



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MOREH COLLEGE

**CHIKIM VILLAGE, TENGNUPAL, MANIPUR - 795131
795131**

www.morehcollegemoreh.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

About the College

Establishment: Moreh College was established on 5th May 1992 as a private co-educational college by late Shri Tolhan Sanasam as a founder. The college was affiliated to Manipur University in the year 2005. The college is recognized by the UGC under section 2 (f) and 12 (B) of the UGC Act, 1956 on 28th July 2006 and 15th June 2010 respectively. Altogether **18** subjects (Commerce + 8 disciplines in Arts + 9 disciplines in Science) are offered in the college with 107 teaching staff and 53 non-teaching staff.

Location & its population: Moreh, a border town along the Trans Asian Highway and a gateway to South East Asian Countries located at a distance of 110 km from the state capital Imphal is one of the most important strategic border towns in the entire North-East India. It is 37 Km away from Tengnoupal District Headquarters and lies at N 24° 18' 39.99", E 94° 16' 35.21" in global position. Tengnoupal district (a newly formed district in the year 2016) has been estimated to have a total population of 39245 souls (20269 males and 18976 females) [2011 census]. It constitutes about 43 percent of the district's population (16,847 souls). Moreh is a town with a multi-ethnic population with diverse communities inhabited by the Kukis, Meitei, Tamil, Nepali, Punjabi, Telugu, Bihari, Marwari, and Meitei Pangals (Muslims) of which Kukis and Meitei are the major communities.

Infrastructure: The college has separate blocks comprising of Administrative, Arts, Science and Commerce blocks. Each block has its own toilet facilities for both genders. Special importance is also given to physically challenged students as well. The building has a handicapped-friendly railing. It has a multipurpose hall where examinations were conducted and indoor activities were carried out. It has a wide space environment surrounded by different flora and fauna with a well-fortified boundary. The college library has a collection of about 2227 + books and facilitates e-journals, and e-books through the N-list programme offered by INFLIBNET.

Vision

The vision of Moreh College is “Promote Education, Peace and Development.” As the vision of the college clearly mentions, the college since its establishment as a private and only higher education learning center in Moreh town and Tengnoupal District, is wholeheartedly dedicated to promoting universal education for all in the unrest socio-political system of uneducated masses. With the zeal and dedicated leadership of the Principal and the founding secretary of the college and sincere participation from all the stakeholders, teachers, parents, and students the college today stood tall and high. Recently, in the history of Moreh College, it became the only full-fledged Government College of Tengnoupal District.

On the one hand promoting peace, development and brotherhood among the inhabitants in and around the peripheral of Moreh town and its adjoining villages is one of the exclusive/absolute visions of the college. Misunderstanding between several communities and ethnic groups is a common issue in the past but the establishment of the college that facilitates higher education among the students from different communities gradually diminishes the problems. It built a bridge of hope, love, sharing and bonding between people living in

the whole district, state and nation in particular. It also plays a vital role in regional development in trade and commerce and has a wide scope of opportunity to develop further with the introduction of Act East Policy by the Government of India with its neighboring South East Asian countries. Moreh town is set to become a business hotspot in the coming decade focusing on good connectivity & infrastructure.

Mission

The mission of the college is:

- To impart the knowledge of natural and bioresources of the Indo-Myanmar biodiversity hot spot region.
- To enhance students' progression to Postgraduate level and to improve academic standards.
- To become one of the best institutes in the hilly region of the state.
- To increase easy accessibility and facilitation to the students of neighboring countries, especially in the Sagaing region of Myanmar.
- To develop a botanical garden, zoological museum, especially a fish museum for diverse hill stream ichthyofauna, ethnographic museum, Geology and Geography museum, etc. for experimental study and research work.
- To open skill-based courses including Computer, Tourism & Hospitality Management, Food Processing, Fashion Designing, etc. for empowering students to increase their communication skills, personality and employability.
- Expansion of courses of general subjects into different departments such as Biochemistry, Biotechnology, Bioinformatics, Environmental Sciences, Mass Communication, Library and Information Science, Computer Science, etc. to develop the present domain of this Institute and to impart more advanced knowledge of the current trend of the education system.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

RELIABLE INFRASTRUCTURE:

- The institution has sufficient classroom.
- Separate practical rooms with equipment.
- Resting hut in each block.
- Adequate open land for academic purposes and future expansion.
- Library with e-library facilities (N-List, INFLIBNET).
- Hostel facilities for women, one indoor multipurpose hall.
- A football playground and a basketball court are in the heart of the campus.
- Catering unit – hygienic canteen facility.
- A well-furnished Short-stay home in the campus (9 rooms) for visitors.
- Proper toilet and water supply systems.
- College vehicle shed.
- Rain Water harvesting system.
- Transport facility for students.

GOOD CAMPUS ENVIRONMENT

- Proper maintenance of college uniforms with ID cards of the students.
- A perennial source of water.
- Laboratory waste management.
- Greenery campus.
- Pollution-free campus.
- Plastic-free campus.
- Solid waste management.
- Broadband facility.
- Solar energy facility.
- Uses of eco-friendly LED lighting in the campus.

DIVERSITY OF STUDENT'S COMMUNITY

The college has enrolled students from more than 16 tribes & communities from different parts of India. It gives multicultural and ethnic diversity to the campus.

FEEDBACK SYSTEM

The college has a self-evaluation system among the students and teaching faculty. It also provides a suggestion drop box for stakeholders.

BEST PRACTICE AND EXTENSION SERVICE

- The college has adopted a number of best practices like a transport system for the students and plastic free environment on its campus.
- Well-maintained sanitary system.
- In its extension programme the college students and the staff are engaged in extension services in and around Moreh town and nearby villages. It carried out social services, and awareness programmes by each group and cell of the college as a part of the social responsibility shared by every individual.

QUALITY ENHANCEMENT PROGRAMME

The college has conducted Seminars, Conferences, quizzes, Debates, etc. which can enhance the quality of students as well as teachers. They are encouraged to participate in such academic programs.

Institutional Weakness

POOR ACCESSIBILITY

Its major drawback of the college is poor road connectivity and transport facilities within the neighboring villages and the low socio-economic condition of the student community.

ACCOMMODATION FOR STAFF

Lack of accommodation facilities results in non-stationing of staff and other inconveniences.

POOR STUDENTS ENROLMENT

The number of student enrolment is poor due to the low socio-economic condition of the inhabitants. Thus, there is a large-scale dropout in higher education.

LACK OF EDUCATIONAL VALUES AMONG THE PARENTS

Most of the parents lack social educational values and practices. So the students receive minimal educational support from their parents.

Institutional Opportunity

RESEARCH POTENTIAL

The college is situated in the Indo-Myanmar biodiversity hotspot region. With the potential of tying up with neighboring country Myanmar, the college encourages all the faculty members and students to take up research work.

CHANGING RURAL SOCIETIES

Being in a rural/hilly set up the college has a great opportunity to change the mindset and understanding pertaining to the social, economic and emotion of the general public.

INTERNATIONAL BONDING

Given the chance of free movement and exchange policy of students and faculty members between the two neighboring countries, the college can assist in international bonding through this exchange programme.

UPGRADATION TO UNIVERSITY STATUS

The college has great potential to upgrade to university status as

1. It is the only higher institution in the border area.
2. Strategic location.
3. Meaningful fulfillment of Govt. of India Act East Policy.
4. Accommodation of students passes out from neighboring colleges as the majority of the student are from poor socio-economic backgrounds.

NEW MODE OF TEACHING AND LEARNING PROCESS

The COVID-19 pandemic led to a change in the hybrid mode of teaching and learning process. University & Higher Education Department, Govt. of Manipur initiated a Moodle mode of learning for the students and teachers during the pandemic.

Institutional Challenge

LOCATION

With difficult terrain from the main city of Imphal and poor inter-village road conditions, the college is hampered in its sound development in general. Accessibility and transportation of important documents to the University and other departments delayed on-time delivery.

POOR NETWORK CONNECTIVITY

Poor network connectivity and infrastructure shortage in the region affect communication as well as the teaching-learning process.

HUMBLE BACKGROUND OF THE STUDENTS

Most of the students of the college come from humble backgrounds, and great efforts are needed from the end of teachers and competent authority to make the students par excellence and nurture them to aspire to higher ambitions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College follows the syllabus/courses of Manipur University. At present, the college offers undergraduate courses in 18 subjects. All courses introduced in the college are implemented through a well-thought-out plan in consultation with the Academic Council. Students admitted to the college must get the maximum benefits from the courses offered/taught to them. Students are always encouraged to be regular in class. They are encouraged to make use of the library. The ultimate aim is to achieve the ambitions of the college which are spelled out in the vision and mission statements.

Students are encouraged to take part not only in classroom activities but also in extra-curricular activities. The college has started value-added certificate courses like B.Voc., Courses in Tourism & Hospitality Management. Teachers are also encouraged to participate in workshops, seminars, orientations and refresher courses to upgrade and enhance their knowledge and teaching skills.

The college also takes up a number of extra-curricular activities every year. This includes tree plantation and fulfillment of important schemes/projects of the government such as environmental awareness schemes like Swachh Bharat Abhiyan. Seminars are also regularly conducted by the College to commemorate important National and International occasions such as World Environment Day, World Science Day, Dr. Bhim Rao Ambedkar Jayanti, International Yoga Day, Teachers' Day etc. Moreover, relevant issues facing society are also discussed in the college from time to time.

Teaching-learning and Evaluation

The College highly targets teaching, educating and guiding students to be responsible and successful in their life. Classroom lectures constitute the primary method of teaching in the college. Nevertheless, teachers of the college are encouraged to make their classes more interactive. This involves teachers interacting with students by asking questions, giving motivational talks, encouraging students to be relevantly critical in opening up their

minds and encouraging them to be analytical in their approach. In other words, it is enlightening to note that teachers having one-to-one discussions or tutorial classes with the students have benefited the students. Students are also given assignments on their subjects based on the topics taught to them.

The method of evaluation followed by the college is of two kinds. The first one is internal which includes conducting the class tests, giving them assignments, and also the overall response of the students in the class and outdoor extra-curricular activities. This system is practiced by the college to test and see the level of understanding the students have on the subjects/courses taught in a Semester. Points/marks secured here are added/counted with that of the end Semester examination. Secondly, external evaluation is conducted in a centralized way by the Manipur University (MU) and the examiners are appointed by MU from different colleges. However, the examination of practical papers is conducted in the college itself by appointing External Examiners from other institutions. Ultimately, the overall evaluation of each student is made based on the performance of the students at the Semester examination conducted by the University.

Research, Innovations and Extension

Modern education has no meaning without research activities. The college has a Research Committee which looks into this matter. During the last five years, one research project had been taken up by a faculty member. The teachers of the college aim at providing the students with a teaching as well as a research mindset. Most of the faculty members of the college are either a Ph.D. or M.Phil. Degree holder or qualified NET/ SLET.

Extension work is done through NSS Cells. Specified surrounding villages are picked up as adopted villages and NSS volunteers visit, meet and give awareness on different issues like cleanliness, HIV, etc. Extension work is also specially done through the Students Grievance Redressal Cell of the college. Monetary help is extended from the college-earmarked funds.

Infrastructure and Learning Resources

The college has a vast eco-friendly campus of 31619 sq.mtrs. There is a football playground and a Basketball court in the middle of the college campus. There is one big multipurpose hall that is constructed under the UGC grant. The college library has 2227 numbers of books and the N-list facility is also made available to the students and teachers. There is also a computer lab., consisting of 20 numbers of computers. At present, there are 53 classrooms in total, 01 smart classroom, 08 Science laboratories and a seminar hall. There is a canteen on the college campus. Indoor games are also made available.

The college is located in a vast eco-friendly area that is congenial for academic pursuit – learning, research and training. There are medicinal and other rare plants on the college campus (High bio-diversity for Fauna and Flora).

Student Support and Progression

Besides regular classroom teaching, students are given opportunities to take part in seminars, workshops, symposia, etc. on various issues like Tourism, the role of multimedia management, Gender Sensitization, Women Empowerment, AIDS awareness and youth leadership camps, etc. Since the Covid-19 pandemic, our college has contributed a big role in sensitizing the people of this area by giving awareness about the pandemic

outbreak by distributing massive masks and hand sanitizer to the community. YOGA and meditation are also a part of these extra-curricular activities. Extra classes in Mathematics, Physics, Chemistry, Biology and English are also given to the students to develop their knowledge better. Besides regular academic courses, certificate courses had been started under RUSA and UGC. B.Voc.(Tourism & Hospitality Management) courses have also been started under UGC with an enrolment strength of 30 and 10 in two session. In the recent development of the college, the college has signed a Memorandum of Understanding with IGNOU and started PG courses in History, Political Science and Sociology with an option of expanding and addition of more courses in the coming years.

Governance, Leadership and Management

The college, besides its vision and mission, has its perspective plan. The Principal is the head of the institution along with the Teaching and Non-Teaching staff of the college and participates in the governance and smooth functioning of the college. The academic activities are executed by the respective Heads of the different departments for a smooth teaching-learning process.

The governance of the college aims at ensuring the empowerment of the faculty members by motivating them to organize and participate in conferences, seminars and workshops. Admission and Examinations are carried out as per Government and Manipur University norms and guidelines. Internal and external audits are conducted periodically to ensure effective and efficient use of financial resources so that proper allocation and utilization of the annual budget is maintained.

IQAC of the college is functioning efficiently to sustain the quality of the students and teachers and the development of the institution at large.

Institutional Values and Best Practices

Moreh College, Moreh which is located at the international border town of Manipur is a growing cosmopolitan amidst Indo-South East Asian Foreign Policy. Being the gateway to South-East Asian nations for India's visionary "Act East Policy", the need for infrastructure development in the field of human resources has also been growing in this strategic region. Some of the importance and potentialities of Moreh College are:

- It is located at Moreh international border town, about 110 km. away from Imphal, the capital city of Manipur.
- It is the only college in the Indo-Myanmar border area across the Trans-Asian Highway (AH-1)
- It is the only college within a radius of about 80 km. in the Indian Territory.
- The college is situated in such a strategic area that is referred to as the "Gateway to South-East Asian Nations" of India's dynamic "Act East Policy".
- Being 90% of the total population of Moreh and its surrounding area is tribal and the remaining constitutes Meitei, Muslim, Punjabi, Marwari, Bihari, Tamil, Bengali, Nepali, etc., the college shows distinctiveness in enrolling students from diverse communities.

1. **Best Practice - Maintenance of Toilet Complex:** Personal hygiene and sanitation are the most important components to promote quality life and good health. Sanitation refers to the safe collection, treatment and disposal of human wastes such as urine and feces. Moreh College tries to improve sanitation facilities on the college campus by providing standard toilets and latrine that flushes into

septic tanks. The college aims at providing the safest and the cleanest toilet system than other colleges of Manipur. As a result, the college is providing **62** numbers of toilet rooms which are distributed in all blocks of the college.

2. Best Practice - College Transport System:

Moreh College provides a thirty-two seated bus service which plies from the college to the Indo-Myanmar friendship gate via Moreh town. It serves to and fro three times a day and ferries around 90 (Ninety) students in different time schedules. It is a cost saving by each student beneficiary who were economically poor and from far-flung villages who resides nearby rent.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MOREH COLLEGE
Address	Chikim Village, Tengnoupal, Manipur - 795131
City	Moreh
State	Manipur
Pin	795131
Website	www.morehcollegemoreh.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	S.I. Lunzapau Vaiphei	091-9612729501	9612729501	-	morehcollegemoreh@gmail.com
IQAC / CIQA coordinator	S. Dilipkumar Singh	-	7085484827	-	dilipsarang@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	

State	University name	Document
Manipur	Manipur University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	28-07-2006	View Document
12B of UGC	15-06-2010	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Chikim Village, Tengnoupal, Manipur - 795131	Hill	7.81	6970

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Education	36	XII	English + Meitei\Manipuri	60	55
UG	BA,Economics	36	XII	English + Meitei\Manipuri	35	24
UG	BA,Political Science	36	XII	English + Meitei\Manipuri	70	50
UG	BA,Sociology	36	XII	English + Meitei\Manipuri	50	35
UG	BA,History	36	XII	English + Meitei\Manipuri	60	41
UG	BA,Manipuri	36	XII	English + Meitei\Manipuri	20	4
UG	BA,Geography	36	XII	English + Meitei\Manipuri	50	40
UG	BCom,Commerce	36	XII	English + Meitei\Manipuri	50	17
UG	BSc,Physics	36	XII	English + Meitei\Manipuri	40	19
UG	BSc,Chemistry	36	XII	English + Meitei\Manipuri	40	23
UG	BSc,Botany	36	XII	English + Meitei\Manipuri	60	45
UG	BSc,Zoology	36	XII	English + Meitei\Manipuri	50	44

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UG	BSc,Anthropology	36	XII	English + Meitei\Manipuri	30	12
UG	BSc,Geology	36	XII	English + Meitei\Manipuri	20	2
UG	BSc,Mathematics	36	XII	English + Meitei\Manipuri	45	22
UG	BSc,Home Science	36	XII	English + Meitei\Manipuri	50	32
UG	BSc,Statistics	36	XII	English + Meitei\Manipuri	30	12
UG	BA,English	36	XII	English + Meitei\Manipuri	40	40

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				0				107			
Recruited	0	0	0	0	0	0	0	0	60	43	0	103
Yet to Recruit	0				0				4			
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				53
Recruited	31	22	0	53
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	17	13	0	30
M.Phil.	0	0	0	0	0	0	8	3	0	11
PG	0	0	0	0	0	0	39	27	0	66
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	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
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	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
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	0	0	1	
	1	0	0	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	258	0	0	0	258
	Female	259	0	0	0	259
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	0	0	0
	Female	8	0	0	1
	Others	0	0	0	0
ST	Male	186	168	151	157
	Female	209	218	217	190
	Others	0	0	0	0
OBC	Male	22	24	24	23
	Female	10	15	10	12
	Others	0	0	0	0
General	Male	141	108	71	78
	Female	101	116	89	56
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		681	649	562	517

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As Moreh College is an affiliated college under Manipur University, the college follows a curriculum designed by the university. As per the University guidelines and curriculum, the College follows NEP from the academic session 2022-2023. This NEP curriculum adopts new schemes such as Core Courses, Elective Courses, Discipline Specific Elective Courses, Generic Elective Courses, Ability Enhancement Courses, Value Addition courses, and Skill Enhancement courses.
2. Academic bank of credits (ABC):	As per the New Education Policy, the new curriculum facilitates to open Academic accounts by students and onboarding of eligible Higher Education

	<p>Institutions. Moreh College follows the ordinance framed by Manipur University for awarding degrees/diplomas/certificates taking into account credits earned by students. Academic bank of Credit will ensure the opening, closure, and validation of Academic Bank Accounts, credit verification, credit accumulation, and credit transfer, redemption for students.</p>
3. Skill development:	<p>The strategy towards skill development in NEP is a transition from a traditional learning-based approach to a skill-based model. The policy will play a vital role in providing human resources to bring about a change in educational institutions by providing technical and soft skills among students. The vision of this initiative is to meet the 2030 agenda for sustainable development. As per the new curriculum adopted by Manipur University, Skill Enhancement Courses are value-based and skill-based, aimed at providing hands-on training, competencies, skills, etc. These may be chosen from a pool of courses open to all students of different streams.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Moreh College being an institute of multi-ethnic composition, importance is given to providing awareness towards different cultures and harmonious co-existence. Language provides light to live and paves the way to cultural integration. As a measure to integrate students the college offers English, Manipuri, and Thadou-Kuki languages as Ability Enhancement Courses of which students can choose any one language during the course. NSS and Yoga are also important platforms to integrate among the students in bringing a peaceful mind, integrity and a sense of oneness.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-based education by definition is a process that involves the restructuring of curriculum, assessment, and reporting practices in education to reflect the achievement of high-order learning and mastery rather than the accumulation of course credits. Simply, it is the process of restructuring of curriculum for students' employability rather than passing a degree course. As per the new curriculum under NEP, Moreh College has started offering various Skill Enhancement Courses and Value Addition Courses.</p>
6. Distance education/online education:	<p>Having difficulties with internet connectivity in the</p>

region Moreh College tries to develop an online teaching-learning mechanism through MOODLE platform. All the teachers are trained by organizing training and workshops. Moreover, admins of each department look after the platform by collecting reading materials, notes and links and uploading them so as to use by students in their own time.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
517	562	649	681	646
File Description		Document		
Institutional data in the prescribed format		View Document		

2 Teachers

2.1

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

Response: 107

File Description	Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
106	108	109	109	109

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
49.33	43.76	36.94	66.41	118.70

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Moreh College, affiliated with Manipur University, Canchipur is a co-educational institution having the privilege of offering Undergraduate Honours Degree Courses in Arts, Science and Commerce stream. It offers a curriculum as prescribed by Manipur University in such a way that it includes activities and sub-activities related to the prescribed syllabus. The curriculum has always incorporated cross-cutting issues of human values, gender, environment and sustainability in the core course. The Academic Council of the college headed by the Principal is responsible for planning and monitoring of academic activities of the College. In order to ensure effective curriculum delivery, the college has introduced a practice of monitoring the coverage of the prescribed syllabus within the period before the commencement of semester examinations. The Academic Council prepares the academic calendar and timetable well in advance at the beginning of the session. The Heads of the Departments in consultation with other faculty members provide a workload statement at the beginning of each semester based on the prepared timetable. Teachers are provided Attendance Registers to make daily records of students for all academic activities. The infrastructure of the College is being continuously upgraded to suit the needs of the changing curriculum. The college encourages its faculty members to attend Orientation Programs, Refresher Courses, Workshops, Seminars/ Conferences, etc. conducted by the University and other academic agencies for acquiring the necessary skills for effective curriculum delivery and improvement of teaching practice. The college also conducts Seminars, Webinars, quizzes and Workshops. The qualities of leadership and social responsibility are inculcated among the students through various activities through NSS, Sports and other activities. The College has dedicated units for creating social and environmental awareness among students.

Internal assessments, and unit tests are conducted by the concerned departments to assess the progress of the student. Home assignments and projects are also given to the students to evaluate their progress, ideas and abilities. The date of the examinations and tests are notified in advance to the students and faculties in the classroom, displayed on the noticeboard and informed time to time by the concerned authority. Semester examinations are conducted according to the University calendar.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years**Response: 1**

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years**Response: 1.31****1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
30	0	0	10	0

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

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum****Response:**

Gender sensitization: Moreh College is always sensitive to responding to the current issues of our society and the problem of the environment to integrate cross-cutting issues like gender, climate change, environmental study, Human rights, etc. related to the curriculum. College is co-education. Boys and Girls have equal opportunities and benefit in all the activities undertaken by the College.

Human values: Courses on Human Values and Professional ethics are also provided to the students with a vision to ensure the essential complementary values besides their educational skills taught in the syllabus. There is a qualifying paper called Regional Development. This subject forms the basis of value-based life. It ensures a positive perspective toward life, career and happiness among students. All the activities of the college are organized to serve the interest and integration of different sections of society.

Professional ethics: The students are motivated by way of special lectures such as one day talk on “Consumer rights”, Cyber Crime awareness programs, environment-related programs, etc. so as to instill moral and ethical values. Yoga and Meditation programs are organized in the college from time to time. These special lectures instill in the students moral and ethical values.

Environmental consciousness: The importance of saving and sustainable co-existence with our ecosystem is more critical today as felt by this institution. Understanding the extreme needs of the citizen’s realization, the university includes a compulsory paper entitled Environmental Studies in B.A/B.Sc. 4th semester to make the students realize their understanding and duties. The students get knowledge about Global Warming issues, the Eco-system, Bio-diversity, Environmental Pollution, social issues and environmental degradation. Works on environmental protection and conservation are reflected in tree plantation, and World Environment Day observations which are some instances. As a result, the students learn, aware and share responsibility for conserving the environment.

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

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

Response: 23.6

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

Response: 122

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 28.1

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
191	173	186	314	260

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
800	800	800	800	800

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 41.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
138	135	186	193	185

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

2021-22	2020-21	2019-20	2018-19	2017-18
400	400	400	400	400

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

2.2 Student Teacher Ratio

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

Response: 4.88

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 using ICT tools

Response:

The teaching-learning methods adopted in the college are:

Theoretical learning

Experimental learning

Participative learning

Problem-solving method

ICT tools

Theoretical learning: Classroom teaching for theoretical knowledge contained in the course curriculum designed by Manipur University is practiced as theoretical learning. Through this method of learning, students are enriched with what the knowledge is about. This method is traditional but the key to developing the knowledge of experimental learning. So theoretical learning is still an inseparable part to understand the whole knowledge.

Experimental learning: The institution adopts experimental learning inside and outside the classroom. It is done through their participation in various experimental activities conducted by the institution like field visits, study tours, internship programs, practical classes, etc. Internship programs especially for B.Voc. courses are carried out so that the students get a chance to apply their skills in reality. Students are also

made compulsory to attend subject-related practical classes which are inseparable parts of their curriculum. With the implementation of the National Education Policy (NEP) 2020, the scope for experimental learning is expanded.

Participative learning: It is also carried out in the form of discussions, debates, quizzes and extempore speech on a given topic, where the students are permitted to participate in individuals or groups on certain key issues like unemployment, overpopulation, environmental threats, global warming, gender and social issues, etc. Such programs and activities enable the students to learn from each other to enrich self-exposure, determination and self-confidence which will develop their skills and acquisition of knowledge.

Problem-Solving Method: The main objective of this method is to enhance and develop problem-solving abilities among the students through their involvement in practical problems. This includes the participation of students through field visits like visiting rural villages which are adopted by NSS Cells. During such activities, students are encouraged to undertake new ventures. For instance, they advise giving awareness to the villagers about the harmful effects of littering plastic and other hazardous materials, exploitation of the environment by cutting trees and the need of planting more trees to reduce global warming. They also interact with the villagers to educate them about domestic violence, drug abuse, premature marriage, etc.

ICT Tools of Teaching & Learning: Blended mode of teaching has been implemented in the college. Online modes like Google Meet, Zoom, etc. are used to deliver online classes during the Covid-19 pandemic period. Teachers use social media platforms like WhatsApp and Telegram to connect with the students individually and collectively beyond the classroom for providing study materials and support to students. At present, Moreh College has a MOODLE platform as an online tool for teaching and learning with a dedicated server where all teachers can upload, and retain the study materials. Students can access the required reading materials outside the classroom teachings. And also the students are encouraged to prepare presentations, assignments, project work and field reports using ICT tools.

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

2.4 Teacher Profile and Quality

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

Response: 94.09

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
115	115	115	115	115

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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: 3.33

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	2	4	5

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

2.5 Evaluation Process and Reforms

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

Response:

Moreh College is a constituent college of Manipur University and is guided by the regulations formulated at the University level in all the matters pertaining to syllabi, examinations and evaluations.

- Continuous evaluation is incorporated into teaching plans. Each Department holds meetings to ensure that teachers take regular Unit tests, assignments, presentations, etc. as a part of the initiative taken by the college for effective evaluation of the students. A team of the Examination Committee supervises the functioning of all departments in the conduct of both Internal and External Evaluations.
- 70% of the total mark is allotted for External assessment conducted by Manipur University whereas the remaining 30% mark is allotted for internal assessment which was carried out through a mechanism specified by the proceedings of the Examination Committee of the college as per the guidelines provided by Manipur University during Covid-19 pandemic. Both the assessments were conducted by each department and the University through online and offline modes wherever it was applicable.

- The internal/external assessment is highly transparent as teachers ensure that the attendance sheet of the class test is signed by each student in person.
- The date of the examinations and tests are notified in advance to the students and faculties in the classroom, displayed on the noticeboard and informed from time to time by the concerned authority.
- Students are given enough time to claim concessions in attendance on medical grounds and for participation in extracurricular activities.
- To make the grievance redressal system transparent and efficiency in internal assessment, there is a scope for self-evaluation for the internal assessment papers i.e. the students are permitted to check their test papers evaluated by the concerned teachers in the classroom.
- In certain cases, if discrepancies are noticed between marks awarded to students by teachers and those entered in the mark sheets prepared by the University, the college assists the students in getting such errors rectified.
- The attendance and internal assessment records (assignments, tests and projects) are disclosed on the departmental notice boards.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Moreh College offers a number of programmes in Science, Arts and Commerce. The programme outcomes of the college comprise the broad scale of skills, knowledge, and attitudes that a student will acquire while pursuing graduate courses. The college instils the values of hard work, and maintaining professional and life ethics among the students.

Some of the common outcomes are as follows:

- Moreh College aims at the all-round development of the student's personality. It aims to develop the physical, mental, emotional and social aspects of the students.
- Through various programmes taken up in the college, the college also aims at character building of the students. And also synthesizing between the individual and social aims of education is greatly emphasized.
- Emphasizing their communication skills is also one of the important parts of the programme. As the students are engaged in various extra-curricular activities they are able to exchange their views, knowledge, ideas and information in their own preferred language.
- Teachers impart a positive attitude to the students to keep on learning and always stay updated on this present system of learning and the changing world of the educational system.

- Students are groomed for future job demands according to their own abilities and creativity in college. Teachers play a great role in shaping and motivating students able to achieve their own goals.
- The students are encouraged and let participate in field surveys and project work in each department where they are allowed to be exposed and learn from experience.

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

2.6.2 Pass percentage of Students during last five years

Response: 74.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
88	50	84	75	67

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

2021-22	2020-21	2019-20	2018-19	2017-18
113	70	118	103	86

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1.9	0

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

As the New Education Policy 2020 has been implemented, a new curriculum initiates important courses that provide innovative skills such as Vermiculture, Poultry farming, and Mushroom cultivation. Moreh College has set up the required physical structures to introduce such innovative centers so as to encourage the knowledge of organic farming and livestock rearing which can promote local entrepreneurship. Moreover, to promote the idea of conserving energy by using renewable sources of energy, Moreh College has installed a solar panel that provides a power supply that is distributed in the academic block of the college. The whole campus is equipped with LED bulbs so as to conserve energy. Such practices are being conveyed to all the students to promote the need and importance of the conservation of Non-renewable energy.

File Description	Document
Upload Additional information	View Document

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years**Response: 5****3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	1	1	0

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

3.3 Research Publications and Awards***3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years*****Response: 0.13****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	4	3	2

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

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response: 0.02****3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	0	0

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

3.4 Extension Activities

3.4.1 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:

The College has extension activities in the neighborhood community. The NSS Cell plays a very active role in interacting with surrounding villages. Interaction programs are organized periodically where the cell members take notes of the problems faced by the villagers and students. Activities organized by the NSS cell so far are:

Health & Hygiene awareness programmes: NSS special camp was conducted at Kwatha village (NSS adopted village) the only scheduled caste remote village in Tengnoupal District which is about 25km distance from the college. During the camp, a health & hygiene drive was conducted and given awareness about the benefits of good health & hygiene. Two chambers pucca urinal was also constructed by the college during the camp.

- **Covid-19 awareness:** During the pandemic, the college took the responsibility of giving awareness to the masses about Covid-19. 90% Ethanol based Hand Sanitizer was prepared at the college laboratory and distributed to Covid-19 Quarantine Centres, DC Office, SP Office, Assam Rifles camps, etc. A Multi-lingual template of English, Thadou-Kuki, Manipuri, and Burmese was also published and distributed to the masses.
- **Cleanliness drive:** As a part of extension activities of NSS, cleanliness drives were conducted at different locations such as the ADC Office complex, Moreh Hospital area, Haolenphai Village, College Campus, and Highway nearby the college campus.
- **Environmental awareness drive:** During the observance of Swachhata Abhiyan Pakhwada 2020 on the Sixth Day of the observance the volunteers of the NSS cell planted 68 trees in and around the college campus. The saplings were collected from Forest & Wildlife Department, Moreh.
- **Life skills, leadership & personality development:** A five days training on Life skills, leadership & personality development was conducted in the college in collaboration with the Regional Director of NSS, Guwahati. During the training a total of 144 students from Moreh College and Govt. Higher Secondary School, Moreh participated. Various resource persons from different fields delivered on important topics relating to life skills, leadership & personality development.

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

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

Response:

Response: 2(Two)

Moreh College, Moreh receives the following recognitions in the year 2021-2022.

- 1. District Green Champion Award 2021-2022:** Mahatma Gandhi National Council of Rural Education, Ministry of Education, Govt. of India awarded Moreh College the District Green Champion Award in 2022 for the initiatives taken up on rainwater harvesting, protecting Green zone area, waste management, energy conservation. Even though the college has lost green area during the process of infrastructure development as the land at one time was hilly, uneven terrain. To bring the campus to its present shape, a lot of land development has taken place in which large numbers of plants and trees have been lost. However, the college has the tendency to protect trees and conserve green zone. As a result, the college took up the venture of planting important trees inside the campus where there will be no more construction. Moreover, the college is protecting a specified land area meant for greenery woodland. Rainwater harvesting is another initiative taken up by the college where the administrative block has two reservoirs with a total capacity of **73762.08** cubic liters. As the monsoon rain is plenty in this region, the reservoirs are fetched with rain water after use and stocks are used during the off-season. Degradable and non-degradable waste is properly maintained by constructing waste disposal chambers located at two different places inside the campus. Moreover, waste bins are kept in many places.
- 2. Appreciation Certificate for contributing to World Environment Day 2022:** Mahatma Gandhi National Council of Rural Education (MGNCRE) also presented a Certificate of Appreciation through Deputy Commissioner, Tengnoupal in recognition of the contributions by Moreh College towards the protection of the environment during World Environment Day Celebration-2022. During the initiatives, the college has planted trees not only on the campus but also at the Integrated Check Post (ICP) complex and ADC complex of Moreh. As a part of the venture, Moreh College has signed a Memorandum of Understanding (MoU) with the Forest Range Office, Moreh for collaboration on the conservation of trees and forests.

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

3.4.3 Number of extension and outreach programs conducted by the institution through

NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 4

3.4.3.1 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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	1	1

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

3.5 Collaboration

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

Response: 12

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

A. Classroom: A total of 26 classrooms including 8 Laboratory rooms and 1 smart classroom in Science Block, 21 classrooms in Arts block and 6 classrooms in Commerce block. The classroom is furnished with the necessary infrastructure. Ventilation, electrification, and teaching aids are available in the classroom in that students can learn in a sound environment.

B. Laboratory: The college has a separate block that is used as laboratory cum practical rooms for subjects having practicals. The rooms are equipped with the necessary equipment required for each subject. For final year students, the theory classes associated with practicals are conducted in the laboratory which can give insight knowledge to the students.

C. ICT: The college has ICT tools which have one interactive smart board, Desktop computers, Laptops, Projector, high-end Xerox machines, Koha-based Library automation & Printers. The equipment is used dedicatedly for students, teaching, non-teaching staff and alumni for academic and co-curricular purposes only. 10 Mbps lease line internet connectivity is installed and functions effectively. The college campus is Wi-fi enabled with limited access. The computer lab has 20 desktop computers.

D. Physical Facility:

- A short stay home of 9 (nine) rooms is facilitated inside the college campus. It is specially meant for students and visitors from outside the college.
- One girl's hostel & another boys and girls hostel is under construction inside the college campus under the Minority and Other Backwards Classes (MOBEDS) fund.
- The college has a perennial source of water which supplies the demands of the Laboratory, toilets and other cleanliness purposes. Besides, rainwater harvesting is practiced in the college.
- The college has one multipurpose hall for conducting indoor games and sports and examinations. Besides this, the hall is leased to outsiders, several organizations and civil societies.
- Two power supply backup generators one with 7Hp for administrative purposes and a 4kw solar panel is also installed.

E. Facilities for Games & Sport: The students are encouraged to take part in extracurricular activities such as games and sports, and cultural activities. The College is developing a football playground of **1650 sq.m.** One outdoor Basket Ball Court of **520 sq.m** and one multipurpose hall occupying an area of 815.9 sq.m. have been provided in the college. Sports equipment like football, carom boards, chess, volleyball, table tennis, badminton, sepak takraw, etc. are available for the students.

F. Cultural Activities: The College promotes cultural harmony and integrity among the students and staff. Various activities related to cultural promotion were time to time organized in the college viz- Students Induction Programme, NSS programme, participating in the inter-college festival, etc. in this way, the college inculcates a sense of preserving and valuing the importance of these activities.

G. Yoga Centre: The Sports & Yoga committee encourages all the students, teaching and non-teaching members to practice yoga. The multipurpose hall is utilized by students and faculty for both curricular and co-curricular activities and by outsiders. For overall coordination of student's union activities, a faculty member is assigned the role of the staff advisor. Students participated in Intra College events and Inter college youth festivals organized by Manipur University periodically.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 21.62

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
4.49	2.93	2.9	18.59	39.21

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

Moreh College and its library have been in existence since its establishment but the college library could not meet all the necessary requirements to become a well-equipped Library and infrastructure due to paucity of funds. For a long time, the college has been managed and run purely as a private institute. It was recently absorbed as a full-fledged Government college by the state government, the Library Committee assesses the requirement of physical infrastructure and sets a target of 18 months to acquire all deficit infrastructure and upgrades the services of the library.

Despite of the drawback and flaws, the College Library manages to function partially. Textbooks and

reference books are partially automated with KOHA 20.11 version software which is an Integrated Library Management System (ILMS) installed recently through the Directorate of Education(U). The Library also provides access to about 5000 plus e-journals and numerous books through the N-LIST programme of INFLIBNET. It also subscribes to national journals, magazines, and local and national newspapers. The Library committee is headed by the Principal and assisted by the Librarian and other members.

The library maintains an accession register and library usage record. The library has and printer and Xerox for alumni, students and staff. The library is Wi-Fi connected. Acquisition and maintaining issue records, sending reminders of missing issues, etc. are also prepared in an automated manner. The library entry register is maintained for all users at the entrance of the library. At the beginning of each session, students are issued two library cards. Books can be substituted only after the previous books are returned. All the books used by all users must be returned before the commencement of the examination. All teachers are also provided library cards to access the library facilities. Alumni can use the college library, Computer Lab, Digital Resources and Infrastructure for their competitive examination preparation free of cost.

Name of ILMS software: **KOHA**

Nature of automation: **PARTIALLY**

Version: NETTLIB KOHA VERSION **20.11**

Year of Automation: **2021**

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

4.3 IT Infrastructure

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

Response:

With the digitalization of the present generation in every sphere of life, the demand for fast connectivity increases rapidly. Information technology in today's world understates the scope of the critical career field. Since we live in the "world of information", information technology has become a part of our daily lives. To maintain the balance between complex technology systems and the need for the right practices and successful career opportunities, students and teachers immensely need to upgrade and mobilize their way of accessing the current trend of technology. To get success, there are two non-tangible things including relevant knowledge and information are very important. With this, it builds and grows the general understanding of the present world and its effect with the maximum possible output.

Understanding the need to upgrade its present scenario, the college initiated and took up a few measures to

meet the demand of each stakeholders viz.:

- The College has increased its installation of desktop computers from 10 to 20 desktop computers for students' use only.
- For the effective teaching and learning process it also installed 3 projectors, and a Smartboard recently.
- It also provides 1 Photocopy machine for the need and use of teaching faculty and students.
- KOHA 20.11 version software which is an Integrated Library Management System (ILMS) was installed in 2020.
- Free software is used for teaching-learning purposes in various departments.
- The college website is maintained where information is displayed and it has different portals. Every activity is updated on the website from time to time.
- The college installed an 8Mbps bandwidth BSNL Internet Lease Line connection in 2020-21 which is upgraded to 10Mbps in the 2021-22 session. The availability of internet connectivity on campus benefits students and teachers in a great way. Free Wi-Fi connectivity is provided on the campus.

File Description	Document
Upload Additional information	View Document

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

Response: 51.7

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

Response: 10

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 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: 7.03

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)

2021-22	2020-21	2019-20	2018-19	2017-18
6.52	4.51	5.66	3.00	2.47

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 15.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
166	136	56	44	61

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

5.1.2 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: B. 3 of the above

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4 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. Any 2 of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 4.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	1	9	5

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

2021-22	2020-21	2019-20	2018-19	2017-18
88	50	84	75	67

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

5.2.2 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

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

5.2.2.2 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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	0	1

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

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

Response: 0.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	1

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

5.4 Alumni Engagement

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

Response:

The involvement of alumni in supporting and providing contributions voluntarily to their past associates such as schools or colleges is important for maintaining and expanding the overall development of its parent institution. In a college every alumni has experienced being a student to becoming a unique and different graduate, hence there is a potential for all alumni to contribute to the institution in different ways and scales.

The Moreh College Students Alumni Association was established on 04/01/2016 and the association was registered under the Manipur Society Register Act 1 of 1990 bearing Regd. No 33/2021 2020. In its

first meeting of the association back in 2013 where 20 members were gathered, the present members conceive the idea of forming a College Alumni Association. Thus, they had the resolution to form one such association so that the past meets the present to access college resources, contact with classmates, connect with teachers/departments and overall give it back. Graduates often want to stay connected to their alma mater and help future generations of alumni have the same opportunities and positive experiences they did.

The college alumni have a good contribution to the growth and development of the college. The association plays an active role in the progress and development of the college. On certain occasions, the college conducts an invited lecture/talks from the alumni to share and give back what they have learned and received from the college to the students. In its recent and humble contribution, the Association contributed 1(one) RO plan to the college which is indeed an immense contribution and pivotal part of an institution.

The generosity shown to the college by the association is a giant leap as well as an eye-opening feature for the coming generation too.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

Vision and Mission: As stated in the vision and mission of Moreh College to promote Education, Peace and Development, the college is wholeheartedly dedicated to promoting universal education for all in the unrest socio-political system of uneducated masses. With the zeal and dedicated leadership of the Principal and the founding secretary of the college and sincere participation from all the stakeholders, teachers, parents and students, the college shows rapid progress. Recently, in the history of Moreh College, it became the only full-fledged Government college in the whole Tengnoupal District in the year 2019.

On the one hand promoting peace, development and brotherhood among the denizens in and around the peripheral of Moreh town and its adjoining villages is one of the exclusive/absolute visions of the college. Misunderstanding between several communities and ethnic groups is a common issue in the past but the establishment of the college and after facilitating higher education among students from different communities gradually diminishes the problems. It built a bridge of hope, love, sharing and bonding between people living in the whole district, state and nation in particular. It also plays a vital role in regional development in trade and commerce and has a wide scope of opportunity to develop further with the introduction of Act East Policy by the Government of India with its neighboring South East Asian countries. Moreh town is set to become a business hotspot in the coming decade focusing on good connectivity & infrastructure.

Governance and leadership: The college practices a democratic mode of decentralization and participatory management led by the Principal assisted by Heads of all department along with various committees that constitutes the main organ of administration.

Some important committees which are the main components of administration are:

- Internal Quality Assurance Cell (IQAC)
- Academic Council
- Grievance Redressal Cell
- Examination Committee
- Anti-ragging committee
- Admission Committee
- Women Cell
- Hostel Committee
- Construction & Purchasing Committee
- Canteen Committee

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

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

Keeping in view the practice of collective leadership and decentralized administration, Moreh College forms important committees whose responsibility is to take part in planning and smooth administration. Committees meetings are conducted wherever necessary under the supervision of the Principal and take important resolutions in which opinions sought by all members present are taken into consideration in making and implementing of various policies. The responsibilities are assigned to and communicated through face-to-face meetings and by notification.

Various committees and their functions are highlighted below:

SL. No.	NAME OF COMMITTEE	DUTY AND FUNCTIONS
1	Internal Quality Assurance Cell	Planning, guiding and monitoring quality assurance and quality enhancement activities of the college
2	Academic Council	Planning of academic calendar, College development
3	Admission Committee	To monitor and scrutinize Admission Process
4	Examination Committee	To conduct and monitor Examinations
5	Grievance Redressal Cell	To monitor grievances of staff, students and parents, and to give remedy
6	Construction and Purchasing Committee	To look after construction works and to furnish necessary items/equipment
7	Library Committee	To monitor the functioning of the college library
8	Women's Committee	To look after grievances of women staff and girl students and to provide a remedy
9	Anti-Ragging Committee	To check and control Ragging practices
10	NSS Cell	To conduct activities related to NSS
11	Canteen Committee	To monitor the proper functioning of the college canteen
12	Hostel Committee	To administer college hostel
13	Sports Committee	To organise and conduct Sports, Yoga & Cultural activities

Appointment and service rules, and procedures:

The Directorate of University & Higher Education, Manipur amends the constitution and the rules of the college from time to time. The recruitment rules for the teaching and non-teaching staff are as per the

eligibility criteria prescribed by the UGC. The college also strictly follows the Manipur Education Code regarding appointments, service rules, and procedures

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: C. Any 2 of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Effective welfare measures: Moreh College has a system of providing small monetary support/assistance to the aggrieved family of any staff as and when sudden demises and critical illnesses happened.

Performance Appraisal System: Moreh College is governed by the UGC-Career Advancement Scheme (CAS) through the appraisal format which is prescribed by the Directorate of University and Higher Education, Govt. of Manipur. The Moreh College, Moreh has started maintaining a Performance Appraisal System which has been considered the main and sole mechanism in the pursuit and purview of the assessment of the performance of the faculty members.

Performance appraisal system for teaching staff: Proforma for teachers includes Personal Information, Qualification details, degree details, research experience and training, paper published, book published, a conference attended, seminar attended/presented, workshop attended, induction/orientation course participated, refreshers course participated, a research project carried out and involvements as memberships in professional organizations or societies, etc. Besides, teaching-learning and evaluation-related activities; administrative support and contribution in extra- and co-curricular activities, etc. are taken into account. It has been taken up as a tool for assessment and criteria for their performance-based achievements. The proforma is to be filled up by the respective faculty members and submitted to the

Directorate of University & Higher Education, Government of Manipur after duly verified and countersigned by the concerned head of the departments.

Appraisal for the non-teaching staff: The non-teaching staff of Moreh College comprises a diverse support staff that functions as the backbone of the college. This includes the administrative and accounts staff, the laboratory staff, the library, and the housekeeping staff. A confidential self-appraisal report of each non-teaching staff member is prepared by the Principal and entered in the service books. However, UGC regulated Career Advancement Scheme is not applicable to them.

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

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

Response: 4.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	11	3	2	5

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

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

Response: 7.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	8	8	6	8

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

6.4 Financial Management and Resource Mobilization

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

Response:

Mobilization and optimal utilization of resources and funds: Moreh College receives funds from UGC, RUSA, State Government also funds were generated from certain components of student admission fees collected during registration. The fixed amount payable to the University, whichever is applicable, is timely deposited with the University. The rest meant for college development is properly accounted and utilized in construction, repair work, renovation, as well as, purchase of library books, scientific equipment, etc. The college outsources its Multipurpose Hall to raise funds through public rental. Moreover, the college has constructed a short stay home which is especially meant for accommodation to students and teachers who visit Moreh for educational purposes like field visits, study tours, research work, conferences, etc.

For proper and optimal utilization of resources available, the college plans beforehand the department and the area which required immediate funding. Before the commencement of every academic session, the college academic council monitors every head of the department to submit their requirements. According to the report submitted by each department, the committee ensures timely fulfillment of the requirements with the available resources. For instance, as a part of the utilization of funds and action taken by the concerned committee, the college improvises a science laboratory constructed at the old science block building.

Financial Audit: Moreh College maintains an internal audited statement of accounts for every year audited by M/S. D.K. Bohra & Company, Chartered Accountants, FRN: 322298E, (Rakesh Kumar Jain),

Partner, M.No. – 400560, UDIN: 19400560AAAABU547 for the financial year 2017-18 & 2018-19. And the other is audited by S.L. Gangwal & Company, Chartered Accountants, Thangal Bazar.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC, Moreh College is committed to continuous improvement of the teaching-learning process, enhancement of faculty competencies, and empowering the students for self-learning. The IQAC reviews its teaching-learning process, methodologies of operations and learning outcomes through the academic council from the viewpoint of quality. As a result, Moodle was introduced as a medium of blended learning and to improvise the new system, IQAC organizes training programmes for all faculties. Tutorial classes are adopted to all semesters in consultation with the Academic Council for the improvement of the teaching-learning process

The following two practices are the results of IQAC initiatives:

Two practices initiated by Internal Quality Assurance Cell (IQAC), Moreh College, Moreh are :

Academic Audit: To check and monitor academic quality and the maintenance of each department, Interdepartmental audits are conducted. By practicing this faculty members reflect on how they organize their work and how they use data to make decisions. It is based on structured conversations among faculty, stakeholders and peer reviewers all focused on a common goal: to continuously improve quality processes in teaching and learning and thus enhance student success.

Feedback mechanism: Keeping in view the importance of feedback analysis and its action taken to improve the quality of the teaching-learning process and infrastructure development, the IQAC, Moreh College, Moreh has implemented a feedback system for teachers, students, and alumni. Students' feedback forms are distributed and collected at the end of the Semester examination. Whereas teachers, parents and alumni feedback forms are distributed during the session.

The feedback forms so collected are critically examined and analyzed and redressal measures are taken for academic improvement and institutional development.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Since Moreh College is a co-educational institute, sensitizing the staff and students to gender-based issues has been a major concern. A gender equity programme has been set up with a view to make awareness and motivation towards gender issues. At the time of the Induction programme, awareness of gender sensitization is conducted. A workshop on gender sensitization was organized for the faculties so as to strengthen their knowledge of gender-based issues.

The Women's Cell Committee (WCC) of Moreh College plays a vital role in the planning and implementation of gender equity in principles and practices. The WCC organizes panel discussions and interactions with the students from time to time and motivates them to uplift through different occasions. Besides the student's involvement in the National Service Scheme (NSS) also brings a sense of oneness in developing social activities which in turn brings peace and harmony to the institutional environment. During the programme, different activities and performances of the students could be expressed and learned the sense of leadership. The college not only believes in enhancing awareness among female students and teaching faculty about their rights but also sensitizing them towards gender issues and duties.

Facilities and provisions for the safety and well-being of women are:

- Women Cell Committee.
- Separate girls' common room with all necessary facilities.
- Separate toilet facilities for ladies.
- Hostel blocks especially for women.

Moreh College celebrates some national commemorative days to inculcate a sense of responsible citizenship among the students.

- One day workshop on "Gender Sensitization: In Higher / Technical Educational Institutions" was held at Moreh College Moreh, Manipur on 25th February 2020 was organized by Moreh College Moreh in collaboration with Manipur State Commission for Women (MSCW), Lamphelpat, Imphal. The main objective of the workshop is to mobilize college teachers and CSOs in extending the sense of awareness among the students and the public about the importance of women's empowerment to bring about social change and prosperity.
- Observed 69th Republic Day by sending a contingent to participate in the parade.
- National Science Day is celebrated on 28th February 2021 to commemorate the discovery of the Raman Effect by Nobel Laureate Dr. CV Raman. The celebration encourages the students and teachers to develop and focus more on experimental knowledge and research field.
- Ambedkar Jayanti is observed on 14th April 2021 to ignite the minds of young students with a sense of democratic values and constitutional rights. The day is also celebrated to instill in the mind of the students the importance of the constitution and Indian law.

- International Yoga Day is observed on the campus on 21st June 2021 to implant in the mind of young students the benefits of yoga which alleviate the balance of body, mind and soul.
- Moreh College organized Azadi Ka Amrit Mahotsav on 5th September 2021 with an aim to promote National Integrity, Communal harmony, Unity in Diversity, Cultural values, etc.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Moreh College is located in an international border town consisting of a cosmopolitan structure, the college is represented by students from diverse communities. Special attention is given towards social harmony and tolerance towards cultural, linguistic and communal diversities. During any kind of extra-curricular activities inside and outside the college, students from different communities are selected and allowed to take part such as NSS Leadership Camp, Social Service, Tree Plantation, Swachha Action, External Tour, National Day celebrations such as Republic Day Parade, etc. During the formation of the Students Union of the College, student representatives from different communities are nominated. Multi-lingual mode of teaching method is adopted in the teaching-learning process. Participation in yoga activities by students from diverse backgrounds is also a means of living with communal harmony and peaceful co-existence.

Moreh College organises activities that reinforce our constitutional values and strengthen our loyalty and responsibility towards our nation. The National Service Scheme (NSS) and student union in consultation with different committees of the college organize programmes and activities to promote constitutional obligations and a sense of patriotism among students and staff.

Citizenship Rights & Democratic Values

Moreh College participated by sending a student contingent to the 69th Republic Day Celebration Parade 2018. Participating in such celebrations of National importance reactivates the democratic values of the students and the sense of participation in nation-building.

Moreh College also organises an Electoral Literacy programme so as to inculcate democratic Rights among the students, especially first-time voters.

To commemorate the founding father of our constitution Dr B.R. Ambedkar, Moreh College celebrated Ambedkar Jayanti. On this auspicious day, we pay him respect and tribute for what he has contributed to Indian law and the constitution. The aim of celebrating such an occasion is to ignite the minds of young students with a sense of democratic values and constitutional rights.

To commemorate the discovery of the 'Raman Effect' and Nobel Laureate Dr CV Raman, Moreh College observes National Science Day. The day is celebrated with invited talks from various resource persons to inspire and encourage the students to develop experimental knowledge of science.

Azadi Ka Amrit Mahotsav has become an important initiative of the Government of India to honour and celebrate 75 years of advanced India and the magnificent history of its culture, people, and accomplishments.

Programmes and activities to promote constitutional obligations and a sense of patriotism:

To promote and impart a sustainable environment, Swachh Bharat campaigns and Tree Plantation drives are organised by the college. As part of the campaigns, environmental protection measures such as a ban on the use of plastic, water conservation, waste segregation, cleanliness and anti-pollution campaigns are implemented.

Moreh College organised Disaster Management Training on Search & Rescue, Fire Aid / Fire Fighting including Drills in collaboration with Manipur Fire Service. The aim of the training was to provide the fitness, knowledge, skills and mental alertness needed to the students and village leaders to

discharge the duty efficiently as and when the incident comes as “first responder”.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1. Maintenance of Toilet Complex:

Personal hygiene and sanitation are the most important components to promote quality of life and good health. Sanitation refers to the safe collection, treatment and disposal of human wastes such as urine and feces. Moreh College tries to improve sanitation facilities on the college campus by providing standard toilets and latrine that flushes into septic tanks. The college aims at providing the safest and the cleanest toilet system than other colleges of Manipur. As a result, the college is providing **62** numbers of toilet rooms which are distributed in all blocks of the college. Supply of water is done through a pipe system collected from natural and perennial sources of water located inside the college campus itself. The natural hillock is the source of perennial water which is collected into a small spring that lies inside the campus. This water is distributed to all blocks through fitted pipes by means of a pumping set.

Rainwater harvesting is also done in the administrative block that can fill two reservoirs with a total capacity of **73762.08** cubic liters as the monsoon rain is plenty in this region. Hence, the failure of the toilet system due to scarcity of water in the college does not arise.

Five reservoir tanks are installed at different locations with a total capacity of **142342.48** cubic liters.

Estimating daily per capita water consumption at 30 liters per individual the total consumption stands at 19830 liters (30 liters x 661 persons). If the college has to demand water from outside sources the daily expenditure could be Rs. 5,949/day @ Rs. 300 per 1000 thousand liters (existing local rate).

In a month the college could spend a total of Rs. 1,54,674/- (Rs. 5949 x 26 working days).

The annual expenditure on water consumption could be Rs. 1,70,14,144/- (Rs. 1,54,674 x 11 months).

Best Practice 2.

College Transport System:

Moreh College provides a thirty-two seated bus service which plies from the college to the Indo-Myanmar friendship gate via Moreh town.

BENEFITS OF COLLEGE TRANSPORT SYSTEM TO THE STUDENTS

- It serves to and fro three times a day and ferries around 90 (Ninety) students in different time schedules.
- Considering the economic hardship faced by the student's community, the college charge a minimal transport fee of Rs. 250*/month from the transported students.
- Another means of the transport system to reach the college campus is on private auto-rickshaw service which charges Rs. 40 per trip.

COST SAVINGS BY EACH STUDENT'S BENEFICIARIES

- If a student has to reach the college campus and return back home the student has to spend a minimum of Rs. 80/day thus spends a total of Rs. 2,080/month (Rs. 80 x 26 days)
- Thus, the college transport system can save Rs. 1,830 per each student every month (Rs. 2,080 – Rs. 250*)
- In an academic year a student beneficiary can save Rs. 20,130 per annum (Rs. 1,830 x 11 months)
- In total 90 beneficiaries can save an amount of Rs. 18,11,700 (Eighteen Lakhs Eleven Thousand Seven Hundred only) per annum. (Rs. 20,130 x 90 students)

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

7.3 Institutional Distinctiveness

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

Response:

MULTI-ETHNIC COMPOSITION

Moreh is a border town located at the Indo-Myanmar border in the Tengnoupal district of Manipur, India. Moreh, as a rapidly developing trade point with an integrated customs and immigration checkpoint, plays a very important role in India's Act East Policy, trade and commerce under the ASEAN-India Free Trade Area India-Myanmar relationship, India–Myanmar–Thailand road connectivity, and Trans-Asian Railway connectivity. Tamu in Myanmar, just across the Menal River from Moreh, is connected to Moreh via two road bridges: The Indo-Myanmar Friendship Bridge and Moreh ICP Bridge which connects the Moreh Integrated Check Post (Moreh ICP).

Moreh College is the only institute of higher education in the Tengnoupal district located in the border town of Moreh a distance of 110 Km from the capital city of Imphal. By virtue of its cosmopolitan structure located at the business hub which is inhabited by different communities not only of Manipur but also different communities from different states of India, the college has been a center of learning higher education of different communities of Manipur, viz., Meitei, Thadou Kuki, Zou, Mizo, Hmar, Paite,

Muslim, Vaiphei, Tangkhul, Gangte, Kom and different communities from other states, viz., Nepali, Tamil, Bengali, Bihari, Marwari, etc. who have been settled at Moreh town since long time back. As per the 2011 census report, the religious composition of Moreh consists of Hindu (26.14%), Muslim (13.97%), Christian (56.67%), Sikh (0.34%), Buddhist (0.65%), Jain (0.10%), Others (1.94%), Not Stated (0.20%).

The composition of a multi-ethnic community enriches multicultural knowledge, multi-linguistic skills, adaptability, social tolerance and a sense of oneness. Since the establishment and growth of Moreh College, the one-time scenario of social intolerance among the multi-ethnic groups has been lost to sight. Thus the relationships among the students of different communities are friendly and harmonious, and their lives have become rich and colorful with peaceful co-existence. Moreh College has played a key role to become an instrumental and responsible platform for the integrity of the multi-ethnic and multi-religious composition.

Exposure to different cultures

A multicultural classroom is beneficial because students are encouraged to learn about the cultural backgrounds of other students in a class. Since Moreh College has a multitude of different communities on campus, students from different cultures are given opportunities to discuss and share their cultural experiences. Several festivals are celebrated among the students by inviting themselves. Students interact with various communities and get first-hand knowledge about multiple celebrations.

Tolerance in the learning environment

Multicultural education provides educational opportunities to students from different ethnic groups. It enables students to gain skills and develop a positive attitude to communicate, interact, and promote acceptance and tolerance with individuals from varied cultures to create a moral and civic community.

Educates multiple perspectives

Moreh College provides multiple perspectives and references. The multicultural classroom amplifies an opportunity for students from different cultures to bring their massive range of experiences, knowledge, perspectives, and insights to the classroom. Teachers are encouraged to incorporate learning experiences and content relevant to their personal cultural perspectives and heritage. Teachers are also encouraged to participate in Professional Development programmes to get up-to-date teaching techniques that cater to multicultural students and their requirements.

Critical thinking Perspective

Students are given the liberty to examine learning materials to identify potentially prejudicial or biased materials. Both teachers and students evaluate their own cultural assumptions and then discuss how learning materials, teaching practices, or college policies reflect cultural bias, and how they could be changed to eliminate bias.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Moreh College, since its establishment in the year 1992, brings about changes in the socio-political and economic scenario of the border town. In its persistent efforts to bring about changes, the college took the initiative of promoting higher education among the deprived youths who are the key players of hue and cries at one time. The college suffered financial burdens to run smoothly. However, the situation improves after the college was converted into a full-fledged Government College in the year 2019. As many youths are engaged in livelihood jobs, the college experiences a low enrolment rate, as well as high dropouts due to family burdens, faced by the youths. Even though the world is moving forward in the field of connectivity, still the college is facing connectivity problems in the transport as well as IT sectors. Internet connectivity is still low due to the lack of infrastructure available in the area. For instance, the college has installed State Wide Area Network (SWAN) with the state government but it is not functional to date. It is felt that the college is lagging behind in various aspects of growth and development to achieve the expected level.

Concluding Remarks :

Longtime existence as a private/aided college in such a remote landlocked region inhabited by socio-economically under privilege people results in bottleneck development in infrastructure and student enrolment. It also results in hindrance among the teachers' community. However, the situation becomes equitable when the government of Manipur converted the college into a full-fledged government college in august 2019. In the meantime, the pace of development was hampered by the Covid-19 pandemic from March 2020 till late 2021. Since the college is a newly converted government college, it is felt that many developmental progression has to be fulfilled in different spheres. The college is trying its best to improve in the following key areas:

- The quality of the teaching and learning process.
- To improve teaching faculties regarding blended learning experiences and research activities.
- To strengthen internet connectivity to improve ICT facility.
- To streamline the hostel facilities for both boys and girls.
- To facilitate a short stay home for the academic visitors.
- To maximize rainwater harvesting.
- To maximize the use of solar power.
- To strengthen a plastic-free campus.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>517</td> <td>562</td> <td>649</td> <td>681</td> <td>646</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>191</td> <td>173</td> <td>186</td> <td>314</td> <td>260</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>800</td> <td>800</td> <td>800</td> <td>800</td> <td>800</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>800</td> <td>800</td> <td>800</td> <td>800</td> <td>800</td> </tr> </tbody> </table> <p>Remark : as per final observation</p>	2021-22	2020-21	2019-20	2018-19	2017-18	517	562	649	681	646	2021-22	2020-21	2019-20	2018-19	2017-18	191	173	186	314	260	2021-22	2020-21	2019-20	2018-19	2017-18	800	800	800	800	800	2021-22	2020-21	2019-20	2018-19	2017-18	800	800	800	800	800
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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800	800	800	800	800																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
800	800	800	800	800																																					
4.1.2	<p>Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)</p> <p>4.1.2.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4.41</td> <td>27.25</td> <td>15.75</td> <td>0.25</td> <td>33.42</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4.49</td> <td>2.93</td> <td>2.9</td> <td>18.59</td> <td>39.21</td> </tr> </tbody> </table> <p>Remark : as per final observation</p>	2021-22	2020-21	2019-20	2018-19	2017-18	4.41	27.25	15.75	0.25	33.42	2021-22	2020-21	2019-20	2018-19	2017-18	4.49	2.93	2.9	18.59	39.21																				
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4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 20 Answer after DVV Verification: 10</p> <p>Remark : as per final observation</p>																				
4.4.1	<p>Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)</p> <p>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) Answer before DVV Verification:</p> <table border="1" data-bbox="308 790 1046 925"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>5.57</td> <td>54.31</td> <td>44.73</td> <td>32.42</td> <td>46.44</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1003 1046 1137"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6.52</td> <td>4.51</td> <td>5.66</td> <td>3.00</td> <td>2.47</td> </tr> </tbody> </table> <p>Remark : as per the final observation</p>	2021-22	2020-21	2019-20	2018-19	2017-18	5.57	54.31	44.73	32.42	46.44	2021-22	2020-21	2019-20	2018-19	2017-18	6.52	4.51	5.66	3.00	2.47
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6.52	4.51	5.66	3.00	2.47																	
5.1.1	<p>Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1496 1046 1630"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>166</td> <td>136</td> <td>57</td> <td>44</td> <td>61</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1709 1046 1843"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>166</td> <td>136</td> <td>56</td> <td>44</td> <td>61</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	166	136	57	44	61	2021-22	2020-21	2019-20	2018-19	2017-18	166	136	56	44	61
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2021-22	2020-21	2019-20	2018-19	2017-18																	
166	136	56	44	61																	
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p>																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	1

Remark : as per final observation

6.2.2

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 : B. Any 3 of the above

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

Remark : as per the latest document

6.3.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	11	3	2	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	11	3	2	5

Remark : as per the latest document

6.5.2

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)/ membership of international networks**

3. Participation in NIRF**4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Answer before DVV Verification : B. Any 3 of the above

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

Remark : AS PER THE LATEST DOCUMENT

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>107</td> <td>107</td> <td>107</td> <td>107</td> <td>107</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>106</td> <td>108</td> <td>109</td> <td>109</td> <td>109</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	107	107	107	107	107	2021-22	2020-21	2019-20	2018-19	2017-18	106	108	109	109	109
2021-22	2020-21	2019-20	2018-19	2017-18																	
107	107	107	107	107																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
106	108	109	109	109																	