**7.3.1 - Institutional Distinctiveness**

To equip the students to possess overall development in the field of education, co-curricular and extension activities. Since the mission of the Institution is to reach out to the socially, economically and educationally disadvantaged section of the society, most of the students are from **(i) Socially and economically** **disadvantaged sections of Mizoram and (ii) Educationally disadvantaged sections; vernacular** **medium, Third Division and those who have passed in the Supplementary Grade, failing to acquire** **admission in other colleges.**

The ultimate goal of the Institution is to provide quality education in various fields of Arts disciplines in Mizoram. The Institution makes provisions for the economically disadvantaged students by offering them differential/special modes of payment of admission fees etc., in order to admit themselves in various programmes of their choice in the Institution. The doors of the College are always open to all sincere students irrespective of class, caste or religious backgrounds. The College diligently follows its mission in the following ways:

1. Students from disadvantaged community and economically backward household can avail
2. admission to the Institution on the same rule as the economically affluent household. The
3. Institution does not discriminate its prospective students on any ground.
4. Differently - able are encouraged to enter the Institution. But so far no such case has been faced by the Institution.
5. Potential students from disadvantaged community and the economically backward household are encouraged by informing them of the differential modes of payment of fees that the Institution can offer such as:

* On an installment basis
* One-time payment at the time of disbursement of their scholarships/financial aid from the government.
* Sports personnel are informed about the reservation policy that the Institution has for them. This makes it easy for them to enter without vying for limited seats with other admission seekers.
* Students from the neighboring states Tripura, Manipur categorized as outsiders are admitted without any discrimination in the Institution.

The Institution is deeply committed to produce marketable and self-respecting graduates who would become assets for the community and the society at large. **It is a privilege to state that faculty members often contribute in cash towards admission of economically-backward students.**

In the present scenario of Mizoram in particular, and India in general where decent jobs are

predominated by the government sectors and entry into service is mostly through combined competitive examinations at a time when unemployment amongst the urban educated youth is most prevalent, it is imperative that students are geared not solely for theoretical subject study but also to face such various examinations wherein they are given freedom to choose their own optional subjects. The College, therefore, does not feel necessary and worthwhile to predetermine subject combinations and force on the students, as it partly circumvents a general tendency among students to lose interest in their studies which results in shortage of attendance in some subject classes, failure in exams and general irregularities due to predetermined subject combinations which includes one that the intending student might dislike. No rigid subject combinations are made. Students are free to make any subject combinations of their choice.

The Academic Programmes are designed to ensure flexibility and a multi-disciplinary approach to learning within a manageable time-frame for completion of the Courses. The Institution makes it a practice to devote the first week of the Academic Session for assessing the previous knowledge of the newly admitted students by conducting skill test (oral or written) in subject knowledge. To bridge the knowledge gap of the newly admitted students, teachers spend the next consecutive week of their classes for orientation of the Course Syllabi. The Institution identifies slow and advanced learners and the institution has provisions for tutorial classes for the slow learners. The Institution identifies slow and advanced learners based on the following strategies:

* Regular class tests and assignments are key indicators that the Institution employs to tell apart slow and advanced learners in any given class.
* Weak students, once identified, are encouraged to put in extra effort, while at the same time
* advanced learners are encouraged to excel by providing them with extra study materials.
* At the end of the calendar year, internal exams are conducted in order to evaluate students’
* progress which is at the same time a preparatory measure for the ensuing University Exam.

In order to nurture holistic self development in each student the Institution has adopted certain strategies for the acquisition of life skills and knowledge management skills that are listed as the two Best Practices of the Institution **(a) Students’ Development Programme (b) Value Based Education on Social Responsibility.**

Students keep pace with the recent development in various subjects by attending seminars, debates and discussions organized in and outside the Institution. Students are also informed to make use of educational TV channels and the internet to acquaint themselves with various emerging trends. Debate and discussions held on emerging topics related to their studies are also incorporated. Any grievance regarding evaluation in the Internal Exams is intimated to the subject teacher concerned for clarification and redressal.

All the activities of the College are students centric and the evidence of success may be remarked

as follows: ***Many students securing Third Division Marks and Supplementary Grade in HSSLC (or*** ***other equivalent degree) have graduated from the College in the First and Second Divisions.*** ***Some students have even managed to secure high ranks among the MZU Top 10 Rank*** ***Holders.***