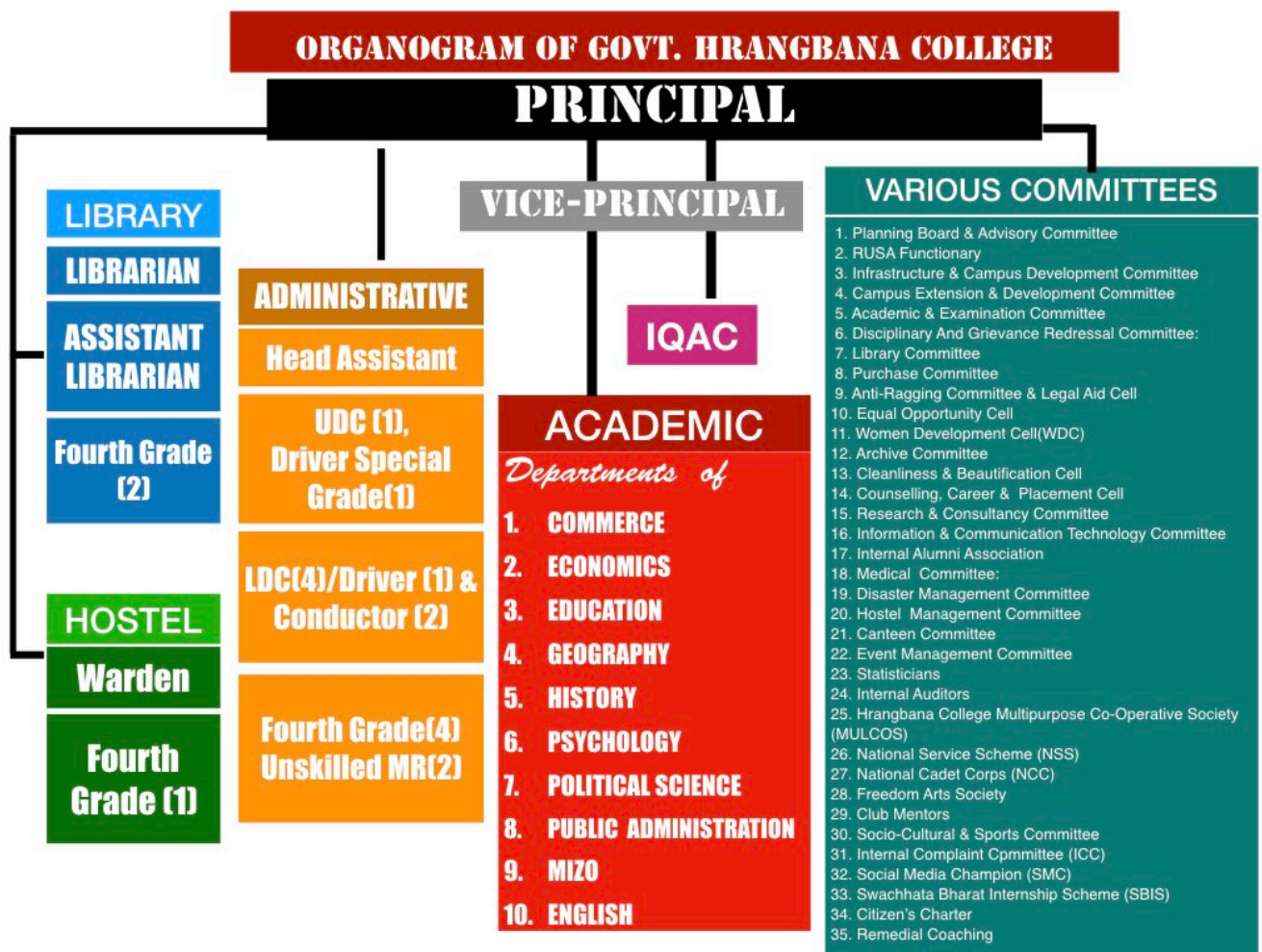
The key areas to be prioritized upon would be:

-  Academic Excellence
-  Infrastructural facilities & Learning Resources
-  Human Resource Development
-  Social Responsibility & Green Practices

VISIBILITY OF INSTITUTIONAL GOVERNANCE AND LEADERSHIP WITH NEP 2020

- The mission and goal are adapted dynamically and continually to the needs of emerging educational system such as the new implementations of the NEP 2020.
- This new policy has paved in several ways in improvement for all-round development of the students. With the context of rapid globalization, the importance of clear and effective communication has substantially increased. Courses under this new policy have been designed to meet the needs of students, whose communication skills – be it verbal or non-verbal, will greatly be enhanced after learning this course.

- The teachers play the role of leaders. The Head of the Institution and the Heads of the different Departments along with the faculty members ensure that the College maintains a strong academic environment.
- Strong man-power management is the key factor in the well-functioning of the governance to generate decentralization. It is one of the aims of the institution to uphold this power as all stakeholders, teaching and non-teaching, as well as students, past and present, are given appropriate opportunities befitting them.
- To consistently develop, improve, innovate, initiate, organise, train towards making learning student-centric, quality assured and enriching. This is the real goal of education, fostering each learner to strive for excellence, if not perfection.
- The institution also put utmost importance in the career advancement and professional ethics of the teaching faculty, as well as non-teaching staff. Professional development programmes are therefore regularly organised by the institution, whereby faculties and staffs are encouraged to attend seminars/workshops within and outside the state.



INSTITUTIONAL DEVELOPMENT PROPOSAL

Executive Summary of the IDP

The institution is gradually and steadily gearing up for the adaptation of the NEP 2020. Skill development and preparation of students to be employable and significant contributors to society has always been a priority of the college. As such various aspects of the NEP2020 in terms of holistic development of students will be welcomed and smoothly transitioned. Infrastructural requirements will however, be a challenge, without financial assistance. Faculty shortage is a huge hurdle as well. In spite of these, the institution do aspire to develop into a multi-disciplinary institution with even the possibility of being the center of the cluster colleges.

In the short-term, the college plans to complete the full implementation of the NEP 2020, and transitioning from an inter-disciplinary institution to being an multi-disciplinary institution, incorporating skill development in various areas, including fine arts, physical education and sports and physical sciences. Widening and professionalizing of existing courses is also focused.

In the mid-term, attempts will be made to procure grants and funding from various sources to actualize the process of transitioning into a multi-disciplinary institution. Infrastructural expansion must be the primary goal of this period.

In the long-term, the institution aspire to be a stand alone institution with the various aspects of NEP2020 being incorporated into the system i.e., an education system that develop good human beings with rational thinking, compassion, empathy, courage, resilience, scientific temper, creative imagination, and ethical values.

SWOC Analysis Matrix for developing IDP of the Institution

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Campus is located in the heart of the city and public utilities are easily accessible, and well-equipped with external facilities and infrastructure. 2. The institution is one of the oldest and most reputed educational institution. 3. Holistic approach to education for every student with emphasis both on skill development and knowledge building. 4. Strong commitment to community, service and social justice. A well-structured mentoring system. 5. Excellent facilities with well-equipped laboratories. Experienced faculty with strong support staff. 6. Consistent merit listing in University examinations. 7. Togetherness is our mantra. 	<ol style="list-style-type: none"> 1. Inadequate number of teaching and non-teaching staff, even the sanctioned post is not filled up by the higher authority. 2. Dependency on the government for funds and decision-making. 3. Inability to admit all aspiring candidates due to seat limits.
Opportunities	Challenges
<ol style="list-style-type: none"> 1. Endowed with talented and gifted pool of students. 2. Ample potential for growth and development in all areas. 3. Experienced and well-qualified teachers and staff. 4. Collaborations and Networking with external agencies/institutions for career and skill development. Shaping and influencing the next generation for social and economic change. 5. Uplift and mentor students from rural areas, underprivileged and minority group. 6. Strong and lasting relationships between students(present & outgoing) and the faculty opens endeavours for further developments in all areas. 7. Online education opportunities such as national and international seminars and networking. 	<ol style="list-style-type: none"> 1. External constraints such as student related political issues leading to stagnation in working/teaching time/days. 2. Insufficient filling of gaps between the required and vacant posts by the government. 3. Poor internet connectivity from the server domain has limited speedy work completions and growth in these areas.

GOAL AND OBJECTIVES OF THE INSTITUTION IN VIEW OF THE VISION OF THE NEP

GOAL 1. MULTIDISCIPLINARY AND HOLISTIC EDUCATION

OBJECTIVES :

Short-term (1-3 years)

- Curriculum reforms through gradual adaptation of the NEP syllabus and gradually phase out the CBCS curriculum.
- Looking into various multidisciplinary combination possibilities in line with the available resources of the institution.
- Integrating value and skill-based courses in the curriculum of each programme of study.
- Community based courses, projects and internships

Mid-term (3-8 years)

- Collaborations with various institutions and industries for facilitations of holistic development of students.
- Creating opportunities to gain knowledge, skills, and credentials in high demand fields.
- Creation of a robust system for monitoring the overall academic success of students
- Establishing of multidisciplinary research centre
- Integrated undergraduate and postgraduate courses in vocational and professional courses.

Long-term (8-15 years)

- Integrated UG, PG and Research programmes in all disciplines.
- Introduction of new programmes.
- Increasing grants and contract activity
- Enhancing institutional network capacity
- Developing active and dedicated alumni engagement
- Develop more degree courses taught in Indian languages and bilingually

GOAL 2. EQUITY AND INCLUSION IN HIGHER EDUCATION

OBJECTIVES :

Short-term (1-3 years)

- Support for the academic success of underrepresented students.
- Inclusive and friendly admission process
- Orientation and financial assistance to Socio-Economically Disadvantaged Groups (SEDGs)
- Enhancement of sports/recreation facilities.
- Students' friendly and informative communication system and environment.
- Mechanism for equity, wellness, skill development for various levels and students' needs.

Mid-term (3-8 years)

- Expanding the range of academic, vocational and professional programmes.
- Creation of various platforms to support diverse students groups.
- Partnerships/Collaborations with various institutions for empowering PwD students and SEDGs.
- Flexible exit/entry option to facilitate Lifelong learning opportunities at all levels.
- Develop bridge courses

Long-term (8-15 years)

- Establishment of Skill Centre to impart training and practical exposure.
- Centre for Equal Opportunities to impart all sort of academic, professional and career development.
- Infrastructural facilities especially for the PwD students and SEDGs.

GOAL 3. MOTIVATED, ENERGIZED AND CAPABLE FACULTY

OBJECTIVES :

Short-term (1-3 years)

- Clearly defined and transparent processes and criteria for faculty recruitment.
- Timely promotions under Career Advancement Scheme.
- Ample opportunities for Continuous professional development.
- Provision of access to all necessary resources for academic and professional development.

Mid-term (3-8 years)

- Linking of high impact research contribution with fast track promotion system.
- Sponsored international academic/research exposure to faculty.
- Recognition to the faculty adopting engaging innovative methods and tools for teaching.

Facilitating the teachers for delivery of 21st century Global Citizenship Education.

- The faculty identified as ‘excellent’ may be given special opportunities for professional development and leadership and management skills.

Long-term (8-15 years)

- Freedom to the teacher to review and amend the curriculum
- Advanced ICT support with latest additions to the faculty for academic, research and extension activities.
- Maintaining the student-teacher ratio at par with the global standards for creative engagement of teachers.
- Implementation of the remaining targets relating to motivated, energized and capable faculty as envisioned in NEP2020

GOAL 4. TECHNOLOGY USE AND INTEGRATION

OBJECTIVES :

Short-term (1-3 years)

- Adequate technology support for improvement of educational processes and outcomes.
- Educational software and hardware for technology-enabled learning.
- One smart classroom with latest ICT facilities with sound technical support in each department.
- Rigorous teacher training in technological use and pedagogy.
- Creation of online contents for each courses.
- Blending of online and offline mode of teaching.

Mid-term (3-8 years)

- Use of National Educational Technology Forum(NETF) to enhance learning, assessment, planning and administration.
- Adaptation of latest and most effective educational software.
- Online education to be blended with experiential and activity-based learning for desired outcomes.
- Utilization of Digital Infrastructure for Knowledge Sharing (DIKSHA) platform for Professional Development of teachers.
- Review of targets.

Long-term (8-15 years)

- Conducting research on disruptive technologies.
- Enrichment and enlargement of digital contents.
- Addressing the issue of digital divide by devising an institutional support mechanism.
- Implementation of the remaining targets relating to technology use and integration as envisioned in NEP2020