



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ORIENTAL COLLEGE (AUTONOMOUS)

ORIENTAL COLLEGE, TAKYEL, IMPHAL
795001

www.orientalcollege.edu.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Oriental College, located at Takyel within the jurisdiction of Haorang Sabal Block of Imphal West District, Manipur, was established in 1963 with the aim to offer quality education to the youths of local, regional, national and global level fulfilling the needs of the stakeholders under the specifications laid down by the University Grants Commission, affiliating University and the Government of Manipur. As a co-educational government institution, the college ventured to implement Autonomous status from the academic session 2014-15 vide UGC letter no. F.22-1/2014 (AC) dated the 7th January 2014 granting autonomous status subject to the condition that the college may implement the recommendation of the visiting committee within two years and submit the compliance report, and subsequent office orders No.1046 dated the 2nd January, 2015 of Manipur University, Canchipur, Imphal conferring the fresh autonomous status as per UGC guidelines. On the submission of the compliance report, another UGC expert committee visited the college in December 2016. Thereafter, conferment of fresh Autonomous status was granted to the college for six years w. e. f. 2017-18. To 2022-23 vid UGC letter No. F.22-1/2017 (AC) dated the 28th February, 2017.

With the active functioning of the IQAC since 09-11-2009, the first NAAC assessment of the college was conducted and accredited in 2011 with B Grade (CGPA 2.41). The 2nd Cycle A&A was also completed and accredited with B Grade (CGPA 2.01) on 23-01-2017. With continued of the IQAC, the College has developed several quality assurance mechanisms by taking up accreditation measures, particularly in the areas recommended by the NAAC Peer Team Reports. With the effective support and feedback from the stakeholders and by taking into consideration the changing educational scenario, the curriculum has been developed and revised. CBCS was introduced in 2020-2021 session. Recently NEP 2020 (LOCF based) Curriculum has been implemented from 2022-23 session.

In spite of the COVID-19 pandemic and the recent ethnic turmoil in the state, the IQAC could, though delayed, complete the preparation of SSR for the 3rd cycle of NAAC A&A for the College with the active support of all its stakeholders.

Vision

Enhancement of quality, sustainable in continuity.

Transformation of the acquired knowledge into productive activities to cater emerging local needs without comprising traditional and cultural values.

Participation in the development process of the nation, at par with emerging global scenario.

Mission

To impart and spread knowledge through higher education to the learners coming mostly from the economically backward families.

To establish a center of excellence in education by creating a good academic atmosphere.

To produce graduates of global competency in the context of local needs.

To provide the changing needs of the academic scenario.

To fulfill personal, social & national needs of the stakeholders.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Oriental College (Autonomous), Imphal, is more than just an educational institution; it embodies certain values that guide us in our pursuit of academic excellence and societal impact. These values act as our moral compass, influencing our decisions and actions as we endeavour to make a positive difference in the world.

STRENGTHS

1. Visionary Local Founder: Founded by the visionary leader Nongthombam Ibomcha Singh, also known as Tera Lai, the college is supported by the Nongthombam Ibomcha Memorial Trust.
2. Spacious Campus: Situated on a 7.50-acre campus with ample green spaces and a playground.
3. Competent Faculty: Teachers recruited through Manipur Public Service Commission undergo training in various capacity-building programs.
4. Autonomous Status: Operating under UGC guidelines, facilitating institutional progress and distinctiveness.
5. Research Centres: Houses Bio-Tech Hub and Environmental Radiation Dosimetry Lab.
6. Responsive Staff: Both teaching and non-teaching staff are dedicated to their roles.
7. Facilities: Offers co-education, separate hostels for boys and girls, indoor stadium, swimming pool, conference hall, computer learning centre, smart classrooms, and more.
8. Student Organizations: Includes NSS Wings, Youth Red Cross (YRC) Unit, Oriental College Women's Forum, Alumni Association, and Teachers' Association.
9. Decentralized Management: Collaborative approach to institutional management.

Institutional Weakness

1. Inadequate Academic Infrastructure: Most class and laboratory rooms are outdated and lack integration with IT.
2. Lack of Common Rooms: Insufficient common rooms for various groups, including students and staff.
3. Research Culture: Low participation in research projects and publications, lacking institutional support.
4. Energy Dependency: Limited use of renewable energy sources, with reliance on electric power and generators.

5. Technological Integration: Low integration of IT in academic and administrative areas.
6. Library Shortfalls: Insufficient library facilities and lack of digital media centre.
7. Staff Shortage: Shortage of both teaching and non-teaching staff.

Institutional Opportunity

1. Strategic Location: Rural location with access to nearby educational and industrial institutions.
2. Community Support: Strong community support from local inhabitants and alumni.
3. Industrial Collaboration: Opportunity for collaboration with nearby industrial and educational establishments.
4. Employable Courses: Potential for introducing employable and life skill courses.
5. Feeder Schools: Proximity to feeder schools provides opportunities for collaboration.

Institutional Challenge

1. Staffing Issues: Delayed staff postings by the state government leading to understaffing.
2. Infrastructure Challenges: Inadequate infrastructure to implement the New Education Policy 2020.
3. Funding Constraints: Limited government funding for workshops, seminars, and conferences.
4. Industry Linkages: Absence of industry-academia linkages and internships.
5. Library Expansion: Need for improving and expanding library facilities.
6. Financial Support: Lack of financial support to keep pace with evolving teaching-learning methods.
7. External Disturbances: Disruptions caused by frequent unrest, blockades, and calamities.

In conclusion, Oriental College faces a range of challenges, but also possesses significant strengths and opportunities for growth and development. Through strategic planning and collaboration, we aim to address these challenges while leveraging our strengths to achieve our institutional goals.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution designs and develops undergraduate curriculum that meets the needs of the stakeholders at local, regional, national and global levels. The curriculum is guided by National Education Policy 2020, guidelines of UGC, core values of higher education, and institutional Vision and Mission. The institution offers 13 programmes: 13 undergraduate programmes leading to B.Sc. Hons. and B.A. Hons. The curriculum focussing on Outcome Based Education in the College dates back to 2016 in which Programme Outcomes, Programme Specific Outcomes and Course Outcomes are defined. Critical thinking, problem-solving, analytical reasoning, cognitive skills and such other skills that help the students to equip for job markets are reflected.

The curricular developments and revisions during the third cycle period are:

With the granting of autonomous status under UGC, necessary reforms in the curriculum have been made and the teaching-learning process has been changed to student-centred system.

I. In the first phase of curriculum development, all courses of B.A. and B.Sc. are made Honours Courses and option for General Courses are discontinued. However, flexibility of changing Honours subject is allowed to students at the entry of Semester III. The 40:60 model for Continuous and Comprehensive Internal Assessment (CIA) and Semester End Examination (SEE) in Semester III and IV are introduced. 13 additional Honours Supportive Courses are introduced with the objective of providing wider knowledge in their subjects. Apart from 2 Foundation Courses and 4 COCs, 2 Value-Added Courses were introduced. During 2018-19 to 2019-20, five certificate courses (4 under B. Voc. and 1 under RUSA vocational scheme) were introduced.

II. In the second phase of curriculum development Choice Based Credit System (CBCS) has been introduced from 2020 in all the programmes allowing the students to have wider choice and flexibility.

III. In the third phase of curriculum development, NEP 2020 based curriculum has been implemented from the first Semester of 2022-23.

Structured curriculum feedback was collected from students, teachers, alumni and parents. These are analysed by the IQAC and submitted to the Principal for further action and use. The feedback analysis and action taken report are updated on the institutional website.

Teaching-learning and Evaluation

During the 3rd Cycle assessment period, the main focus of teaching-learning and evaluation is given to student centred approach, integration IT and student-friendly system of assessment and examination.

Admission is based on entrance test organised by Admission Committee. The state government's norms of reservation for OBC, ST and SC are strictly followed in filling the sanctioned seats.

In 2022-2023, the total number of students as per all odd semester registers is 776 and the total number of fulltime teachers as per pay roll is 64 including 36 Ph.D. degree holders, teacher-student ratio being 1:12. The state government is yet to recruit 20 Assistant Professors, excluding the Principal, to fill the sanctioned 85 posts.

The IQAC prepares Academic Calendar which is approved by Academic Council. Teaching-learning and examination process is carried out as per the Academic Calendar. Student induction programmes are conducted programme-wise and Department-wise for the fresher.

Schedule internal assessments and semester end examinations is based of 90 working days in a semester. Students are identified into slow and advance learners and are addressed with befitting measures.

Experiential, participative, problem solving methods etc. are used along with traditional teaching methods. Assessments by teachers adopt periodical/unit tests, home assignments, projects, seminars, quizzes and group discussion. As a policy of catering to student diversity, blind students are exempted from unit tests. Oral test is prescribed for them. Besides, study groups of students in a class are formed such that PWDs may get help from other abled students. ICT is integrated in teaching-learning and assessments. Classes are taken in blended mode, largely using MOODLE.

Examination results are declared within four weeks from the date of last examination. In 2022-2023, 1576 students appeared in examinations. During the year, the number of student complaints/grievances about evaluation was 19 and were redressed shortly as far as possible.

In 2022-2023, the number of students appeared was 290 without back, of which 235 passed, p.c. being 81.03. With the results, attainment of stated learning outcomes is analysed and discussed.

At the end of a semester, student satisfactory survey is conducted and analysed for future use.

Research, Innovations and Extension

The college developed its Research Policy in 2020 which aims to create capacity building by encouraging scientific temper and research aptitude of the faculties and the students, by implementing advanced research methodologies and by providing standard norms for conducting research in an effective and safe manner. With implementation of the policy, a 'Research Guidance and Extension Cell' was set up, widening the role of the earlier Research Committee, on 12th March, 2020 with the Principal as its chairman. The research policy provides a broad framework as guide to encourage the faculty to take up research work by providing necessary support facilities; provide consultation and guidance to the faculty desiring to take up research, and to address grievances of those who are engaged in research; create and promote a culture of research among staff and students; identify research areas of academic, practical and social significance; organize seminars/conferences/workshops on research and training programmes; ensure quality, integrity and ethics in research; publish research materials in appropriate media and make such published information available to end users; facilitate publication of reports of research scholars; serve as a facilitator providing professional guidance, technical support and recommendation for financial assistance and to encourage inter-and extra-disciplinary research and contribute to the vision for creation of high standard Integrated Lab in the institution.

The college has developed a document of Code of Ethics for Research, and a Research Advisory cum Ethics Committee for quality research and to avoid plagiarism. Major and minor research projects under DBT and AERB are taken up by the faculty of Zoology and Physics. During the assessment period, the Bio-Tech Hub is augmented under the 'Star College Scheme' of DBT, New Delhi, and an Environment Radiation Dosimetry Lab is developed under AERB, Mumbai.

For creating innovation ecosystem, awareness programmes on intellectual property rights (IPR) are organised; vermicomposting in Zoology Department, mushroom cultivation and pickle making in Botany Department are ongoing. Extension activities and outreach programs are conducted with NSS Wings, YRC Unit and Students'

Union from time to time.

Infrastructure and Learning Resources

Teaching-learning facilities: In a campus of 7.5 acre, the college has 27 Classrooms, 8 classrooms are under construction. 7 Laboratories of Departments and 2 Research Laboratories Viz. Environmental Radiation Dosimetry under Physics Department, sponsored by Atomic Energy Regulatory Board (AERB), Mumbai and Bio-Tech Lab sponsored by DBT, New Delhi are functional. 1 Digital Recording Centre with Smart TV, 2 Digital Camera, Video Mixing-Editing hardware and software has been developed. 6 Classrooms are equipped with LCD projector and Smart-boards. The College has 47 Desktop computers and 10 Laptops in all. There is a Computer Learning Centre equipped with 20 Desktop Computers and a Conference Hall fitted with smart-board, LCD Projector, smart TV and sound system. The Central Library is facilitated with upgraded SOUL 3.0 library management software. All Departments also have their own mini library. There is internet facility with 30 mbps broadband. Facilities for culture and sports activities: a playground of about 66000 sq. ft.; a swimming pool of 45x20 metre dimension; an Indoor Stadium of 7800sqft.; a volleyball court; 6-unit multi-gym, tread mill, exercise bikes, badminton and table tennis courts etc.

Infrastructure development and maintenance during the last five years:

Year	4.1.2.1 Expenditure for infrastructure development & augmentation	4.2.2.1 Expenditure for purchase of books/e-books & subscription to journals/e-journals	4.4.1.1 Expenditure incurred on maintenance of physical facilities & academic support facilities
2018-19	Rs. 54,67,880	Rs. 6,910	Rs. 48,61,228
2019-20	Rs. 6,41,300	Rs. 2,26,235	Rs. 18,22,790
2020-21	Rs. 49,96,024	Rs. 2,00,000	Rs. 7,75,420
2021-22	00	00	Rs. 7,93,704
2022-23	00	Rs. 69,165	Rs. 12,71,999

Systems and procedures for maintaining and utilizing facilities:

As it is a government college, all the physical- including the land and the campus resources, the structures-and other academic and support facilities available in the college are state government property. So, a new construction, demolition or so in the campus is required to obtain prior permission from the concerned government authority.

The college has developed its own policy and procedures for maintaining the academic and the student support facilities for all academic and academic support facilities made available in the college and is uploaded in the college website.

Student Support and Progression

Students benefitted by scholarships and free ships; Career counselling and guidance for competitive exams; Capacity development and skill enhancement activities organised- soft skills, language and communication skills, life skills (yoga, physical fitness, health & hygiene, self-employment and entrepreneurial skills), awareness trends in technology, Redressal of student grievances, following guidelines of statutory bodies, awareness program on zero-tolerance, mechanism for submission of student grievances; timely redressal through appropriate committees. Students are facilitated by institutional initiatives for counselling including counselling and guidance for competitive exams

The students are benefitted by scholarships provided by government and non-government bodies. Scholarships include post-matric scholarships for OBC, ST, SC, EBC, and minorities. They are also facilitated by centrally sponsored post-matric scholarships, UGC Ishan Uday for NE, etc. Some students who are PWD are also valid for scholarships provided by NGOs. As yearly programs students' capacity development and skill enhancement such as soft skills, communication, and life skills are regularly organized. The college has developed mechanisms for addressing students' complaints and grievances. Social inclusiveness and zero tolerance policy against ragging and sexual harassment has been developed and implemented. Co and extracurricular activities and programs organized in the college for grooming the students. Students are organized and encouraged to participate in sports and cultural events. Some participate at national and institutional levels and won medals.

There is a student council known as Oriental College Students Union (OCSU) sharing with successful organization of yearly events. Student leaders are engaged and allowed to participate in the administration of the college. There is also a functional and registered alumni association contributing physical and financial support to the College.

Governance, Leadership and Management

The governance, leadership, and management of educational institutions play a pivotal role in shaping their vision, mission, and overall effectiveness. Oriental College exemplifies effective governance and leadership practices aligned with its vision to become a leader in engineering and management education. By implementing strategic plans and fostering a culture of excellence and innovation, the college has established itself as a beacon of educational excellence.

Transparency and Participative Leadership:

Transparency and participative leadership are fundamental values embraced in Oriental College. Through collaborative efforts involving all stakeholders, including faculty, students, and external partners, the institution has developed well-defined core values, including its Vision and Mission. These values, crafted through a participative process, underscore the institution's commitment to all-round student development under the motto "learn and grow".

Decentralization and Operational Autonomy:

The Management of Oriental College operates on an honorary basis and advocates for decentralization of powers and participative management. This approach ensures transparency in decision-making processes and grants operational autonomy for effective functioning in both academic and administrative matters. Such decentralized structures empower faculty and staff to contribute meaningfully to the institution's growth and

development.

Leadership Roles and Responsibilities:

At the heart of Oriental College's leadership structure is the Principal, who oversees various committees responsible for implementing academic, co-curricular, and extracurricular activities. Faculty members, serving as conveners/members of different committees, actively engage in research, seminars, and publications alongside their teaching responsibilities. The institution also emphasizes self-appraisal mechanisms for faculty, ensuring comprehensive evaluations by the Head of the department, thereby fostering continuous improvement.

Strategic Planning and Monitoring:

Strategic planning is integral to Oriental College's approach to governance and leadership. The institution has developed a roadmap for progression with strategic plans in place for academics, infrastructure development, placements, and industry-institute interaction. Continuous monitoring of implementation and progress ensures that these plans remain aligned with the institution's overarching goals and objectives.

Faculty Development and Welfare:

Oriental College prioritizes faculty development by encouraging them to upgrade their skills and enhance their academic/research contributions. Facilities such as on-duty leave, casual and earned leaves, medical reimbursements, and festival financial advance facilitate this process. Additionally, effective welfare measures are in place for both teaching and non-teaching staff, further promoting a conducive work environment.

Internal Quality Assurance Cell:

The institution has established an Internal Quality Assurance system through the formation of the IQAC cell. This centralized approach ensures consistent quality across departments and functions. Effective utilization of the budget is monitored to optimize resources and support institutional objectives.

In conclusion, Oriental College stands as a testament to the importance of effective governance, leadership, and management in fostering educational excellence. Through transparent, participative, and decentralized practices, the institution continues to uphold its commitment to student development, academic innovation, and societal impact.

Institutional Values and Best Practices

Oriental College (Autonomous), Imphal, is more than just an educational institution; it is a bastion of values that guide us toward academic excellence and societal impact. These values act as our moral compass, influencing our decisions and actions as we endeavour to make a positive difference in the world.

At the core of our institution's ethos is the promotion of environmental sustainability. Through our Green Campus Initiative, we have implemented a range of measures aimed at reducing our ecological footprint. These initiatives include restricting automobile entry in designated areas, installing a solar power plant, creating pedestrian-friendly pathways, and implementing a ban on plastic usage. Moreover, we prioritize waste segregation and recycling, manage sewage treatment, and practice rainwater harvesting to conserve water resources. These efforts are aimed at fostering a healthier, eco-friendly campus environment that reflects our unwavering commitment to environmental stewardship.

Gender equity is another fundamental value we uphold across all levels of our institution. We are dedicated to providing a safe and nurturing environment for female students, ensuring they have equal opportunities to assume leadership roles. Our special programs and celebrations on International Women's Day underscore our commitment to fostering gender equality and empowerment. Additionally, we prioritize providing special facilities and comprehensive assistance to women staff, faculty, and students, reaffirming our dedication to promoting inclusivity and gender parity.

Inclusivity and cultural diversity are celebrated hallmarks of our institution. We actively engage in national and local events, promote cultural diversity, and conduct extension programs to sensitize society at all levels. We also prioritize instilling constitutional awareness and civic responsibility among our students through courses on the Constitution of India, Professional Ethics, and Cyber Law. Our celebrations of Republic Day and Independence Day serve as reminders of our constitutional values, while initiatives such as NSS activities and various events foster discipline and patriotism among our student body.

Moreover, we are committed to ensuring accessibility and inclusivity for differently-abled individuals. Our campus is meticulously designed with features such as ramps, accessible washrooms, clear signage, and tactile paths to facilitate easy navigation. Regular training sessions for faculty and staff promote sensitivity and inclusivity, creating an environment that values the dignity and worth of every individual.

To conclude, Oriental College's commitment to upholding values and social responsibilities permeates every aspect of our institution. Through our concerted efforts and initiatives, we endeavour to create a nurturing and inclusive environment that empowers individuals to thrive and contribute positively to society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ORIENTAL COLLEGE (AUTONOMOUS)
Address	Oriental College, Takyel, Imphal
City	Imphal
State	Manipur
Pin	795001
Website	www.orientalcollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S. RANJIT SINGH	0385-2452358	9436892023	-	iqac.oriental@gmail.com
IQAC / CIQA coordinator	CH. SOMOR ENDRA SINGH	0385-2452140	8413865553	-	oriental.dlink@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	
Date of Establishment, Prior to the Grant of 'Autonomy'	08-08-1963

Date of grant of 'Autonomy' to the College by UGC	28-02-2017			
University to which the college is affiliated				
State	University name		Document	
Manipur	Manipur University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	02-08-1988		View Document	
12B of UGC	02-08-1988		View Document	
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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	Oriental College, Takyel, Imphal	Rural	7.5	8560

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,Economics,Economics	48	HIGHER SECONDARY PASSED	English	30	6
UG	BA,Education,Education	48	HIGHER SECONDARY PASSED	English	60	27
UG	BA,English,English	48	HIGHER SECONDARY PASSED	English	60	30
UG	BA,Geography,Geography	48	HIGHER SECONDARY PASSED	English	60	60
UG	BA,History,History	48	HIGHER SECONDARY PASSED	English	30	4
UG	BA,Manipuri,Manipuri	48	HIGHER SECONDARY PASSED	English + Meitei/Manipuri	60	45
UG	BA,Political Science,Political Science	48	HIGHER SECONDARY PASSED	English	60	24
UG	BSc,Anthropology,Anthropology	48	HIGHER SECONDARY PASSED	English	60	2
UG	BSc,Botany,Botany	48	HIGHER SECONDARY PASSED	English	60	27
UG	BSc,Chemistry,Chemistry	48	HIGHER SECONDARY PASSED	English	30	6
UG	BSc,Mathematics,Mathematics	48	HIGHER SECONDARY PASSED	English	30	6
UG	BSc,Physics,Physics	48	HIGHER SECONDARY	English	30	6

			PASSED			
UG	BSc,Zoology ,Zoology	48	HIGHER SE CONDARY PASSED	English	60	38

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				123			
Recruited	0	0	0	0	0	0	0	0	28	35	0	63
Yet to Recruit	0				0				60			
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				38
Recruited	8	2	0	10
Yet to Recruit				28
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	1	0	4	7	0	14	13	0	39
M.Phil.	0	0	0	0	5	0	3	6	0	14
PG	0	0	0	4	2	0	3	1	0	10
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
	0	0	0	0	0

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	120	0	0	0	120
	Female	159	1	0	0	160
	Others	1	0	0	0	1
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	9	13	5	4	
	Female	5	10	6	2	
	Others	0	0	0	0	
ST	Male	46	63	62	26	
	Female	18	28	31	15	
	Others	0	0	0	0	
OBC	Male	20	56	61	50	
	Female	30	72	68	44	
	Others	0	0	0	0	
General	Male	47	66	66	34	
	Female	46	83	62	33	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		221	391	361	208	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Anthropology	View Document
Botany	View Document
Chemistry	View Document
Economics	View Document
Education	View Document
English	View Document
Geography	View Document
History	View Document
Manipuri	View Document
Mathematics	View Document
Physics	View Document
Political Science	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Keeping in view the necessity to develop the all-round capacities of the students and as per the National Educational Policy (NEP 2020), the college has aimed to make the syllabus as much as multidisciplinary and interdisciplinary as possible. The College introduced Choice Based Credit System curriculum following the guidelines of the UGC from 2020-21 session. The new curriculum aims at providing a wider learning flexibility to students and to incorporate interdisciplinary approach in all Undergraduate (Honours) programmes. Students are allowed to study courses across all programmes, particularly in Generic Elective Courses. The College implemented the New Education Policy 2020 (NEP 2020) of the Government from the academic session, 2022-23. Necessary ordinances of the curriculum based on the UGC-LOCF was designed incorporating entrepreneurship, employability, gender, human rights, environmental issues and sustainable development in the syllabi. Skill Enhancement Courses were identified and introduced in all</p>
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	<p>disciplines so that learners can experience from a variety of new knowledge. Altogether 8 (eight) such courses of 2 Credits each are made compulsory for a student to complete a Degree Programme. Hence, the college is providing multidisciplinary learning for the students. The aim is to make the students equipped, so that they don't need to rely on Government jobs but instead pave a way towards self-employment. Further, the College has established clear programme learning outcomes and course learning outcomes which states its multi-disciplinary and interdisciplinary nature.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>With the implementation of National Education Policy 2020 in the College from 2022-23 session providing flexibility in learning, enabling multidisciplinary education and allowing students in a credit system, the procedure of Academic Bank of Credits (ABC) has to be completed for enabling the students to move across the higher educational institutions. Transfer of credits awarded to a student for one programme from an institution may be transferred or redeemed by another institution on the consent of students. The College has registered on ABC via National Academic Depository (NAD), Government India with NAD ID: AAD 053289. ABC acts as a link to DigiLocker, an online repository, where students securely store their documents such as examination results. As of now, 332 students have registered and 9 records have been uploaded for the College.</p>
<p>3. Skill development:</p>	<p>The curriculum offered in the College has been made enriched from time to time based on the changing local, regional, national and global needs. A certificate course on IT & ITES with 50 students per batch has been offering to the students from 2018-19 onwards. Mushroom Cultivation, Food Preservation and Quality Control, Communicative English and Functional Grammar, Aquaculture, Fashion Designing, and Tourism and Hospitality Management were also offered as career orientation / vocational courses. Besides, every Subject of Arts and Science Honours Programmes incorporates 4 (four) Skill Enhancement courses of 4 credit each to be opted 2(two) courses in 3rd and 4th Semester before CBCS curriculum introduced in 2020-21 session. The skill courses are adopted from the common pool listed by UGC, while a few are added on need-base. Some of</p>

	<p>these courses are listed below: i. Anthropology: Museum Method; Tourism Anthropology; Business and Corporate Anthropology ii. Botany: Bio-Fertilizer; Herbal Technology; Nursery & Gardening; Floriculture iii. Chemistry: Green Methods in Chemistry; Pharmaceutical Chemistry; Chemistry of Cosmetics & Perfumes iv. English: Creative Writing; Translation: Principles & Practices v. Economics: Data Collection and Presentation; Data Analysis vi. Education: Public Speaking Skill; Lesson Planning vii. Geography: Remote Sensing; Geographical Information System; Research Methodology With the implementation NEP 2020 curriculum in the College, varieties of Value Addition Courses (VAC) are offered to students providing option for choice across programmes and Semesters. The following are such courses for the initial Year 1: 1. Solid Waste Management 2. Radiation Hazard and Safety 3. Principles and Methods of Yoga 4. Introduction to Women Empowerment 5. Composting 6. Basic Computer Skills 7. Creative Writing 8. Human Rights & Duties 9. NSS (National Service Scheme) 10. Nutrition & Physical Fitness 11. Vermi Composting 12. Personality Development</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>A bilingual mode of classroom delivery is continuing in the college, where Manipuri and English are offered both as Foundation Courses and disciplines of language and literature. Preservation and promoting of languages is one of the targets of the College in future. Indian language and culture, in tradition throughout ages, are reflected in the language disciplines, particularly Manipuri (in Meitei script). Offline and online blended mode is still continuing in teaching practice in the College.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The present curricula of the Under-Graduate programmes offered in the college are developed under the guidelines CBCS and LOCF of UGC. Learning outcome-based approach to curriculum development as envisaged by the UGC is adopted. Each programme of Bachelor of Arts and Bachelor of Science has its defined Programme Learning Outcomes and each course has its Course Learning Outcomes for the curriculum of National Education Policy 2020 based on Learning Outcome based curriculum Framework. The College began developing curriculum focussing on outcome based education (OBE) in 2016. The Boards of Studies of</p>

	the 13 Departments chalked out a well-defined Programme Outcomes (POs), Programme Specific Outcomes (PSCs) and Course Outcomes (Cos) for their own disciplines and courses which are reflected in the curriculum.
6. Distance education/online education:	The faculties of the college have used various online tools for teaching and learning, especially during the pandemic lockdown. The teachers are well versed in the use of Google Classroom, Zoom, Google meet. The faculties have also been using Moodle LMS for conducting online classes, uploading learning materials and giving assignments. The college aims to fully switch to blended learning in the near future.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The College set up an Electoral Literacy Club (ELC) in pursuance of directives issued by the Government of Manipur, Directorate of University and Higher Education Letter No. 3/3-116/2018-EDC(Vol-II) Dated, Imphal, the 30th October, 2021. Since then, the College has had a vibrant and functional ELC which has taken up several activities in the domain of electoral awareness and participation.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The first Electoral Literacy Club of the College was constituted on 2nd November, 2021 with the Principal as the Chairman and two Nodal Officers who are faculties from the Department of Political Science. These Nodal Officers/Co-ordinating faculty members are appointed by the College in keeping with relevant guidelines. The Club also includes a Student Coordinator along with other student members who are Secretaries of the Oriental College Students' Union. The ELC has been formed to be inclusive and ensure maximal representation of the student community including students with disabilities. The ELC of the College is functional, and has been undertaking several activities which it has been mandated from time to time.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	After its formation, the Club has undertaken several programmes and initiated activities aimed at ensuring greater electoral literacy and participation of the students. Apart from the Nodal Officers of the Club,

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>student members have been deputed to attend several programmes/workshops conducted by the District Election Officer (DEO), Imphal west District. Annually, the Club in collaboration with the Office of the DEO/ARO also organizes workshops to sensitize the students of; their voting rights, electoral registration and the electoral process including poll process such as the use of Electronic Voting Machines and VVPAT. In these workshops/programmes, initiatives are also undertaken to enrol new members into the electoral roll if they are found to be 18 years of age or above. Among the latest activities, on 11th march 2024, ELC organised two programmes, namely Mera Pehla Vote Desh Ke Liye in association with Doordarshan Kendra, Imphal and Systematic Voters' Education and Electoral Participation (SVEEP) in association with Ministry of Information and Broadcasting, Central Bureau of Communication, Regional Office Imphal</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>No</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Most of the students have enrolled through successive awareness/ enrolment programmes. Electoral registration forms provided by the office of the District Election Officer, Imphal west are handed out to eligible students through the Club functionaries. These are then later submitted to the office of the District Election Officer for further official process.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
776	827	718	563	562
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
290	164	153	177	127
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	67	69	71	72
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 75

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
112.41966	126.78286	135.51834	95.15490	168.02888
Other Upload Files				
1	View Document			

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

Oriental College (Autonomous), Imphal follows a curriculum designed to encompass holistic development, incorporating multidisciplinary, flexibility, life skills, experiential learning, technology integration in teaching-learning, continuous and comprehensive assessment reforms and reflection of inclusion and diversity, sustainability, environmental awareness, and ethical values. Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes and Course Outcomes of the various Programmes offered by the Institution.

With the grant of Autonomous status to the College, its first Outcome Based Curriculum dates back to 2016 with reforms in teaching-learning and examination. It continued up to 2020 when the College started implementing Choice Based Credit System (CBCS) adopting the minimum guidelines of the UGC, with a focus on relevance to local, regional, national, and global needs. The syllabi of all 13 subjects reflect important aspects of the changing societal needs at these levels, as well as recent trends in the subjects. Curriculum development is closely tied to the incorporation of the learning outcomes and the needs assessed through feedback from stakeholders.

The curricula of the different subjects and courses offered are approved by the Boards of Studies following the programme and course structure as decided by the Curriculum Designing and Steering Committee to ensure institutional uniformity and standards. Minor revisions were also made in certain subjects during the last five years as recommended by the respective Boards of Studies.

With the coming of National Education Policy 2020, the College ventured to reform the curriculum of the existing CBCS based on Learning Outcomes-based Curriculum Framework (LOCF) and began introducing the same from session 2022-23. Keeping in mind the values ingrained in NEP, the syllabi was made holistic, multidisciplinary and flexibility for a 4-Year undergraduate programme that would help the students in developing all capacities in an integrated manner including soft skills including problem solving, creative thinking and communication skills with specialization in a chosen field of learning. The credit-based curriculum also incorporates various Skill Enhancement papers in every subject. It also includes a number of Value Addition Courses across the programmes with the aim to provide students with opportunities for employment in local industry, start up businesses, artistic and creative ventures, personality development among others.

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

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Oriental College (Autonomous) Imphal has continually adopted progressive measures to enhance the learning experience of its students by responded adeptly to the dynamic shifts in higher education. Till 2019-20 academic session, the College was following the Syllabus prescribed by the affiliating University i.e. Manipur University with minor modifications. All courses of B.A. and B.Sc. were made Honours Courses and option for General Courses were discontinued. Starting from the academic year 2018-19, the College also offered a Diploma Course on IT & ITES. The final batch was completed in the academic year 2021-22 and 50 students across different semesters benefitted from this course thereby enhancing their employability. Beginning from the 2020-21 session, the College embraced the CBCS (Choice Based Credit System) Curriculum and Syllabi. The shift to CBCS aimed to provide students with heightened flexibility in their academic pursuits. By encouraging interdisciplinary learning within undergraduate (Honours) programs, the curriculum revision empowered students to explore courses across various programs, including Generic Elective Courses. Further, the meticulous identification of Skill Enhancement Courses across all disciplines underscored the institution's commitment to delivering a comprehensive learning experience. Moreover, the inclusion of Ability Enhancement Compulsory Course (AECC), with options to choose from AECC (English) or AECC (Manipuri) in Semester I and Environmental Studies in Semesters II enriched the curriculum, serving as a platform for the integration of knowledge from diverse disciplines and fostering the emergence of new knowledge paradigms.

This strategic move initiated with CBCS was further augmented through a transition to the Learning Outcome based Curriculum Framework (LOCF), in line with the National Education Policy (NEP) in 2022. Starting from the 2022-23 academic year, the curriculum underwent significant transformation with the integration of Skill Enhancement papers following the LOCF syllabus. These papers were meticulously crafted to align with contemporary requirements, with a keen focus on enhancing employability, entrepreneurship, and honing essential skills. Within the Arts and Science Honours Programmes, each subject now integrates Skill Enhancement courses carrying 4 credits. These courses are thoughtfully curated from a common pool specified by the UGC, supplemented by additions tailored to address specific local needs.

The institution also introduced a range of Value Addition Courses (VAC) across the departments. These courses with 2 credits each are offered as separate curriculum components for which the students are given separate certificates for every course completed successfully. These courses are designed to equip students with specialized skills highly sought-after in today's job market, thus broadening their knowledge and offering practical expertise essential for career success. The incorporation of VAC courses focusing on entrepreneurship, leadership, and communication into the curriculum fosters holistic

development among students. Such initiatives empower students to excel in diverse professional settings and to equip students with the necessary competencies demanded by the ever-evolving job market, ensuring their readiness for the challenges and opportunities of the future.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 74.84

1.2.1.1 Number of new courses introduced during the last five years:

Response: 458

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 612

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development

Goals and National Education Policy – 2020 into the Curriculum

Response:

Curriculum is developed and revised regularly for fostering for holistic development, promoting critical thinking, creativity, communication skills etc. which would help the students to thrive in a changing global scenario. In the curricula of both Arts and Science programmes offered in the College, areas of environment education such as climate change, pollution, waste management, health and sanitation, affordable and renewable energy, conservation and management of biological resources, forest and wildlife conservation are included. Contemporary social issues such as population problems, gender discrimination, poverty, corruption and employment are the thrust areas in the curriculum. In some other courses, value-based education including development of humanistic, ethical, Constitutional and universal human values, professional ethics, peace, love, nonviolence, citizenship values, gender equality, and life-skills are also incorporated.

Human Rights & Duties, Woman Empowerment and Environmental Studies are taught as value-added/enrichment compulsory courses across. Environmental Studies comprises basically Units of Ecosystems, Natural Resources: renewable and non-renewable, Biodiversity and Conservation, Environmental Pollution. Besides, lecture, workshop, awareness and competition programmes are also performed to sensitise and enrich the students.

With the implementation of National Education Policy 2020, the curriculum offered in the College reflects multidisciplinary, flexibility and a holistic education across the programmes. It embraces knowledge of constitutional, humanistic, ethical, and moral values in life. It also addresses environmental and sustainable development issues. The definition of sustainable development and its policies and programmes including the illustrative SDGs etc. are reflected in B.A./B.Sc. Geography HG 801: Sustainable Resource Development. Perspectives on human health issues and healthcare, social inclusion and exclusion are taught in Geography HE 701: Health and Wellbeing and Geography HC: Social Geography. Gender and gender issues including *Beti Bacho Beti Padao* are reflected in Education HE 801: Gender Education. Meaning and nature of human values and ethics are taught in Education HE 801: Value Education. Right to education and health, right to food security and right to employment are included in Political Science HC 605: Public Policy and Administration in India. Environmental governance, Green governance-sustainable human development, right to information etc. are taught in Political Science HG 801: Governance: Issues and Challenges.

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

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully

completed during the last five years.

Response: 14

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 13

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 13

File Description	Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 39.31

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
208	361	391	221	242

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
630	630	960	700	700

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 48.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
141	233	242	128	128

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

2022-23	2021-22	2020-21	2019-20	2018-19
315	315	480	350	350

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any	View Document

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Student learning levels are continuously assessed and identified as slow and advanced. The college has

also developed a policy document in this regard. The identification is based on previous academic performance records and the results of continuous and comprehensive internal assessments of students. Teachers also consider the performance in admission and qualifying examination, diagnostic evaluation, classroom interaction, attendance, participation in extra and co-curricular activities of the students organised by the college.

The differential needs of the students are supported differently by the following special programmes or measures:

Institutional Strategy for Advanced Learners:

The college takes up strategies for maximum support of advanced learners through the following measures:

- a) The Departments provide tutorials for advanced learners in the class routine at least once in a week.
- b) Career counselling sessions especially designed for advanced learners are arranged by the Departments so that they can confidently face various competitive examinations in both public and private sectors.
- c) Advanced learners are motivated to participate in relevant conferences, seminars, webinars and competitions organized by competent institutions in the state, national and international levels.
- d) The students are suggested and provided more advanced books/study materials and also given free access to all the learning resources available in the college.
- e) Meritorious third year (Semester 5) students are also assigned as Student Mentor to first year students.
- f) Institutionally subject toppers in all programmes and overall programme toppers in the final year examinations are honoured with cash prizes and certificates.

Institutional Strategy for Slow Learners:

The following measures are adopted by the teachers-

- a) The Head of Departments notify programmes for conducting remedial/ extra classes as identified by the teachers of the Department. At the end of the programmes the teachers re-assess the performance and improvement of the students who are provided the remedial classes.
- b) Teachers arrange supplementary assignment/test for those slow learners after appraising their weaknesses and providing appropriate guidance.
- c) Teachers try to understand the specific weaknesses of the students through interaction and counselling. After the detection of the weak areas of the students, the teachers provide specific study materials and self-learning materials to improve their weak areas.
- d) The College or the Departments sometimes organize special workshops, seminars, quizzes, group discussions etc. with or without external experts for inculcating soft skills and communication skills and

to facilitate more interactive and participatory learning experiences for the students.

e) The teachers of the departments also conduct counselling and mentoring sessions from time to time to provide support, guidance and advice to the students.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 11.76

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Oriental College (Autonomous), Imphal, places a strong emphasis on student-centric approaches to learning, with a focus on experiential learning, participative learning, and problem-solving methodologies, all aimed at enriching the educational experience in the Digital Era.

Participatory Learning Methods:

Following Bloom's taxonomy, Oriental College utilizes a diverse range of strategies to engage students actively in the learning process. This includes seminars, assignments, presentations, group discussions, complementing traditional classroom instruction. Moreover, the institution goes beyond the confines of the syllabus by organizing extension lectures, seminars, and workshops that help to widen students'

academic horizons. Co-curricular and extra-curricular activities, facilitated through the relevant committees, play a pivotal role in fostering holistic education. The College encourages student participation in various intra and inter-collegiate competitions, cultural events, and sports activities, thereby enhancing their professional ethics and social responsibilities.

Experiential Learning Methods:

Experiential learning is made fundamental to the curriculum, providing students with hands-on experiences through projects, experiments, and fieldwork. The integration of theoretical knowledge with practical applications ensures that students develop a comprehensive understanding of the subject matter. By engaging in real-world scenarios, students gain insights into industrial requirements and work culture, which are reflected in their academic performance. The incorporation of both theory and lab sessions further enhances students' practical knowledge and skills acquisition.

Problem Solving:

To nurture students' problem-solving abilities, the College integrates courses like Design Thinking and Brainstorming into the curriculum. Through a blend of academic instruction and experiential training, students are equipped to tackle real-world challenges effectively. Innovative courses, such as Creative Thinking, empower students to navigate the product life cycle and develop solutions for everyday problems. Participation in competitive events and co-curricular activities provides additional opportunities for students to hone their problem-solving skills in diverse contexts.

ICT-Enabled Tools:

Oriental College leverages cutting-edge ICT tools to facilitate teaching and learning experiences. Equipped with projectors, smart boards, and Wi-Fi connectivity, classrooms and labs are designed to enhance interactive learning environments. Platforms like MOODLE and Google Classroom streamline course management and content delivery, while competitions, quizzes, and polls engage students and provide valuable feedback. Additional resources such as language labs and seminar halls further enrich the learning environment, ensuring that students have access to modern technology for effective learning outcomes.

Adopting these methodologies coupled with other student centric approaches, Oriental College (Autonomous), Imphal, is committed to fostering a dynamic and engaging learning environment through student-centric methodologies. By embracing experiential learning, participative learning, and problem-solving approaches, coupled with the integration of ICT tools, the institution prepares students to excel in the Digital Era and beyond.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

In Oriental College (Autonomous) Imphal, the practice of a mentoring system has been apart of the institution's commitment to nurturing strong and life long bonds between students and educators. This proactive approach aimed to provide continuous support, guidance, and monitoring to students, addressing not only their academic needs but also their personal growth and development. Within this framework, every faculty member assumed the role of a mentor, entrusted with fostering trust and openness among their assigned groups of students throughout their academic journey.

As a policy document, the College has developed a student-mentoring system called Student Mentorship Programme of Oriental College in 2019 approved by Academic Council and enacted from 2020-21. The objectives of the Student Mentorship programme are:

1. To help the first year students understand the challenges and opportunities present in the college and develop a smooth transition to campus life.
2. To counsel academically weak undergraduate first year students and to play an important role in helping troubled students cope with academic, extra-academic and personal problems.
3. To provide positive role models to first year undergraduate students in the college.
4. To proactively try to identify problems of the general student populace and to bring them to the notice of the concerned authorities

The categorization of students into manageable groups based on their fields of study and Core/ Honours subjects ensure personalized attention and support. With typically 10-15 students per group, mentors undertook the responsibility of maintaining and updating mentoring formats, offering timely guidance and counselling, and organizing individual or group meetings as needed. In some instances, mentors extended their support network by involving guardians in counselling sessions or facilitating special meetings with the principal to address specific concerns.

A pivotal aspect of the mentoring process lies in the mentors' ability to identify students encountering challenges in particular subjects and effectively communicate these concerns to the relevant subject teachers. Additionally, mentors diligently arranged 3 to 4 meetings per semester for each mentee, ensuring that every student received tailored attention and support aligned with their unique needs and circumstances.

The mentoring process itself is characterized by its comprehensive approach, encompassing professional guidance, career advancement support, coursework-specific assistance, and specialized lab guidance. Regular meetings between mentors and Heads of Departments ensure the seamless implementation of the system, with ongoing adjustments made as necessary to address emerging challenges and concerns effectively.

Despite its recent inception, the mentoring system has already yielded promising results. Notably, tangible improvements have been observed in teacher-student relationships, coupled with a commendable reduction in dropout rates and detainments. This success underscores the system's efficacy in providing comprehensive support to students, addressing their diverse academic and personal needs in a holistic manner.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The Academic Calendar stands as a pivotal roadmap guiding the academic year's activities within the department. It meticulously outlines key dates such as the commencement of class work, the semester's last working day, internal tests, assignments, and holidays. By providing students with clear timelines and expectations, the Academic Calendar cultivates a sense of discipline and responsibility, urging them to manage their time effectively and prioritize their studies.

The institution's academic calendar adheres to the guidelines set forth by the affiliating University and pertinent state regulations. Each year, the Academic Council reviews and approves the calendar, ensuring it meets the needs of all stakeholders, including staff, students, and administrators. To disseminate this information effectively, the institution utilizes various channels such as the college website, WhatsApp groups, prospectuses, and notice boards. By making the academic calendar readily accessible through these platforms, students can plan their academic pursuits well in advance, while faculty members can synchronize their teaching plans accordingly.

Regarding teaching plans, the institution adopts a comprehensive approach aimed at maximizing student learning outcomes, thus contributing to the achievement of Program Outcomes (POs) and Course Outcomes (COs). Teachers are reminded regularly to incorporate teaching plans at the beginning of each semester, ensuring a structured approach to instruction. These plans typically consist of five components: preparatory steps, presentations, recapitulation, application/evaluation, and assignment of homework. While the overarching framework is provided, teachers have the flexibility to tailor specific objectives and parameters to suit the course's objectives and outcomes.

In conjunction with the Academic Calendar, the Teaching Plan serves as a detailed roadmap for course delivery. Developed collaboratively by faculty members in consultation with the Head of Department (HOD), these plans undergo approval before the start of each semester. They outline the course content, including lecture hours, learning outcomes, and teaching methodologies, providing instructors with a clear framework for effective instruction. This structured approach ensures alignment with educational objectives and facilitates a cohesive academic experience for students.

Throughout the semester, the department vigilantly monitors the progress of course coverage to ensure

adherence to teaching objectives within the designated timeframe. Regular reviews, typically conducted once every fortnight, allow the HOD to assess the pace of teaching and identify any deviations from the original plan. Should deviations arise, faculty members receive guidance and support to realign their teaching strategies, ensuring instructional efficacy and student comprehension. In cases necessitating additional assistance, specialized classwork may be organized to address specific learning gaps or challenges.

By upholding the Academic Calendar and Teaching Plans, the department fosters an environment characterized by accountability and transparency. Students and faculty alike are empowered with a clear understanding of their roles and responsibilities, driving collective efforts towards academic excellence. This structured approach not only enhances the quality of teaching and learning but also ensures the timely achievement of educational objectives.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 57

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
123	123	123	122	122

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 52

2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years

Response: 39

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 16.94

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 1118

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 87.5

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 63

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 32.4

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
47	57	30	15	13

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.53

2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
23	0	3	2	7

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1576	1509	1390	1121	1036

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

At Oriental College (Autonomous) Imphal, a commitment to excellence, integrity, and student-centricity drives the institution's academic processes, particularly in the realm of examination management. Led by the Controller of Examinations, the integration of Information Technology (IT) has enhanced efficiency and transparency in administrative operations.

i. Examination procedures

In align with the revisions of curriculum made in the College for adopting CBCS and NEP 2020 based on Learning Outcome based Curriculum Framework, corresponding reforms have been made in the processes of examination. Mark system of declaration of examinations was changed to Grade System 7-Point Scale in 2017-18. The 7-Point Grade System has again changed to 10-Point Scale with introduction of CBCS curriculum in the College. Then, the implementation of NEP 2020 in the College in 2022, Credit System has replaced by the Grade System.

In response to the changing landscape of education, Oriental College has embraced online systems for examination form submission and fee payment, particularly benefiting students residing in remote areas. During COVID-19 pandemic, the college adopted an online system of examination. Any changes and notifications of Examination Programs, Examination Form submission etc. are uploaded on the institutional website for information of all students and other stakeholders.

Transparency remains a cornerstone of Oriental College's examination management system. Students are provided with opportunities to review their evaluated answer scripts as per norms, and grievances are promptly addressed without additional fees. This commitment to transparency fosters trust and accountability within the system, enhancing the overall integrity of the examination process.

ii. Processes integrating IT

Through IT integration, tasks such as mark entry, grade calculation, and result preparation have been computerised, significantly streamlining administrative processes. Examination score sheets of students / Transcripts are computer generated. Moreover, computer-generated hall tickets and online examination fee payment facilities have greatly enhanced accessibility and convenience for students, marking a significant leap forward in administrative convenience.

iii. Continuous internal assessment system

Continuous & Comprehensive Internal Assessment (CIA) forms a crucial component of the assessment process, encompassing various elements such as unit tests, home assignments, projects, seminars, quizzes, and group discussions. These components not only contribute to students' academic development but also serve to enhance their communication and presentation skills. The involvement of both external and internal examiners in setting question papers and the implementation of rigorous evaluation procedures ensure the integrity and fairness of the assessment process.

Utilization of online platforms such as Google apps and MOODLE for CIA components further promotes active learning and facilitates effective outcomes.

The transition to an Outcome-Based Education (OBE) structure represents a significant paradigm shift, aligning evaluation patterns. This shift facilitates comprehensive assessment and informed adjustments in teaching methodologies, ensuring that academic standards are maintained even amidst challenges posed by the COVID-19 pandemic.

Oriental College stands for academic excellence, driven by a steadfast commitment to innovation, integrity, and student-centricity. Through the strategic integration of Information Technology, the adoption of outcome-based education, and a steadfast dedication to transparency, the institution continues to create an environment conducive to holistic academic growth and development.

File Description	Document
Upload any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

In the realm of higher education, the assessment and evaluation of Programme Outcomes (POs) and Course Outcomes (COs) are crucial components in ensuring the quality and effectiveness of educational programmes. Oriental College adheres to a systematic approach in defining and assessing these outcomes to ascertain the proficiency and competencies of its graduating students.

Programme Outcomes (POs) and Course Outcomes (COs)

POs represent the overarching expectations that students are anticipated to possess upon graduation from an educational institution. At Oriental College, these encompass critical thinking, effective communication, social interaction, effective citizenship, values and ethics, environmental and sustainability knowledge, as well as self-directed and life-long learning skills. Additionally, Programme Specific Outcomes (PSOs) tailored to individual degree programmes are integrated to further delineate

the expected competencies.

COs, on the other hand, are formulated to articulate the specific objectives and outcomes of each course offered within the curriculum. These outcomes encapsulate the knowledge, skills, and abilities that students should acquire by the conclusion of the course duration, thereby providing a roadmap for instructional design and assessment.

Assessment Methods

The evaluation of POs and COs at Oriental College employs both formative and summative assessment techniques. Formative assessment, integral to the continuous improvement process of a course, facilitates ongoing monitoring of student learning levels and furnishes feedback for enhancement. Conversely, summative assessment entails making informed judgements regarding the efficacy of a programme or course, typically conducted at the culmination of a semester or academic programme.

Continuous Internal Assessment (CIA) serves as a cornerstone in gauging the attainment of COs, encompassing a multifaceted array of evaluation mechanisms including unit tests, assignments, projects, seminars, group discussions, and quizzes. This holistic approach enables instructors to discern students' progress, identify areas necessitating improvement, and tailor instructional strategies accordingly. Furthermore, co-curricular activities such as sports, debates, extemporaneous speeches, and participation in extracurricular initiatives contribute substantively towards fostering social interaction, effective citizenship, and the inculcation of values and ethics among students.

Semester End Examinations (SEEs) constitute a pivotal component of summative assessment, serving as a comprehensive yardstick to evaluate students' proficiency and mastery of course content. The amalgamation of CIA and SEE results affords a comprehensive overview of students' academic performance, enabling faculty members to discern trends, identify areas for intervention, and make data-informed decisions regarding instructional delivery.

Analysis and Evaluation

The analysis of students' performance in internal assessments and semester-end examinations is a multifaceted endeavour aimed at discerning the levels of attainment of POs and COs. By juxtaposing students' scores against predetermined benchmarks, faculty members can ascertain the efficacy of instructional methodologies, discern areas of strength and weakness, and iteratively refine teaching practices to optimize student learning outcomes.

Conclusion

Oriental College prioritizes holistic development through rigorous assessment of Programme and Course Outcomes. Through systematic formative and summative evaluations, the institution prepares students with relevant skills for academia and industry. This commitment ensures students thrive in today's dynamic global environment.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 81.03

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 235

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The National Education Policy (NEP) 2020 emphasizes the crucial role of high-quality research in Higher Education Institutions (HEIs) to enhance educational standards and tackle societal challenges. Oriental College (Autonomous), Imphal, is dedicated to fostering a culture of research excellence, with its research policy intricately woven into its vision of academic excellence. This policy, applicable to all faculty and students engaged in research, provides a structured framework for conducting research effectively and ethically.

The foundation of Oriental College's research policy is its emphasis on encouraging faculty participation in research activities. By providing necessary support and avenues for addressing grievances, the institution ensures that faculty members are empowered to delve into the realms of scholarly inquiry with confidence and enthusiasm.

Central to Oriental College's research ethos is the promotion of a vibrant research culture. The institution identifies significant research topics and organizes seminars and workshops on research methodology to foster intellectual exploration and innovation. Upholding rigorous standards of integrity, competence, objectivity, and intellectual honesty, Oriental College ensures the quality and ethics of research. This commitment extends to publishing research findings in reputable international journals while maintaining academic rigor and integrity.

The establishment of the **Research Guidance and Extension Cell** on March 12, 2020, underscores Oriental College's commitment to advancing research. Chaired by the Principal and comprising faculty from diverse disciplines, this cell promotes research excellence. Its objectives include fostering doctoral and post-doctoral research, organizing conferences, and ensuring adherence to ethical standards.

In alignment with its commitment to research excellence, Oriental College places a premium on interdisciplinary collaboration and the creation of high-standard integrated laboratories. The Department of Zoology has a Biotech Hub Laboratory and the main aims of the laboratory are i). Studies on the biodiversity and bio-ecology of edible gastropodmolluse of Manipur. ii). Evaluation of the nutritive content of edible snails. iii). Mass breeding of the edible snail for commercialization prospect.

The Department of Physics, with sponsorship from the Atomic Energy Regulatory Board in Mumbai, has established a research laboratory. Within this facility, three research scholars are diligently pursuing their Ph.D. work. The laboratory's primary objective is to investigate environmental differential radiation.

In the Chemistry Department, research work in the area of mixed surfactants systems is being carried out actively. Studies on the effect of temperature, added electrolytes, drugs/ dyes etc. on these mixed surfactants systems have been continuing for some time now. Research papers have been published in

peer reviewed referred journals indexed in Scopus/ Web of Science. Some papers have also been presented orally in National level seminars/ conferences.

Oriental College fosters interdisciplinary engagement and innovation to advance societal progress. It promotes scholarly inquiry and innovation through dedicated faculty, robust research policies, and state-of-the-art infrastructure, empowering researchers to make meaningful contributions to their fields and beyond.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 0

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 0

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

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

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 188.34

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.03

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 2

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 7.58

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 5

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The College has undertaken several steps to create an innovation ecosystem and integrate Indian Knowledge Systems (IKS) within its revised curriculum. As a first step, under the latest syllabus introduced in 2022 as per NEP 2020 guidelines, a Value Addition Course, namely Principles and Methods of Yoga has been introduced for BA and BSc 1st semester students. Besides this, certain course papers such as 'Rasa and Alankar' as Generic Interdisciplinary Elective Course, 'Indigenous Manipuri Games and Sport Festivals' as a Core Course in Manipuri Department also align with the ethos of Indian Knowledge Systems.

The College has also set up a four-member Intellectual Property Rights (IPR) Cell on 8th March, 2023 with Professor RK Rajeshwari Devi, Head of Department of Zoology in the Chair. Even before the

establishment of this Cell, the institution had undertaken several awareness programmes. On 3rd Feb, 2021 a One Day Workshop Cum Faculty Development Programme on Intellectual Property Rights was organised by IQAC, Oriental College in collaboration with S.K. Women's College, Nambol. On 17th April, 2023, an IPR Awareness Programme under National Intellectual Property Mission (NIPAM) was organized by the College in association with the Intellectual Property Office, Kolkata. The programme was attended by 264 participants including attendees from different institutions of the state and beyond. The Cell intends to extend further and undertake wider activities including the setting up of incubation centres.

With the introduction of NEP 2020 based curriculum and syllabi since 2022, initiatives and activities with regard to knowledge transfer having interdisciplinary character include the incorporation of 8 (eight) compulsory Value Addition Courses (VACs) of 2 credits each. Students have been offered 24 VACs from which they must choose 8 from the first till sixth semester. Of these, VACs such as Mushroom Cultivation, Personality Development and Employability Quotient, Disaster management, First Aid and safety, Environmental law and Policy, Human Rights and Duties, Introduction to Women Empowerment, Introduction to Cartography, Museum Method, Arithmetic Ability, Chemistry of Soaps and Detergents etc. are significant.

File Description	Document
Upload any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: D. Any 1 of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 2.4**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 12

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response: 0.33****3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 25

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document
Links to the paper published in journals listed in UGC CARE list	View Document

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response: 0.33**

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 25

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution***

Response: 0

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1**Revenue generated from consultancy and corporate training during the last five years****Response:** 0**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Institutional data in the prescribed format (data template)

[View Document](#)**3.6 Extension Activities****3.6.1**

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Oriental College (Autonomous) Imphal actively engages in community extension activities, primarily through its NSS units, fostering student awareness and social responsibility. These initiatives contribute to community engagement, addressing local needs effectively.

In 2018, the NSS Units I & II of the college orchestrated a **Swachh Bharat Summer Internship Camp** under the **Clean Our Village**. The camps agenda encompassed a rally and an awareness campaign targeting plastic pollution at Khamnam Leirak.

In 2020, amid the Covid-19 pandemic, the college administration and NSS volunteers and the Chemistry Department produced and distributed hand sanitizer to local club, Panchayat members and to the Community Quarantine Centre of Patsoi.

During the Special NSS Camp in 2021, held from 1st Dec. to 7th Dec., under the theme **Our Youth Our Village**, a rally for the Swachh Bharat Mission was organized at Khamnam Leirak. Social service activities conducted at Khamnam Bazar on December 3rd. NSS units initiated the cleaning of rainwater

harvesting ponds at Khamnam Leirak Village in alignment with the **Jal Jeevan Mission**. An awareness survey concerning health hygiene and vaccination status conducted at Khamnam Leirak Village, revealing a 100% vaccination rate among family members aged above 18 years.

During the Special NSS Camp in 2022, a series of impactful events unfolded. On November 9th, a rally for the Clean India Campaign was organized at Khamnam Leirak and Soyam Leirak. The following day, November 10th, witnessed a competition among seven volunteer groups for the collection of plastic waste at Khamnam Bazar and Soyam Leirak areas. Finally, on November 11th, NSS units I & II of Oriental College undertook the noble task of cleaning the crematoriums for Khamnam Leirak and Soyam Leirak Villages, aligning with the Swachh Bharat mission's objectives.

The Department of Botany took proactive measures to observe **World No Tobacco Day 2022** on May 31st, with a focused theme on '**Tobacco: Threat to Our Environment**'. The event attracted active participation from 90 students and faculty members representing various departments. Together, they orchestrated an awareness rally and poster campaign within the college campus and the surrounding neighbourhood. The Department of Botany also took action to observe **World Environment Day 2022** from June 4th to 5th, focusing on the theme "Save the Only One Earth". The event saw active involvement from 90 students and faculty members from various departments. Together, they organized an awareness rally, planted trees, and put up posters around the college campus and nearby areas.

From August 8th to 12th, 2022, Oriental College, Imphal conducted a **Mass Tree Plantation Programme** as part of the **Van Mahotsav Celebration**. The event engaged students, teachers, and non-teaching staff, with participation totalling 39 teachers, 45 students, and 4 staff members. Plantations occurred both at Langjing Hills and within the college campus and its vicinity.

On May 25th, 2022, a **One Day Blood Donation Camp** was convened by a collaborative effort involving NSS Units, YRC, RRC Volunteers, IQAC, and Local Clubs. The camp operated under the theme **To Save Life is the Greatest Service for Humankind**.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

Response: 11

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	0	2	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format (data template)	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

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: 9

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The College is spread over a 7.5 acre campus with a built up area of around 8600 square meters in the outskirts of Imphal city. Ease of access to the College is ensured through the National Highway 37, also called Imphal-Jiri road which passes through the southern perimeter of the College. It is located in the Takyelpat educational hub and is in close proximity to many other eminent institutions such as, Sports Authority of India (SAI Complex), Industrial Training Institute (ITI), Manipur Technical University (MTU), State Academy of Training, etc. Two new classroom blocks sponsored by the North Eastern Council and the State Government under the ‘College Fagathansi Mission’ is also currently under construction. The college also plans to augment and expand its existing infrastructural facilities in the near future.

Teaching-Learning & ICT Facilities

- The college has 27 Classrooms. Another 8 classrooms are under construction sponsored by the State Government under its ‘College Fagathansi Mission’ that aims to meet the basic mandates of NEP 2020.
- 7(Seven) Laboratories for Anthropology, Botany, Chemistry, Physics, Mathematics, Zoology & Geography departments.
- 1(One) Language lab fitted with LCD Projector and Smartboard under English Department.
- 1(One) Institutional Biotech Hub sponsored by Department of Bio-Technology, New Delhi.
- 1(One) Environmental Radiation Dosimetry Research Lab under Physics Department, sponsored by Atomic Energy Regulatory Board (AERB), Mumbai.
- 6 classrooms are equipped with LCD Projectors and Smartboards.
- 1(one) Conference Hall fitted with Smart TV, sound system and LCD Projector with Smartboard.
- 1(one) Computer Learning Centre equipped with 20 Desktop Computers.
- The College has 47 Desktop computers and 10 Laptops in all.
- LMS- MOODLE was introduced in 2021 during Covid19 pandemic and has since been used extensively for online/blended learning.
- 1(One) Digital Recording Centre with Smart TV, 2 Digital camera, video mixing-editing hardware and software.
- Upgraded Library automation with SOUL 3.0 library management software
- Internet facility with 30 mbps broadband

Facilities for Cultural and sports activities:

The College has a large Indoor Stadium measuring approximately 7800 sq. ft which serves several cultural and sporting purposes.

- It houses an indoor gymnasium equipped with weight training facilities, 6 unit Multi-Gym, Tread Mill, Exercise Bikes, Badminton and Table Tennis courts, etc.
- The college also has a playground measuring 66000 sq. ft. approximately where outdoor game such as athletics, cricket, football, etc. are played.
- 1(one) volleyball court exclusively for Boys' Hostellers.
- 1(one) Swimming Pool of dimension 45 x 20 meters.

Other Facilities:

- A mini Solar Plant providing 4.9 kWh electricity support to the administrative block.
- A botanical garden consisting of different species of plants, trees and shrubs
- 1(one) Herbarium maintained by department of Botany
- One Mini Zoology museum maintained by Department of Zoology
- A mini museum maintained by Department of Anthropology.
- Vermicomposting unit
- Rain water harvesting system
- 13 Departmental Libraries
- Photocopying facility at Central Library.
- All the buildings/blocks of the College are fitted with fire safety equipments.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

Response: 17.41

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	49.96024	6.413	54.6788

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Since the inception of Oriental College, the College library has diligently catered to the needs of both teachers and students by granting access to a wealth of quality reference books, magazines, and journals. The library is located in a separate building situated very close to the main block. The collection of books includes documents covering a wide range of subjects from English literature, pure sciences, arts, history and social sciences, languages etc. The library is automated, and has a spacious reading hall and reference section. The reading area can accommodate 40 to 50 users at any point of time. Apart from the printed books the library has access to e-resources of N-list which is a part of E-ShodhSindhu Consortium for Higher Education Electronics. The users are given awareness and made to browse and download e- books, e journals, databases etc.

The library collection includes a comprehensive range of books, journals, and magazines. Over the last five years, the library has consistently procured new books to enrich its collection. Recently, the library underwent an upgrade in its automation system, transitioning from SOUL 2.0 to the more advanced SOUL 3.0 library management software. Newly acquired books are prominently displayed for a period of two weeks on the designated display stand. Additionally, the library is equipped with Wi-Fi connectivity to enhance user experience and accessibility. The library offers three systems for students' internet browsing, providing a high-speed internet connection of 30 Mbps. The library offers photocopying services with a nominal charge in addition to internet access. Two fire safety units are also available to ensure fire safety.

The books are categorized based on the Dewey Decimal Classification system. The implementation of the Online Public Access Catalogue (OPAC) service is currently underway, which will enable users to search the book collection by title, author, publisher, and other relevant criteria.

Regrettably, there has been a lack of consistent librarian and staff presence since 2008. Nevertheless, the library is overseen by two dedicated staff members tasked with book borrowing and general management responsibilities, including data entry, book transactions, and member assistance such as issuing,

returning, and renewing books, as well as managing member logins.

File Description	Document
Upload any additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 0.79

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
.69165	0	2.00	2.26235	0.0691

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Oriental College, despite its remote geographical location, showcases a firm dedication to updating its information technology infrastructure to facilitate effective teaching-learning and administrative management, while ensuring equitable access to educational resources. Each department is furnished with computer and internet facilities extensively utilized by faculty for diverse educational activities such as lecture preparation, presentations, laboratory sessions, and accessing scholarly content. Furthermore, the college extends computer accessibility to students at the Computer Learning Centre, facilitating online research, downloading study material, and academic tasks free of cost. The College also provides printing and photocopying services at the library to students at nominal charges.

Continuous Improvement in IT Infrastructure:

Oriental College continuously upgrades its IT facilities to meet evolving technological requirements. The procurement of smart boards, projectors, plagiarism checking software, reflects the college's commitment to leveraging Information and Communication Technology (ICT) at all levels.

ICT Integration Amidst the Pandemic:

Throughout the COVID-19 pandemic, Oriental College observed a substantial surge in the adoption of Information and Communication Technology (ICT) driven teaching tools, showcasing its adaptability and resilience in navigating unprecedented challenges. Recognizing the necessity to maintain continuity in education amidst physical restrictions, faculty members underwent comprehensive training sessions focusing on the utilization of the Moodle Learning Management System (LMS). This initiative aimed to equip educators with the necessary skills to effectively conduct online classes and assessments. Furthermore, the college extended its reliance on digital platforms beyond traditional teaching, transitioning all examination processes to an online format. This comprehensive integration of ICT not only facilitated uninterrupted academic activities but also underscored the institution's commitment to embracing innovative solutions during times of crisis.

Incorporating ICT into Academic Practices at Oriental College:

Oriental College seamlessly integrates Information and Communication Technology (ICT) into a multitude of academic approaches, enhancing traditional lecture formats with dynamic and interactive teaching methodologies. Faculty members utilize an array of techniques including group discussions, quizzes, assignments, debates, and multimedia presentations to actively engage students in the learning process. Additionally, leveraging online resources and platforms such as Zoom, Google Classroom, Moodle, and N-List further enriches the dissemination of knowledge and fosters practical learning opportunities for students.

Library Management Digitization:

Oriental College is actively pursuing the automation of its library systems. While still in progress, the institution has acquired the library management software SOUL-3 to facilitate efficient tracking of books and journals. This digitization initiative is poised to significantly improve accessibility and organization within the library, offering students and faculty convenient access to pertinent academic resources. In essence, Oriental College's steadfast dedication to IT integration underscores its commitment to delivering high-quality education and optimizing administrative operations. By harnessing technology effectively, the college not only enhances teaching and learning experiences but also fosters streamlined administrative processes, thereby contributing to the comprehensive development of its academic

community.

File Description	Document
Upload any additional information	View Document

4.3.2

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

Response: 31.04

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

Response: 25

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

In today's rapidly evolving educational landscape, the integration of technology has become indispensable in providing enriching and immersive learning experiences. With this in mind, Oriental College has made strategic investments to enhance its educational offerings, acquiring essential tools such as 2 DSLR cameras, a computer for editing, video mixing equipment, a TV/monitor, and the latest recording and editing software.

While the Audio-Visual Centre at Oriental College is still in its early stages, it has already begun to demonstrate its value by actively producing e-content for students. Across all academic departments, efforts are underway to create high-quality educational materials that are accessible to students at any time.

At the core of the centre's mission is a steadfast commitment to fostering innovative teaching methodologies and producing digital content of exceptional quality. By leveraging the facility's resources, faculty members are able to seamlessly integrate audio-visual content into their teaching materials, thus captivating students in ways that were previously unimaginable using traditional methods alone.

The editing facility housed within the centre serves as a creative hub where raw footage undergoes a transformative process, emerging as erudite content designed to enhance visual learning experiences. In addition to its role in recording and archiving lectures, seminars, and presentations, the college envisions the centre to promote asynchronous learning, creating a valuable repository of educational materials for future reference. This approach empowers students to revisit lectures at their own pace, reinforcing their understanding of complex topics and fostering a culture of lifelong learning.

Furthermore, Oriental College is actively planning to leverage the centre as a hub for the exploration of media studies. By providing students with hands-on experience in content creation, curation, and dissemination, the facility serves as a dynamic laboratory for the study of media nuances. Through practical engagement with cutting-edge technology, students gain a deeper understanding of the profound impact of visual communication on the realm of education, equipping them with valuable skills for success in the digital age.

In conclusion, the Audio-Visual Centre at Oriental College stands as a beacon of educational innovation, harnessing the power of video mixing equipment, editing facilities, and cutting-edge technology for e-content development. This facility not only revolutionizes the delivery of educational content but also empowers students to actively engage in their learning journey. As we continue to navigate the complexities of the digital age, this centre serves as a testament to the transformative potential of technology in shaping the future of education. Through its dedication to excellence and commitment to innovation, Oriental College is poised to lead the way in redefining the educational experience for generations to come.

File Description	Document
Upload any additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 14.93

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
12.71999	7.937	7.7542	18.2279	48.61228

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Being a government College, all physical assets, including land, campus resources, structures, and academic and support amenities of the College are considered state property. Any proposed change, whether construction, demolition, or alterations, require prior approval from relevant government authorities. Academic and support facilities provided by the government are specifically designated for educational activities such as teaching-learning, evaluation, and student support services, housed within areas like libraries, hostels, computer centers, sports arenas, conference halls, playgrounds, and cafeterias. Furthermore, the maintenance of these assets may also be entrusted to certain government entities as part of its commitment to supporting educational institutions.

The College has a Planning Board mandated with preparation of perspective plans and vision documents for overall development including infrastructure development and augmentation. Among other functions, the Building Committee is also mandated to be responsible for the maintenance and upkeep of the College. To ensure the effective maintenance and utilization of its resources, Oriental College has devised its own policies and procedures:

Laboratory:

- Departmental laboratories are managed by the respective departments, responsible for their maintenance and security.
- Heads of Departments (HoDs) maintain a Stock Register documenting all equipment, furniture, and materials, updated annually and endorsed by both the HoD and Principal.
- Departments establish usage procedures and display safety guidelines for students.
- Detailed reports on stock positions, including damaged or missing items, are submitted to the Principal as required.
- Similar maintenance and usage norms apply to other specialized labs such as the Bio-Tech Hub and Language Lab.

Library:

- The Librarian displays Visitors' Guides and Library Rules & Regulations prominently.
- Visitor registers are placed at the Visitors' Desk for monitoring.
- All sections of the Library are clearly labeled with nameplates.
- Separate stock registers are maintained for different types of books, furniture, and equipment.

Sports Facility & Gym:

- The Physical Education Teacher (PET) oversees sports facilities and activities for students.
- A comprehensive stock register of sports equipment is regularly updated by the PET and countersigned by the Principal.
- The PET establishes usage routines and displays rules for students' adherence.
- Annual sports festivals are organized for student participation, with the PET also responsible for the Indoor Stadium, playground, and swimming pool.

Computer Centre:

- A teacher proficient in computer basics, appointed by the Principal, manages the Computer Centre.
- Operating hours and usage guidelines are determined by the Principal's directives.
- Rules for student conduct within the Computer Centre are prominently displayed.
- An updated stock register is maintained and endorsed annually by the designated teacher and Principal.

Classrooms:

- Departmental classrooms are overseen by respective HoDs who regulate their management and use.
- Faculty deans manage common classrooms, ensuring their proper upkeep and usage.

Students Hostel:

- Hostels are directly supervised by the Principal, with a designated Caretaker.
- Clear rules and regulations are posted for residents' guidance.
- Inmate records are meticulously maintained, and recreational facilities are monitored for student welfare.

Conference Hall:

- A teacher with expertise in IT facilities, appointed by the Principal, manages the Conference Hall.
- Maintenance and usage of the hall are under the supervision of the designated teacher.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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 institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 41.64

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
234	387	302	263	249

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The College has a dedicated Cell under the Chairmanship of the Principal, namely the **Career Counselling Guidance and Placement Cell (CCGPC)** consisting of a teacher-coordinator and other faculties as members. The General Secretary of the College Students' Union is also incorporated as a student member in the Cell. The Cell is mandated to plan, oversee and initiate all matters relating to career counselling and guidance of students for competitive examinations, and progression to higher studies. First constituted on 18th July 2018, the Cell has been reconstituted periodically, and since 6th

April, 2021, Shri K. Biplob Singha, Assistant Professor of Political Science who is also Ex-MPS/DSP Prob. (Manipur Police Service, 2013 Batch) has taken over CCGPC as its Coordinator. The Cell has undertaken various programmes and activities since its inception. The key focus of CCGPC is on thrust areas like:

- Counselling and mentoring students of the College for progression into different streams of higher studies such as M.A./M.Sc., professional higher studies like MBA, PGDCA, MCA, Legal Studies, Journalism etc. among others
- Counselling and creating awareness among students about the different competitive examinations (both at the State and National Levels) that they are eligible for after the completion of B.A. or B.Sc. from the college
- Periodically organizing workshops and talk programmes, interaction sessions, invited lectures, industry-interaction etc., to raise the level of awareness of the students as regards their career orientation
- Organizing extra classes and interactive sessions to prepare students for MA/ MSc. entrance examinations both within and outside the state, and especially CUET PG in the last two years
- Conduct awareness and hand-holding sessions to empower students to explore different avenues of career progression, especially the use of different web resources and online learning tools including different MOOCs (such as EdX, FutureLearn, Coursera etc.)
- Mentor passed-out students and students finishing post-graduation in their preparation for appearing in UGC NET JRF examination

Throughout the years, CCGPC has periodically organized workshops and programmes especially for students in preparing for Civil Service Examinations (both UPSC and State PSC), banking services (IBPS, Bank P.O. etc.), Staff Selection Commission examinations and several others for which the students are eligible after graduation. The Cell plans to introduce different General Foundation Courses of varying durations and covering diverse topics for Competitive Examinations to expand its scope and reach for the benefit of students.

In collaboration with **Helping Hands Career and IT Solutions Ltd. (HHCITS, Imphal)** with whom the College has signed an MoU in June, 2022, CCGPC, Oriental College has organized several career-oriented programmes and activities for students and alumni. The collaborative work with HHCITS who are engaged in aviation, ICT, and hospitality training has provided a platform for direct industry-academia experience for the students. Also, plans are afoot to conduct mentoring and screening programmes for students and alumni to make placement support in the BPO and other related industries.

The CCGPC Coordinator is also available for online and on-call counselling and guidance throughout the year for any assistance that the students of the College may require.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

Response: B. Any 3 of the above

File Description	Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document

5.1.4

The institution adopts the following for 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
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	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: 21.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	43	34	44	21

File Description**Document**

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 0.66

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	1	1

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	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 events during the last five years

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	2	0	0

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The Oriental College Students Union (OCSU) stands as a beacon of student representation and engagement within the college community. Comprising eight executive members, with the Principal of the college serving as the President and one teacher as the Vice President, this union is not just a governing body but a vibrant force for student welfare and empowerment.

At its helm, the OCSU executive body boasts a diverse portfolio, each with a dedicated teacher in charge appointed by the Principal. From the General Secretary to the Finance Secretary, Magazine Secretary to Debate and Extension Secretary, and Social and Culture Secretary to Games and Sports Secretary, every role is meticulously crafted to cater to the multifaceted needs and interests of the student body. Furthermore, the union ensures gender inclusivity with dedicated Boys' and Girls' Common Room Secretaries, underlining its commitment to equality and accessibility.

The executive members of OCSU are not mere figureheads; they are proactive organizers, catalysts for change, and champions of student initiatives. They spearhead a plethora of activities ranging from literary events to awareness programs, from sports activities to cultural extravaganzas, enriching the college experience for every student. Moreover, their efforts extend beyond the college campus, as they tirelessly strive to facilitate deserving students' participation in events at district, state, national, and even international levels.

Collaboration is at the heart of OCSU's ethos. The union synergizes with various college cells and initiatives, such as NSS extension services, community outreach programs, and the Women's Cell, amplifying their impact and reach. By fostering partnerships and alliances, OCSU ensures a holistic approach to student welfare, addressing not just academic but also social, cultural, and community-oriented needs.

Importantly, OCSU is not confined to the realm of extracurricular activities. It holds significant representation in the academic and administrative bodies and committees of the college. This ensures that student perspectives are not only heard but actively integrated into decision-making processes, promoting a culture of participatory governance and transparency.

Beyond its organizational duties, OCSU plays a pivotal role in organizing hallmark events that define the college calendar. From the Annual Sports Meet to the Fresher's Meet, from the Observance of Teachers' Day to the publication of the Annual College Magazine, OCSU's imprint is unmistakable. These events not only foster a sense of belonging and camaraderie but also showcase the talent and diversity within the college community.

In essence, the Oriental College Students Union (OCSU) embodies the spirit of student leadership, activism, and service. It is a conduit for student voices, a catalyst for positive change, and a guardian of student welfare. Through its tireless efforts, collaborative ethos, and unwavering dedication, OCSU enriches the college experience, leaving an indelible mark on the lives of students and the fabric of the institution itself.

File Description	Document
Upload any additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: B. Any three of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document

5.4 Alumni Engagement**5.4.1**

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 189110

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
181110	8000	0	0	0

File Description	Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The college has a registered, under section 7(1) of the Manipur Societies Registration Act, 1989, and functional alumni body called 'Oriental college Alumni Association' having its registered address at the college. The alumni association has been actively functional in the college since 2009 even without formal registration under the Act above.

Alumni contribution-

- On 2nd October, 2018, some members of the Alumni Association shared in the 'Swachhta Hi Seva' programme carried out in and around the campus which was organized jointly by NSS volunteers, Students' Union and staff of the college.
- Representatives of the Alumni Association participated in a one-day social service camp organised by the Students' Union and NSS of the College as part of the regular activity of Swachh Bharat Abhiyan on September 8, 2019.
- The local alumni leaders help in maintaining the college campus in and around the Founder's Memorial Park neat and clean throughout the year.
- During the first wave of COVID 19, when the college remained closed, a team of Alumni association led by President, Kh. Sidhakumar Singh, took up a cleaning and sanitisation activity on 8th Sept., 2020 in the apartments of the college where the State Directorate of Health Services used as Screening Centre for those who were arriving the State from outside.
- The alumni volunteers carried out a social service for Swimming Pool and Student Hostels and their surrounding areas starting from March 3, 2021 to make these neat and clean.

Alumni engagement-

- From September 2, 2018, the Alumni Association was allowed to develop necessary facilities for starting swimming class in the college Swimming Pool and gave training about 100 boys and girls during the year.
- Leaders of the Alumni Association participated in "Foundation Day" celebrated August 8, 2019

with floral tribute to the Late Nongthombam Ibomcha Singh- founder of the College.

- On 22nd July, 2020, a joint meeting of the teachers, parents, alumni and student representatives was held in the Geography Department with proper COVID SOP. The student leaders and the alumni were invited to participate in making decision regarding i) possibility of continuing classes during the pandemic and ii) mode of initiating examination process which has been delayed due to the Lockdown started from March, 2020.
- Regularly looking after the inmates of Boys' Hostel by deputing the Secretary of Alumni Association as care-taker and guide.
- Members of the Alumni are engaged from time to time in security arrangement and as Locker of bags and mobile phones of candidates during examinations, students' union election and such other major events in the college.

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

i. Governance and leadership visible in decentralisation, participation and sustainable growth:

Effective governance and leadership for a sustained institutional growth towards achieving the goals set out in its Vision-Mission statements is the core of all activities of administration and management adopting specific procedures, policies and strategies. With the implementation of UGC-Autonomous Status in the College, institutional Ordinances have been developed and enacted for effective planning and implementation of the academic programmes and the curricula being offered. The governance reflects a commitment to participative management and decentralized approach. Through various committees and bodies, all stakeholders including the students and alumni are actively engaged in decision-making processes, fostering a sense of ownership and collective responsibility for sustainable development and progress.

Illustrating the organizational structure clearly, the college has developed a comprehensive Organogram highlighting both statutory and non-statutory bodies involved in academic and non-academic planning and administration. There is clear regulation for constitution and function of each body. This transparent representation ensures clarity and accountability within the institution's governance framework.

Being the main functionary for carrying out the academic programmes, the teachers are always consulted and empanelled to constitute the different bodies, cells and committees. Staff meeting is usually held before the beginning of Semester classes to hear teachers' grievances and suggestions for smooth conduct of classes. Ensuring equality of all sections of students and staff, their safety, inclusive and unity, and protecting common interest of employees are reflected in the effective governance of the College. Staff training programs and welfare measures of the authority proved productive.

ii. Perspective plans

The College set out perspective plans for short term (2020-22), intermediate term (2020-24) and long term (2020-30) and Road Map in tune with the vision-mission statements. The Perspective Plan enhancing the institutional mission for 'to establish a centre of excellence in education by creating a good academic atmosphere' is annually reviewed under the initiative of IQAC. Participative and consultative efforts, including mobilisation of resource of the College contribute to the maximum success and sustained growth.

iii. National Education Policy (NEP)

Implementation of NEP 2020 in the College from 2022-23 session has been a comprehensive endeavour, particularly evident since the adoption of CBCS curriculum in 2020-21 session. Aligned with UGC guidelines, this LOCF based curriculum enhancement aimed at granting students an enhanced learning flexibility integrating interdisciplinary approaches across all undergraduate (Honours) programs.

Efforts are made to orient the teachers for developing the required skills and capacity in the implementation of NEP 2020. The College organised workshops, Faculty Induction Programme and talk programme for awareness; the faculties are also allowed to participate in webinars and workshops on the prospects and challenges of the new education policy organised by the external bodies.

With all these preparation, the College has diligently transitioned to the new syllabus and curriculum with the support and patience of all the stakeholders. For the learners, various skill oriented courses called VAC (Value Addition Courses) are incorporated thereby enhancing multidisciplinary learning experience with facilities of multiple exit points for the students' educational journey.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Oriental College, situated in Imphal, operates within a meticulously structured and decentralized administrative framework overseen by the Directorate of University and Higher Education, Government of Manipur. This organizational structure is designed to efficiently manage the manifold academic and administrative functions of the institution. Notably, all faculty members are employed by the state government and possess the flexibility to be transferred to any government college within Manipur, underscoring the fluidity and adaptability of the staffing arrangements.

At the helm of Oriental College is the Principal, whose role is pivotal in providing visionary leadership and strategic direction for the institution. Endowed with a wealth of experience and expertise, the Principal assumes responsibility for the planning, organization, and execution of various academic programs and initiatives. The appointment of the Principal, facilitated through the rigorous selection process overseen by the Manipur Public Service Commission, underscores the commitment to ensuring administrative competence and integrity at the highest level of leadership.

Under the guidance of the incumbent Principal, Oriental College has witnessed a discernible expansion in the scope and efficacy of its committee structures. Notably, the Academic Committee, among others, has been bolstered to facilitate robust oversight and coordination of academic affairs. This proactive approach reflects a concerted effort towards enhancing administrative efficiency and academic excellence within the institution.

Central to the quality assurance framework of Oriental College is the Internal Quality Assurance Cell (IQAC). Functioning as a vital coordinating and monitoring entity, the IQAC is entrusted with the task of meticulously evaluating faculty performance across a spectrum of key parameters including regularity, punctuality, accountability, and teaching quality. Through systematic assessment and feedback mechanisms, the IQAC endeavours to engender a culture of continuous improvement and excellence in academic standards and outcomes.

Complementing the academic milieu are various clubs, cells, and forums that have been established within Oriental College. These entities serve as vibrant hubs of extracurricular activity, fostering a rich tapestry of cultural, intellectual, and social engagement among students and faculty alike. Embracing a decentralized approach to organizational management, these entities contribute to the holistic development and enrichment of the college community.

In adherence to the stipulated service rules, promotion policies, and performance appraisal guidelines outlined by the Manipur Government, Oriental College ensures equitable treatment and entitlements for its faculty members. Noteworthy provisions include access to the General Provident Fund (GPF), participation in the National Pension Scheme (NPS), and provisions for various categories of leave such as casual, earned, medical, and maternity leave, among others.

Facilitating the resolution of grievances is the Oriental College Teacher Association (OCTA), which serves as a cornerstone of the institutional framework for conflict resolution and redressal. Through official channels such as designated WhatsApp groups and executive bodies, OCTA provides a structured mechanism for addressing grievances raised by both teaching and non-teaching staff. The hierarchical escalation process, culminating in direct recourse to the Principal, ensures the expeditious resolution of grievances while upholding principles of fairness and transparency. In instances necessitating broader deliberation and consensus-building, OCTA may convene joint staff meetings or general assemblies, thus facilitating inclusive and participatory decision-making under the auspices of the Principal's guidance and oversight.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the

following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: C. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Oriental College (Autonomous), Imphal follows faculty performance appraisal system based on which special incentives will be given to the faculty. The teaching faculty members of the departments are asked to submit the filled in Faculty Performance Appraisal form at the end of the year in accordance with the relevant State Government and UGC guidelines.

In the performance appraisal system at Oriental College (Autonomous) Imphal, emphasis is placed on the effectiveness of teaching, learning, and evaluation methods, along with the continuous mentoring of students by faculty members. Additionally, the achievements of teachers in Co-Curricular and Professional Development are taken into account. Thirdly, Research Contributions, including publications in journals and conferences, patent filings, product developments, and participation in funded research projects, are duly acknowledged. Fourthly, contributions in coordinating various institutional functions, such as training, placements, library management, and involvement in accreditation processes like IQAC and NAAC, are highlighted in Administration. Lastly, affiliations with professional organizations and associations, participation in MOOCs and online certification courses are also encouraged.

The College prioritizes the well-being and welfare of its teaching and non-teaching staff members. Oriental College understands that a healthy and supportive work environment is essential for fostering productivity and ensuring employee satisfaction. Here are the various welfare measures in place:

1. Eligible staff members are provided with medical leave.
2. Financial assistance, including grants or loans, supports staff facing medical emergencies adhering to predefined norms and needs.

3. Eligible teaching & non-teaching staff members receive statutory benefits such as GPF, (General Provident Fund), Group Insurance Scheme (GIS), National Pension System (NPS) benefits according to prevailing rules.
4. Financial assistance is extended to needy students pursuing education within our institution.
5. In campus, a special room for women staff and teachers has been established to provide them adequate leisure.
6. Staff members are entitled to maternity and paternity leaves.
7. Ph.D. scholars are provided with paid leave to focus on their research pursuits.
8. Faculty members are incentivized for upgrading their research work through quality publications in conferences, journals, books, book chapters, and patents
9. Faculties are encouraged to undergo MOOCs courses, they are exempted from their duty when they are engaged in such courses.
10. Periodically, teaching as well as non-teaching staff are deputed to attend training and professional development courses/ programmes.
11. The college administration organises annual recreational tours for both teaching and non-teaching staff.
12. Periodic workshops and other programmes are also organised in the domain of Career progression and advancement.

File Description	Document
Upload any 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: 1.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	View Document

6.3.3**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 30.43**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
18	22	29	22	14

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The college is following a well-established financial management system ensuring accountability and transparency in which the internal management and the state government are the main regular sources of fund. Resource mobilisation refers to all activities involved in securing efficient management of the available sources and availability of new and additional resources for achieving the set goals and target of the college.

The policy for resource mobilisation and procedures aims to identify the resources available for institutional programs and activities and to widen the resource base for the attainment of the goals. The policy document also provides the procedures for efficient utilisation of generated funds.

General Policy Statement:

- i) The resource base that supports the effective implementation and achievement of the institutional strategic plans, goals and overall growth is diversified and expanded.
- ii) The resources available for programme priorities, research and faculty development, infrastructure up-gradation and maintenance, governance and welfare policies in addition to budget allocation are identified and analysed.
- iii) The current funding avenues, resource potential and external support are analysed and stated.

Accountability & Transparency Procedures:

1. Sanction is accorded on the submission of payments by the relevant committee /agency with voucher/received statement.
2. Relevant cash transaction registers are maintained with responsible signature.
3. The Finance Committee of the College in consultation with the Planning and Implementation Committee is responsible for the management of funds.
4. The income and expenditure of the college is in accordance with the annual budget.
5. The college has an established machinery and set of procedures for maintenance of infrastructure and equipment.
6. There is a regular monitoring of various committees like Academic Council, Governing Body, Planning and Implementation Committee, Purchase Committee and IQAC with necessary support systems.

Financial Audit:

Financial support provided by the government is audited by the Government Audit and Accountant General, Manipur. Financial support provided by the government agencies are audited by the respective Government Departments. After a stipulated period of time, the accounts for all the grants and funds sanctioned by the Government/UGC are initially submitted to an external Chartered Accountant. The audit report issued by the auditor with utilization certificate and all necessary ratified accounts are submitted to the concerned sanctioned authorities.

The Accountant General, Manipur also conduct their periodic verification of all the accounts sanctioned by the Government. The audit team verifies all the financial documents related to the public funds utilized by College. After hearing the clarifications and corrections, the final accounts are settled. Their suggestions and directions are also incorporated in the further utilization of the funds.

File Description	Document
Upload any additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 0

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years

with the mechanism for settling audit objections within a maximum of 500 words

Response:

Office of the Accountant General, Manipur, State Taxation Departments and State Directorate of Treasury generally conduct financial audit at different times in the College

as in other state government colleges and offices. But during the last few years, no such government audit teams visited the college. However, in the year 20223, the State Taxation Departments came and audited for the previous years from 2018-19.

Meanwhile, the SUNNY PATNI & ASSOCIATES CA, Paona Bazar, Imphal audited Receipts and Payment Accounts of the college for the period from 1st April, 2018 to 31st March, 2023.

For the funds received specifically from RUSA so far since 2016-17 were audited by CA GAURANK GUPTA, Thangal Bazar, Imphal.

The college has a budgeting, accounting and auditing system as reflected in the policy of resource mobilisation and operational procedure of the college. The finance committee is constituted as an advisory body on all matters concerned with finance of the college.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

Two exemplary practices institutionalized as results of the initiatives of IQAC include:**Practice-1: Academic Audit**

Academic Audit conducted through IQAC entails regular audits of the Departments and Examination Cell to uphold and elevate education quality. The initial processes of monitoring reviewing included timely commencement of Semester classes as per Academic Calendar along with display of Departmental curriculum delivery plan containing schedule of Continuous Internal Assessments (CIA) congruent to the Class Routine and teachers' Workloads, POs and COs prior to the classes. IQAC also closely monitored whether the Departments are strictly following the regulations of CIA during the Semester, and collected feedback and students' level of learning outcomes at the end for analysis and action taken.

As a part of strategy improvement, the IQAC redesigned in 2020 with format in the form of Internal Academic and Administrative Audit. It further encompasses research and publications, extension activities, collaborations, innovative practices, ICT initiatives, seminars/workshops, FDPs, student progression and placement aiming at enhancing performance of both students and teachers. A separate format is designed to monitor examination processes. The system of AAA, improving from time to time, is still found effective to the success of the initiative.

Practice-2: Creating a research-oriented environment

Creating a research-oriented environment has been a major thrust of IQAC since its inception in the College as the context greatly contributes to quality education. However, the strategies of the quality initiative are modified from time to time for institutionalising the same. For long, a Research Committee has been shouldering the activities of research mobilisation in the college. Due to necessity of expanding the function of the committee and activating on the commitment to provide a quality research culture in the institution, a Research Policy was developed during 2019-20 with the aim to contribute to capacity building by encouraging scientific temper and research aptitude of the faculties and the students, by implementing advanced research methodologies and by providing standard norms for conducting research in an effective and safe manner. Under this policy, the Research Committee is changed to Research Guidance and Extension Cell, and Research Ethics and advisory committees come into existence to effectively implement the institutional research policy.

Faculty members are motivated to engage in research activities within their respective fields. Those teachers who require are encouraged to pursue Ph.D. degrees and those who have the degree are encouraged to pursue Guide ship, with recognition bestowed upon them on completion of their achievements. Faculty members are also encouraged to participate in seminars, conferences, workshops, and Faculty Development Programs to enhance their research skills. Additionally, they are urged to contribute to academic literature by writing books, chapters in books, and publishing research papers in approved or reputed journals. The institution arranges lecture sessions on research proposal writing, and duty leaves are granted to facilitate these endeavours.

Now many teachers have made significant contributions to indexed journals and books. The number of teachers serving as research guides has come up to five.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The institution's commitment to excellence in teaching and learning is evident through its regular reviews and implementation of teaching-learning reforms facilitated by the Internal Quality Assurance Cell (IQAC). The two key areas where the IQAC plays a pivotal role: Teaching Strategies Review and Result Analysis and Quality Assurance.

Teaching Strategies Review:

A culture of proactive planning and continuous improvement in pedagogical approaches is fostered by the IQAC, which goes beyond mere adherence to the academic calendar. Faculty members are encouraged to embrace innovative teaching methodologies, integrate technology into their lessons, and incorporate real-world applications to enhance student engagement and learning outcomes. Platforms for constructive feedback exchange are provided by regular IQAC meetings with Head of Departments, thus allowing dissemination to the department faculty members to share best practices, address challenges, and collectively brainstorm strategies for enhancing teaching effectiveness. Additionally, collaboration with faculty development programs by the IQAC ensures training and resources on effective teaching techniques, assessment strategies, and student-centered learning approaches are provided. Through these efforts, a dynamic and responsive teaching environment that caters to the diverse learning needs of students while upholding academic rigor and quality standards is aimed to be cultivated by the institution.

Result Analysis and Quality Assurance:

The institution's approach to quality assurance is characterized by a proactive and data-driven methodology aimed at identifying areas for improvement and implementing corrective measures. Each department conducts thorough analyses of performance discrepancies, examining factors such as teaching methodologies, assessment practices, student engagement, and support services. Based on their findings, targeted interventions and support mechanisms are devised to address identified challenges and enhance student learning experiences. Moreover, the institution's commitment to quality assurance is exemplified through its rigorous internal and external audit processes. The annual academic audits conducted by the IQAC serve as comprehensive evaluations of the institution's teaching-learning ecosystem, covering aspects such as curriculum relevance, pedagogical effectiveness, assessment integrity, and student support mechanisms. The insights gleaned from these audits inform strategic

decisions and policy formulations aimed at fostering continuous improvement and ensuring alignment with institutional goals and regulatory requirements.

In summary, the institution's robust quality assurance framework, coupled with a culture of reflective practice and continuous improvement, underscores its unwavering commitment to excellence in teaching and learning. By leveraging the insights gained from teaching strategies reviews and result analysis, the institution continually refines its educational practices to meet the evolving needs of students and maintain its position as a beacon of academic excellence. Through collaborative efforts facilitated by the IQAC, the institution remains dedicated to providing a transformative learning experience that empowers students to thrive in an ever-changing world.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: C. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The College has strived to foster a positive environment to facilitate gender equity and sensitization across both academic and co-curricular aspects. Women are significantly represented in all key aspects including student strength, teacher population, and most other administrative capacities such as the incumbent Offices of the Deans of Arts and Science, Heads of Departments, Boards of Studies, Academic Council etc.

Curricular

The syllabi and curriculum across various disciplines at Oriental College have been enriched with papers focused on social justice and women empowerment. In the curricular domain, the ethos of women empowerment is incorporated through the introduction, since 2014, of a Value Addition Course (VAC) titled "**Introduction to Women Empowerment**". This multidisciplinary course offered by the Department of Political Science to both Arts and Science students has undergone successive revisions, the latest being in 2022 under the NEP 2020 LOCF curriculum to ensure its relevance and effectiveness. This course serves as a cornerstone in educating students about a wide array of gender issues, especially the political, economic and social empowerment of women in the regional, local and global context. The Political Science department also offers another interdisciplinary VAC called '**Human Rights and Duties**' which include several topics on gender equity. Both papers are hugely popular among students of both sexes cutting across both arts and science streams.

Apart from these two, the Political Science syllabus also include several gender or women specific papers to this end, namely '**Feminism: Theory and Practice**' (as Generic Elective paper under both CBCS and NEP/LOCF syllabus) and '**Women, Power and Politics**' (for 6th semester as Discipline Specific Elective Course under CBCS syllabus). The Department of English also offers **ESL HC 5026 Women's Writings** (as a Core paper under CBCS syllabus) and **ENG-HC 802 Women's Writing** (also a Core paper for English Honours).

Co and Extra-Curricular

Gender Audit

A comprehensive **Gender Audit covering the years 2018-19 to 2022-23** was conducted by a committee including both internal and external members and which serve as a foundational assessment tool to identify areas for improvement and gauge the existing gender dynamics within the college. This audit

provided invaluable insights for subsequent initiatives and policies.

Facilities for Female Students and Female Faculty

The College has dedicated amenities such as Common Room for girl students and adequate toilet facilities, prioritizing their privacy and convenience. Specifically designated for female faculty members, Oriental College has a well-furnished restroom. Amenities include a Sanitary Pad Vending Machine and Incinerator. However, due to logistical and manpower shortage the Women's Hostel in the College remains non-functional.

Women's Forum

The college's Women's Forum serves as a catalyst for organizing a myriad of activities aimed at promoting gender equity and empowerment. Regular events, including Invited Talks, Workshops, and celebrations of International Women's Day, provide platforms for dialogue, learning, and advocacy within the college community. Through other forums also, skill development opportunities and hands-on training are provided to all students, with a particular focus on empowering female students

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

At Oriental College (Autonomous) Imphal, we recognize that a robust waste management system lies at the core of sustainable development. With India facing substantial environmental challenges stemming from trash generation and inadequate waste collection, it's imperative for responsible institutions like ours to take proactive measures. Our commitment to the nation's development extends to ensuring that our campus is not only academically enriching but also environmentally conscious.

To address these concerns, the College has implemented a comprehensive approach to handle both solid and liquid waste. Through a series of meticulously planned procedures, we aim to not only mitigate environmental impact but also uphold the highest standards of cleanliness and hygiene on our campus.

Solid waste management begins with strategically placed waste bins, meticulously color-coded to facilitate the segregation of biodegradable and non-biodegradable waste. This segregation process extends further as solid waste is meticulously sorted into categories such as plastics and metals, ensuring that recyclable materials are diverted from landfills. Our college has forged a collaborative partnership with the Imphal Municipal Council, underscoring our commitment to maintaining a pristine campus environment.

Furthermore, hygiene is paramount, and our institution spares no effort in ensuring clean and well-maintained restroom facilities for both staff and students. In student restrooms, we've installed state-of-the-art sanitary napkin vending machines and disposal incinerators, providing a convenient and hygienic solution for the disposal of sanitary products.

In our pursuit of sustainability, the College has established an on-campus vermicomposting unit as part of our green environmental initiatives. Here, leaf litter collected from the campus premises is meticulously transformed into nutrient-rich compost, serving as organic manure for our campus gardens. Waste generated from our canteen and mess facilities is diverted to this unit, contributing to a closed-loop system of waste management.

Liquid waste management is equally prioritized, with wastewater from our campus facilities responsibly disposed of through the underground sewage system. This system incorporates drainage channels to facilitate the efficient maintenance and operation by municipal authorities.

Moreover, our commitment to environmental issues extends to our academic practices. The science department actively promotes microscale experiments to minimize chemical usage in laboratories, further reducing our ecological footprint. Additionally, departments generating biomedical waste, such as Zoology, Botany, and Chemistry, adhere to stringent protocols for local processing and incineration before disposal, ensuring compliance with environmental regulations.

These waste management initiatives not only reflect our dedication to sustainable development but also

serve as a testament to our ethos of responsible citizenship and environmental stewardship. Through these efforts, we strive to set a precedent for environmental consciousness within the academic community and beyond.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Any other relevant information	View Document
Geo-tagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Oriental College is fully cognizant of the ever-growing need for creating and maintaining an eco-friendly and environmentally sustainable campus. The College is firmly committed to implementing practical steps by adopting policy initiatives and institutional practices that seek to maintain a green campus, a sustainable environment, and clean energy usage. It strives to conserve the environment by adopting eco-friendly measures such as conservation of energy and water, reduction of carbon footprint and systematic

management of waste generated in the College. The policy seeks to assure compliance with environmental and energy regulations by upholding sound environmental and energy practices in all aspects of the institution's academic and administrative functioning. The policy also aims to inculcate among college faculty, staff, students and all stakeholders the ethical and moral values necessary to make a positive contribution in improving environmental health.

Oriental College stands at the forefront of environmental stewardship, firmly committed to creating a sustainable and eco-friendly campus environment. With a proactive approach towards waste management, energy conservation, and green campus initiatives, the college aims to uphold ethical and moral values while making a positive contribution to environmental health.

In line with this commitment, Oriental College has implemented a comprehensive waste management system that prioritizes the creation of a Plastic Free Campus and the promotion of recycling, composting, and proper disposal of hazardous waste. The college encourages the use of biodegradable and reusable materials, mandating the disposal of plastic waste at designated collection points for recycling. Furthermore, color-coded bins for segregation of dry and wet waste facilitate responsible disposal and recycling efforts. The institution strictly prohibits the incineration or burning of any degradable and non-degradable materials, ensuring environmentally sound waste management practices.

To address energy consumption concerns, Oriental College has made a steadfast commitment to efficient electricity usage and reducing overall energy demand. This commitment is demonstrated through the adoption of energy-efficient practices such as LED lighting and solar panels, alongside the promotion of energy conservation habits among the college community. Environmentally friendly building construction and maintenance further minimize energy consumption by providing natural ventilation and lighting. Additionally, the college implements water harvesting plants, greywater treatment, and recycling facilities to promote water conservation, contributing to sustainable resource management.

Emphasizing the importance of a green campus, the College continuously endeavours to enhance the campus environment through tree plantation drives, landscaping, and maintenance of a botanical garden with native and medicinal plant species. The institution organizes cleanliness drives, awareness programs, and festivals to foster environmental consciousness among its stakeholders. Tagging plants with local and scientific names, along with QR codes for detailed information, enhances educational opportunities and encourages engagement with the natural environment. Regular environmental audits and extension activities further contribute to community-wide awareness and involvement in sustainability efforts.

The college remains dedicated to monitoring and evaluating its environmental performance, seeking feedback from stakeholders, and continuously improving sustainability initiatives. This policy is promptly implemented, with the expectation of full compliance from all members of the college community. Through collective efforts, Oriental College endeavours to create a sustainable and eco-friendly campus environment that not only benefits the environment but also enriches the lives of its community members.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- Built environment with Ramps/lifts for easy access to classrooms**
- Divyangjan friendly washrooms**
- Signage including tactile path, lights, display boards and signposts**
- Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- Provision for enquiry and information: Human assistance, reader, scribe, soft copies of**

reading material, screen reading**Response:**

At Oriental College (Autonomous) in Imphal, creating an inclusive environment where individuals with disabilities can navigate safely and independently is a top priority. The college strictly adheres to the Persons with Disabilities Act of 2016, ensuring that discrimination against individuals with disabilities is prohibited.

The college has undertaken various measures to provide a comprehensive and inclusive teaching and learning environment for individuals with disabilities. These measures aim to remove physical barriers and promote accessibility throughout the campus.

One significant aspect of this effort is the installation of ramps and hand rails in every building. Rails and ramps play a crucial role in assisting individuals with disabilities, particularly those who are blind or visually impaired. Rails are strategically placed along pathways and staircases, providing tactile feedback that aids in orientation and navigation.

These modifications allow individuals with mobility impairments to access different levels of the buildings without difficulty. Additionally, the main pathways leading to essential facilities such as classrooms, administrative blocks, libraries, and health centres are constructed in a way to ensure that individuals with disabilities can navigate these areas with ease.

By prioritizing accessibility and inclusivity, Oriental College (Autonomous) enables individuals with disabilities to participate fully in campus life without the need for assistance. This commitment not only promotes independence but also fosters a sense of belonging and inclusion within the college community.

Facilitating Equal Access: Guidelines for Scribe Appointment in Examinations

In educational institutions, it's crucial to ensure that all students, including those with disabilities, have equal opportunities. To assist physically handicapped candidates who may need support during examinations, appointing an Amanuensis, or scribe, is essential. However, this process must follow strict guidelines to ensure fairness and integrity.

Additionally, the appointed Amanuensis should have a lower educational qualification than the candidate and should not be studying in the same field to avoid potential bias.

During the examination, the Controller of Examination is responsible for providing a suitable room for the candidate and the Amanuensis. A room superintendent should also be appointed for the candidate, with daily rotations to ensure impartial supervision.

If a temporarily disabled candidate requests extra time to write the examination, they must apply to the Principal through the Controller of Examinations, providing relevant medical certificates and copies of any prior permissions granted by other educational boards or universities.

These guidelines aim to maintain fairness and equal access in the examination process while providing necessary support to physically disabled candidates. Adhering to these procedures ensures that every student has the opportunity to demonstrate their knowledge and abilities to the best of their potential.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

Manipur is a state which has a rich cultural mosaic encompassing a multitude of traditions and ethnicities. There are nearly 34 different tribes belonging to the Naga and Kuki communities apart from the majority Meiteis and the Muslim Meiteis of the state. Recognizing the value of diversity, the college actively recruits and admits students from a wide array of backgrounds, ensuring that its campus community mirrors the rich cultural fabric of Manipur. The College has a sizeable tribal student population, almost 35 percent of the total student strength and most of them are from the neighbouring hill district of Tamenglong and Noney. Through ongoing support services and initiatives, Oriental College is committed to providing equal opportunities for all students to flourish academically, personally, and socially.

The institutional **Code of Conduct Policy**, apart from other key areas, aims at promoting a culture of tolerance and harmony in all matters of socio-cultural diversities. Besides, the College also has an institutional policy for **Gender Equality and Safety** that promotes and nurtures respect towards gender diversities and differences. It has also formulated a policy document for **Persons with Disabilities** that engenders an environment of inclusivity towards differently-abled students.

Curricular inputs in syllabi of certain graduate programmes like '**Peace and Conflict resolution**' (Skill Enhancement Course), '**Human Rights in a Comparative Perspective**' and '**Citizenship in a Globalizing World**' (Discipline Specific Elective) as well as the Value Addition Courses such as '**Human Rights and Duties**' and '**Introduction to Women Empowerment**' also align with the ethos of disseminating a culture of inclusiveness and tolerance

The college fosters an atmosphere of mutual respect, effective communication, and critical self-reflection, encouraging students and staff alike to embrace diversity and engage in open dialogue. By facilitating a deeper understanding and appreciation of different cultures and perspectives, The College nurtures an inclusive ethos that extends beyond the confines of the campus, fostering connections with the wider community and promoting mutual respect and collaboration.

In addition to its dedication to inclusivity, outreach activities aimed at addressing societal needs and fostering communal harmony are actively pursued. These initiatives include organizing lectures in villages to raise awareness about environmental issues and conducting health camps to enhance the well-being of local communities. By actively involving students in these outreach efforts, a sense of social responsibility and civic engagement is instilled in the students thus empowering them to make meaningful contributions to society.

Moreover, Oriental College places great importance on celebrating cultural diversity and heritage through various events and programs. Cultural festivals, competitions, and performances serve as platforms for students to showcase and appreciate the rich traditions of Manipur, fostering a deeper sense of cultural awareness and pride.

In conclusion, the College is not only dedicated to academic excellence but also to creating an inclusive environment where diversity is celebrated and embraced. Through its commitment to fostering cultural awareness, promoting social responsibility, and engaging with the wider community, Oriental College endeavours to serve as a catalyst for positive change and social cohesion in Manipur and beyond.

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

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Promoting awareness and understanding of constitutional obligations, encompassing values, rights, duties, and responsibilities among students and employees, stands as a cornerstone of Oriental College's educational ethos. Recognizing the significance of holistic education, the institution employs a multifaceted approach to sensitize its stakeholders through both curricular and extracurricular avenues.

Integral to this endeavour is the curriculum itself, where subjects are designed to instill a deep understanding of constitutional principles. The Political Science Department, in particular, assumes a pivotal role in disseminating knowledge about the Constitution of India at the degree level, thereby fostering awareness and sensitization among students and employees alike. Apart from different topics in this domain within its own syllabus, two Value Addition Courses designed and offered by the Political Science Department, namely '**Human Rights and Duties**' (Course Code V03 HRD) for 2nd Semester and '**Introduction to Women Empowerment**' (Course Code - V02 WEM) for 1st semester have been extremely successful in sensitizing both Arts and Science students about the significance of rights, duties

and gender equality. Moreover, the inclusion of a dedicated course on Environmental Studies in the first year equips students with insights into pertinent legislations such as environmental acts, wildlife protection acts, and global environmental concerns, thus nurturing a sense of environmental citizenship.

Complementing the academic curriculum are seminars, workshops, and commemorative events organized on days of national importance. The Political Science Department has been constantly organizing workshops, seminars, quizzes etc. on important days including the **International Human Rights Day on 10th December** every year. These platforms provide opportunities for in-depth discussions on various rights, duties, and responsibilities of citizens. Topics such as the Right to Information, Sexual Harassment, and Gender Equity are addressed periodically, fostering critical dialogue and reflection among participants.

Noteworthy among these events are the annual celebrations of Republic Day and Independence Day, which serve as poignant reminders of India's rich constitutional heritage and the sacrifices made by freedom fighters. Despite the challenges posed by the pandemic, Oriental College orchestrated a mesmerizing Independence Day celebration in 2020, adhering to social distancing norms while evoking a spirit of patriotism and unity. The ceremony, marked by the hoisting of the tricolour flag, rendition of the national anthem, and speeches by college dignitaries, underscored the significance of national identity and collective memory in shaping civic consciousness.

Furthermore, the institution actively engages in thematic programs addressing contemporary issues such as Gender Equality. Through comprehensive discussions, participants gain insights into the nuanced facets of gender parity, equity, and women's rights within the global context. By fostering awareness and advocacy on gender-related issues, Oriental College contributes to the broader movement for gender equality.

In essence, Oriental College's commitment to sensitizing students and employees to constitutional obligations transcends mere academic discourse, encompassing a holistic approach to civic education and empowerment. By nurturing a generation of socially responsible citizens equipped with an understanding of their rights, duties, and responsibilities, the institution endeavours to foster a vibrant and inclusive democratic society.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The institutional Code of Conduct principles are displayed on the website

2. There is a committee to monitor adherence to the institutional Code of Conduct principles
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: B. Any 3 of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	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 I

1. **Title of the Practice:** Organisational initiative for gender equality

2. **Objectives of the practice:** The sole objectives are to set up an effective organisation and structure for gender equality and safety, to bring a continued effort of sensitisation to avoid gender discrimination and to bring women empowerment.

3. **The context:** The necessity of unified effort for welfare of the working women in the college was evident long back. The first women's committee was formally formed February 6, 2017 with the title 'the Oriental College Women's Forum' with stated objective of ensuring welfare of all the working women and bringing awareness gender issues. However, the objectives were not achieved till the end of 2020 due to lack of regular meetings and programmes of activity for sensitization of gender equality and safety. So, the IQAC started mobilising the working ladies for reviving their earlier conception and for bringing the female section of the college as a very resourceful component in the overall development of the college.

4. **The practice:** Constitution of the Oriental College Women's Forum was developed and was enacted form the 4th March, 2021. The constitution has been made as a part of the Institutional Policy for Gender Equality and Safety. The objectives of the Forum are-

- i. To create a platform where women can raise their voice vis-à-vis men.
- ii. To unite and contribute towards realising the vision-mission of the college.
- iii. To work together towards sustaining dignity and respect of working women.
- iv. To forge and sustain a gender parity and gender amity environment in the college.

In the same year, International Women's Day was celebrated. One lady faculty of Political Science delivered lecture on the genesis of the observation as a resource person. As an outcome of the activity, its initial activities were chalked out for conducting a seminar/workshop on the present day women issues and on higher ICT tool handling/digital/smart class or virtual teaching-learning/e-content development.

5. **Evidence of success:** The strength and resourcefulness of the Women's Forum is clearly visible in their active participation in the academic and administrative activities. Lady teachers are dominating in many committees including Chairpersons and Convenors. They themselves organise and celebrate women's achievements inviting their retired lady colleagues of the college and facilitate their service in the college. Under their initiative, the Women's Rest Room was repaired and decorated. Now they have become empowered.

6. **Problems encountered and resources required:**

The main problems encountered-

- i. At present, the college authority is not in a position to provide a separate common room for the working ladies where they may congregate and share views among them.
- ii. The main resource required is the inability to provide the required financial assistance for the various programmes proposed by the Forum.

7. **Notes (Optional):**

BEST PRACTICE 2

1. Title of the Practice: Initiative for Departmental activities**2. Objectives of the Practice**

The main objectives of the practice are-

- i. to enhance achievement of learning outcomes of the students,
- ii. to enhance the faculties towards competency and competitiveness in organising programmes,
- iii. to enhancing improvement in the evaluative report of the Department.

3. The Context

Many of the Departments remained silent without performing academic and related programmes. Many of their teachers and even students were not exposed to public platform. So, the IQAC resolved to formally assign related programmes to them.

4. The Practice

The Annual List of Programmes containing important days/events along with institutional programmes with names of Departments or committees against the dates as organising body was notified for performance.

Date/Duration	Programme Details	Organisers
Sept., 30	Irvat Day & Gandhi Jayanti	College Administration
-October 2		
October 11	i. Ex-tempore Speech Competition on <i>Azadi ka Amrit Mahotsav</i> ii. Awareness Program on Revamping Professional Ethics & Values	College Administration & IQAC
October 31	National Unity Day	College Administration
November 14	Quiz Competition on India's freedom struggle & after independence	History Dept.
December 1	World Aids Day	Anthropology Dept.
December 10	Human Rights Day & State level Quiz Competition (<i>Azadi ka Amrit</i>	

	<i>Mahotsav)</i>	Pol. Science Dept.
December 12	National Youth Day Talk & activity series	English Dept.
December 22	National Mathematics Day	Mathematics Dept.
Feb. 28, 2022	Observance of National Science Day- Quiz Competition	Physics Dept..
March 3	World Wildlife Day- Talk & awareness series	Zoology Dept.
March 8	International Women's Day	Women's Forum
March 22	World Water Day- Talk & awareness series	Geography Dept.
April 8-14	College Library Week	Library Development Committee
April 21	World creativity & innovation day- Talk cum activity	Manipuri Dept.
May 8	World Red Cross Day	YRCS Unit
May 30	World No Tobacco Day- Talk cum display series	Botany Dept.
June 5	World Environment Day- Talk cum poster competition series	Environment Dept.
June 7	World food safety day- Talk cum awareness series	Chemistry Dept.
June 12	World Day Against Child Labour- Talk cum awareness series	Education Dept.
June 21	International Yoga day- Talk & demonstration series	NSS
June 26	International Day against drug abuse & illicit trafficking Talk cum awareness series	OCSU
July 11	World Population Day- Talk & awareness series	Economics Dept.
July 28	World Hepatitis Day Talk series	Alumni Association
August 12	National Library Day	Library Development Committee

The same practice is continuing successfully.

5. Evidence of Success

- i. There witnessed a competitive mood among faculties showing pride of success in the function.
- ii. It provided opportunities to express their hidden talents and benefitted them with the experience of conducting programmes.
- iii. Feedback received that the practice should go in future.

6. Problems Encountered and Resources Required

Problems:

- i. Congestion of programmes happened sometimes affecting normal classes.
- ii. Financial burden increased to the college.

Resources required:

- i. One Conference Hall/Auditorium is not enough.
- ii. Internal or external collaboration is required to reduce financial burden.

7. Notes (Optional)

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:

Addressing the needs of persons with disabilities as part of inclusive policy

The college regularly enrolls 1st year students with disability of different kinds numbering about ten. So, in an enrolment year of 1st, 3rd & 5th, there are about ten to twenty students belonging to persons with disabilities (PWD), who are also referred to as 'Person with Special Needs' (*Divyangjan*). The number may increase as the college neighbours a state run disabled school within a kilometre.

Being a college committed to inclusive education as envisioned in the vision-mission statement,

irrespective of religion, caste, creed or any difference within, with its thrust area to economically backward youths, attempts are constantly made to provide a barrier-free environment.

As the persons with disability include those with visual, hearing, speech, loco-motor and mental disabilities, an institutional policy and its implementation procedure has to be developed for providing equal education, creation of barrier free environment, full participation in college activities, social security etc. to all students and staff.

The objectives of policy document for Persons with Disabilities (PWD)-

1. to take up schemes for creating an environment at the institution to enrich teaching-learning barrier-free experiences for differently-abled persons.
2. to facilitate all buildings and new constructions with disabled friendly accessibility.
3. to provide disabled friendly communication technology including software, learning aids and tools.
4. to create for ensuring human assistance, reader, writer, soft copies of reading materials, special classes etc.
5. to make places for recreation, cultural activities and sports accessible to the disabled persons.
6. to create awareness about the capabilities of differently-abled persons and empowerment.

In order to provide and ensure the rights of equal education and disabled friendly institution, the focus of the policy shall be on the following:

1. Providing teaching-learning requirements- such as Braille writing equipment, Dictaphone, CD player/ voice recorder, scribe, soft copies of reading materials, Braille-libraries, appropriate software for Computer Centre, Library etc.
2. Creating a barrier-free environment- enabling students with disabilities to move about safely and freely in the college facilities within the built environment, such as: disabled friendly campus roads and pavements, disabled friendly toilets/ washrooms with signage, ramps/lifts, handle bar/rail for easy access to classrooms/examination halls, Administrative Block and other centres with tactile signage/display boards.
3. Awareness of staff and students about inclusive character of the college- specially to dispel any stigma or segregation, if any, on the part of the general students and staff towards persons with disability. Such a programme of awareness will increase human assistance to the differently disabled and help to protect the dignity of all.

While complying the guidelines of the National Policy for Persons with Disabilities and the state government, the following facilities are provided to the disabled persons in the college-

1. Two p.c. reservation for persons with disabilities in admission is in force in the college. They are also exempted from appearing entrance test. But they have to appear in counselling session.
2. The administration encourages and assists them to avail of free studentship / scholarship of the government and private organisations.
3. As per relevant provisions in the Ordinance of the college, the visual impaired / blind students are exempted from writing in Unit Tests of Continuous Internal Assessment. Instead, Oral Test is prescribed for them.

4. Teachers grant extra time for completion of assignments relating to other components of internal assessment.
5. Pairing for Study Groups of a class is arranged to accompany with able students.
6. Counselling and extra help are provided inside and outside the class.
7. Separate arrangements are made during Semester End Examinations. They are allowed to appear in all examinations with Writers who are issued Hall Tickets by the Controller of Examinations. The examination hall is separately arranged in a different classroom and 15 minutes is added to normal duration of examination.
8. Most of the classrooms are facilitated with plank-board chairs with attached writing pads.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The College, in its journey towards achieving excellence in educational scenario keeping pace with the changing needs of the youth as reflected in its Vision-Mission, ventured in accepting the challenges of UGC Guidelines for Autonomous Colleges during the XII Plan Period with minimal support facilities to become the first Autonomous College in the state.

The College has recently been endowed with a package of Rs. 6,40,00,000/- under the NEC-NLCPR for facilitating infrastructure development as part of the institution's Perspective Plan and Roadmap.

Several advancements have been made at the College as a response to the reports of the NAAC Peer Team in the 1st and 2nd Cycle of accreditation:

- The IQAC of the College has been strengthened to encompass all the aspects of the institution in its quest for quality initiatives.
- Altogether 12 policy documents have been developed for proper implementation and planning.
- Internal Academic and Administrative Audit has been annually conducted under the initiative of the IQAC.
- Responding to the suggestion of the Peer Team of the 2nd Cycle of NAAC reaccreditation, Executive Regulation for Rotation of Headship of Departments was enacted on 30th June, 2021 as an administrative reformation policy.
- Examination reforms have been changed from Mark system to Grade System and, then, to Credit system.
- Library automation has been facilitated for the students and the teachers. The number of texts and reference books have increased significantly.
- The College has undertaken significant steps to transition into becoming an ICT campus.
- Several initiatives have been made to maintain an Eco-friendly environment making the campus green and pollution free.

Concluding Remarks :

Now Oriental College is stepping into the 3rd Cycle of NAAC reaccreditation. Though the IQAC is shouldering the whole process of NAAC assessment and accreditation of the College, the preparation of its Self-Study Report is the result of untiring cooperation of all the teaching and non-teaching staff under the determined leadership of the Principal.

The IQAC in its meeting, however, resolved to formulate a core SSR preparatory team comprising resourceful functionaries of the Cell with a consultative body of seniors of the College. The final success of the SSR rests on the dedication and diligence of the preparatory team.