



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SOUTH EAST MANIPUR COLLEGE
C-9379**

**Komlathabi
Manipur
795135**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	SOUTH EAST MANIPUR COLLEGE Komlathabi Manipur 795135	
2.Year of Establishment	1981	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	19	
Programmes/Course offered:	19	
Permanent Faculty Members:	84	
Permanent Support Staff:	56	
Students:	1056	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Co-educationalCollege situated in one of the most backward districts of Manipur catering to a rural population. 2. The majority of students belong to the reserved category but it has a mix of all categories of students. 3. College has been recognised as a Government College by the Manipur Government in 2020	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 07-02-2023 To : 08-02-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. CHANDRASEKHAR KOTHAPALLI BANNOTH	Vice Chancellor,Krishna University
Member Co-ordinator:	DR. AMRIT SEN	Professor,VisvaBharati
Member:	DR. CHAWNGTHU LALMUANKIMA	FormerPrincipal,Government Kolasib College
NAAC Co - ordinator:	Dr. B.s. Ponmudiraj	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum delivery through a well planned and documented process
1.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The college adheres to the curriculum designed by the affiliating Manipur University. It plans delivery of the curriculum by preparing teaching plan and keeps track through time table and a Log Book on the regular teaching, tutorials, remedial classes, mentoring sessions as well. Orientation programmes for Teachers and Students are held every year. The seminars, fieldwork, projects, and other curriculum-related activities are carried out as per need. The institute also uses ICT for effective delivery of curriculum but the facilities are limited.

The institute has prepared its annual academic calendar and has integrated it in its prospectus. It incorporates all activities to be conducted in the college, including internal examinations as guided by the affiliating university. Accordingly class tests, home assignment, group discussion, excursion project/ fieldwork, seminars are undertaken. Prior notice of the event is served to the respective stakeholders. Some remedial lectures are arranged and conducted accordingly. Thus, the institute tries to adhere to its academic calendar and conducts internal assessment of the students on regular basis.

The college has implemented CBCS Course system in 84.21 percent of its programmes. It has offered 8 add on/certificate courses in the last 5 years.

The curriculum designed by the affiliating university included few topics related to professional ethics, gender parity, human values, etc. Some departments organise visits to expose them to the practical work. Women's Studies and Research Cell is active in gender sensitization. NSS I & II, Youth Red Cross NCC B & C Guide are making efforts in imparting human values, social well being, cleanliness and sustainability through different activities. The institute is trying to imbibe among students a sense of belongingness.

The college has limited percentage of courses involving field work/project work. A total of 217 students have completed such project work in the last 5 years.

There is an active feedback system in place. Feedback is collected, analysed and available on the website.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools for effective teaching-learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and mode
2.5.2 QIM	Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

There is an average enrolment percentage of 100%. The college being situated in a tribal area the percentage of seats filled against reserved categories is 93.19%

The teachers of the institute identify the slow and advanced learners by observation. In addition to this, home assignments, unit tests, group discussions, seminars are also used as the different tools in this regard. The institute arrange extra tutorial or extra curriculum activities, encourage students to devote themselves more time in basic studies, simplify subject matter as much as possible so as to upgrade slow learners. Advanced Learners are advised to use reference books and prepare for competitive exams. They are encouraged to take part in various activities such as group discussion, debate, seminars, project preparation, concept mapping, brainstorming, problem solving etc. Parent teacher meetings are held regularly.

The student-full time teacher ratio is 12:1

The field trips for science students and industrial sites etc. are organised to give exposure to experimental learning. Some of the departments organize workshops, training. There are brain storming sessions, remedial and tutorial classes held. The Physical Education Department provides students participation in various competitions. It is worth mentioning that a few students have represented India in various global competitions.

Teachers of the institution use ICT in teaching such as virtual classrooms using Google Meet, Zoom. They also use WhatsApp application to facilitate students in preparation for studies and exams. INFLIBNET facilities are provided and during the pandemic Moodle E learning was used. The college had 2 smart classrooms during the assessment period and 1 has been added thereafter. IQAC conducted orientation program on the application of ICT tools in teaching-learning process.

There is a system of mentoring in the college. The teachers act as mentors for various students. There are 50 mentors.

There is CIE process in practice in the institute as per the guidelines of the affiliating University. It includes home assignment, visits, Project work, Seminar presentation, Group discussion, etc.

The college has a strength of 90.66 percent of teachers against sanctioned posts. The number of teachers with PhD is 14.81%. A good number of teachers have however registered for their PhD.

The Examination Committee in the institute looks after grievances of the students relating to exams. The teachers inform students about criteria and mechanism of CIE process. A schedule for CIE is determined and made available to students. The evaluation is done within the scheduled time frame. Transparency and confidentiality is adequately maintained in the entire examination process. Students can register their grievance and formally apply for re-evaluation under a due process.

As the college is under an affiliating University it follows the programme outcomes of Manipur University. Programme and course outcomes for all programmes offered by the institution are elaborated in its SSR. However, they are communicated to teachers and students through the syllabi, notice Board and social media groups and uploaded in their website too.

The institute has a system in place for measuring the levels of attainment of programme outcomes and course outcomes. The institute measures course outcomes through CIE- assignments, test, project reports and the result of sessional examination whereas, POs are measured through the progression of students to higher studies and their placement.

The average pass percentage of students is 83.16%

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Resource Mobilization for Research
3.2	Research Publications and Awards
3.3	Extension Activities
3.3.1 QIM	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.
3.4	Collaboration

Qualitative analysis of Criterion 3

The college has received 5.8 lacs in grants for research. This area needs to be strengthened. Only 4.35% of departments have research projects. The college has organised 19 seminars/workshops during the last 5 years.

A total of 51 papers were published by the faculty during the last 5 years. The research culture of the College needs to be strengthened.

The institute motivates and supports the faculties pursuing Ph. D. in order to create and transfer knowledge.

The students and faculty of the college engage in various extension activities to make aware community on environment protection, literacy, disaster management, plantation, water conservation, women empowerment and cleanliness through NSS, NCC and Scout and Guide. The institute convey the importance of organic farming among farmers. These activities make students conscious and confident. The college organised awareness camps for COVID 19 and relief materials were distributed. A total of 12 extension programmes was organised by the NSS/NCC

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The college has no linkages for faculty exchange, no functional MOU's of national or international levels. This area needs to be strengthened

The college campus is spread over 7.7 acres of land. It has 17 classrooms and the campus is WIFI enabled with 20mbps speed. There is one Seminar hall and CCTV surveillance is enabled. Though the college has increased its infrastructure in terms of classrooms, labs, computers with internet and wi-fi enabled connection, more facilities need to be added.

There is an indoor stadium for sports, games, etc as well as one outdoor playground which the college shares with the community. The institute has no separate auditorium for conduction of cultural activities. Students have won various prizes in sports events Yoga classes are held and cultural programmes are held regularly to showcase the talent of the students.

The institute has automated its library. The SEMCO library has INFLIBNET facilities which are in use. There

are about 8494 books, journals and periodicals. The library provides numerous services such as internet, user orientation, reprographic services, ready reference service. There are no rare books or special collections.

The institute has made available ICT facilities such as computer lab, LCD projectors and Wi-Fi connectivity. The library is automated with SOUL 2.0 and OPAC. The CCTV surveillance is available at selected places in the campus. There is a biometric system to enable automatic punching of all teaching and non teaching staff.

The infrastructure facilities at the department are maintained by the respective departments at their own. The institute has set procedure for procurement of the lab equipments, chemicals, apparatus, stationery and consumables. The utilisation of the instruments and other facilities is regulated through departmental audit. The college has 9 laboratories. Laboratories have limited equipments and this area needs to be strengthened.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

The institution provides scholarships and freeships to students to 65.54 % of students. Very few career counselling programmes are offered

The college develops soft skills, life skills and ICT skills of students. However there is limited guidance for competitive examinations and career counselling. There is a Grievance Committee to address various grievances but the Sexual Harassment Committee is not in place. There is no specific anti ragging committee either.

The student placement is poor. Only few students have qualified in competitive examinations. Most of the achievements have been in the sports categories. The college needs to add skill development courses to make students more suitable for jobs and enterprise.

There is students' Union in the institution, constituted as per the rules and regulations. The representation to the students is given on this union and it works for welfare of the students. It organizes the College Festival, Freshers Meet, Educational tours and publish the College Magazine.

The Alumni association was registered in 2021. The contribution of the alumni has been negligible. It needs to be strengthened further.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institutions Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Qualitative analysis of Criterion 6

The institute tries to disseminate knowledge, wisdom, skill, and competence to a diverse group of students in order to bring in reality its vision and mission. Teachers get involved in decision making process of the management. There was one B.Voc. Course but it has now become a mainstream Department of Food Processing and Technology.

The institution has adopted decentralization and participative management. It ensures the participation of all stakeholders such as; teaching, non-teaching staff, students, alumni, and parents in different academic and administrative roles. It gives representation to the teachers and students in different committees.

The institute has prepared its strategic plan to provide better services to the students and offer more programmes and it is performing accordingly.

The institute has formed various committees and bodies like College Development Committee, IQAC, Planning and Development Committee, Extension Education Cell, Admission Committee, Library Committee, Academic Committee, etc. to look after day-to-day academic and administrative activities of the institute. Being a Government institute, appointment, promotion and other service conditions of the employees are dealt with as per the rules and regulations of Govt. of Manipur.

Different types of leaves are sanctioned to the staff as per the norms of the State Government and the UGC. The staff is also provided with GPF/NPS, Gratuity and Medical Insurance as per govt. rules. Drinking water, canteen, parking facilities are provided with CCTV surveillance at selected points. Few professional development /administrative training programmes have been organised by the institution for its staff. teachers have been provided financial support to attend conferences.

There is appraisal system in use the institute for both teaching and administrative staff as per the guidance of the UGC and the Manipur University. Every year the faculty performance is assessed with the help of API and Self-appraisal form; the performance of the administrative staff is assessed through Confidential Reports. The Departmental Promotion Committees and IQAC assesses the API. The Student Satisfactory survey is organised

The Institution has conducted both Internal Audit and external audit during the period. The bills and vouchers are checked and maintained. The institution has received no external funding other than Government funding in the last 5 years.

The IQAC of the college is duly constituted and functional. It has recommended decentralisation of administration and various committees accordingly have been formed and are active. All stakeholders including alumni and parents are involved in the process of administration and feedback. The IQAC has introduced Moodle Courses and the IQAC has collaborated with various departments to organise seminars and awareness programmes. The College was recognised as a Model Degree College under the RUSA programme in 2018. A total of 33 meetings was held in the last 5 years. The minutes of the IQAC meeting have been uploaded on the website.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The College practices gender equity. There is a Girls Common Room with sanitary napkins vending facility, musical instruments etc. There are restrooms for lady faculty. There is however no committee for sexual harassment and grievance redressal. Women NCC Wing is functional. There are counseling sessions by teachers but not by professionals. The college uses solar energy and energy efficient LED bulbs. For the management of the different types of waste, both degradable and non-degradable, initiatives have been taken under the aegis of the institution. For solid waste management, there are double case dustbins. To recycle the various kinds of waste such as biodegradable and non-biodegradable, the college has taken several measures. The effluents/ liquid waste from chemicals used in the laboratory Chemistry/ Botany/ Zoology are efficiently disposed. The college has taken green campus initiative, is environment friendly and received a District Green Champion Award but no green audit or energy audit has been completed. The college is disabled friendly and there are adequate signages. The college promotes harmony, tolerance and equity. Cultural events belonging to different communities are celebrated every year on the college campus. Various days celebrating peace and environment are celebrated. The Students' Union is another platform that represents inclusivity in the diversities amongst the students.

The institution organizes various programs from time to time for the promotion of Constitutional values, rights, duties, and responsibilities of citizens. The College designs various activities to create awareness about the national identity and symbols. Moreover, these are aimed to familiarize its stakeholders with Fundamental

Duties and Rights. Accordingly, different activities have been undertaken within the institution from time to time for inculcating values for being responsible citizens. It celebrates Independence Day, Republic day, Constitutional day and Environment Day.

The code of conduct is in place and displayed on the website.

Best practice 1: Tranquility and Harmony – serving the striving people (Menkang villagers) post ethnic clash.

After the Naga-Kuki clash that left all the people including women and children homeless the Menkang Villagers belonging to Moyon Tribes sought shelter to the village authority of Kapaam which is the largest Moyon village in the state. The village authority approached to the College to provide shelter for the ill fated displaced people for whom the college did its best for serving people by providing all the basic needs. In a joint venture of Kapaam village authority and college authority to provide shelter to the displaced people in the 100 bedded Sports hostel of the college which was then vacant. A total of 64 people including both women and children were in the hostel from March 2019 to March 2021. Teacher and students volunteers were actively engaged to provide all the basic needs including medical aid to the ill fated people. Thereafter, Kapaam village authority granted a piece of land to them for their permanent settlement.

Best Practice 2: Service to the community in the COVID -19 Pandemic

During the COVID 19 pandemic the college building has been used as a quarantine centre with full co-operation from the college fraternity and student volunteers of NSS I and NSS II units of the college. The volunteers were cooperative with the front-line workers and extended help to provide manpower or any other essential materials whenever needed.

The student volunteers of the NSS units along with some staff of the college visited the quarantine centres within the campus. Gloves, hand sanitisers, mask, face shield, drinking water and other essential food items were provided to quarantine centres of neighbouring villages like Liwachangning, Leishokching, Penaching. Leipungtampak and Purumchumbang which are in close proximity to Komlathabi. Proper sanitization of the surrounding areas of villages with disinfectants was carried out. This resulted in a limited number of fatalities when compared with the figure of the whole state as well as for the whole country except very few cases mainly due to previous comorbidities.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

1. College caters to the marginalized segment of society and has integrated students from the major tribes of the area.
2. College has been recognized as a government college and has filled a very high percentage of teaching posts.
3. There is a very good number of nonteaching support staff in the college
4. College has decentralized the process of administration and collective decision making is seen. The IQAC is active and supports the faculty.
5. There is a genuine attempt to coordinate with the community and the college has played a proactive role during the pandemic
6. There is potential for starting postgraduate courses.
7. Potential for expansion in the second campus

Weaknesses:

1. The research culture is very weak. Faculty needs to be more active in publication.
2. College has organized few seminars and conferences
3. There is a lack of a placement cell or career counselling. More liaison with nearby industries needs to be fostered
4. The science laboratories are not well equipped and more instruments need to be made available.
5. More vocational and add on courses need to be initiated to develop skills and employability of the students
6. College needs more classrooms, especially smart classrooms to integrate ICT enabled teaching in the future
7. There is a lack of MOU's with eminent institutions to provide more exposure to faculty and students.
8. The area of the college especially the second campus needs to be properly demarcated and fenced with brick walls

Opportunities:

1. Post graduate courses may be introduced with the given faculty strength
2. Harnessing local skills in weaving, handlooms and handicrafts in add on courses
3. More collaborative academic programmes may be set up with nearby institutions
4. More interdisciplinary research can be initiated
5. Soft skills may be initiated for enthusiastic students
6. Sports facilities may be strengthened for potential champions in view of the track record of students

Challenges:

1. Improving the culture of research
2. Improving the employability of the students through innovative add on courses
3. Tapping more resources from ICT enabled courses like SWAYAM and MOOCS

4. Generating more funds through projects, funding agencies and CSR
5. Involving the alumni in contributing more funds and human resources to the college.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- 1. The research culture must be improved. Faculty should publish more papers and conduct more seminars/conferences/workshops.
- Library needs to be strengthened.
- Add on courses in soft skills, computer awareness, handicrafts etc need to be planned to increase the employability of students
- College needs to demarcate its areas and secure it through a proper pucca fencing.
- Laboratory infrastructure needs to be strengthened.
- PG Courses need to be introduced since the college has sufficient faculty strength and non teaching support.
- A language laboratory to increase the proficiency of students needs to be developed and maintained properly
- Given that the college has produced few athletes who have represented India the sports facilities need to be improved through more equipments. A basketball court needs to be established.
- Given the active participation of the Girls NCC Battalion augmenting the NCC participation of the college with a NCC battalion for boys is an urgent need.
- College needs more classrooms with ICT facilities if it has to cater to postgraduate students and expand further.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. CHANDRASEKHAR KOTHAPALLI BANNOOTH	Chairperson	
2	DR. AMRIT SEN	Member Co-ordinator	
3	DR. CHAWNGTHU LALMUANKIMA	Member	
4	Dr. B.s. Ponmudiraj	NAAC Co - ordinator	

Place

Date