



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

LILONG HAOREIBI COLLEGE

LILONG USOIPOKPI, THOUBAL DISTRICT, THOUBAL
795130

www.lilonghaoreibicollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in the year 1976, Lilong Haoreibi College, a co-educational institute located at Lilong Usoipokpi in Thoubal District, Manipur is the only higher educational institution located at the minority concentrated area in the valley of Manipur. The college enrolls over 2000 students annually of whom 98% belongs to the educationally and economically backward minority Muslims, and more than 35% Muslim girls who are considered as the weakest section of the society. There would have been many drop outs amongst the Muslim girls from pursuing higher education had this college been not in this place.

The college has been permanently affiliated to Manipur University since 1987 and recognized by the University Grant Commission (UGC) since 1988 under the section 2 (f) and 12 (b) of the UGC Act 1956. At present, the college offers 17 Undergraduate programmes in the B.A. and B. Sc. Hons. Degree courses. Apart from these, the College has also been approved under the UGC for conducting skill based job oriented B. Voc. degree Programmes in 5 specialized subject disciplines from the academic session 2020-21.

The college is in its constant effort to be at par with other premier institutes in the region. The Internal Quality Assurance Cell (IQAC) of Lilong Haoreibi College, in spite of its revamp only in later part of 2020, has been giving its full devotion to ensure overall quality improvement of the college.

Installation of six digital boards under RUSA, installation of 24 new computer sets for the ICT Block, introduction of online, offline and blended mode of curriculum delivery with MOODLE-LMS, completion of the UGC funded swimming pool and indoor sports infrastructure, Solar energy lighting, initiating green campus with tree plantation campaigns, establishment of Alumni Association, Youth Red Cross Units, development of the erstwhile low lying seasonal water body into a perennial freshwater storage pond, Library Automation with the installation of KOHA software, subscription of INFLIBNET facility, BSNL leased line internet facility and making Wi-Fi enabled campus are some of the endeavors apart from others taken up by the college in the recent past with the sole devotion towards realizing its vision.

Vision

Providing economically viable higher education with quality and competency for the students mostly belonging to the educationally, economically and socially backward minority community with an attempt to bridge the gap between the higher education and industry requirements, cost effective, skill integrated, job ready, and responsible citizens.

- Integrating the rich cultural and social systems to the latest technology based teaching learning system in the higher education sector leading to meet the requirements of the youth standing at the corridor of the proposed trans-Asian Superhighways.
- Striving for making a potential for Centre of Excellence through continuous improvement of the faculties and dissemination of the acquired knowledge towards the student community in particular and society at large.
- Promoting quality research and development activities, innovation, leadership and accountability amongst the faculties on sustainable basis.

- Accreditation and assessment under the National Accreditation and Assessment Council (NAAC) with a reasonably high grading.
- Up gradation of the existing infrastructure to the status of the Post-Graduate Institute catering to regional requirement of having additional Post-Graduate Institutes.

Mission

- Integrating the rich cultural and social systems to the latest technology based teaching learning system in the higher education sector leading to meet the requirements of the youth standing at the corridor of the proposed trans-Asian Superhighways.
- Striving for making a potential for Centre of Excellence through continuous improvement of the faculties and dissemination of the acquired knowledge towards the student community in particular and society at large.
- Promoting quality research and development activities, innovation, leadership and accountability amongst the faculties on sustainable basis.
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- Up gradation of the existing infrastructure to the status of the Post-Graduate Institute catering to regional requirement of having additional Post-Graduate Institutes.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institution, being the only college located in the minority Muslim concentrated district of Manipur, could attract students from different Muslim-inhabited areas of the State. As such, there is no dearth of students seeking for admission enabling the institute to provide education to socio-economically and educationally laggard section of the society.
- Newly connected Leased Line internet facility with Wi-Fi campus, Library Automation (semi) with the installation of KOHA software and subscription of N-LIST INFLIBNET facility would provide the teaching faculty a conducive teaching-learning and research environment.
- The Ministry of Minority Affairs, Govt. of Manipur has also been extending facilities to the college, though not officially declared as a minority institution of the country . One boys' hostel and one girls' hostel of 50 bedded capacity each have been developed. The development of fencing walls, multipurpose hall and blacktopping of college approach road are also in the pipelines.
- A good number of well qualified faculties with M. Phil and Ph. D degree is undoubtedly a potent human resource in providing teaching-learning and research activities provided the college is further improved in its research-oriented infrastructures.
- Smart classes equipped with high-end interactive digital boards and the computer laboratories would further be enhanced in conducting ICT-enabled and flipped classes which are now the order of the modern pedagogy.
- The location criteria accumulated with sufficient infrastructure facilities and qualified faculties may be developed into a Centre enabling to attract students from the adjoining South Asian Countries like Myanmar, Thailand, Laos, and Cambodia etc.
- The ample campus provides good scope of future development and upgradation of the college into a

Post-Graduate institute and even a State University in due course of time.

- Being located not so far from the corridor of the international trade centre, the institution has the opportunities to open various vocational courses in view of implementing the NEP 2020 and after the completion of which, students may join the activities across the borders in suitable trades and thus, even play pivotal roles for the economic growth of the country.

Institutional Weakness

- Most of the Departmental laboratories are not of advanced standard.
- Existing Library does not have sufficient space and necessary furniture to accommodate larger number of readers.
- Not been able to organize Faculty Development Programmes and Workshops other than attending to other institutes.
- Non-existence of staff quarters and guest houses thereby causing difficulty in commuting by the teachers and staffs from far-off/distant places.
- The college does not have any kinds of faculty and students exchange programmes as yet.
- Unable to have been a NAAC accredited institute in spite of its establishment way back in 1976.

Institutional Opportunity

- The college, being the only one located in minority Muslim concentrated district of Manipur, is in a position to draw attention from the State government and concerned ministry.
- One water body just in front of the academic building has now been under developmental process transforming into a natural water reservoir for supply to all laboratories and even, nearby localities.
- New skill based vocational courses have been approved under B. Voc. Scheme of the UGC, New Delhi. Some courses in agricultural and IT sectors have been started, some courses are on process.
- There is immense scope for starting new courses related to life Skill Development.
- This institute/college could be one that creates and encourages awareness of imparting education amongst the Muslim girls. Because, Muslim girls, in general, comparatively have lower enrollment rate.
- The location of the college could attract students because of economically viable and easily assessable transport and communication systems.
- Being the only minority Muslims dominated Institute, it is one of the most appropriate Centre for the higher education to the educationally backward Muslim girls.
- Locational advantages.

Institutional Challenge

- To develop the infrastructure facilities up to the international standard or transform the aged system to the technology oriented new system which is not fully achieved and hence, not yet achieving 100% students in the daily attendance registrar.
- To settle the long pending issues with UGC grants and cases under vigilance but now brought to the stage of completion.
- To enhance the number of classrooms, Seminar and Lecture halls but not yet fulfilled till now
- To increase the number of computers for the students to maintain the standard student-computer ratio

but not yet fulfilled completely.

- To enhance the financial resources by reducing expenditures for faster infrastructural development which has partly been achieved but still far ahead to go with.
- To redress grievances faced out of insufficient regular teaching and non-teaching staffs in administration, library and laboratory which are beyond the scope of the institution. But the authorities have been approached but no action has been taken till date.
- To manage timely reaping the fuller advantages of the existing well qualified faculties by way of tapping their research potentials.
- To develop infrastructure for attracting students from outside the state and even from the neighboring South Asian countries like Myanmar, Laos and Cambodia.
- To develop a fully functional students placement cell which is not yet been brought into light.
- To enhance proper documentation, maintaining official records and paper works but not yet achieved because of acute shortage of responsible manpower on the regular basis.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Lilong Haoreibi College is a state government college affiliated under Manipur University. As such, majority of the important curricular activities are carried out under proper guidelines prescribed by the MU, UGC as well as the Directorate of Higher Education, Government of Manipur. These include prescription of syllabus, unit wise mark allotment, notification for semester examinations, preparation of time table for semester examination, etc. The institution, essentially being a teaching unit, mostly follows their directives. Responsibility for design and development of the various programmes and courses offered in the institution rest wholly with the affiliating University catering to local needs and in tune with the emerging national and global trends.

There exist more or less no role in curriculum designing and development by the institution. Our main responsibility is ensuring quality deliverance of the prescribed curricular activities by the affiliating University and timely conduct of examinations –theory and practical. Further, the college plans meticulously for its academic sessions thereby ensuring preparation of annual academic calendar, time tables and workload allocation by HODs to departmental teachers, etc.

Apart from the existing seventeen BA and B.Sc. programs, the college has also been approved under the University Grants Commission for conducting five B Voc. degree courses in 5 specialized subject disciplines namely Agriculture, IT/ITes, Tourism & Hospitality, Yoga & Naturopathy, Physical Education & Sports from the academic session of 2020-21. However, no added course certificate courses have been started till date though we have plan for these in the future.

The institution has just initiated the practice of feedback collection from its stakeholders starting from the academic year 2019-20 using pen and paper mode which will switch to online. This helps in identifying the poorly performed parameters of the institution and in addressing any gap in students' progress and overall development of teaching-learning processes.

Teaching-learning and Evaluation

Teaching – learning at Lilong Haoreibi College is done through a well-prepared method. From 2019-20 onwards, teachers have started preparing teacher's diary wherein details of topics, teaching method, online platform use (during Covid-19 pandemic period) and learning outcome are stated clearly.

Teachers used mostly lecture method and whiteboards. Use of ICT is very minimal due to lack of resources. However, from later part of 2020 an ICT/IT Block has been developed with more than 20 desktop sets and high-end interactive smart boards are installed. Ongoing pandemic also gives a compelling impetus for boosting online teaching. This enables us to prepare for the blended-learning method that is clearly stated in the NEP 2020.

In the beginning of the online classes, teachers were using only the simple methods like sending of PDF study materials, audio recordings of lectures, sharing of YouTube links for different topics, etc via whatsapp groups. Now, teachers are using different platforms like Google meet, Zoom, etc. to take live classes. Besides, very recently under the initiative of the Directorate of Higher Education, Govt. of Manipur, Moodle Learning Management System (LMS) has been launched. Affiliated colleges including this college are in the full swing efforts to conduct online classes vis Moodle LMS. Moodle LMS would be efficiently used from the academic session of 2021-22.

Tutorial classes are also conducted, and are made a part of college time-table to help slow learners. Students' evaluation is done through classroom discussion, question and answer analysis, etc. But now, internal assessment is made mandatory as per University's instruction. Programme Outcome, Programme Specific Outcome and Course Outcome are uploaded in the website to provide substantive outlines for the programmes & courses offered in different affiliated colleges. The institution has good number of faculty with MPhil and PhD degrees who contribute in research works and teaching. Students are encouraged to participate in various co-curricular activities both inside and outside the college.

Feedbacks are collected, analysed and results utilised for college development. It helps in identifying areas where the institution performs poorly and provides opportunity for improvement.

Research, Innovations and Extension

The college attempts to create a research environment amidst its various challenging conditions and resources. During the last five years, only two projects have been completed from the funding agencies namely Ministry of Science and Technology, Dept. of Biotechnology (NERBPMC); University Grants Commission North Eastern Regional Office, Guwahati (UGC-NERO), etc. Although the number of research projects undertaken by the faculty is very less for the time being, faculties are encouraged to apply for more projects and get funding from different funding agencies and become an ecosystem for innovation and incubation centre for creation and transfer of knowledge.

The recently revamped IQAC (Sept. 2020) is in constant effort to encourage and improve research activities and output in the coming years. Seminars and workshops are also organised on different subjects to benefit the students as well as faculty.

Apart from academic activities, the institution has given support to the students for participation in various outreach and extension activities. At present there are 52 NCC cadets in the first, second and third years combined; 2 units of NSS and 1 unit of YRCS (Youth Red Cross Society). Various awareness and extension programmes are also conducted from time to time by these units.

Efforts are also made to increase our engagement with industrial and other partners to ensure all round improvement of the college. At present, there are two MOUs signed with the institution and are also planning to increase in this area in future.

Thus, the institution is making efforts at every possible ways for improving its academic and other related areas.

Infrastructure and Learning Resources

In fact, infrastructure at Lilong Haoreibi College is not very impressive; however maximum efforts are now put in to ameliorate the situation in the coming years keeping the vision and mission in minds of the stakeholders.

The institution has 33 classrooms out of which 5 class rooms are ICT enabled and smart class with the installation of high-end interactive digital board, 1 Institutional Biotech Hub (IBT Hubs), 1 administrative block, 1 auditorium, 1 big playground, 1 boys hostel and 2 girls hostel, 1 swimming pool, indoor sports stadium constructed under the funding from UGC, etc. to list the important infrastructure in the college.

The College has 8 Laboratories -one each in Botany, Chemistry, Education, Geography, Home Science, Mathematics, Physics and Zoology.

The Library provides access to more than 6000 e-journals and above 1,64,300 e-books to its students and faculty in order to facilitate their teaching-learning experiences in the institution. This may be accessed via the link <https://nlist.inflibnet.ac.in/>. Nonetheless, there is plan for further enlargement and upgradation of college library in near future.

The college has a leased line connection from BSNL with bandwidth of 12 MBPS. College campus is now Wi-Fi enabled from the year 2020 onwards. 8 number of CCTV camera is installed in and around the administrative block.

Thus, infrastructure and learning resources in Lilong Haoreibi College is modest but not without scope for further improvement.

Student Support and Progression

Lilong Haoreibi College does provide different forms of support to its students – financial, guidance, grievance redressing, mentoring as well as in their participation to co-curricular activities and extra-curricular activities. Deserving and eligible students are given different scholarships – post-metric, ISHAN UDAY, etc. Besides, position holders in University examinations are incentivised with financial rewards and also there are few sponsored awards given to meritorious students.

The college has one hostel and two girls' hostels within its premises so that students from far places may occupy while pursuing their studies.

The college also has an Alumni association though registered lately. It has been playing active role in the ensuring quality improvement of the college. So far 4 computer units have been donated by the some members of the alumni association. An MOU has been signed with IDO in November 2020 to provide coaching for

competitive examination to interested students of Lilong Haoreibi College. However, actual activity has not yet been started due to covid-19 pandemic.

Governance, Leadership and Management

The governance in our college is under the leadership of the Principal appointed by the Government. The unending cooperation and support extended to the Principal by all the staffs has been a catalyst in striving for the envisioned vision and missions. Innovative ideas from the teachers and stakeholders have made teaching-learning processes more lively and all-round developments more accessible in tuning with the vision and mission of the institution.

Keeping this in mind, several committees have been formulated to look into every important aspects of academic, administration, co-curricular and extra-curricular activities of the institution. Both teaching and non-teaching staff are involved in one or the other committees / cells to encourage their active participation in decision making and developmental processes. Meetings of the Heads of the Departments with the Principal are carried out to at regular intervals to discuss about college development. Other stakeholders are also encouraged to participate and put their perspectives in decision making and policy formulation.

To achieve our mission of accrediting the institute a reasonably high NAAC grading in due course of time, the IQAC of the college, which was revamped on 16th September 2020, has been making constant efforts quality improvement of the college. The IQAC of the college organizes various functions, seminars, observes various important national and international days, etc. from time to time. Recent initiatives like Feedback from different stakeholders, mentor-mentee, tutorial class for slow & advance learners, etc. are to improve teaching-learning experience in the college. The IQAC also plans to take up academic and administrative audit (AAA) once the institution is NAAC accredited for further improvement in quality. In short, governance at the institute is carried out in such a way that it acts as reflective of an effective leadership in tune with the vision and mission of the institute.

The college has come up with a Policy Document in September 2020 for internal resource mobilization so that the resources generated from different sources such as swimming pool, renting of college multipurpose hall, college playground, classrooms for examinations, indoor sports stadium constructed under the funding from UGC, etc.

Institutional Values and Best Practices

Lilong Haoreibi College is the only higher educational institute located at the minority Muslim dominated area in Manipur with the enrolment of more than 90% of the students belonging to minority Muslim community. However, our students from different cultural, regional, communal, socio-economic backgrounds, always love each other, help each other and respect each other and maintain the 'unity among diversities'. Besides, the college observes different important days of local, national and international importance.

The college has been focussing on boosting up more number of female students in academic activities especially because of the reflection that female literacy rate is low compared to its fellow male literacy rate. And this observation is more correct in case of minority Muslim community.

In a nutshell, the college is specially designed to meet the requirements of the minority community in the state

and hence, this may be regarded as a unique college distinctly different from any other colleges in the state.

Of the various practices adopted by the Lilong Haoreibi College, the Feedback system may be treated as the best practice for this institution, so far. Because, through this system, the institution could understand what the stakeholders of the institution such as students, teachers, alumni, employers, parents, etc. actually want with regard to the all round development of this institution. And, from the analysis of their feedbacks, the institutions could devise different effective policies and programmes further improvement in all aspects of the institution.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LILONG HAOREIBI COLLEGE
Address	LILONG USOIPOKPI, THOUBAL DISTRICT, THOUBAL
City	THOUBAL
State	Manipur
Pin	795130
Website	www.lilonghaoreibicollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Md. Raheijuddin Sheikh	0385-2955514	7005123830	0385-2955514	lhprincipaloffice@gmail.com
IQAC / CIQA coordinator	Ngasepam Pikeshwor Singh	03848-310319	6009286631	03848-000000	coordinatoriqaclhc@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	24-04-1976			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Manipur	Manipur University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	20-05-1988		View Document	
12B of UGC	20-05-1988		View Document	
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	LILONG USOIPOKPI, THOUBAL DISTRICT, THOUBAL	Urban	16.78	13482.8

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Botany	36	XII PASSED	English	125	52
UG	BSc,Chemistry	36	XII PASSED	English	25	5
UG	BA,Economics	36	XII PASSED	English	60	14
UG	BA,Education	36	XII PASSED	English	60	22
UG	BA,English	36	XII PASSED	English	10	3
UG	BA,Geography	36	XII PASSED	English	60	25
UG	BSc,Geography	36	XII PASSED	English	30	6
UG	BA,History	36	XII PASSED	English	10	3
UG	BA,Home Science	36	XII PASSED	English	10	0
UG	BSc,Home Science	36	XII PASSED	English	10	4
UG	BA,Manipuri	36	XII PASSED	English	30	30
UG	BSc,Mathematics	36	XII PASSED	English	10	1
UG	BA,Mathematics	36	XII PASSED	English	10	0
UG	BA,Philosophy	36	XII PASSED	English	10	0
UG	BA,Political Science	36	XII PASSED	English	165	108
UG	BSc,Physics	36	XII PASSED	English	25	4
UG	BSc,Zoology	36	XII PASSED	English	200	90

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				21				44			
Recruited	0	0	0	0	13	8	0	21	16	23	0	39
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						33
Recruited	18		15		0	33
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	3	0	5	12	0	24
M.Phil.	0	0	0	1	1	0	7	8	0	17
PG	0	0	0	8	4	0	4	3	0	19

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
		UG	Male	255	0	0
	Female	112	0	0	0	112
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	1	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	2	0	0	1
	Others	0	0	0	0
OBC	Male	59	68	31	38
	Female	37	36	14	18
	Others	0	0	0	0
General	Male	242	237	243	215
	Female	148	127	114	101
	Others	0	0	0	0
Others	Male	37	43	44	40
	Female	20	25	24	22
	Others	0	0	0	0
Total		546	536	472	436

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
188	188	188	188	188
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
17	17	17	17	17

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1475	1704	1387	1301	1554
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
425	425	425	425	425

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
546	536	472	436	517

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
60	62	55	55	30

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
65	65	65	65	65

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 34

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
136.77	169.08	131.74	102.64	0

4.3

Number of Computers

Response: 30

4.4

Total number of computers in the campus for academic purpose

Response: 24

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

- Lilong Haoreibi College envisions for ensuring effective delivery of Outcome Based Learning system based on the curriculum and syllabus prescribed by the affiliating Manipur University with an objective to make the students more competent, socially committed, industrially compatible and research oriented. The following activities are taken up to achieve the targeted goals:
- As the curriculum and syllabus prescribed by the affiliating university has no specific mention about the Programme and Course Outcomes of the various programmes and courses offered at undergraduate level, these are prepared based on the prescribed curriculum and syllabus and are uploaded in the college website.
- The college creates different whatsapp groups for faculties, staff, students, department wise and faculty wise with students. E-resources, class notes, questions/answers prepared by the faculties and question bank containing model question papers and previous years' university question papers are also shared to the students through the whatsapp groups.
- Annual Academic Calendar is prepared by the Internal Quality Assurance Cell (IQAC) every year which is made inclusive of all possible students' centric academic activities. It is displayed in the college website and published as hardcopies in the college handbook called the Aurora.
- Departmental academic plans/notifications are also notified periodically by the heads of the departments and displayed in the department notice boards. Field visits, study tours, practical oriented students' centric activities such as social service camps, cultural activities etc. are also arranged in the departmental levels. These are duly notified in time via notice boards and whatsapp groups.
- The prospectus disseminates information regarding the programmes and courses, any information regarding curriculum planning and delivery systems. The prospectus is made available at the time of admission process and also in the college website.
- A Common Time Table is prepared by the heads of the department in consultation with the senior faculties which also incorporate curricular and co-curricular activities to be implemented throughout the year. It is also made available in the college website and shared through students' whatsapp groups.
- Faculty members also use learning management systems and platforms like Moodle, Google meet, zoom meet, etc. for online delivery of curriculum and syllabus during lockdowns. Some of the activities are taken up online like world environment day, international day of the world indigenous people etc.
- Tutorial classes have been provided in the college to improve themselves and be at par with fellow advance learners. By the end of 2020 MoU has been signed with local NGO's, educational bodies named IDO to provide coaching classes for competitive exams at free of cost.
- Feedback System is also started from 2020 and these analysed for used in devising appropriate policies and plan and take up actions to ensure more effective curriculum delivery and all round improvement.

- Students' Induction Programme/Deeksharambh is conducted for the newly admitted students before beginning the sessions in order to disseminate the modalities the college is adopting for effective delivery of curriculum.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

- In order to ensure an effective curriculum delivery, Lilong Haoreibi College prepares a well-planned Academic Calendar every year based on the calendar provided by the affiliating University (i.e., Manipur University) as well as the broad guidelines from the Directorate of University and Higher Education, Govt. of Manipur.
- Apart from this academic calendar, the institution prepares Annual Academic Action plan which lists all the academic events/programmes that the institution plans to observe in that particular year.
- The academic calendar highlights in brief the tentative sequence of curricular as well as co-curricular events/programmes to be maintained in that particular academic year such as schedule for commencement of classes, examination form submission, examination, sports, field visits, observation of important state, national and international days, etc. The college gives full efforts to stick to its academic calendar with minimum changes if so necessary
- Thereafter the institution gets ready for its Master Time table reflecting the allocation of classroom numbers for all the programmes and courses and their respective timings for each theory, practical and tutorial classes.
- Then, Heads of each department prepare their concern departmental time table for each ensuing semesters along with work/paper allocation amongst the faculty of the department, which is generally done by a formal or informal consultation in the department/through a departmental meeting. Once the academic calendar and time tables are finalised, these are displayed in the notice boards of principal's office as well as departmental notice boards.
- The college organises Induction Programmes/Deeksharambh for the newly admitted/enrolled students before normal classes begin to guide them in familiarising with the collegiate education. However, in this institution this programme is started from the academic year 2019-20 onwards only.
- From the academic year 2019-20, the affiliating University has introduced internal assessment in all the papers/courses for 30 percent of the entire full marks. Prior to the introduction of this, student's assessment has been carried out regularly by concern subject teachers to assess their students by way of giving home assignments, practical classes, classroom discussions, questions and answer analysis, classroom quizzes, etc.
- Tutorial classes are regularly conducted by the concern subject teachers thereby making it a mandatory class in all the programmes/courses. That is why tutorial classes have been made a part of master Time table. Timely completion of syllabus and internal assessment are carried out within the scheduled time. To ensure these, departmental meetings are also held to appraise the progress

and problems faced in executing the Academic calendar.

- Student's participation in various curricular and co-curricular activities organised in both intra and inter-colleges are also encouraged by the teachers of the institution.

Thus, efforts are made by the college to strictly comply with the Academic calendar for all activities & continuous internal evaluation.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.

Response: 17

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

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 0

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

1.3 Curriculum Enrichment

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

Response:

Lilong Haoreibi College integrates various issues relevant to gender, human values, environment and sustainability and professional ethics in its curriculum. For Education, Unit 5 of first semester, Units 1 and 5 of fourth semester emphasize on girls' education and gender equality. For Political Science, Unit 1 of second semester and Unit 3 of third semester focus on women empowerment for reducing gender inequality. For English, Unit 3 of first semester, Unit 2 of second semester, Unit 2 of paper 505, Units 1

and 2, paper 506, Unit 1, paper 507 for fifth semester and Unit 2, paper 608 and Unit 2, paper 609 for sixth semester study gender issues. For Philosophy, Unit 3 of sixth semester is on gender. For Home Science, Units 3, 4 and 5 of first semester are on gender.

Its curriculum also incorporates Human value. For History subject, Unit 5, paper 1 of second semester and Unit 2, paper 501 of fifth semester has elements of human values. For Economics, Unit 2, paper 6 and Unit 1, paper 8 of sixth semester discuss the importance of human values. For Education, Unit 5 of fourth semester and Unit 1 of sixth semester incorporate issues of human values. For English, Units 2 and 3 of first semester, Unit 2 of second semester, Units 1 and 2, paper 505, Units 1,2 and 3, paper 506, for fifth semester and Units 1,2 and 3, paper 608, Units 1 and 2, paper 609 and Units 1, 2 and 3, paper 610 for sixth semester deal with human values.

Regarding professional ethics, Unit 5 of second semester and Unit 3 of fifth semester of Education dwell on professional ethics. For Philosophy, Unit 1 and 4 (paper 101), first semester and Units 1 and 3 (paper 404) fourth semester include lessons on professional ethics. For Political Science, Unit 1, paper 101 of first semester, Unit 3, paper 202 of second semester and Units 1, 2, 4 and 5 (paper 601) sixth semester deals with professional ethics.

The curriculum also has issues on environment and sustainability. For Economics, Unit 2, paper 1 of first semester and Units 4 and 5, paper 9 of sixth semester presents the importance of environment and its sustainability. For Education, Unit 5 of fourth semester includes lesson on importance of environment and sustainability. For English, Unit 2 of second semester and Unit 2, paper 609 of sixth semester contain portions dealing with environment and sustainability. Unit 3 (paper 303) Physics, third semester is on environment and sustainability. For Chemistry, Unit 4, paper 404 of fourth semester and Unit 8, paper 505 of fifth semester are on environment and sustainability. For Botany, Unit 3, paper 303 of third semester and Unit 2 (paper 505) fifth semester relates to environment and sustainability. In Philosophy, Unit 5 (paper 404) fourth semester relates environment. Similarly, Programs such as Geography, Home Science, Zoology and Manipuri also integrate environment related topics in their curriculum.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 3.09

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6	6	6	6	5

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 0.95

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 14

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: B. Any 3 of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1.Feedback collected, analysed and action taken and feedback available on website**
- 2.Feedback collected, analysed and action has been taken**

- 3. Feedback collected and analysed
- 4. Feedback collected
- 5. Feedback not collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 58.99

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
546	536	472	436	517

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
850	850	850	850	850

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 35.95

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

2019-20	2018-19	2017-18	2016-17	2015-16
156	173	115	120	200

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

- Knowing the differential levels of students' learning capacity is the first step to identify advanced learners and slow learners. In this regard, teachers of the institution adopt different mechanisms of which accessing the marks scored by the students in their higher secondary examination is one possible way.
- Judging of students' classroom performance such as their active participation in the classroom discussions, question and answer analysis as well as unit tests evaluations. However, in case of affiliated colleges of Manipur University, internal assessment examinations were for the first time introduced from semester examination of 2020. Yet, teachers adopt very simple mechanisms of identifying advanced learners and slow learners stated above.
- From the year 2020 onwards as the affiliating University has made internal assessment as a part of final examination components, teachers of the institution started more systematic method of internal assessment.
- Another important initiative taken by the institution is the introduction of MENTOR-MENTEE system. This system facilitates in identifying in (i) not only identifying the levels of learning of the students but also (ii) to pay attention of both advanced and slow learners.
- After the students are once identified by the concern teachers as advanced and slow learners by means of whatever feasible methods adopted by them certain steps are taken up by them to help them specially the weaker and slow learners.

For slow learners, the subject teachers take up the following few steps:

1. Tutorial classes are conducted to clarify students' doubts which they could not comprehend during the normal classes and also to improve their overall academic performance including examinations.
2. Tutorial classes are also conducted to enable them catching up with other fellow students.
3. Previous year questions and tips to answer them are also discussed during the tutorial classes.
4. In case of this institution we put TUTORIAL CLASSES AS A PART OF OUR MASTER TIME TABLE. These tutorial classes are specially meant to assist these slow learners.

For advanced learners, concern teachers encourage them

1. to participate in different competitions such as quizzes, debating competition, extempore speech, essay writing, seminar presentation, etc. organised at different levels.
2. In the tutorial classes, advanced learners are not only taught about the topics in the syllabus but also beyond this whenever is possible.
3. Such students are also taught/guided on how to prepare for Post-Graduate entrance examinations and other competitive examinations depending upon the need and demand from the students.

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

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

Response: 24.58

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

- Lilong Haoreibi College also undertakes different methods that are students centric aiming at enhancing their learning experiences which are of participative, experiential and problem solving types both inside and outside the classroom activities.
- As a part of experiential learning, some of the programmes and courses offered by this institute involve experiential learning as a part of their syllabus prescribed by the affiliating University. They are BSc Botany, BA/BSc Geography, BA/BSc Home Science and Zoology. For these subjects, field visits, study tours, excursions, etc. are conducted every semester/year.
- Few departments also take up experiential field learning even though there is no separate mark allotted in the syllabus prescribed by the affiliating University. Such departments/programmes include BA Economics, BA History, etc. For economics subject activities like visiting in the nearby local markets are done and teach explain the students about how markets function in practice. And for BA History, teachers take students in historical sites, state museum etc. However, such visits are very recent initiative in this institution. But unfortunately, the ongoing pandemic prevents such visits.
- Projects, assignments and making reports of the field trips are some of the works assigned to the students to evaluate their knowledge and skills they acquire from the trips and also to instil the problem-solving attitude to them.
- For those subjects involving practical sessions the practical classes are conducted in their respective laboratories with required advanced equipment and instruments providing the systematic and scientific teaching learning process to the students.
- Our students are also encouraged to take part in various co-curricular activities organised both by the institution as well as other institutions both inside and outside the state. This encourages them to not only concentrate in curricular but also in extra-curricular activities.
- The institution encourage its students to contribute to the publications of college annual magazine so that their writing and literary skills are enhanced.

- The institution does have at present a unit comprising of 52 NCC Cadets, two units of NSS and one unit of Youth Red Cross (YRC).

Thus, the teachers of the college use a multitude of student centric approaches to make an effective teaching learning process.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

- With regards to ICT Lilong Haoreibi College may be said to be in its infancy stage due to its poor development in ICT related infrastructure. However, the faculty of the institution are not.
- It was only in the later part of the year 2020, the incumbent Principal and the IQAC of the college acknowledging the dire need of having a designated ICT Block in the college developed the ICT block by utilizing the five rooms which were constructed under RUSA.
- Being at its infancy stage, the institution does not have a huge number of computer and smart interactive board like many other institute of national and international repute.
- At present, the institute has only 30 computer sets only and one projector, of which 24 sets are for use by the students, two for administrative use and four in the main library. In addition to this, there are six hi-featured digital interactive boards. But unfortunately, it is not in the position to efficiently utilize the benefits of smart classroom because of the state-wide lockdown. Once the situation becomes normalized, faculties of the college will be utilising these facilities at full swing.
- To highlight few developments towards ICT, it is worth mentioning that the college has installed a leased line connection from BSNL with bandwidth of 18 mbps and the campus has been made Wi-Fi enabled thereby giving internet connectivity via LAN as well as Wi-Fi router.

In addition to this, college Library is now semi-automated and KOHA software has been installed.

- The college library has also subscribed N-LIST INFLIBNET which is a big opportunity for the students and teachers for study as well as research purposes.
- The college library thus has access to more than 6000 e-journals and 1,64,300 e-books accessible on INFLIBNET; and 6,00,000 e-books on National Digital Library.
- Printers and scanners are also made available in the library so that students and teachers desirous to make use of them may do so on payment system.
- Although many of the faculties in the institutions were finding a bit of problems in using virtual/online classes in the beginning of the online classes due to pandemic, there has been lots of improvements in this regards thereby increasing the number of teachers using different online teaching platforms like Google meet, Zoom, etc.
- A worth mentioning development towards the use of ICT enabled teaching by the faculty is the use

of Learning Management Systems (LMS) under the ambitious initiative from the Directorate of University and Higher Education.

- Besides, the institution is planning to give rigorous training of its faculties towards the use of ICT once the pandemic situation improves.

Thus, the use of ICT enabled tools by the teachers in the college is moving towards positive direction.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 25

2.3.3.1 Number of mentors

Response: 59

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 80.62

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 45.4**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
24	25	24	20	20

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 13.6**2.4.3.1 Total experience of full-time teachers**

Response: 816

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

- Lilong Haoreibi College is an affiliated college under Manipur University. Therefore, internal assessment in the college has been a very recent initiative for all the affiliated colleges in the state. Therefore it started only from the year 2020 following the instructions given by Manipur University.
- The institution follows a transparent mechanism of internal assessment executing the instructions from the affiliating University.
- Internal examination schedules are fixed as per controller of Examination notifications, and report is again submitted to the same. Accordingly, the institution issues notification in these regard.

- With regards frequency, the internal assessment/evaluation at the institution is carried out at four levels – (i) attendance carrying 5 marks, (ii) home assignment carrying 5 marks, (iii) first unit test carrying 10 marks, and (iv) second unit test carrying another 10 marks. Thus, internal assessment carries altogether a total of 30 marks.
- In the beginning of every academic session, an orientation programme/induction programme for (two/three days) is conducted by joint effort of both teaching and non-teaching staffs of the college under the supervision of the Principal of the college.
- In order to ensure transparency of the internal assessment, the marks so obtained by the students in all the levels of internal assessment are displayed in the main notice board as well as in the whatsapp groups maintained by the concern subject teachers.
- This enables the students to know their own positions as to where do they stand as far as their performance in internal assessments are concerned.
- Tutorial classes are also arranged for the students thereby giving them an opportunity to make up their weak areas. Students with low attendance are encouraged to attend classes regularly.

Internal examination schedules are fixed as per controller of Examination notifications, and report is again submitted to the same. Regular staff meeting is organised to review the evaluation process. Marks of all the levels of internal assessment are displayed in the notice board within a week after the examination day. The students' internal evaluation marks are reviewed by the head of each department and finally verified by the principal of the college. Final report of internal assessment of the students' performance is notified to the students by pasting in the notice board and these are submitted to the controller of examination of Manipur University within the time line notified by the University

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

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

Response:

- Internal assessment in the Under Graduate BA/BSc degree programme under Manipur University has been a very recent initiative for all the affiliated colleges in the state including Lilong Haoreibi College.
- Internal assessment being a new initiative as per affiliating University, the grievances related to internal examination for ensuring transparent, time-bound and efficient is almost nil till date. Subject teachers gives maximum efforts to not arise any grievances related to internal assessment by strictly following the instructions issued by the affiliating University.
- However the college adopts certain methods to attend grievance that comes up related to internal examination, if any.

1. The college has a recently established Students Grievance Redressal Cell to address grievances of all short related to curricular as well as co-curricular activities. Internal assessment related

grievance may also be provisioned to attend by this cell.

2. However, students are instructed to first approach their concern subject teacher and HOD of the department whenever any grievances related to internal assessment come up, and the same will be solved at that level. It may be related to their absence in internal examination and low scoring in internal assessment due to unavoidable/unforeseen reasons. If any student wants to improve his or her performance in the internal examination, they are allowed to sit in re-examination for improvement. In such cases the subject teacher or HOD may arrange for conduct of re-examination for such students after receiving proper and official application in this regard.
3. For clarification of grievances from students for their secured marks, assessed unit tests and assignment papers are shown to the students for self-assessment.
4. Answer sheets of such students who have put up grievances are re-evaluated in presence of the student himself or herself one by one.
5. In case of inability to solve the grievance, the same may be put up to Students Grievance Redressal Cell for possible solution.

- Time line for submission of internal examination is time bound as per instruction of the affiliating University, and so is in case of the institution.
- To ensure transparency in dealing with internal examination related grievances, there is
- And for ensuring efficiency, the internal examination related grievances are provisioned for discussion in the departmental meetings whenever such cases are arisen, and follow up actions are pursued.

Thus, the institution put efforts to ensure that the internal examination related grievances are, if any, dealt in transparent, time-bound and efficient manner.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

- As the affiliating University do not prescribe Programme Outcomes, Programme Specific Outcomes and Course Outcomes for various programmes and courses offered by the affiliated colleges, Lilong Haoreibi College being an affiliated college under Manipur University, prepares its own Programme Outcomes, Programme Specific Outcomes and Course Outcomes.
- The Programme Outcomes, Programme Specific Outcomes and Course Outcomes thus prepared are displayed in the college website. This enables the students or any other concerned individuals to

know about the likely outcome of different programmes and courses and make a right and wise choices by the students.

- There are some universal learning outcomes also which are inherent and common in every syllabus.
- In the beginning of every academic year, the programme outcomes are also verbally communicated to the students by concerned teachers in classrooms. All these outcomes are explained to students in the classrooms directly or indirectly. The students are encouraged, guided to learn and imbibe these outcomes. They are also percolated to students through organization and participation of co-curricular and extra-curricular activities.
- Every department plans and conducts all activities in light of the programme outcomes, course outcomes. There are certain ways to assess whether the programme outcomes have been achieved or not. The performance of students in internal and semester examinations is also parameter of outcome assessment.
- Followings are few common outcomes that different programmes and courses that the institution offers:
 1. Students are taught to identify and analyse real life problems and find solutions using the lessons taught by the programmes and courses that they opt.
 2. Enhancing their communication skills, and computer & internet literacy and allowing the students to share ideas, thoughts, knowledge and information among themselves.
 3. Empowering the students to become entrepreneurs, doctors, scientists, administrators, etc and imbibing the necessary qualities and qualification for these.
 4. To become good citizen and serve for the country.
 5. Study of ecology through field work in different regions.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

- In the website of the institution all the Programme Outcomes, Programme Specific Outcomes and Course Outcomes are displayed.
- Followings are some of the methods of measuring the Programme Outcomes, Programme Specific Outcomes and Course Outcomes adopted at Lilong Haoreibi College:
 1. Performance of the students in the internal assessment. As per University guidelines, 30 percent marks for all the courses are to be awarded through internal assessment. Their performance in the internal assessment indicates the knowledge of the concern subject domain.
 2. The performance of the final year students, placement records and success rate in various competitive exams in the state and national levels are also considered as indicators of attainment of

the various objectives.

3. Students' participation in various curricular, co-curricular activities and their relative performance is yet another measurement for the Programme Outcomes, Programme Specific Outcomes and Course Outcomes.
4. Participation by students of the college in various awareness and extension programmes related to a social issues is also adopted as a measuring the level of Programme Outcomes, Programme Specific Outcomes and Course Outcomes.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 80.27

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
417	389	353	340	366

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

2019-20	2018-19	2017-18	2016-17	2015-16
503	508	446	403	467

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.16

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 19.53

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	5.99	5.95	5.91	1.68

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 5.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	1	1

3.1.2.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	14	14

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste link to funding agency website	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 3

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	0	0	0

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0

3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	00

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

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

3.3 Extension Activities**3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

During the last five years Lilong Haoreibi College has made good efforts for improvement in teaching, learning, research and extension activities. Students have been encouraged to participate in Extension Activities and understand the social responsibilities besides classroom learning activity and passing examination. They have been made convinced of their responsibility in serving the society. It strengthens their social, intellectual, physical and emotional abilities and enable them to face challenges in everyday lives. Our students have taken good initiatives in organizing social awareness activities- rallies, workshops, camping, exchange of students' program and collaborative activities. Our units of NSS, NCC, YRC of are actively working in collaboration activities both inside and outside the College campus in activities like cleanliness program, tree plantation, AIDS awareness campaign, plastic waste management program etc. The institution encourages all the students to participate in various social issues from time to time.

The College has two units of NSS Unit I and II comprising of one hundred students in each unit with two adopted neighboring village (i) Lilong Hangamthabi and (ii) ChaobokMeirenkhun, under two Program Officers. Some of the extensions activities carried out by the students in the last few years are mentioned below.

2016

- Cleanliness program were carried out by NSS unit of the College in and around the College campus.

- NSS volunteers participated in international youth day.
- NSS volunteers participated in the digital India programme.

2017

- NSS special camping programme organized by NSS units of the College under the theme “Healthy youth for Healthy India.
- One day sensitization programme on HIV AIDS.
- Participated in five day training on Life Skills, Leadership and personality Development.
- Participated in Blood Donors Motivator’s training.
- **2018**

- NSS special camping programme on the theme “Youth for Healthy India”, organized by NSS units of the College.
- NSS volunteers participated in screening of Youth Parliament.
- Participated at the Youth for Healthy India.
- Flag-off ceremony of SWACHH BHARAT Summer Internship Programme at adopted village Lilong Hangamthabi on 21st June, 2018.
- NSS and NCC units of the College carried out SWACHHATA HI SEVACAMPAIGN from 26th September to 2nd October, 2018.

2019

NSS Programme Officers and volunteers participated in:

- District Youth parliament, National Youth parliament festival.
- Capacity building programme on employability skills through life skill approaches.
- Tree plantation in College campus organized by NSS unit and staff of the College.

2020

- EBSB Campaign
- Observance of World AIDS Day on 1st December, 2020 organized by IQAC, LHC participated by students, teaching and non-teaching staff participated and awareness programme on HIV/ AIDS performed in the adopted village *Lilong Hangamthabi* with the people of Locality.
- Students’ sensitization programme organized by Lilong Haoreibi College, YRC unit, NSS and NCC under the aegis of Indian Red Cross society on 26/12/2020.

Plastic waste Management Programme organized by NCC, NSS and Red Cross unit in association with *Hangamthabi Youth Club* and *Lilong Haoreibi College Alumni Association* on 27th Dec. 2020.

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

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 3

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	0	0	0

File Description

Document

Reports of the event organized

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 2.37

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with

industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
175	0	0	0	0

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 6

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	1	1	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 6

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	1	1	1

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Lilong Haoreibi College has a vast area spreading/stretching across an area of about 16.78 acres with a build-up area of about 13482.8 square metres.

- The institution has altogether 14 (fourteen) offering a total of 17 (seventeen) Undergraduate BA/BSc Degree programmes and is affiliated under Manipur University. Apart from these 5 B. Voc Programme are also offered under National Skill Qualification Framework (NSQF) a UGC scheme from the academic session 2020-2021.

Physical Infrastructure for teaching-learning:

- There are 33 classrooms out of which 5 class rooms are ICT enabled and smart with the installation of high-end interactive digital board. The IQAC office is also installed with 1 (one) such interactive board which may also be used as a small conference hall.
- However, the development of ICT Block in the college is entirely new starting from later part of 2020 by utilizing the rooms constructed under RUSA.
- In fact the ICT infrastructure of the college is poor and the institution is keeping due attention towards further development in this aspect. The ICT Block has at present 24 computer sets for use by the students, and 4 sets for use in the administrative purposes.
- The College has 8 Laboratories -one each in Botany, Chemistry, Education, Geography, Home Science, Mathematics, Physics and Zoology.
- With regards to Library of the institution, it has been semi-automated with the installation of KOHA software since the end part of 2020.
- The College Library has subscribed to NLIST INFLIBNET from the month of November 2020 onwards.
- The Library provides access to more than 6000 e-journals and above 1,64,300 e-books to its students and faculty in order to facilitate their teaching-learning experiences in the institution. This may be accessed via the link <https://nlist.inflibnet.ac.in/>
- The college has also subscribed to a leased line connection with Bandwidth of 12 MBPS and with this the college campus has been made a Wi-Fi enabled by placing routers at different locations.
- The college has a seminar-cum-multipurpose hall with seating capacity of about 300.

File Description	Document
Paste link for additional information	View Document

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

Response:

- The students of Lilong Haoreibi College are not lagging behind in the field of sports. The College has an outdoor sports-ground spreading over an area of 30,275 square metres. All the outdoor games like Football, Cricket, Volleyball, Basketball etc. are played in the College main ground.
- The athletic culture in the college instils healthy competition, sportsmanship and teamwork among students. A basketball ground is being developed recently in collaboration with the alumni association.
- On the Annual Sports Day, various tournaments and competitions are held for students and faculties. Each year, students of Lilong Haoreibi College compete under the strict vigil of Sports Committee and Physical Education Teachers. The college administration also lays emphasis on games and sports both indoor and outdoor along with academic excellence.
- Indoor games such as Table tennis, Badminton, Chess, Carom are played in the College Indoor Stadium constructed under the University Grants Commission.
- The College has a swimming pool (100/50 metre) which has been completed very recently under the University Grants Commission. All the aquatic events are going to be held here in the swimming pool.
- Apart from these, cultural activities are also one of the main components of a college. Culture is a joint product of man's superior intellects and with his environments. So the cultural activities are differentiated from one place to another. Our college is firmly believed in co-curricular activities, so that the students may develop themselves in all sphere keeping pace with the modern education system.
- Lilong Haoreibi College has multipurpose hall where most of the cultural activities are showcased. The multipurpose hall is designed with two wings and backstage system which provides facilities for staging short plays, musical shows, Fashion Shows, Fresher Meet, Ex-tempore Speech, Elocution, Fancy Dress, Symposium and Debate Competition, Quiz competition and other literary activities.
- The facilities of hiring the hall has also been extended to the local bodies on payment of minimum fees @Rs. 500/- per day on off days and holidays.
- There are committees and subcommittees which are temporarily constituted to look into the matter of organising various events based on the annual action plan of academic and cocurricular activities
- Important International, National and State commemorative events are organised in the college multipurpose hall and in the open air playground depending upon the nature of the events.
- The participation of the students in various Games and sports and cultural activities performed in the college helps students in developing interpersonal interaction, team spirit and leadership qualities.

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

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 11.76

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 4

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 24.37

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
34.3	49.02	52.9	28.33	0

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

- Library at Lilong Haoreibi College is of medium size having a good collection of text and reference books along with hardcopy journals – regional and national.
- The college library is partially/semi-automated with the installation of KOHA software by the end of 2020.
- The College Library also provides access to more than 6000 e-journals and above 1,64,300 e-books to its students and faculty via the link <https://nlist.inflibnet.ac.in/> in order to facilitate their teaching-learning experiences in the institution.

Followings are the details of information regarding the Integrated Library management System (ILMS):

Name of ILMS software	: Koha
Nature of automation (fully or partially)	: Partially Automated
Version Year of Automation	: 18.05.00.000

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.82

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
2.16	2.58	1.88	2.48	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 2.28

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 35

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Lilong Haoreibi College does have an ICT Block developed only in the late 2020 providing access to computers and internet facility to its students and faculty.

The college has following IT facilities:

- 24 computers with upgradable Windows operating systems - 2020.
- 4 computers with upgradable Windows operating systems - 2017.
- 1 Projector.
- 1 high end router from BSNL leased line connection is installed at the IQAC Office which is utilized by the entire college.
- There is 1 computer laboratory equipped with desktops having the latest configuration systems as per requirements of the course curriculum.

The administrative office is manually operated; such as activities related to accounts, students admissions and administration including time table, internal assessment, admit card, and other human resource management services, etc. to perform these activities the office has 3 desktops and 1 desktop in the Principal office.

- The college library is semi-automated with 01 server, 3 desktop systems.
- The college has a total of 1 LCD multimedia projectors.
- The administrative office and all computer labs are connected in LAN.
- The entire college campus is Wi-Fi enabled zone.
- The college has the following additional digital facilities:

- There are 6 Digital interactive Board: 4 Nos. in ICT Block, 1 in IQAC Office, 1 in the Principal Office.

The college website is maintained and upgraded regularly under an annual maintenance contract.

File Description	Document
Paste link for additional information	View Document

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

Response: 61.46

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 2.92

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

2019-20	2018-19	2017-18	2016-17	2015-16
6.88	12.03	1.83	1.07	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response:

The college has different committees for maintenance and utilisation of infrastructure and facilities.

- Academic committee takes charge of overall academic activities with special focus on welfare and development of teaching learning process.
- Admission committee looks after the admission of fresh and re-admission of existing students.
- Academic calendar committee frames master time table of the college while ensuring strict compliance of the academic calendar.
- Students Induction Committee conducts induction program of new students just after admission before regular class starts.
- Publication Committee takes decisions on matters related with publication of research articles, book chapters, etc by put up by various faculties of the institution such as annual reports, magazine, journals, edited/ compiled volumes, etc.
- The college has Construction and Development Committee to look after the maintenance and upkeep of equipments and infrastructure. This committee also looks after construction activities taken up in the College campus after thorough discussions in meetings.
- The classrooms and laboratories are maintained by multitasking staffs and laboratory attendants. Sweepers also carry out daily cleaning and dusting of verandahs and washrooms, besides cleaning of classroom and laboratory equipments and thus, cleanliness is maintained in the College Campus.
- College has an engaged electrician who looks after routine maintenance work of all electrical installations and appliances.
- Any minor repair that needs to be carried out is reported and expenses for these are sanctioned by the Principal as per norms. Other major renovations or additional construction work are carried out through Construction and Development Committee
- Purchase of new items including computers/ICT is done by the purchase committee of the College.
- Different departments of the college put forth their requirements after discussion in a departmental meeting through Teacher in charge to Construction and Development Committee for infrastructure related work.
- Website Committee takes care of maintenance of College website and regular up gradation of college website.
- Teacher in charge/Committee convener/Office administration give the requirements for furniture to the Purchase Committee and purchase is done after necessary review.
- The library is a silent zone of the College. Shelves are provided for keeping personnel belonging/bags which is looked after by library staff. Policy entails payments of fine in case of loss/damage/misuse of books and membership cards and for late returns.
- CCTVs are installed in different places of the college campus including library for strict vigilance of the activities inside the Campus and also to prevent malpractices.

- For proper maintenance of sports ground and the campus clean and green, a Green Campus and Cleanliness Committee is set up.
- Dustbins are placed in different places to maintain college campus neat & clean.
- Minority Cell of the College looks after and decides on all matters related with the minority students of the institution.

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



Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 22.94

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

2019-20	2018-19	2017-18	2016-17	2015-16
109	134	1102	260	0

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.08

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

2019-20	2018-19	2017-18	2016-17	2015-16
06	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills**Response:** C. 2 of the above

File Description	Document
Institutional data in prescribed format	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**Response:** 6.11**5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
200	100	90	60	0

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

5.1.5 The Institution has a transparent mechanism for timely 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: C. 2 of the above

File Description	Document
Upload any additional information	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years**

Response: 0.34**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	0	5	0

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years**Response:** 4.76**5.2.2.1 Number of outgoing student progressing to higher education.**

Response: 26

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**Response:** 0**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	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 level (award for a team event should be counted as one) during the last five years.

Response: 9

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	2	1	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

- Lilong Haoreibi College does have its Students Union since its establishment in the year 1976. Since then, students' participation in administrative as well as co-curricular and extra-curricular activities has been routed mostly through the body students' union.
- Students' Union election at Lilong Haoreibi College is held every year to elect representatives for the Secretaryship of General secy., Finance, Magazine, Games & Sports, Social & Cultural, Debate & Extension, Boys' Common room and Girls' Common room.

Below given are students' representation and engagements in various administrative and co-curricular and extra-curricular activities:

- Secretaries and members of the students Union play an important role during admission thereby providing active assistance to the students seeking for admission in the college.
- They also take special responsibility in organizing Freshers' meets every year that are usually organized soon after the new academic session's starts. After the completion of admission process and once the session starts
- Whenever any kinds of co – curricular and extra-curricular activities such as seminars, debates, quiz, extempore speech, etc.
- They also assist the college in finding sponsorship from different agencies at the time of organizing various academic and related functions.
- Whenever any sort of grievances or improvements in the areas of administration and co – curricular and extra-curricular activities are desired to be made from the side of the students, the student union bodies channelize their grievances properly and put up to the concerned committees of the college for further necessary actions. They also further pursue for timely execution of such aspirations and demands concerning administrative, co-curricular and extra-curricular activities.

Thus, Lilong Haoreibi College provides room for its students to represent themselves and engage in various administrative, co-curricular and extra-curricular activities so that their aspirations may be reflected in decision making of the college

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

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

Response: 3

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	3	3

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

- Having felt the dire need of an alumni association of the college as a common platform for all former students as well as teachers of the college to meet and exchange ideas, to renew and strengthen relations, share the experiences of bygone days spent together at this institution, the Principal of the college initiated the formation of an alumni association in September 2020. The constitution of the association was officially confirmed on the 23rd November 2020 and the list of the first 17(seventeen) office bearers was published in the local newspapers.
- The Lilong Haoreibi College Alumni Association is now in the infantile stage, yet its contribution during the short span is quite significant. The Alumni Association has been registered under section 4(1) (2) & section 5 of the Societies Registration Act 1989 and Rules 5 of the MSR Rules, 2004 by issuance of necessary notification by the Deputy Registrar of Societies, Government of Manipur. Now, more than 200 illustrious members spreading over different parts of the globe are being enrolled and the association is playing a pivotal role in keeping them all connected.

Contributions:

- The Alumni Association has contributed both in kind and cash worth a total amount of Rs. 3, 02,560/- only which is utilized in various infrastructure augmentation as per details given below:
- As there was no proper room safe & sound for the girls, Alumni has renovated an unused old building of the college as the Girls Common Room with provisions for a sick room, one prayer hall, praying materials, washrooms with ramp, etc. The renovation was undertaken by the Alumni at a total expenditure of Rs. 1, 45,875/- only.
- Alumni Association spent another Rs. 81,000/- only of their contribution in the ground levelling works of the proposed basketball court by quarrying earth from the nearby hills.
- In view of acute shortage of the IT infrastructure, 3(three) computer sets were donated by the Alumni on the 21st November 2020. One more used computer has also been donated amounting to Rs. 75, 685/- only for the 4 computer sets.

Support services:

- Alumni members organized social services and cleanliness programmes in and around the college campus
- Prior to taking its new name of alumni association, the erstwhile alumnus body, having registered as 'Integrated Development Organization (IDO)' was conducting free coaching classes for competitive examinations. Catalyzed by the alumni, the college has now signed MoU with IDO for sharing infrastructure and resources in continuance of the same free coaching classes in the interest of students who are aspirant to competitive examinations.
- Alumni members are also engaged in students' co-curricular activities.
- Some eminent personalities amongst the alumni are also invited in the IQAC meetings and give suggestions for development of the college.
- Tree plantation and protection mechanisms for making a Green Campus have been initiated jointly

with the students' union and NSS volunteers.

- Alumni are helping the IQAC in collection of feedback for further improvement which is one of the best practices of the college.

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

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

Response: C. 3 Lakhs - 4 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The governance in our college is under the leadership of the Principal appointed by the Government. The unending cooperation and support extended to the Principal by all the staffs has been a catalyst in striving for the envisioned vision and missions. Innovative ideas from the teachers and stakeholders have made teaching-learning processes more lively and all-round developments more accessible in tuning with the vision and mission of the institution.

Keeping this in mind, several committees have been formulated under the leadership of the Principal to look into every important aspects of academic, administration, co-curricular and extra-curricular activities of the institution. Both teaching and non-teaching staff are involved in one or the other committees / cells to encourage their active participation in decision making and developmental processes. Important decisions are taken by the Principal with due consultation with these committees/cells. Meetings of the Heads of the Departments with the Principal are carried out to at regular intervals to discuss about college development. Heads of department are also instructed to take up important matters of their concerned departments, in consultation with departmental teachers. Other stakeholders are also encouraged to participate and put their perspectives in decision making and policy formulation. Admission fees are charged at reasonably low rate to enable admission of economically backward minority students in the college.

Subscription of NLIST-INFLIBNET facility, Library Automation (semi), BSNL Leased line Connection and making the campus a Wi-Fi enabled and installation of 6 interactive smart boards and conduct of online during the pandemic etc. are some of the recent efforts towards realizing our vision and mission.

With the objective of integrating skills to the students and enabling them to be job-ready, the college has also offered 5(five) B. Voc. programmes under the National Skill Qualification Framework (NSQF) of the UGC scheme from the academic session 2020-21. Also, the college is in preparation to open several certificate, diploma and advanced diploma in few specialised disciplines in the coming academic sessions.

To achieve our mission of accrediting the institute a reasonably high NAAC grading in due course of time, the IQAC of the college, which was revamped on 16th September 2020, has been making constant efforts quality improvement of the college. The IQAC of the college organises various functions, seminars, observation of important national and international days, etc. from time to time. Recent initiatives like Feedback from different stakeholders, mentor-mentee, tutorial class for slow & advance learners, etc. are to improve teaching-learning experience in the college. The IQAC also plans to take up academic and

administrative audit (AAA) once the institution is NAAC accredited for further improvement in quality. In short, governance at the institute is carried out in such a way that it acts as reflective of an effective leadership in tune with the vision and mission of the institute.

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

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The practice of decentralization and participative management in the institution is clearly visible in the conduct of its **Semester Examinations**. For an affiliated college like ours, the examination process begins with the issue of form fill up notification along with the semester examination time table by the affiliating University (i.e., Manipur University).

After the issuance of form fill up notification and examination time-table, the college issues similar notifications at its level. Then, admit cards for the said examination will be collected from the affiliating University by the non-teaching staffs. The entire procedure starting from the issuance of form fill-up notification for exam till the submission of answer scripts to the Affiliating University is carried out in such a way that all the teaching and non-teaching staffs are involved in the process.

Then, the Principal who is also the ex-officio Office - in - Charge (OC) of examination committee will call for Examination Committee meeting to discuss the detail procedures for the conduct of the ensuing examination.

As a part of the Examination Committee meeting, one Asst. Office - in - Charge (AOC) and two Assistant will be appointed from amongst the committee members to look after each semester and assist the OC and AOC in ensuring successful and smooth conduct of the examination. And the remaining members of the committee take the responsibility of looking after the examination by visiting each and every examination halls from time to time and meeting their requirements. Once the members are appointed, the AOC will then appoint invigilators by taking into consideration of the work load of about **1:25** (i.e.1 invigilator for every 25 students appearing the examination). In addition to the invigilators, examination clerk & peon are also appointed to take charge of all the necessary clerical works in the examination process. While appointing the required manpower be it invigilators, clerks, peons, etc. attempt is made to include all the employees excepting those having unavoidable engagements in the examination process. For those practical-involves departments, the concerned laboratory assistant, laboratory attendant, peons, etc. will also be involved in the examination process carrying out their responsibilities. However, as the institute has very few regular non-teaching staffs, a majority of such clerical works are carried out by our full-time engaged staffs.

Once the examination is completed, answer sheets for all the students are submitted safely to the University either by the OC or AOC after making necessary records.

Thus, the conduct of examination is a case where effective leadership is visible showing proper decentralization and participative management in its operation.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

- Development of IT Block is one activity that is worth mentioning in case of Lilong Haoreibi College that was successfully implemented based on its Perspective Plan. Perspective Plan (PP) of the institution was for the first time prepared and finalised by the Internal Quality Assurance Cell (IQAC) on the 14th September 2020.
- Until the early second half of 2020, there was no designated IT Block in the college. None of the classrooms were either ICT-enabled classroom or smart classroom.
- The incumbent Principal of the college, acknowledging the need for having a designated ICT Block in the college, included this activity while preparing the institutional Perspective Plan (*refer to page no. 10 of the Perspective Plan under the heading Infrastructure and Learning Resources*). In fact, any higher educational institution nowadays without an ICT Block does not make much sense especially in this era where e-learning/online learning has become a part and parcel of our present education system. With the NEP 2020 given its importance to blended learning approach, the need for having a robust ICT block is more pressing. That is why the institution considers development of ICT Block as important.
- Accordingly, the IQAC adopted the resolution of “Developing an ICT Block” in the college (*i.e., agenda no. 2*) in its Meeting No. 2, dated 10th Nov., 2020; and resolved unanimously to develop an ICT Block in the college very soon.
- The ICT Block of the college has six rooms which were constructed under RUSA wherein high-tech interactive digital boards are installed. At present, there are altogether 6 high-tech interactive digital boards in which 5 are installed in the ICT Block and 1 interactive digital board in the IQAC office.
- The computer lab in the designated ICT Block is has 24 desktop computers sets for use by the

students.

- Although the ICT facility of the college is at present comparatively poor, there is plan for augmenting the present ICT block and increase the number of ICT-enabled/smart classrooms in due course of time.
- These digital interactive boards as well as the computer sets in the computer lab have 24 x 7 internet facility via Wi-Fi & LAN facility being installed in the college campus. Wi-Fi routers are also paced in proper places and this makes the campus a Wi-Fi campus.

Further, the administrative block, IQAC and college library is LAN connected with leased line connection and Wi-Fi enabled. This would strengthen the scope of ICT-based teaching-learning in the institution in future too.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

- The Organogram of Lilong Haorebi College reflects the nature of shared responsibilities and participatory characteristics with which the overall functioning of the college takes place. The overall supervision tasks of administration, academic and financial matters and execution of important decisions that are taken collectively by different committees/cells/bodies in the college rest with the Principal. Important decisions are generally taken by the Principal with due consultation of these committees/cells.
- The functioning of the college is carried out through various committees/cells/bodies which cover different aspects broadly related to curricular, co-curricular and extension activities in the college. Curricular related committees include Academic, Admission, Examination, Research, Library, IT & Website, etc. Co-curricular related committees/cells covers Games & sports, Debate & Extension and Magazine. Under extension activities include NSS, NCC and YRCS units of the college. Thus, the various committees/cells of the college look after different aspects of college development.
- Apart from these Committees/Cells, Heads of the Departments are responsible for ensuring effective teaching-learning activities at the department level. They would also report to the Principal and concerned committees/cells for any kinds of problems faced and improvements be made, for further necessary action, if any. They are also responsible for work allocation to different faculty in the department, convening of departmental meetings and maintaining of important records of the departments. Other faculty members carry out duties and responsibilities entrusted upon them by the Heads and the Principal from time to time, and take part in various activities of

the committees/cells of the college.

- The IQAC of the college plays a vital role in developing and promoting measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best and feasible practices. It also organises seminars, workshops, sensitisation/awareness programmes and takes up other activities from time to time which are for enhancing institutional quality
- The Library is headed by a librarian (in-charge in case of our college) who looks after the overall functioning of the library. The Librarian is assisted by an assistant (engaged) and a bookman (engaged) in maintaining the upkeep of the library. He is the convenor of the Library Committee and works towards upgrading the academic resources and facilities in the library.
- Thus, the college Organogram depicts the broad framework to which the institution functions towards all-encompassing development of the college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: B. 3 of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Lilong Haoreibi College also adopts/offers some welfare measures for teaching and non-teaching staffs. Some of these welfare measures are as per Government services rules, UGC and some are institution specific. However, these institutions specific ones are mostly governed by convention. Some of the welfare measures adopted by this institute are listed / enumerated below:

Welfare measures as per Govt./UGC rules:

- Both teaching and non-teaching staffs can avail different types of leaves – casual leave, special casual leave, earned leave, maternity leave, paternity leave, half pay leave, commuted leave, extra ordinary leave, etc. Faculty who wish to undergo further study like PhD, Post-Doctorate may also avail study leave through proper channel.
- Salaries of the teaching and non-teaching staffs are disbursed in time except in the month of financial year ending due to heavy workload in the treasury office.
- Medical reimbursements, children education allowance, GPF/NPS, GIS, etc. are also provided to the teaching and non-teaching staffs as per government rules.

College specific Welfare measures:

- Separate common rooms for both Lady Teachers and Gent Teachers with separate washrooms/toilet facility just nearby.
- Drinking water filters are also placed in both the common rooms for teachers as well as in the non-teaching staffs' room.
- Teachers' association of this institute (i.e., LHCTA) has been extending financial assistance, however meagre, as a token of love and cooperation to teaching and non-teaching staffs in times of exigencies.
- LHCTA also extends financial assistance during observance of the events like students Fresher's programme and Farewell programme for the teaching & non-teaching staffs.
- Teachers' Day observation is another celebration organised by the students' union of the college acknowledging the contributions especially by the teachers towards their services for the students. On this day both teaching & non-teaching staffs are greeted with gifts/mementos as well as affection thereby boosting their morale.

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format(Data template)

[View Document](#)**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).****Response: 15.99****6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
16	15	12	4	0

File Description**Document**

Upload any additional information

[View Document](#)

Institutional data in prescribed format(Data template)

[View Document](#)**6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff****Response:**

Performance Appraisal System for Teaching and Non-Teaching staff at Lilong Haoreibi College is governed by policies of the UGC, affiliating University (i.e., Manipur University) as well as Government of Manipur.

Under this system, a common format of Performance Appraisal and Annual Confidential Report prescribed

by the Directorate of University and Higher Education (UHE) is supplied by the Office of the Principal to all teaching faculty by the end of every academic year with a verbal instruction to submit the same within a limited time frame. Similarly, Performance Appraisal Report and Confidential Report common for all non-teaching staffs such as UDC/LDC/Lab. Attendant/Grade-IV, etc. are given to non-teaching staffs every year. However, the detail information being asked in the proforma is different for teaching and non-teaching staff.

Performance Appraisal for teaching faculty:

In the prescribed proforma supplied to each faculty, information on the following details is sought from them for collection:

- i) General information of the teacher
- ii) Contributions in the areas related to teaching
- iii) Other Academic achievements
- iv) Participation in Co-curricular Activities

After the completion of filling up of the proforma, they are submitted to Principal's Office along with supporting documents for further necessary processes. Based on the supporting documents, the Principal who is also the reporting officer make their reasonable grading and remarks. He also takes the responsibility for writing the Annual Confidential Report (ACR) After making due remarks by the Principal, these are submitted to Directorate of University and Higher Education (UHE), Government of Manipur which will send therefrom to the Secretariat- Higher & Technical Education (HTE) Department, Government of Manipur. Once the process is completed after making necessary correspondence with the Manipur Public Service Commission, these are sent back to the Institution routing through the Directorate (UHE).

Performance Appraisal for teaching faculty:

Performance of the non-teaching staff is also done in the similar way. In case of non-teaching staffs, details information related to personal data, works assigned by the official during the period under report is sought from all the non-teaching staffs. After the reports are filled up based on the official records/orders issued from time to time for discharge of duties, they are submitted to the Principal's Office along with supporting documents for further necessary processes. The reporting Officer i.e., Principal of the college after giving proper remarks in the reports submits them to the Directorate of University and Higher Education (UHE) for further necessary action. Then, the reports will be sent back to the Head of the Institution after making necessary remarks/comments by the higher authority. In this way, the Performance Appraisal System for teaching and non-teaching staffs is conducted in the Institution.

The IQAC of the college is planning to adopt in future own mechanism for performance appraisal of both teaching and non-teaching staffs so that the quality of teaching-learning and administration could be more efficient.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College has initiated a transparent and systematic financial management with effect from September 2020 by conducting external financial audit of the infrastructure development grants received from the UGC north eastern regional office. The documents supporting proper utilisation of the grants under UGC are checked and verified by the Chartered Accountant and the utilisation certificates issued by them are submitted to UGC for scrutiny. The pending issues of grants received from UGC for construction of Women's Hostel, indoor sports infrastructure and swimming pool have not been settled for the last many years. However, the completion reports along with utilisation of fund and audited statement of accounts duly certified by the chartered accountant have been submitted on 30th March 2021 for settlement.

The institution receives fund from the State Government for payment of salaries for the regular faculties and staff which is released quarterly through the concerned treasury offices. The monthly bills for payment of salaries are submitted to the treasury officer, verified, passed and then transferred the allocated amounts to the respective accounts of the faculties and staff. The Institution also receives fund for the schemes under RUSA for construction of additional classrooms and vocationalisation of higher education which are utilised under the public finance management system (PFMS).

However, no official record is found in the office of the Principal regarding the conduct of internal and external financial audits regularly for many years prior to September 2020. The main reason for failing in conducting the audits of fund would be due to the fact that most of the former Principals of the college were in the vigilance cases which are not yet settled and no regular Principal was posted at the college since its inception in the year 1976. The senior most amongst the Associate Professors of the College has been serving as the in-charge Principals till his or her superannuation and hence, there were frequent change of Principals some of whom were holding the office for very short period only. Recently, one regular Principal who was posted from April 2018 to August 2020 was also in the vigilance case along with all the relevant documents pertaining to auditing of accounts were seized in the custody of the vigilance.

The College also conducts external audits for the fund under the non-government accounts which includes income and expenditure on admission and examination fees collected annually from the students. On behalf of the Principal, the cashier maintains the proper accounts of fund on daily basis. Budget sessions are held for allocation of fund for various heads including fund allocated for the students union. Cash book is maintained in the form of tally showing income and expenditure head wise and audited.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

Having realized that the college could no longer **develop and sustain** with the financial support from the State Government which is paid off for salaries and some grants under RUSA being utilized for the specific purpose meant for it, **Lilong Haoreibi College**, has initiated the following **strategies** for **mobilization of fund**:

- A **swimming pool** has been developed with fund from the University Grants Commission (UGC) North Eastern Regional Office (NERO), Guwahati. Though the grants for construction of the swimming pool was released in 2013-14, it was completed only in September 2020. The completion report has been submitted to the UGC along with a request to settle at the earliest date to enable us to function the swimming pool soon. As there is no such swimming pool in the whole assembly constituency, people are waiting for using the swimming pool on payment of fees. An annual membership fee of Rs. 3000/- only would be charged from each member. The revenue so earned would be utilized for the welfare schemes of the students, augmentation of infrastructure, maintenance and further scope of the swimming pool.
- The College has a fresh water low lying area just in front of the academic block which was earlier leased out for the purpose of fish farming. A lump sum amount of Rs. 10,000/- (Rupees ten thousand) only has been charged from the person to whom it was rented. The income so generated was utilized on payment of engaged staff as the college has acute shortage of regular staff.
- As the income generated from the water body is limited, we change the strategies from 2020 onwards by initiating scope for a perennial water storage body. The land masses excavated from the

middle portion have been accumulated around the wasted areas for developing a beautiful landscape where kitchen gardening can be done throughout the year with uninterrupted supply of water from the pond. The water from the pond would also be pumped up for supply of the laboratories, washrooms and even proper treatment for drinking purposes. This will substantially cut down the expenditure for purchase of water tankers and hence, increase the net resource mobilization.

- The multipurpose hall has been repaired and rented for public use on Sundays and holidays on payment of Rs. 500/- (Rupees five hundred) only per shift. This strategy has been translated into action with effect from September 2020.
- The indoor sports stadium constructed under the funding from UGC has also been utilized on rental basis to local bodies during the morning and evening when it is not in use by the students. The badminton court is routinely hired by the senior citizens, sports persons and other organizations on the charge of fees @ Rs. 1000 per month.
- Sometimes, the playground is also rented for tournaments organized by outsiders on minimum charge of Rs. 500/- per day.
- The academic block is sometimes hired for holding competitive examination by local clubs or other bodies where minimum Centre fees would be charged.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Of the various steps taken up by the Internal Quality Assurance Cell (IQAC) LHC from the time it was revived (due to non-functional of the previous one) in October 2020, the following two practices have been instituted by the college as most potent practices in terms of its role in improving quality education in the college.

(1) Feedback system:

Considering the various advantages that feedback collection and analysis could serve in reforming/streamlining the functioning of any organisation, the LHC has also adopted the Feedback system from the academic year 2019-20 in pen and paper mode which is to be switched to online mode from the academic session. Feedbacks are collected from Students, Teachers and Alumni only, mostly on syllabus, curriculum delivery and college infrastructure. Questions are mostly closed-ended and suggestions are sought from these stakeholders. For our college, feedbacks are generally collected towards the end of every odd semester but prior to semester examinations through pen and paper mode. The feedbacks so collected are properly compiled, analysed and necessary actions taken up wherever is necessary and feasible. It

functions as the catalyst for upgradation of teaching-learning processes, developments in infrastructural facilities and enrichment of students.

Thus, feedback system is very much important for institutional progression as it offers a constructive self-assessment procedure that allows reformation of various institutional weaknesses.

(2) Mentor-mentee system:

Lilong Haoreibi College has adopted the mentor-mentee system from Dec 2020 onwards with the objective of providing guidance, motivation, emotional support and role modeling by the mentor to the mentee students of the college. Under this system, teachers are assigned the role of mentors and the students as mentees. Each mentor is assigned the task of mentoring a group of mentee consisting of about 30-40 students. Mentors keep a close observation on their mentees not only in their classroom performance such as their attendance and progress, but also attempt to understand their important issues in social life wherever is possible and provide/suggest them feasible solutions. This system also allows the mentors to discuss openly with mentees to identify precisely their grey areas in which the mentees are needed counseling and guidance and provide them feasible solution. Because, one needs to know own weaknesses in the process of improving oneself.

Thus, the Mentorship Program has made mentee students more confident and inspired them to bring changes in their lives.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

In order to improve quality in education, teaching-learning process sat Lilong Haoreibi College is also monitored at periodic interval. This monitoring practice is in fact a new initiative taken up by the IQAC starting from the academic year 2019-20. For this purpose, feedbacks are first collected and suggestions sought from the stakeholders – Teachers, Students and Alumni – on important areas of teaching-learning and infrastructure. Feedbacks thus collected are compiled for each stakeholder separately and analysed them properly. Then, the important suggestions made by the stakeholders are discussed with the Principal, IQAC and other relevant committee. Thereafter, necessary and feasible actions are taken up addressing the grievances/suggestions put up. ATR (Action Taken Reports) are also documented for record purposes.

In case of Lilong Haoreibi College, we may describe (1) **Feedback system**, and (2) **Tutorial class** as examples of institutional reviews and implementation of teaching-learning reforms facilitated by the IQAC after due consultation with other committees and Principal.

Feedbacks serve as an important pointer to identify areas where the institution needs to reform and improve its teaching-learning activities and environment. Various weaknesses of the institutions could also be identified from the feedbacks and suggestions made.

For instance, based on the feedbacks and suggestions given by the students/teachers/alumni, the teaching-learning strategy is also reviewed as per requirement. As such, setting up of smart classrooms equipped with high-end digital interactive boards, computer lab, leased line internet connection, Wi-Fi connection, semi-automation of college library, etc. are some of the reforms related to teaching-learning operations.

Apart from these, based on the observations of different subject teachers on the performances of the students in the classroom, students are broadly identified as slow learner and advanced learners, and tutorial classes are conducted by the teachers to serve the needs of both the types of students.

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

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender Equity and Sensitization in Curricular and Co-curricular Activities:

In the National Seminar on Culture of Manipuri Muslims held at Lilong Haoreibi College on 31st December 2020 the rights of protecting and promoting **identity**, **security** and **equity** of minority girls in higher education and reasons of girls' dropouts from higher studies have been emphasised and discussed.

- Lilong Haoreibi College, a co-educational institution with more than **35%** of students and **51%** of faculties & staff being **females**, has initiated all possible measures for promotion of gender equity and sensitization.
- The college has committed to provide safe and secure academic environment to the students by adopting annual **action plan** for gender sensitization and equity initiatives in curricular and co-curricular activities.
- The College has submitted to the State Minorities Commission, proposals for conducting **3(three) research projects** on education, socio-economy and cultural status of **Muslim Women** with **female** teachers as Principal Investigators.
- The College has notified '**Annual Plan of Action**' on Women Empowerment and Gender Equity on the important days like **International Women's Day, National Girl Child Day, National Science Day, etc.** where maximum number of girls are being encouraged.

Safety and Security:

- **Identity Cards** are issued to students for wearing mandatorily with well laminated cards and holders.
- The college is under **CCTV** camera surveillance with 8 cameras in operation for 24 hours a day.
- Students Grievances Cell and Women Cell take care of the various grievances and discipline in the campus.
- Complaint boxes are placed in the college and follow up action is taken by Student Grievance Cell.
- The College has come up with an agreement by signing MoU with the Taekwondo Institute in terms of training those girls who are desirous of getting trained in the field of taekwondo and other martial arts.

Counselling Cell:

- The Women Cell has an annual action plan for organising counselling workshops and seminars are regularly on cyber law, hereditary rights of women, transgender awareness programme, self-defence skills, martial arts training, etc.
- Some of the faculties are also qualified LLB in addition to their qualifications in the respective subjects. These teachers in collaboration with counselling experts from among the Alumni extend counselling to needy students apart from mentoring sessions.

Girls Common Room:

- The Girls Common Room though of old building, has been renovated in November 2020 by the Lilong Haoreibi College Alumni Association with sufficient facilities for rest room, sanitation and hygienic environment.
- There are beds, prayer hall, sanitary napkins, first aid box, etc. which would be required for girls.
- One common rest room is also provided other than the girls' common room, for lady teachers and staff for their leisure and comfort.
- Toilet attached to the common room is made disabled friendly.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	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

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

• Solid Waste Management

The plastic wastes become one of the great concerns apart from papers and other diverse nature of wastes generated from the academic block, administrative block, canteen and hostels of the college.

- The college initiated an integrated sustainable waste management approach jointly with the NSS, NCC and YRS units with an objective to minimize waste production and scientific management.
- The 3R policy of REDUCE, RECYCLE AND REUSE initiated from October 2020 is now in a very slow pace because of the COVID 19 lockdowns but shall speed up with visible outcomes just after the lockdowns.
- Social services on cleanliness are being conducted on regular basis in association with student's union, faculties and alumni members where solid wastes are properly disposed of.
- The services of engaged sweepers and chawkidars are being utilised on payment of daily wages for cleaning the classrooms and administrative block.
- Dust bins coded with different colours, are being installed at important vantage points in the college campus for proper collection and segregation of wastes. This prevents any intermixing of wastes and is beneficial in utilization and recovery of components through the planning of a sustainable waste management system.
- The food remains or wastages if any, for the time being, is being disposed of free of cost to the poultry farms in the nearby areas. However, the college is also planning for a biogas plant where the organic waste thus generated would be used in the sustainable waste management mechanism.
- The college has also a plan for recycling the plastic and paper wastes into making plastic and paper bags, plastic decorative items, plastic waste woven mats etc. whichever is applicable as a part of the socially usable and productive activities under the NSS.
- As per the green protocol, the college optimizes the usage of paper by using technology for information sharing and documentation.
- Library automation has contributed immensely towards reducing paper waste, the Office automation process is also in the pipeline.
- The single use plastic is strictly banned within the campus. Natural resources like bamboo, wood, clay etc. and glass containers are being encouraged instead of using disposable plastic containers in the functions, seminars and conferences.
- Recently, as a part of activities taken up by the Students Union during COVID 19 lockdowns, traditional banana leaves were used instead of plastic containers, in wrapping the food items distributed to the 59 inmates of the COVID care centre opened at the two hostels of the college.
- The college follows green protocol for all its official and public meetings seminars and conferences. College has established a plastic free zone around the campus.
- The College is planning for recycling /shredding units where plastic bottles collected by students in social services camps would be recycled using plastic shredding unit which may later be used for paving the roads within the campus.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	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: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1. Built environment with ramps/lifts for easy access to classrooms.**
- 2. Disabled-friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible**

website, screen-reading software, mechanized equipment
5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	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 other diversities (within 500 words).

Response:

Lilong Haoreibi College is the only higher educational institute located at the minority Muslim dominated area in Manipur with the enrolment of more than 90% of the students belonging to minority Muslim community. However, our students firmly believe and respect the Country's uniqueness of maintaining the 'unity among diversities'. The students from different cultural, regional, communal, socio-economic backgrounds, always love each other, help each other and respect each other. In the long journey of more than 40 years of the College, there is no record of communal hatreds or tensions among students or faculties.

We celebrate different festivals like 'Cheiraoba', the local new year day, 'Ningol Chakkouba', the greet of married women to her parental home, the Eid festivals, the 'Christmas' etc. together with great enthusiasm. They love celebrating Eid -ul- Fitre and Eid-ul- Adha festival together with great enthusiasm. Students' Union members celebrate **Ningol Chakkouba** every year by honouring the female teachers with simple feast and gifts which is a rare indication of maintaining social, religious and communal harmony in the college.

In the Annual College Fresher Meet, traditional and cultural fashion show competitions are being organised for the students where they wore different attire representing the different communities, religions and cultures. Through this activity, students get acquainted with different culture and help to develop tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities.

In such a recent occasion of the college, a 17 minute musical feature has been staged reviving the traditional Manipuri Muslim Marriage Procession which is now almost extinct. The musical troupe of the show entitled '**Thamoi Tahoure**' (Hearts rolled down) comprised of artistes from various communities but of the same attire and dress of a single community which indicates the respect of all cultures and traditions of the Nation. This also creates the inclusive environment in the college and society.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

- Organises seminars/workshops to sensitize the students and the employees to the constitutional obligations about values, rights, duties, and responsibilities of citizens.
- Students are motivated to take part in various activities such as cleanliness programmes, vaccination drives, observance of constitution days, national voters' days etc.
- The college encourages the students to take part in combating issues of drug abuse and illicit trafficking in the locality which is considered to be a threatening challenge to responsible citizens of the country.
- Students celebrate every year different local based community festivals like 'Cheiraoba', the Manipuri local new year day, the **Eid** festivals for Muslims, the 'Christmas' for the Christians etc. together with great enthusiasm which marks the sense of secularism as enshrined in the constitution
- The students actively involved in the sensitization programmes on the spread of COVID 19 pandemic
- Students distribute face masks to those who could not afford for buying the same.
- The Chemistry (Hons.) students prepared hand rub solutions in their lab for distribution to the COVID 19 frontline warriors like Police personals and nurses
- College organises study tours for students that make them understand the importance of protecting the cultural heritage of the country.
- The college conducts invited lectures on Indian Constitution where subject experts enlightened the students about importance of the constitution and how we must work in the direction of protecting constitution.
- The former Principal & head at Political Science Dept. of the College narrated about the fundamental rights, Duties, Values and responsibilities of citizens as mentioned in the Constitution.
- The special lectures also focus on enlightening the students about their rights and duties being the responsible citizens of the country.
- The students also being the responsible citizens take many community services and provide services to mankind and society.
- The students have taken up many cleanliness drives both inside the campus and nearby villages considering it as a responsibility of every citizen.
- The students have also taken up tree plantation drives to provide a clean and green environment for all which is considered to be an act of responsible citizen.
- The students are inspired by participating in various programs on culture, traditions, values, duties, and responsibilities by inviting prominent people.
- The institute conducted awareness programs on the ban on plastics
- The college establishes policies that reflect core values. Code of conduct is prepared for students and staff and everyone should obey the conduct rules.
- The affiliating University curriculum is framed with mandatory courses like Professional ethics and

human values, Constitution of India, Essence of Indian Traditional Knowledge, as a small step to inculcate constitutional obligations among the students.

- Guest lectures and workshops are routinely arranged by eminent personalities to deliver lectures on ethics, values, duties, and responsibilities and on saving the environment. Ethical Values, rights, duties, and responsibilities of citizens are some of the topics that are enlisted in Elocution, debates, and class presentation.

File Description	Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	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 Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 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
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Gandhi Jayanti Celebrations: The College celebrates **Gandhi Jayanti** every year on 2nd October with prayer services. As part of this, the NSS unit of the college organises ‘Social Services’ with the moto of Swachh Bharat.

National Education Day: The College organises National Education Day on 11 November every year to celebrate the Birth Anniversary of the first Union Minister of Education of the Independent India Moulana Abul Kalam Azad. Lecture by eminent scholars, Quiz competitions on the life and works of Moulana Azad

as an academician and freedom fighter are the main highlights of discussion on the day.

National Youth Day: National Youth Day is observed on 12th January of every year, the birthday of Swami Vivekananda. The Department of Economics organised a three day UGC sponsored national seminar on the 'Ideals of Swami Vivekananda' in 2016. The college also organised a seminar on 'Vivekananda Darshanam: Past, Present and Future' on 12.01.2018.

National Reconciliation Day: Reconciliation Day is celebrated on the 8th January every year to commemorate the Birth Anniversary of Maharaj Gambhir Singh who fought against the Burmese for the freedom of Manipur. Patriotic Poem Competition is held in connection with the day to create a nationalism amongst the youth.

National Science Day Celebrations: The College celebrates National Science Day on the 28th February every year. Muslim Women and Science is the main theme with competitions of students like Essay writing, Ex-tempore Speech, Quiz Competition etc. are the main highlights of the day.

National Unity Day: We are planning to include Birth anniversary of Sardar Vallabhbhai Patel to be celebrated as National Unity day on 31st October as an action programme this year.

Independence Day: India's independence is celebrated every year in the college on 15th August with solemnity. As part of this, inter-departmental patriotic song competition is organised every year.

Republic Day: Republic day is celebrated every year with flag hoisting and talks on national integration, importance of constitution etc.

APJ Abdul Kalam Memorial Lecture: APJ Abdul Kalam Memorial Lecture has been included in the Action Programme from this academic session to be organised every year.

The college celebrates **Eidul Adha** Festival this year with tree plantation drive in and around the college campus

Various activities are held to educate the young mind about constitution, its frame work, fundamental right and service to nation.

Cleanliness Drives are conducted within Campus and in Community to Celebrate **Swatch Bharat Diwas**.

International Women's Day is celebrated to highlight the achievements of women. The day also marks a call to action for accelerating gender parity.

The college also celebrates birth and death anniversaries of revered Indian personalities for making the students aware of the Indian historical past and their contribution in the national development.

Teachers Day is celebrated to mark birth anniversary of Dr Sarvepalli Radhakrishnan.

Every year immediately after flag hoisting Ceremony, Students celebrate national days of independent with patriotic songs, skit on national issues etc.

File Description	Document
Geotagged photographs of some of the events	View Document

7.2 Best Practices

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

Response:

Best Practice 1

1. **Title:** Feedback System/Feedback collection

1. **Objectives of the Practice:** (55 words)

1. The first and foremost objective is to enhance quality in the institution.
2. To find out the important areas where the institution is performing very poor and to prepare plans and policies incorporating the required changes and recommendations/ suggestion from the stakeholders.
3. To strengthen the relationship between the institution and our valued stakeholders.

1. **The Context:** (143 words)

In today's highly competitive world and fast changing trend the teaching-learning processes also undergo changes from the traditional method of teaching of usual lecture method using chalk and board to that of using ICT-enabled classrooms and smart classrooms, the aspirations of the stakeholders towards the institution also do change. In a situation as such, the institution requires to actually find out what different stakeholders want to be improved as far as various qualitative and quantitative aspects of this institution.

Feedback System is a mechanism to collect opinion from important stakeholders such as students, teachers and alumni on few important aspects like syllabus and curriculum transaction, infrastructure and administration of the institution. And it is with the expectation that feedback system would enable to collect valuable inputs from different stakeholders and its analysis would help the institution in working towards its vision and mission.

1. **The Practice:** (379 words)

- Feedback system as a practice in this institution started from later part of the year 2020. This practice has been adopted as an initiative by the Internal Quality Assurance Cell (IQAC) of the college. This system includes collection, analysis and utilization of the results arrived at to ensure all round quality improvement of the institution by incorporating the various results policy formulations and action taken.
- Feedback forms are first prepared/designed in the form of a likert scale survey questionnaire in the scale of 1 to 5, wherein 1 (one) represents the lowest level of satisfaction and 5 (five) representing the highest level of satisfaction by the respondents with respect to different questions being asked in the feedback.
- Being the first time implementing the practice, it has been conducted on pen and paper mode which is to be later on switched to online mode.
- Only one week's time was given for submission of the feedback forms. Information regarding the arrangement for submission of filled in feedback forms are given via concerned whatsapp groups. For teachers it is given through college whatsapp group, and for students it is via whatsapp group maintained by the college student union secretaries.
- As per the arrangement, respondents are instructed via whatsapp groups to submit the duly filled-in feedbacks to college chowkidar/watchman, and the same is collected by the IQAC team.
- After collecting the feedback forms, these data are entered in excel sheet and then analysed and interpretations are shown using graphical representation like histogram.
- The institution considers the results so obtained from the analysis as suggestions from the stakeholders for improvement of the college.
- The institution makes necessary efforts to incorporate and execute important and feasible results from the feedback analysis. Some of these are stated in our Action Taken Reports (ATR) of the feedback system.

1. Evidence of Success: (195 words)

Evidence of success for this practice is reflected in the actions taken up by the institution. Some of these are stated below:

1. Development of ICT block: Considering the urgent need of having an ITC Block in the institution, a designated ITC Block has been developed in the college by November 2020.
2. Up-gradation of college Library automation: The college library has been automated (semi) with the installation of KOHA software in Dec. 2020, and the college subscribed to N-LIST-INFLIBNET.
3. Conduct of online classes: With the shutting down of college classes due to covid-19, online classes were started which was, in fact, a challenge in the beginning but improved later on. Recently under the initiative of the Directorate of Higher Education, Govt. of Manipur, Moodle Learning Management System (LMS) has been launched and affiliated colleges including this college are in the full swing efforts to conduct online classes smoothly.
4. Another important development taken up by the college on the line of the suggestions by the stakeholders is the installation of a Leased line Internet connection (BSNL) having the Bandwidth of 12 Mbps in the college campus and making it a Wi-Fi enabled campus.

1. Problems Encountered and Resources required: (116 words)

Problems Encountered

1. The outreach of the feedback form and the number of respondents for this year is not sizeable due to covid-19 pandemic.
2. Distribution of feedback forms and its collection from the stakeholders were problematic as extra manpower/volunteers had to be engaged in its execution mainly due to restrictions in the movement due to covid-19 pandemic.

Resources required

The present system of feedback collection from different stakeholders needs to be switched to online mode via institutional website. Number of respondents would also be increased without having to take the effort of distribution and collection of feedback forms if so conducted. However this would require additional charges to add the necessary services in the website.

Best Practice 2

Title: Plastic free Campus

Objectives of the practice: This practice has been adopted aiming to fulfill the following objectives:

- Making the college campus a plastic-free environment collegein step by step manner/in a phased manner.
- Besides, it also aims at instilling the habit of avoiding (excessive) use of plastics especially single-use ones in the day-to-day life by our faculty, staffs as well as students.

The context:

Plastic consumption has grown at a tremendous rate over the past two decades as this has now become an indispensable item in almost all aspects of life. Every time our college observes curricular and co-

curricular activities/events/ observances such as State, National and International days, seminars, workshops, conferences, etc., a huge quantum of single use plastic wastes disposable plastic containers, water bottles and sweet packages are such as are generated. Unless these are not properly disposed, it would become a big threat to all of us. Besides, India's Prime Minister Narendra Modi is pursuing an ambitious project to phase out single-use plastics by 2022 in the vast South Asian nation, which has a population of 1.3 billion. It is also an integral part of the country's Swachh Bharat programme. Acknowledging the importance and urgency of drastic cut down in its use has adopted this practice.

The practice:

Under this practice, the college adopts the below given commitments as a humble endeavor towards fulfilling the stated objectives:

- Organize the collection of single-use plastic wastes such as plastic bottles, polythene bags, and other wastes from the college campus every fortnightly (2nd and 4th Saturday).
- Handing over of collected wastes to private waste collecting party for proper disposal or recycling.
- Periodical sensitization programmes are also conducted in the college towards promotion of proper use and disposal of plastic wastes.
- Making the campus litter free zone by putting proper signage in the college campus and installation of wastes collection bins in different spots within the campus.
- Optimal utilization of items like printer cartridges, electronic items, etc. as much as possible to avoid frequent replacement of plastic materials.
- Replacement of plastic drinking water canes and bottles with steel and glass wares is practiced and encouraged to faculty, staffs and students as well.

Evidence of success:

Since the time this practice has been adopted in the college, campus cleanliness is increased to a great extent. Students are now more conscious about the ill consequences of excessive use of single use plastics and its environmental impacts. This could also influence the students in reducing and avoiding single-use plastics indirectly at their homes.

Problems encountered and resources required:

Followings are few problems encountered in implementation of this practice:

- The ever increasing dependence on the use of single-use plastics in most of functions, events and packaging of almost every items has made our drive of making a plastic-free campus in real sense a big challenge till date.
- The current Covid-19 pandemic has created another challenge in organizing the work of plastic waste collection in the college campus a larger scale.
- Absence of private waste collecting party/farms and recycling plant in the proximity of the college has added to the problem of wastes disposal activity.
- In order to make a plastic free zone in a larger perspective, extended awareness and cleanliness drive on this in different areas beyond the college campus is very much required and involvement of the locality and general public is extremely needed.

File Description	Document
Best practices in the Institutional web site	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:

Lilong Haoreibi College is the only higher educational institute located at the heart of the socially, economically and educationally backward minority Muslims concentrated district in Manipur. It may be declared as 'Minority College' yet the population status, despite of its geomorphological factors, as compared to other states, deprived of facilities extendable to a minority college. However, the state government is looking into the matter of minority status of the college with provisions for opening post graduate courses in selected disciplines. The most distinctive feature lies in the fact that the Minority Affairs is also paying special attention for the development of the college. Two 50 bedded capacity hostels were developed with funding from the Ministry of Social Justice and Empowerment through the minority affairs. The two hostels - one for the boys and another for the girls located at the separate sites have been functioning from 2019-20 sessions with the accommodation of students belonging to the economically backward and BPL families from remote areas. The college not only captures local students, but also other minority concentrated villages such as Sangaiyumpham and Yairipok in Thoubal District, Khetrigao and Keirao in Imphal East District, Mayang Imphal and Wangoi in Imphal West District, Wabagai and Sora in Kakching District, Bora Yangbi and Kwakta in Bishnupur District. Muslim girls from these villages prefer this college as they think it a safer place for their higher learning. Communication is also easily accessible as it is located near the Indo Myanmar International Highway, only 8 kilometres down from Imphal, the capital city of Manipur.

Looking back to one decade from now, the literacy rate of Manipuri Muslims was recorded at 58% only which was much below the state's average of 70.5%. Female literacy was still far behind with only 41.6% the Males with 75%. The college has been focussing on boosting up more number of female students in academic activities. More than 90% of the State's Muslim girls had been given higher education in the college with quality and competency. More than 2,000 students enrolled in all the semesters of BA/BSc in the current academic session with nearly 800 girls in 15 different subject disciplines. B Voc. degree programme in Agriculture has also been introduced from the academic session 2020-21 under the UGC scheme as most of the local people practice kitchen gardening and other agriculture and allied fields. Women vegetable vendors are seen in the markets where Muslim girls are also practicing in large number assisting their parents in economic activities. In order to provide the local needs, the specialised trade in agricultural sector has been opened in the college. In a nutshell, the college is specially designed to meet the requirements of the minority community in the state and hence, it may be regarded as a unique college distinctly different from any other colleges in the state.

The following table highlights the male and female students enrolled in the BA/BSc first semester annually since the last five years which indicates the uniqueness of the college.

Sl. No.	Year	Enrolment : Community wise				Grand Total	Muslims%			
		Muslims			Other communities		M%	F%	T%	Other%
		Male	Female	Tot						
1	2015-16	317	173	490	20	512	62%	34%	96%	4%
2	2016-17	426	196	622	16	643	66%	31%	97%	3%
3	2017-18	424	230	654	23	679	62%	34%	96%	4%
4	2018-19	334	129	463	09	475	70%	27%	97%	3%
5	2019-20	565	289	854	08	864	65%	34%	99%	1%
6	2020-21	728	373	1101	12	1116	65%	34%	99%	1%

Table I: Community wise enrolment in Lilong Haoreibi College

From the above, it is evident that the average rate of girls' enrolment increases in a very slow rate over the last a couple of years whereas, that of boys' decreases almost at the same pace. The situation is alarming and policies would be framed based on the above statistical picture. The college needs to focus specially on the girls' education and planning has to be adopted accordingly. Many factors contribute to the increasing number of Muslim girls of which, the location of the college is the most important. Other factors include provision of special facilities - career counselling cells, women grievances cell, hygienic girls' common room, gender equity initiatives, special sports events for girls, personality development club where 50% of the activities reserved for girls. Many PhD's / NET /JRF have been produced from amongst those who passed out from this Institute. It has been observed that more number of girls are participating in the competitions held at the college, state, national and international levels. Most of the top positions in academics and other activities are captured by the girls. The pie chart shows annual growth of enrolment, the minimum enrolment being in the 2018-19 sessions and the maximum in 2020-21. In the previous years, the enrolment were below 1000 whereas it crossed 1000 in the current session because of COVID 19 pandemic, more seats were demanded by the local minority students.

In fact, Muslim society paid less attention to girls' education, more particularly, the higher education for girls. Religious leaders hardly encourage girls in general education other than the Islamic education. Because of lack of communication gap between two sections of the community, poor economy and religious constraints, many girls had to drop out after the higher secondary level. The College has a dedicated team of teachers association, students union and alumni who are in constant dialogues with the spiritual leaders in bridging the gap by organising inter disciplinary academic seminars and workshops where the modalities of joining girls in the higher education sector are minutely discussed and adopted. It is because of this coordination the number of girls in the college has been increasing over the last five years.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Lilong Haoreibi College, in spite of being the only higher educational institute located in the minority concentrated area with more than 95% of students belonging to the educationally and economically backward minority community, is one of the top performing institutions under Manipur University. During the assessment period, the college bagged more than 10 top positions in the university examinations. In the latest 2020 results, Geography Department alone has produced 4 top ten position holders, Manipuri Department produced one.

Considering the dire need of development of the higher educational learning Centre for the minorities in the valley of Manipur, the State Government has initiated various developmental works under the Ministry of Minority Affairs, Government of India.

- On the advice of the Hon'ble Chief Minister of Manipur, proposal for development of infrastructure including construction of the fencing walls, development of approach roads and one auditorium has been put up and approved in the planning board meeting last year.
- Again, on the advice of the Director of University and Higher Education, Manipur, proposal has been submitted to the Director of Minority Affairs, Government of Manipur for some more infrastructure development, viz 1(one) administrative block, 16 classrooms, 10 laboratories and 1 toilet complex and approved.
- One of the most significant achievements of the college is revamping of the IQAC in 2020 with the induction of new more dynamic dedicated members.
- A perspective plan for 10 years has been worked out and the dedicated faculties under the leadership of the new IQAC team have been striving for achieving the envisioned goals including college for potential excellence and autonomous status with the introduction of the full-fledged PG departments in the next 5 years to come.
- Online, offline and blended mode of teaching learning processes have been drastically improved since 2019-20.
- The erstwhile vast low lying area with seasonal water body has now been modified and beautified into a big perennial water storage freshwater pond.
- During the assessment period, one academic block with ICT facilities for 6(six) rooms has been constructed under RUSA scheme.

Concluding Remarks :

The above additional information reveals that Lilong Haoreibi College established in 1976, had taken to a long journey of 45 years yet it is now only at the beginning of a new journey. Though some of the contemporary institutions have already run, it has all strength and potentials to take over the others and run far ahead. That's how the team Lilong Haoreibi College is working with devotion, commitment and confidence. The college has been a boon to the educationally, economically and socially backward minority students; more specifically the girl students who always face hardships in compromising the societal constraints and situations. The college has captured more than 35% Muslim girls for the undergraduate studies but still there are massive drop outs from the PG studies because of many factors. Therefore, the mandatory up gradation of the college to the Centre for PG studies and research has been a long dream of the people and it becomes the responsibilities of

the IQAC team to make the dream reality in the near future. It is the need of the hour to join hands of all stake holders and make the college shine brighter. But, the team needs encouragement from all sections and, with that encouragement, we would have more strength to work harder for more performance in the next cycle of assessment and accreditation.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> <td>6</td> <td>6</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>5</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1	6	6	6	5	2019-20	2018-19	2017-18	2016-17	2015-16	6	6	6	6	5
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	6	6	6	5																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	6	6	6	5																	
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors</p> <p>Answer before DVV Verification : 60</p> <p>Answer after DVV Verification: 59</p>																				
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>Answer before DVV Verification : 865</p> <p>Answer after DVV Verification: 816</p>																				
3.1.2	<p>Percentage of departments having Research projects funded by government and non government agencies during the last five years</p> <p>3.1.2.1. Number of departments having Research projects funded by government and non-government agencies during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	0	1	1	1	1	2019-20	2018-19	2017-18	2016-17	2015-16					
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	1	1	1	1																	
2019-20	2018-19	2017-18	2016-17	2015-16																	

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	1	1

3.1.2.2. Number of departments offering academic programmes

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	14	14

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	14	14

Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during clarification.

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	12	4	1	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	00

Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	1	3	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

4.1.3 **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 5

Answer after DVV Verification: 4

4.1.4 **Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
30.15	44.30	49.30	25.00	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
34.3	49.02	52.9	28.33	0

4.2.2 **The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

4.2.3 **Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.0409	0	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2.16	2.58	1.88	2.48	0

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

5.1.2.1. Total number of students benefitted by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
06	0	0	0	0

Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during clarification.

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Answer before DVV Verification : E. None of the above

Answer After DVV Verification: C. 2 of the above

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
200	100	90	60	0

Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during clarification.

5.3.1 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) during the last five years.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	6	4	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	2	1	1

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	3	3

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Answer before DVV Verification : E. None of the above

Answer After DVV Verification: B. 3 of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1475</td> <td>1704</td> <td>1387</td> <td>1301</td> <td>1554</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1475</td> <td>1704</td> <td>1387</td> <td>1301</td> <td>1554</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1475	1704	1387	1301	1554	2019-20	2018-19	2017-18	2016-17	2015-16	1475	1704	1387	1301	1554
2019-20	2018-19	2017-18	2016-17	2015-16																	
1475	1704	1387	1301	1554																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1475	1704	1387	1301	1554																	
1.3	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>546</td> <td>536</td> <td>472</td> <td>436</td> <td>517</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>546</td> <td>536</td> <td>472</td> <td>436</td> <td>517</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	546	536	472	436	517	2019-20	2018-19	2017-18	2016-17	2015-16	546	536	472	436	517
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546	536	472	436	517																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
546	536	472	436	517																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>61</td> <td>63</td> <td>56</td> <td>56</td> <td>57</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>62</td> <td>55</td> <td>55</td> <td>30</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	61	63	56	56	57	2019-20	2018-19	2017-18	2016-17	2015-16	60	62	55	55	30
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