



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

NAMBOL L. SANOI COLLEGE

KONGKHAM AWANG LEIKAI

795134

<https://www.nambolsanoicollege.edu.in>

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The scheme/practice, *Earn While You Study*, integrates earning with learning, providing multiple paths to jobs and careers for college students with diverse backgrounds and experiences. It unleashes the full potential of their homegrown talents and skills, boosting private-sector innovation. They will apply the ideas, methods and technologies acquired in the classroom and the workplace to their purposes. Having gained knowledge and hands-on experience under this practice, some pass-out student successfully run businesses in their respective fields, and others have established their way of earning. Thus, they have built up their To cite an example, one Seram Sanayaima Singh, a pass-out student, has established/opened a Carpentry Workshop of his own.

After the scheme's implementation, the rate of students' absenteeism diminishes, and they have developed a habit/tendency of staying long hours at the college. In short, they are more attracted to college than before. Under practice, the college can set a new work culture trend on campus. It is worth mentioning that college dropout rates due to financial issues have decreased considerably. The students can pay whatever fees well in time, and this surge in students' attendance percentage. All these indicate the positive outcome and meaningfulness of the practice/scheme.

6. Problems encountered/Resources required: (150 words)

The main problem in implementing the Practice/Scheme is the low budget. Being a rural-based college, the net student enrolment is a little low compared to other colleges in urban areas. The average funds annually received by the college from all sources are meagre. So, the college cannot earmark a budget commensurate with the budget required to implement the scheme/practice successfully.

To implement the practice, the college requires adequate financial resources through funding, grants and other support from agencies, partners or external sponsors to meet the desired target. Another resource required is the workforce. The college needs to be more staff. There are departments with a single team and no staff, as in the case of the college library. Therefore, the college requires adequate workforce staff to deal directly with all the affairs of the scheme to ensure successful implementation.

Vision

To build Nambol L. Sanoi College into a centre of excellence and innovation and uphold it by taking up several proactive steps towards the enhancement of the long-term career prospects of the students to become the perfect human being fully equipped to meet the increasing challenges of the fast-changing world.

Mission

1. To access to the latest trends of education and impart knowledge with technology-enhanced teaching, learning and research.
2. To inculcate the students with a sense of responsibility and capacity building, human values, natural development and environmental issues.

3. To provide adequate infrastructure suitable to the global standard to ensure effective institutional functioning.
4. To create the best student support system.
5. To stimulate the academic environment for the promotion of quality of teaching, learning and research with innovative practices to meet global competency.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college is one of the oldest premier co-educational institutions in the state in a rural area
- Has an eco-friendly environment ideal for academic pursuit.
- Large campus with scope for further expansion and playground.
- The college is headed by a dynamic, visionary and experienced Principal with a Professor grade.
- Well-qualified and dedicated faculties in place – 22PhD, 12 M.Phil degree holders and 6 NET/SLET (2017-2022) and 4 Research supervisors
- Upgradation to Model Degree College (MDC) under RUSA 2.0 since 2018
- College offers B.Voc Degree courses in Software Management and Sericulture.
- Active National Social Service Scheme unit.
- Constitution of several cells/committees for smooth and decentralised administrative and academic functioning
- Well-equipped library
- Generator with 12-volt output
- Computer facilities ITES
- Signed MOUs with skill-empanelled bodies
- Many student sports persons achieve laurels in National/International sports events.
- Students with high potential for vocational skills
- The environment of diverse cultures – ST, SC and OBC
- The ideal atmosphere of inclusiveness, Tolerance, Integrity and Cooperation.

Institutional Weakness

- Acute shortage of staff both in teaching and non-teaching departments, and no staff in the library.
- Low student enrolment.
- Language barrier of students.
- No proper fencing.
- No water supply/pipeline water facilities.
- Frequent power cuts during working hours.
- The library is not fully automated.
- No academic audit has been done as yet.
- No collaborative activities and interdisciplinary research within the institution and with other institutions of eminence and industries.
- Lack of consultative placement opportunities for students.
- Lack of Alumnae participation and contribution
- Lack of financial and other resources.

Institutional Opportunity

- Imparting quality education to rural students
- Campus with scope for further expansion
- Eco-friendly environment
- Students can avail proper guidance and support
- Students' Freeship Scheme
- A co-educational institution with Arts and Science streams
- Vocational/Skill enhancement training facilities
- Conduction of various sports and cultural activity programmes
- Scope for signing more MOUs
- Awards for outstanding students, sports persons, and library footfalls
- Earn while you study scheme for socio-economically disadvantaged groups (SEDGs)
- Resource Centre for exposure and life skill training

Institutional Challenge

- Insufficient teaching, non-teaching and library staff
- Introduction of new professional courses such as Geology, Computer Science, Mass Communication, Journalism, etc.
- Resource Mobilization
- Students Absenteeism
- Non-availability of books for the new curriculum syllabus and NEP 2020.
- The college is bounded by the rules and regulations of the affiliating University in terms of curriculum and Academic Calendar
- Strengthening community engagement, more field works
- To initiate LMS (Learning Management System)
- To expedite the introduction of new courses
- To expedite the filling up of vacant positions- teaching, non-teaching and clerical staff

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Nambol L. Sanoi College has a clear vision for learning, research and extension and to be an instrument of change for peace, progress and prosperity for all. The college makes every effort to realise its mission of developing competent human resources through quality education, creating an innovative educational environment and promoting creativity to develop skilled human resources. In this light, the college has initiated the *Earn While You Study Scheme*, *Girls with Loom and College Social Responsibility* for the students to showcase their talents, fine-tune their skills and exhibit good social values in the long run.

The college has been equipped with modern gadgets like smart boards, visualisers, LCD projectors and other ICT tools to make teaching and learning more innovative and interactive. The college has also opted for Moodle Learning Platform in line with the blended mode of teaching-learning and to maximise students' active participation irrespective of their distance, time or place.

However, it is pertinent to mention that the college is supposed to teach the curricula designed by the affiliating university. The institute makes efforts for curriculum improvement through its representatives participating in boards of studies meetings which provide suggestions and inputs for revising the syllabi. The College has a committee to look after the effective implementation and timely completion of prescribed syllabi in various disciplines.

The college, in future, would like to design its curriculum to offer diversity and flexibility to learners to a greater extent. It would also like to create courses that will suit and fulfil the needs of the students to become self-reliant and skilful. However, to realise such goals, the college needs academic autonomy, for which efforts will be made in future.

The college also plays a crucial role in nurturing civic-minded and just individuals. Committees like the Women Development Cell, National Service Scheme, and Internal Complaints Committee against sexual harassment instil a climate of security and equality on campus. Regular feedback from the students, alums, and faculty also ensures appropriate action towards addressing any gap in student progression and overall college development.

Teaching-learning and Evaluation

The essential thing in this institute's teaching-learning process is its teachers' ability to create enthusiasm, ignite passion and generate student curiosity. The teachers are deputed off and on to participate in conferences, seminars and symposia, orientation and refresher courses to boost their teaching skills and make their teaching more innovative and effective.

The college's admission process is managed by an admission committee headed by a faculty member on a two-year term basis. It is responsible for designing admission forms and prospectus and counselling the students at the entry-level. Admission to various courses is made by keeping a cut-off for every department. Still, the seats or the intake capacity of the college is within the limit sets by the Directorate of University and Higher Education, Government of Manipur. To cater to the students' diverse needs, various subject combinations are offered so that the students can choose a variety of subjects according to their liking and competence. The admission process is followed by an academic calendar facilitating students' participation in various curricular and co-curricular activities. The admission committee also designs an available timetable, providing specific time slots for using library services, invited lectures by eminent personalities, seminars, sports and other such activities. IQAC of the College, supported by the senior faculty members, monitors all the college's curricular, co-curricular and extra-curricular activities and provides all the necessary support to teachers and students for better teaching and learning processes. Evaluation of the teaching-learning process is done in such a way that not only are academic-related exercises given preferences but activities such as cleanliness drives, plantations, article presentations, etc., are also considered with great importance.

Research, Innovations and Extension

The college management encourages its teachers to submit research proposals and conduct research for which a research committee has been in place to facilitate the research and extension activities. The committee organises workshops and sensitisation programs to create a research spirit among teachers and students. Some faculty members at the individual level from the Department of Botany, Education, Zoology, and Manipuri have got research projects sanctioned, some of which have been completed, and a few are in progress. Two

faculties, each from English Department and Education Department, have guided PhD scholars. One faculty from the Manipuri department has also received the sanction order to supervise PhD scholars from Manipur University. And many more faculties are also vying for such opportunities as research guidance and projects in the coming times. Many teachers in the College have published their research papers in reputed National and international journals with good impact factors. And many are actively involved in academic and theatre activities for which national and state-level recognition has been conferred in recent years.

The institution has been promoting and actively involved in extension activities to help society through its services. The college has a unit of NSS and a contingent of NCC through which the college renders social and community services. Besides organising blood donation camps, environmental awareness programs and helping in disaster management, the college has adopted a village, Naorem Kabui Village. Sports Week to create awareness of and importance of Sports among the youth of this area. Providing Financial Assistance to needy students. The Institute Organizes Awareness Programmes on Tobacco, Disaster management, Voting right, Adult literacy, Plantation to make campus green, Cleanliness drive, Women empowerment, Relief funds for flood/drought/earthquake affected areas etc. The college has also signed MOUs with many enterprises and Theatres (e.g., Palem Panthou Cultural Trust, Holistic enterprises) to send students for internship and exposure.

Infrastructure and Learning Resources

The institution has a clear policy for improving infrastructure facilities and facilitating teaching-learning processes. The college has ample facilities and a well-developed infrastructure. Sophisticated and modern equipment have been added to promote advanced and effective teaching-learning practices.

The College Central library is housed in a well-furnished pucca building. It has a good stock of books, including textbooks, reference books, encyclopaedias, dictionaries etc. A spacious reading room is provided in the library where journals, magazines and leading newspapers (local and national) are available. Besides, all the departments have Departmental libraries with sufficient textbooks and reference books on the concerned subjects for ready reference. Students and faculties also enjoyed the services of N-LIST, EDUSAT, INFLIBNET and other online resources.

The college has an Indoor Stadium with playing facilities for Badminton, Table tennis, Carrom, and other gross physical activities under floor light and a well-equipped gymnasium.

The Multipurpose Hall of the college is about 500 sitting capacities. It is the centre for indoor games like Badminton, T.T. and Carrom. Besides, Seminars, Workshops, quizzes, Study circles and other co-curricular and extra-curricular activities of the students are conducted in the Hall.

An outdoor Swimming Pool of modern standard has been developed in the college. Students can use the facility to train and practice to enhance their sports activities.

The college has a Multi Gym, and Fitness Centre with Sports Science Backup and sufficient modern equipment are in place in the centre.

There is a well-furnished Canteen on the Collage Campus catering to the taste of the staff and students.

The college establishes different student support centres to ensure students are well-equipped to face the increasing challenges.

The college, having a Computer Centre with Internet connectivity, aims at promoting education through Information Communication Technology (ICT). The Centre provides computer facilities accessible to students with basic computer knowledge.

The multimedia language lab provides the facility for effective teaching and learning. The Centre is where students can improve their English pronunciation and English-speaking capability.

The college has a Biotech Hub supported by the Department of Biotechnology (DBT), Ministry of Science and Technology, Government of India. It facilitates the students and researchers to train themselves through a rich study environment.

Student Support and Progression

Once admitted to the college, the students are taken care of by providing various facilities in the form of indoor and outdoor sports facilities, encouragement for participation in co-curricular activities, besides supporting deserving students with financial assistance from the college and assisting them to benefit from the State Govt. and Central Govt. sponsored scholarship schemes. The college has started a Freeship Scheme for poor and deserving students. The college also offers possible help to those applying for CM E-Support Scheme. The institution publishes its updated prospectus, which highlights the facilities available in the college having information about different committees of the college, college annual calendar, NSS and NCC, library facilities, sports activities, scholarship and free ship support system, and career counselling, etc. The college also publishes its annual magazine, providing a creative writing platform.

Students from socially and economically weaker sections of society and physically challenged get a fair amount of attention in admissions, financial support, remedial coaching and career counselling. In addition, the institute has granted membership of students in various administrative bodies of the college, such as the Grievance and Redressal Committee, Literary Activities Committee, Magazine Committee, Library Committee, Sports Committee and IQAC of the College.

The Institute has an anti-ragging committee consisting of male and female faculty members to keep a watch on the activities of the students. Talented Sports persons are provided incentives and are encouraged to participate at various levels. Further, our students participate in various cultural activities like play, mime, choreography, folk dance, singing, etc. There is active participation in other events like quiz competitions, debates, fashion shows etc., in Inter-College, Inter-University and state-level events.

Governance, Leadership and Management

The college administration is committed to creating socially responsible and ethically conscious citizens through governance and leadership. The power of the college matches its vision and mission. The fundamental framework of the college's management consists of the Principal as Head of the Institution, the College Development Committee, IQAC and other Committee and Cells. The college practices inclusive and participative governance in administration. The college upholds the principle of decentralisation of power through strategic policies. Except for a few committees like College Development Committee, Admission Committee and IQAC, all the committees are headed by one faculty or the other. Convenors, Coordinators and HODs assist the Principal in decision-making. Faculty members are assigned roles and responsibilities to work with complete transparency. IQAC has a well-refined process to ensure quality benchmarks of academic and

operational activities. Teachers assist the College Students Union in charge as members and Principal and one senior faculty as President and Vice President, respectively. The body is responsible for conducting various activities. The college constitutes, among others, an Academic Committee to deal with all academic affairs. The college ensures professional development opportunities for all the staff members. Apart from other admissible leaves, unique leaves are granted for the PhD entrance examinations, Courses Work, Board of Studies meetings, etc. Service Rules and Welfare Schemes for all staff are meticulously forwarded. Institute executes a transparent and streamlined process for optimal utilisation of financial utilisation.

The college ensures transparent and disciplined financial management. It conducts Internal and External Financial audits. An effective feedback system prevails in the institution. Faculties PBAS, feedback, Students feedback, and Alumnae feedback are administered and analysed. The administration works in synergy for smooth and effective governance.

Institutional Values and Best Practices

The college is committed to upholding the concept of gender equality. It incorporates the idea of gender equality while delivering the curriculum. Equal opportunities are provided to all, regardless of gender, race, language, religion, class and caste. Apart from academics, the Institution strives to explore the talents and passion for providing an opportunity to develop their skills in their respective area of interest.

Most of the students of the college are from poor economic backgrounds. Some meritorious students cannot successfully continue their studies due to financial issues within their families. They work part-time while learning, which creates consistent absenteeism from the college. Taking note of their grievances, the college implemented the *Earn While You Study Scheme*". Under the scheme, the students are engaged in different works of the college- construction, installation and repair of various infrastructure and other clerical works like data entry, record maintenance, issue of I-cards and certificates on payment of the minimum amount of money for their services. The program has social benefits for the students, such as career advancement opportunities, incentives for skill development and support for further learning.

The college believes that the role of Higher Educational Institutions, besides imparting academic knowledge, is to sensitise the students and local communities about their various issues, opportunities, responsibilities and moral obligation to society. Thus, the college practices College Social Responsibility to provide minimum needs to the poor and needy students. Toward this end, the college opens Book Bank and Cloth Bank. In the Book Bank, staff collect used books and distribute them to needy students regularly. Likewise, in the Cloth Bank, used and new clothes are also collected and distributed to disadvantaged students and local communities. Besides, the college undertakes donations to Homes through contributions from staff. Again, to create awareness and inculcate ethical, social and moral values, various awareness programmes are conducted on various social issues by different committees.

The NSS Unit of the college conducts different awareness and extension programmes on environment protection, water conservation, sanitation and personal hygiene and ecosystem enhancement in adopted villages. Moreover, the staff members also contributed to the Chief Minister's Covid-19 Relief Fund during the pandemic period as part of the college's services to humanity. To bring about sustainability, human and economic development, hands-on experience and skills among students, the college undertakes several programmes, such as mushroom cultivation and the making of Agarbatis and Bori, which provide a platform for entrepreneurship development.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | NAMBOL L. SANOI COLLEGE |
| Address | KONGKHAM AWANG LEIKAI |
| City | Nambol |
| State | Manipur |
| Pin | 795134 |
| Website | https://www.nambolsanoicollege.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|----------------------|-------------------------|------------|-----|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | W. Jyotirmoy Singh | 0385-2910063 | 7005526909 | - | principalnlsc5@gmail.com |
| IQAC / CIQA coordinator | Akham Tejamani Singh | 0385-2910063 | 9366320338 | - | nlsciqac@gmail.com |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|---------|--------------------|-------------------------------|
| Manipur | Manipur University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 12-08-1988 | View Document |
| 12B of UGC | 12-08-1988 | 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 | KONGKHAM AWANG LEIKAI | Rural | 15 | 6713 |

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 | BSc,Botany | 36 | HSE | English | 40 | 23 |
| UG | BSc,Chemistry | 36 | HSE | English | 20 | 1 |
| UG | BA,Economics | 36 | HSE | English | 30 | 14 |
| UG | BA,Education | 36 | HSE | English | 50 | 49 |
| UG | BA,English | 36 | HSE | English | 50 | 26 |
| UG | BA,Geography | 36 | HSE | English | 55 | 52 |
| UG | BSc,Geography | 36 | HSE | English | 5 | 1 |
| UG | BA,History | 36 | HSE | English | 30 | 20 |
| UG | BA,Mathematics | 36 | HSE | English | 5 | 0 |
| UG | BSc,Mathematics | 36 | HSE | English | 15 | 5 |
| UG | BA,Manipuri | 36 | HSE | Meitei\Manipuri | 60 | 59 |
| UG | BA,Philosophy | 36 | HSE | English | 20 | 7 |
| UG | BSc,Physics | 36 | HSE | English | 20 | 3 |
| UG | BA,Political Science | 36 | HSE | English | 60 | 44 |
| UG | BSc,Zoology | 36 | HSE | English | 40 | 27 |
| UG | BVoc,B Voc Sericulture | 36 | HSE | English | 25 | 0 |
| UG | BVoc,B Voc Software Development | 36 | HSE | English | 25 | 0 |

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 | 1 | | | | 0 | | | | 62 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 25 | 0 | 42 |
| Yet to Recruit | 1 | | | | 0 | | | | 20 | | | |
| 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 | | | | | | 6 |
| Recruited | 1 | | 1 | | 0 | 2 |
| Yet to Recruit | | | | | | 4 |
| 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 | | | | 5 |
| Recruited | 2 | 1 | 0 | 3 |
| Yet to Recruit | | | | 2 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 3 | 1 | 0 | 5 | 10 | 0 | 19 |
| M.Phil. | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 8 | 0 | 12 |
| PG | 0 | 0 | 0 | 2 | 5 | 0 | 4 | 1 | 0 | 12 |
| 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 | 734 | 0 | 0 | 0 | 734 |
| | Female | 252 | 0 | 0 | 0 | 252 |
| | 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 | 160 | 9 | 4 | 10 |
| | Female | 36 | 1 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 67 | 8 | 3 | 4 |
| | Female | 16 | 3 | 0 | 4 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 5 | 44 | 62 | 136 |
| | Female | 1 | 28 | 28 | 35 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 6 | 83 | 83 | 157 |
| | Female | 1 | 46 | 28 | 35 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 292 | 222 | 209 | 381 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | Manipur University, the affiliating University of Nambol L Sanoi College has prepared a draft Curriculum for the introduction of 4 Year Undergraduate programme to be introduced from the |
|---|---|

| | |
|--|---|
| | academic session 2022 - 2023. Nambol L Sanoi College will adhere to the curriculum drafted by the affiliated university. The college being located in the rural setting is planning to adopt MDI suitable to the local situation. |
| 2. Academic bank of credits (ABC): | Manipur University have started Academic Bank of Credit for the PG Classes. It is planning to introduced ABC from the academic session. Nambol L Sanoi College being the affiliated college of Manipur University is enrolling its students to ABC. |
| 3. Skill development: | Manipur University have introduced 4 Year Undergraduate Programme from the academic session 2022 - 2023. One of the major components introduced by the new syllabus was the inclusion of Value Addition Course (VAC) and Skill Enhancement Course (SEC). To enhance their life skill the students of Nambol L Sanoi College have started opting for one or the other SEC. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Indian knowledge has been integrated in one form or the other in the new curriculum of Manipur University. For instance in English the students are given opportunity to know about Ramayana. In VAC and SEC many local relevant skill are incorporated. |
| 5. Focus on Outcome based education (OBE): | The new Curriculum of Manipur University the affiliating University of Nambol L Sanoi College in its new curriculum have incorporated Outcome Based education (OBE). Nambol L Sanoi College also makes its best level to adhere in its line. |
| 6. Distance education/online education: | Being an affiliated college, Nambol L Sanoi College does not have the right to plan for Distance education. However, it will be beneficial for the students of Manipur and Nambol L Sanoi College in particular as most of its students are engaged in or the other form of part time jobs. |

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, an Electoral Literacy Club (ELC) has been set up in the College. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and | Yes The ELC of the college has appointed two Nodal Officers. A committee comprising of 10 teaching |

| | |
|--|--|
| whether the ELCs are functional? Whether the ELCs are representative in character? | faculty has been formed to oversee ELC. |
| 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 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. | The committee took the responsibilities to train the students firsthand on voting right to further spread the awareness to local people and to their families and friends. |
| 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. | A poster making awareness campaign was conducted in the college campus. |
| 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. | In the college induction Programme the members of ELC encouraged the newly admitted students who are 18 and below 18 to get enrolled as voters in the electoral roll. |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 856 | 745 | 574 | 509 | 485 |

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

2 Teachers

2.1

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

Response: 47

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

2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 47 | 44 | 44 | 44 | 44 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 29.78 | 230.87 | 57.9 | 25.87 | 23.63 |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The transaction consists of the process of putting into practice the set of activities listed or covering the topics given in the curriculum. Transaction of the curriculum demands a considerable amount of reflection, visualization, and planning. It calls for maximum utilization of all available resources – physical, material, financial, and human if one wishes it to be efficient and effective.

Nambol L. Sanoi College, an affiliated college of Manipur University does not have the privilege to frame the Curriculum on its own. The curriculum for different subjects taught in the College is set by the various Departments of Manipur University. As such, the college follows the syllabus and curriculum set by Manipur University.

For smoother conduct and compliance with the academic calendar, the IQAC/ Academic Council of the college prepares a detailed academic calendar. The academic calendar delineates a schedule for teaching, examination, semester break, vacations, Student Induction Programme, internal assessment period, and other events/programs like College Foundation Day, Handloom Exhibition, Sports Meet, etc. The University and college academic calendars are being put up on the college website.

All the aforementioned information is reinforced during the college orientation/ Induction Programme at the beginning of the Academic session. The IQAC / Academic Council of the college conducts meetings with the Heads of the Departments and also organizes General Body Meetings to ensure the smooth implementation of the activities as scheduled.

To conduct Continuous Internal Evaluation, teachers prepare their schedule of teaching, class tests, and assignments as per respective departmental timetables in line with the academic calendar and planned co-curricular activities of the college.

As the academic calendar progressed, planning was made to decide on the transaction of the types of Internal Assessment at different stages, Field-based activity, Project-based activity among others, and Co-scholastic activities like College Week, Annual Freshers Meet, Annual Cultural and Literary Week, etc. The Examination Committee of the College coordinates with all the respective Departments and schedules the types of Internal Assessments like Class tests, Seminar, Project Presentation, Value Added Service etc. The concerned Departments especially Geography, Botany, and Zoology with Field based activities also decide the tentative schedules accordingly.

The concerned teachers in charge of the respective student body also decide the schedule of cultural and sports activities of the college. The IQAC also liaises with local entrepreneurs and provides add-on courses to students of the college.

Some of the faculty of the college also participated in the evaluation of answer scripts. The college encourages faculty members to attend Orientation/Refresher courses, and workshops and present papers in seminars conducted by the affiliating and other Universities for acquiring the necessary skills for the effective delivery of the curriculum. Photocopies of the Certificates of the above courses are provided by faculty members to IQAC for documentation.

At the end of every academic year, feedback from teachers, students, non-teaching staff, and guardians is collected by IQAC in coordination with Feedback Committee, it is then analyzed and the analysis report is communicated to the Administration.

| File Description | Document |
|---|-------------------------------|
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| Provide Link for Additional information | View Document |

1.2 Academic Flexibility

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

Response: 6

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 5.87

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 140 | 0 | 0 | 16 | 30 |

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

1.3 Curriculum Enrichment

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

Response:

As the affiliating University prescribes, the college follows the curriculum of Manipur University. It specified that Regional Development (RD) and Environmental Science (EVS) are non-elective subjects that every student must study during his undergraduate program. These courses integrate the issues of human values, gender, environment, and sustainability.

Regional Development is a compulsory elective subject for the 3rd semester that educates students about the “Society and culture of Manipur” and explores the issues of “Ethnic fusion and fission.” “The Manipur Women and the changing World” is designed to enlighten students about the Gender-Culture debate, Women and Social dynamics, Women and the Economy, and Women’s status.

Environmental Science is a compulsory elective for the 4th semester that integrates environmental issues into the curriculum. By educating students about natural resources, ecosystems, biodiversity, pollution, human population, and social issues related to the environment, Environmental Science intends to inculcate love and concern for the atmosphere among the students.

Apart from the above three subjects, issues related to Professional Ethics, Gender, Human Values, Environment, and Sustainability are also found in one portion of the others in most of the subjects.

Gender-related programs like **sensitisation on menstruation** are conducted for women and girls students. The college has a separate **Girl’s Common Room** with **indoor games, chairs and tables**, and reading materials. A lady teacher is appointed to take responsibility for the Girls’ Common Room and interact with the girls. The college’s Education Department has been charged with providing necessary counselling or guidance for the girls. The College seriously considers the safety and security of women in the college by delivering washrooms for women students and faculty.

Environment and Sustainability N.S.S. promotes environmental protection through **tree plantation** and other sustainable development programs. Every year, the **N.S.S. unit** undertakes various activities in the nearby villages during the special camps. In these camps, N.S.S. organises various environment-related programs, including tree plantation, village cleanliness, **gutters cleaning, digging soak peats**, etc. The college has initiated different activities to save the environment, such as **Cleanliness Campaigns** at a nearby locality, public spaces, etc. The cleanliness program is organised to clean ponds and water plants and celebrate various days like World Environment Day, N.S.S. Day, etc. The college has taken the initiative in Swachh Bharat Summer Internship (**SBSI**) Abhiyan and Tree plantation programs which the Indian Government introduces.

The college also integrates ethical and human values through extra-curricular activities. Programs conducted under N. S. S help to inculcate human values among students. Guest lectures on value education have been organised for students. National festivals like Independence Day and Republic Day serve as a platform to enliven patriotic and moral values. The college has initiated social activities like Health and

Hygiene awareness programs, *medical check-up camps*, *AIDS awareness programs*, *Voter's Awareness programs*, *Road Safety campaigns*, *Blood donation camps*, etc.

The college believes in the holistic development of students who are not only intellectually ready to face the world but are also empathetic human beings striving for an egalitarian and sustainable society.

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

Response: 22.08

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

Response: 189

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

1.4 Feedback System

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

Response: Yes

| File Description | Document |
|----------------------------|-------------------------------|
| Upload supporting document | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 48.07

2.1.1.1 Number of students admitted year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 382 | 381 | 209 | 222 | 248 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 600 | 600 | 600 | 600 | 600 |

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

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

Response: 47.67

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 250 | 180 | 98 | 93 | 94 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 300 | 300 | 300 | 300 | 300 |

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

2.2 Student Teacher Ratio

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

Response: 18.21

2.3 Teaching- Learning Process

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

Response:

In one aspect or another, the curriculum prescribed by Manipur University has provisions Student centric methods, such as experiential learning, participative learning, and problem-solving methodologies. While transacting the curriculum, Nambol L Sanoi College's teaching faculty adopted such Student centric methods.

Experiential learning:

To acquaint students with hands-on experience, the college uses Experiential Learning wherever possible, especially in subjects where the transaction is carried out through practical exercises – Physics, Chemistry, Botany, Zoology, Education and Geography. The students are free to carry out first-hand hands-on activity experiences under the guidance of teachers. The teacher did not transmit the classes in such classes but acted as a facilitator.

Participative learning and problem-solving methodologies:

In some relevant areas, the teaching–learning activities of the college were also carried out through the mediums like Seminars and Group Discussions.

The Internal Assessment of Nambol L Sanoi College, among others, comprises Unit tests, Home Assignments, Value Added Services, Project Presentations, Field Work, Seminar Presentations, etc.

Generally, each department conducted Student Seminar Presentation. In it, a group of students present a

paper on chosen topics. Teachers of the department and other students who attended the Seminar often sought queries from the Paper Presenters. In this way, the Paper presenters and those who attended it benefitted from this form of Participative learning (*Seminar Presentation of Dept*).

There are subjects like Botany, Zoology and Geography which earmarked external marks by the affiliated university for carrying out field works. Every year, the students of the said subjects, to gain firsthand experience, went for a field study to different parts of Manipur (relevant to those subjects) under the guidance of the teaching faculty of those departments (*Field Work*).

Students were given the option to choose Value Added Service if he/she/they chose. In Value Added Service, they imparted the social skill of cleaning the college campus, classroom, laboratory, and tree plantation, among others (*Order for Value Added Service*).

| File Description | Document |
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2.4 Teacher Profile and Quality

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

Response: 71.94

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 62 | 62 | 62 | 62 | 62 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload supporting document | View Document |

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 63.68

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 30 | 28 | 28 | 28 | 28 |

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

2.5 Evaluation Process and Reforms

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

Response:

The college is affiliated with Manipur University and strictly adheres to the syllabus prescribed by the University. Semester examinations are conducted as per the Manipur University examination schedule. To effectively implement the Continuous Internal Evaluation (CIE) system and ensure quality education, Nambol L Sanoi College conducts an Internal Assessment. The college conducts an Internal Assessment of 30 marks.

Teachers of different Departments on Unit tests, Home Assignments, Attendance, Value Added Service, Field Work, seminars etc., conducted internal Assessments in Formative Assessments. The students must take the first two Internal Assessments, i.e., Unit Test and Home Assignment. From amongst the remaining option, the department concerned is given the option of what type of Internal Assessment they want to assess the students of the particular period.

In regards to Home assignments, the teacher generally assigns three Home Assignments. Out of them, the student's best response was considered. This gives students the freedom to give their best effort if they do not perform to the expected level. The same option was also given in the case of the Unit Test. However, unlike the Home Assignment, only two Unit Tests were conducted, and the best marks out of the two Unit Tests appeared by the students were taken up for consideration.

To enable the student to engage in critical thinking, each department also conducted Student Seminar Presentation. In it, a group of students present a paper on chosen topics. Teachers of the department and other students who attended the Seminar often sought queries from the Paper Presenters. In this way, the Paper presenters and those who attended it benefitted from this form of Participative learning.

To enable the student to learn beyond the four walls of the classroom in subjects like Botany, Zoology and Geography, field works were carried out by the concerned departments. Every year, the students of the said subjects, to gain firsthand experience, went for a field study to different parts of Manipur (relevant to those subjects) under the guidance of the teaching faculty of those departments.

The college makes its best effort to strictly adhere to the compulsory minimum attendance as stated by the

regulation of the affiliated university. If students had a shortage to attend the required attendance, they could undergo compulsory Value Added Service (VAS). In Value Added Service, they imparted the social skill of cleaning the college campus, classroom, laboratory, and tree plantation, among others.

| File Description | Document |
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2.6 Student Performance and Learning Outcomes

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

Response:

Being an affiliated college, the syllabuses were framed by the affiliated college. Before implementing the new Programme, the teaching faculty of different departments of Nambol L Sanoi College, under the initiatives of the IQAC of the college, prepared the POs, PSO and Course Outcomes (COs).

The faculty members share the syllabus and the COs with the students at the beginning of the course. They are also discussed during the course coverage and on each unit's completion.

Nambol L Sanoi College published a handbook which stated the POs, PSOs and the (COs) of different subjects taught in the college.

The attainment of POs, PSOs and COs is measured through formative and summative methods. A continuous and comprehensive evaluation is done regularly to know the attainment.

After every Unit test, the teachers carried out the Placement Assessment. In it, the teachers Diagnose the poor performance of the students who did not perform up to the expected level. After diagnosing the poor performance of the student who did not perform up to the expected level, the teachers try to amend the students' difficulties to prepare well for the following Unit test.

Likewise, also Home assignments were assigned to determine whether the students understood the topic taught by the teaching faculty. Home assignments were also assigned to determine if the students could write the topics independently.

Student Seminar Presentation helps the students of the college to think critically. Conducting Project work and fieldwork also helps the students obtain PO, PSO and CO. Value Added Service (VAS) was also conducted to impart the social skill of cleaning the college campus or classroom or laboratory or tree plantation, among others.

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

2.6.2 Pass percentage of Students during last five years

Response: 81.39

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 142 | 175 | 134 | 74 | 109 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 158 | 189 | 169 | 103 | 160 |

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1

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

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

| File Description | Document |
|---|-------------------------------|
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| Institutional data in the prescribed format | View Document |

3.2 Innovation Ecosystem

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

Response:

Nambol L Sanoi College provides enriching ecosystem for inculcating research and innovating approach amongst the students and staffs by taking several initiatives at management and college level through financial and infrastructural support and at faculty level by providing platforms through events, programmes, seminars, workshops and skill based courses for creation and transfer of knowledge. As Nambol L Sanoi college is located in the rural area, the college tries to initiate programmes and skill-based courses that will benefit the students coming from local background. The following initiatives were taken up by the college:

1. Handloom: The college has so far conducted three handloom exhibitions one in the year 2019 and two in 2022 respectively. The student weavers interacted with the eminent resource persons: K. Lamlee Kamei, Director Handloom and Textile Government of Manipur in 2019. And in 2022 the students got the opportunity to interact with Mutua Bahadur, Director of mutual Museum. The students showcased their handloom products in the exhibitions. Further the college signed an MoU with Utlou Weavers Cooperative Society in 2022 to train the students of the college.

2. Theatre: Keeping in mind that a number of students on our college are interested in theatre, the college has signed an MoU with Palem Panthou Cultural Trust in 2022 to train college students. The objective of the initiative is to introduce the students to the basic concepts of theatre and to train them as an

established artist so that they can pursue a long-term career in theatre.

3. IT and ITES RUSA: The college has introduced information technology and information Technology Services to the students under RUSA by introducing courses of the same in 2017-2018 and 2018-2019 and 2021-2022. As IT involves creating managing, storing and exchanging information technology and it helps to improve the quality of the students. After the completion of the course a certificate is given to the students for their future use.

4. Earn While you Study: Most of the students of Nambol L Sanoi College come from Socio – economic disadvantage Group (SEDG). To enable the students of Nambol L Sanoi College, to sustain themselves, the college has initiated a scheme called earn while you study. Besides their normal class, they also engaged in college development works like carpentry, white-wash and renovations of departments and fixing minor electrical issues.

5. Value Added Programmes: the College Development Committee also developed other sustainability programmes like ort term course on Bori making and Agarbati making. The VAP course is to give skills to the enrolled students so that after their study they could make a living by exercising those skills learned during the Value Added Programmes.

6. Counseling on CUET: To mentally and academically prepare the student of the college to university entrance, the IQAC conducted Counseling on CUET on 1st and 2nd June 2022 for the 6th Semester students by Dr Shreedha Chungkham, HoD Department of Economics, Dr. H. Suraj Singh HoD Department of History and Y. Rishikanta Meitei, Assistant Prof. Department of Physics.

| File Description | Document |
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| Upload Additional information | View Document |

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 9

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 1 | 0 | 2 | 2 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.17

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 7 | 0 | 1 | 0 |

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

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

Response: 0.32

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

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

| File Description | Document |
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3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Nambol L Sanoi College, Nambol organizes extension activities in the neighborhood to sensitize students towards community issues, gender disparities, social inequity, etc., and inculcate social values and commitment to society.

1. NSS:

NSS Cell of the college with its motto “*Not Me But You*” conducted **community services, blood donation**, awareness and sensitization in and outside Campus, village adoption, blood donation, Covid – 19 Awareness, etc.

From the academic session 2022 -2023 2 Manipur University has allotted 2 credit points to students offering NSS as one of the VAC.

2. Van Mahotsav:

The college promotes environmental friendly practices and regularly observed World Environment Day on the 5th June of every year by planting trees.

3. Swachh Bharat:

The college participated in Swachh Bharat Abhiyan by spreading awareness on waste management, open defecation, water management among others.

4. Swatchta Pakhwada:

The Cleanliness Week was observed from 7th September 2019 under the initiative of the IQAC & NSS unit by renovating the ponds of the college.

5. Go to Village:

Nambol L Sanoi College, Nambol also participate in the Government of Manipur initiative of Go To Village by deputing delegates of the college on 25th and 26th November 2021 at Bishenpur to showcase the importance of Higher Education Institutions to those who visited the college stalls.

6. Social Services at Maibam Lopta Ching (Red Hill):

Nambol L Sanoi College conducted Social Services within and outside the College campus. One of the significant Social Services conducted by the college was the one at **Maibam Lopta Ching**, popularly known as the Red Hill where the decisive battle of the 2nd World War in Manipur was fought on 20th May 1944. After this Battle the Azad Hind Fauj and the Japanese forces retreated from Manipur towards Tiddim in Myanmar.

The site which is in the vicinity of the college is held in sacrilege by the College. Teachers and students of

the college pray tribute to the site on 20th May and also conducted cleanliness drive around it.

7. Awareness on Menstrual Hygiene:

To ensure the healthy living of the girl student of the college and in its vicinity, awareness programme on Menstrual Hygiene were carried out in the college.

8. CSR:

As most of the populace of the local environment of the college are from Socio – Economic Disadvantage Group (SEDG), the college have started “**BOOK BANK,**” (in 2018 – 19) and “**CLOTH BANK,**”. Used books – text, reference, school book, etc and both the new and used clothes were collected from the faculty of the college and distributed them to the needy students of the college and locality. The identities of the recipient were not disclosed.

To help not only the SEDG’s students but also the local surrounding to cope up with their difficulties, the college “Book Bank” and “Cloth Bank” have been converted to “College Social Responsibility.”

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

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

Response:

The college does not received any awards and recognitions for extension activities from government or non government recognised bodies during the assessment period.

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 11

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year

wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 4 | 1 | 5 | 1 | 0 |

| File Description | Document |
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| Institutional data in the prescribed format | View Document |

3.5 Collaboration

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

Response: 2

| File Description | Document |
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| Institutional data in the prescribed format | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Nambol L Sanoi College has adequate infrastructure and physical facilities for teaching–learning and the overall development of the student. The total area coverage of Nambol L Sanoi College is 15.5 acre. An Inter Village Road run through the middle of the campus, thereby dividing the campus into two sections – Eastern Wing and Southern Wing.

Most of the Classrooms along with A- Block and the Library of the college are located in the Western Wing of the college. There are 10 General Classrooms in the Western portion of the Western Wing. In between them are located Department of English and Manipuri.

The Language / ITES Lab, Examination Office, Economics Department, Girl’s Common Room, History Department, IQAC, Ladies, Gents and PWD Washrooms are located on the Northern portion of the Western Wing.

Three rooms of Botany, one room of Philosophy, two rooms of Education and Boy’s Common Room are located on the Southern portion of the Western Wing.

In the Eastern portion of the Western Wing are located the Administrative Block, Mini Conference Hall, Boys CR, Vehicle shed and Store room.

The Principal and the Administrative offices are located in the ground floor of the A – Block. In the first floor of it, ITES Room and NSS Office is located.

Facilities for playing Indoor games are provided in the Boys CR.

In the Southern portion of the Eastern Wing are located three rooms each of Chemistry and Zoology and two rooms of Physics. To the north of it are located the Computer Software Building, Sericulture Bloc, Hostels for women, Multipurpose Hall, Indoor Hall, Fitness Centre and Swimming Pool.

Most of the teaching learning takes place in the General Classes located in the Western portion of the Western Wing. While most of Honours classes of all subjects are also taught by respective teachers at their respective Departmental rooms. Practical classes for subjects which have practical are conducted in the respective Departments. Most of laboratories have decent equipment.

Students who want to browse online to search for additional learning materials are given opportunity at ITES Room located in the first flood of A – Block. Moreover wi –fi being made available in the college campus through service provided by NIC.

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

Response: 76.14

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 18.31 | 202.38 | 55 | 2.21 | 2.35 |

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| Institutional data in the prescribed format | View Document |

4.2 Library as a Learning Resource

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

Response:

As with other government colleges of Manipur, Nambol L Sanoi College also faces shortages of man power in regards to its library. However, a group of dedicated faculty under the able leadership of Dr. Ch. Manmohini, HoD, Zoology, has been rendering yeomen services of the college library by assuming daily rosters of library duty every day every week. This had led to student of the college availing the library service of the college without any interruption.

Nambol L Sanoi College has library with a dedicated reading room specially for the students.

It was partially automated using Integrated Library Management system and it has installed Koha 18.05.00 version ILMS on 23rd July, 2019. The college Library is equipped with more than 5000 books on different subjects. The college Library has subscription to N -List and access to e resources subscribed through the N-List. Further, the library has also subscription of two local newspapers namely Hueiyen Lanpao and People's Chronical.

Books were either procured under special scheme or thorough supply by government. For instance, in the academic year 2017-2018, books worth Rs 5,53,848 were bought under the RUSA Scheme. And in the academic year 2020-2021, the Directorate of University and Higher Education, Government of Manipur

also supplied books to the college.

4.3 IT Infrastructure

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

Response:

Students who want to browse online to search for additional learning materials are given opportunity at ITES Room located in the first floor of A – Block.

In college, projectors are made available to those faculties who want to transact classes through LCD. The faculties developed their own PPT to transact classes.

The College also has three functional Printers that help the faculty to print out material to be distributed to the students. Moreover wi –fi is made available in the college campus through service provided by NIC.

Taking note of such socio – economic environment of most of the students of the college, efforts made to reach teaching – learning transaction to the students wherever they are. As such teaching learning mode is carried out in blended mode i.e. along with face to face interaction teaching – learning transaction is also carried out in virtual mode according to the conveniences of the teachers and the students. These classes were conducted through various platforms like MOODLE, Google Meet, Whatsapp, etc.

During the later part of the Academic session 2019 – 2020 and most part of 2020 – 2021 during the Covid -19 pandemic most of the classes were transacted through this mode. It became very popular with most of the students and many of them regularly attend the classes. Even after the pandemic many of the students requested the teachers to conduct classes in virtual mode. Taking note of such request of the students, the faculty of the college transacted classes through blended mode.

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

Response: 21.4

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

Response: 40

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4.4 Maintenance of Campus Infrastructure

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

Response: 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 29.78 | 230.87 | 57.9 | 25.87 | 23.63 |

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| Institutional data in the prescribed format | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 12.72

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 242 | 86 | 43 | 32 |

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

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

Response: B. 3 of the above

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

Response: 0

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

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

| File Description | Document |
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| Institutional data in the prescribed format | View Document |

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

Response: C. Any 2 of the above

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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: 8.99

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8 | 25 | 8 | 9 | 20 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 158 | 189 | 169 | 103 | 160 |

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5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

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

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

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

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5.3 Student Participation and Activities

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

Response: 15

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

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

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

Response: 6.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 5 | 11 | 6 |

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5.4 Alumni Engagement

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

Response:

The Alumni Association has played a big role in the development and welfare of the college through financial assistance and moral support. The Alumni of the college interact with the students of the college from time to time

The president of the Alumni is a well-known entrepreneur of MS Holistics, S.Birendra Singh. His vision is to revive aromatic herbs of Manipur through his enterprise. S. Trilokchandra Singh Assistant Professor in the Dept of Geography in the Nambol L Sanoi College is the General Secretary. Dr A Tejamani Singh, Associate Professor, Dept of English is the treasurer. Dr Salam Shantibala Devi Assistant Professor and head in the Department of Manipuri is one of the Joint Secretaries. M. Hemanta Singh, Assistant Professor, Department of Geography is the other Joint Secretary. M. Panchasheelam Singh, Cashier, Nambol L Sanoi College is the executive member. M. Sumila, Lab attendant of the college is also an executive member.

The alumni Association contributed from time to time for the development of the college. Some of the contributions made by the alumni Association of the College are summed below:

- The Association contributed a sum of Rs 5000 for refreshment of the programme Swachta Pakhwada which was held on 4th September 2019.
- A sum of Rs 5000 was contributed as refreshments of the heritage walk which was held on 14th September 2019.
- Further a sum of Rs 5000 was sponsored by the Alumni Association for the Handloom Exhibition held on 18th October 2019.
- MS Holistic Enterprises under the aegis of Sanasam Birendra Singh sponsored a sum of Rs 5000 for a programme on creating an awareness on entrepreneurship which was held on 17th June 2022.
- Further the Alumni Association sponsored a sum of Rs 10,000 for the Handloom Exhibition held on 8th August 2022.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of the college matches the vision and mission of the college. The idea and the mission of the college are as follows:

Vision:

To build Nambol L. Sanoi College into a centre of excellence and innovation and uphold it by taking up several proactive steps towards enhancing the long-term career prospects of the students to become perfect human beings fully equipped to meet the increasing challenges of the fast-changing world.

Mission:

- Access the latest education trends and impart knowledge with technology-enhanced teaching, learning and research.
- To teach the students a sense of responsibility, capacity building, human values, national development, and environmental issues.
- To provide adequate infrastructure suitable to the global standard to ensure effective institutional functioning.
- To create the best student support system.
- To stimulate the academic environment to promote quality teaching, learning and research with innovative practices to meet global competency.

Objectives:

- With the above mission, the programmes and activities of the Institution are specifically designed and developed to:
- Set and achieve high academic standards to cater to the professional requirements of the competitive world.
- Generate a spirit of enquiry, innovation and self-development.
- Create young leaders for tomorrow's India.
- Strengthen and engender moral values as the nucleus of the personality.
- Inculcate leadership and interpersonal skills.
- Foster compassion towards the needy and nurture social commitment.
- Tap achievement orientation through healthy competitions and challenges.
- Involve the students in community service, promoting social justice and national integration.
- Train students to be physically fit to have a healthy body and a sound mind.

Nature of Governance:

Nambol L. Sanoi College practised an inclusive regard to the college administration. The office of the Principal runs the administrations in coordination with the respective Committees. Except for a few Committees like the Admission Committee, Examination Committee, Election Committee and IQAC of the college, all the Committees are headed by one faculty or the other.

Participation of Teachers in Decision-Making Bodies:

As most of the Committees like the College Development Committee, Academic Committee, Students Cell, Student's Welfare Committee, College Social Responsibility Cell, Research Committee, Website Committee, Gender Equity Cell, etc., are headed by one faculty or the other, teachers of the college actively participated in the decision making of the college.

In most of these Committees, the teachers initiate the activity and apprise the Principal of their Agenda, Resolution and Action Taken Report. The Principal only intervened when the Committee urgently felt the need for the participation of the Principal.

Perspective plans:

The College has its own Academic Calendar. All the college activity for that particular Academic session was based on it. Apart from it, the college also has long-term perspective plans. Most students are from Socio – the Economic Disadvantage Group (SEDG). Taking note of the student's difficulty, the college has continuously worked to ensure their attendance and enable them to attend the stated Learning outcomes of respective departments. It plans to sign more MoUs with different Skill Empanelled bodies to help college students be skilled in one vocation or the other.

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

The institution has a well-defined and decentralized organizational structure to coordinate the academic and administrative functions. The Principal, as the head of the institution, provides leadership and esteemed guidance in planning organization and execution of all the policies and programmes with the active cooperation and coordination of all committees, Cells, HoDs and other staff members. The Directorate of University and Higher Education, Government of Manipur extends dynamic support to

promote and protect the managerial skills of the Principal's office. Under the able leadership and administrative skill of the present Principal, the committee system prevalent in the college was restructured and expanded and well-defined procedures were also formulated. The Internal Quality Assurance Cell (IQAC) of the college functions as a coordinating body which conducts evaluation of all the activities undertaken especially the faculties performances concerning attendance, sincerity, accountability, teaching quality and commitment. The College Development Committee looks after all the affairs in regard to infrastructural and other developmental activities of the college.

Appointment and Service Rules, Promotion Policies:

The institution follows the Service Rules as per the Manipur Government Service Rules. The teaching and non-teaching staff GPF, NPS, Casual Leave, Earned Leave and maternity leave under the Manipur Government service rules and provisions. The college engages in Faculty Development Programmes from time to time. For promotion of faculties the IQAC evaluates the PBAS of each faculty under the relevant Regulations of the UGC and send it to the Principal after due screening to write the ACR of the particular faculties. And the same is forwarded to the Directorate of University and Higher Education for further procedures.

Grievance Redressal Mechanism:

The college regulates a grievance redressal mechanism for all the staffs. The mechanism is such that if a member of the teaching or non-teaching staff has a grievance, the concerned staff member may raise the matter to the Staff Association of the college for due redressal. Then the Staff Association, in consultation with the Principal, will take up appropriate action as per the gravity of the grievances accordingly and promptly.

The college implemented Earn While You Study scheme for the students from poor economic background who work part time for earning. The scheme was implemented to give financial support to the students and to let them come to the college regularly. The college had also signed two (2) MOUs with different skill empaneled bodies to help the students enhance their skills in one vocation or the other. More MOUs will be signed in the near future.

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6.2.2 Implementation of e-governance in areas of operation

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

Response: E. None of the above

6.3 Faculty Empowerment Strategies

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

Response:

Nambol L Sanoi College has effective welfare measures for teaching and non-teaching staff. The various welfare schemes are as follows:

1. Leave:

Casual Leave, Station Leaving Permission etc., entitled to a government employee are enjoyed by the faculty of Nambol L Sanoi College

2. Maternity Leave:

As other government employees, the faculty of Nambol L Sanoi College can avail of maternity leaves for six months

3. FDPs:

The faculties of Nambol L Sanoi College are permitted to undergo FDP. Just to let you know, priority is given to those whose placement is due shortly.

4. Faculty Enrichment Programme

Nambol L Sanoi College faculties are also encouraged to undergo Faculty Enrichment Programme to enhance their academic qualification.

5. Staff Association:

The Staff Association looks after the general welfare of the teaching faculty. There is also a grievances redressal cell to resolve Grievances from employees as fast as possible

6. Contribution to Staff Association:

The college has a Staff Association for teaching and non-education. Faculty of the college. All eligible members, including the college's Principal, regularly contribute to the association. The contribution earmarked a certain amount of money to support the faculty when needed.

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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:** 0**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years****Response:** 24.55**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 12 | 4 | 7 |

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

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

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6.4 Financial Management and Resource Mobilization

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

Response:

The college has a financial management system to manage the day to day financial needs. As the enrolment rate of the college is quite low, the revenue generated from students fees cannot suffice its overall needs perfectly. So, the college makes efforts to sustain itself from the various grants received from various government and non-government agencies. Thus, the college submits projects to different funding agencies. The college aims at mobilizing its financial resources through research projects in socially relevant research funds. So, research projects are sent to funding agencies like UGC, ICSSR, ICHR, CSIR, DBT, CCRTC (Centre for Cultural Research and Training), Ministry of Culture, Government of India, etc. for solicitation of financial support.

Apart from that, the institution devises a unique strategy for mobilization of financial resources under certain schemes. Under the scheme, different department like the Department of Botany, Department of Economics and Department of English are consistently working as resource centre by undertaking Mushroom cultivation, Agarbati making and Bori (a traditional food item) etc. to generate revenue. The college is looking for avenues to earn resources through the utilization of its own resources-both human and material.

Using Various Centres to generate revenue:

The college attempts to optimize the utilization of its resources to generate income by letting out the two attractive centres-the Fitness Centre and the Swimming pool. Besides, the local community can be encouraged to utilize the Indoor Stadium and other classrooms for a payment of minimum fees beyond class hours. This will enable the college to meet a certain amount of revenue which can be used in the maintaining of these centres.

Besides, the college is also planning to set up a Band Party with our students in the near future for mobilizing income.

The college has books of accounts audited by Internal and External audit system. The institution follows the regulations and accounting principles while maintaining book of accounts properly. Funds or grants received either from UGC, RUSA, or State Government, total fees collected from students and utilization of the funds and grants are audited internally by a Chartered Accountant and the Local Fund Audit. The Accountant General (AG) Manipur conduct external audit. Statement of accounts along with relevant and supporting vouchers, cash books, Stock registers are properly maintained. The audit conducted by the Directorate of Local Fund Audit is now in progress.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &

methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC of the college works towards improving and maintaining the quality of education, identifying and suggesting new ways of using teaching aids, developing suitable infrastructure, and offering suggestions for the new self-finance courses. IQAC is an effective and efficient internal coordinating and monitoring mechanism. The IQAC works for the benefit of both teachers and students.

Regarding teachers, all the teaching faculty of Nambol L Sanoi College submitted the Performance Based Appraisal System of each teacher by the end of the Academic Session to the IQAC of the college. The IQAC screened the Performance Based Appraisal System and sent it to the Principal of the college to write the ACR of the particular teacher. The criteria for screening were based on the relevant Regulations of the UGC. For example, those whose places up to the Associate Professor were due after 18th July 2018, i.e. after the declaration of UGC's Regulations, 2018, are screened based on their attendance of the requisite Faculty Development Programme recognised by UGC and Table of it.

The IQAC then collected the Performance Appraisal System of the teacher and sent it to the Directorate of University and Higher Education for the review of the ACR sent by the College.

Though the college itself cannot give placement to the teacher, it plays a significant role in helping the teacher placement to the next level. Because of the screening by the college's IQAC, the application of every college teacher was accepted by Manipur Public Service Commission without any argument.

Regarding students, the college tries to implement the Academic Calendar of Manipur University effectively. For smoother conduct and compliance with the academic calendar, the IQAC/ Academic council of the college, with the approval of the principal, prepare the detailed academic calendar. The academic calendar delineates a schedule for teaching, examination, semester break, vacations, student induction Programme, internal assessment period, and other events/ programmes like college foundation day, handloom exhibition, sports meet etc. The university and college academic calendars are placed on the college website for functioning transparency.

To conduct Continuous Internal Evaluation, teachers prepare their schedule of teaching, class tests and assignments by their allotted timetable keeping the academic calendar and planned co-curricular activities of the college in mind. The students are informed well in advance about the deadline for assignment submissions, class tests and presentation dates, and their final internal assessment marks. Criteria for evaluation are also shared with the students. They are encouraged to seek guidance from teachers.

Multiple assessments allow the students to incorporate suggestions offered by the teacher, thereby making learning a continuum and creating various opportunities for the students to succeed. The institution's approach is reoriented to suit the learner's pace, mitigating student pressure. Project work, fieldwork and presentation components of the syllabus and assessment are arranged to keep the pre-planned academic calendars in mind.

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6.5.2 Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Gender equity: The college upholds the concept of gender equality. It incorporates the idea of gender equity while delivering the curriculum. The faculty member is well aware of the syllabus where gender issues are included and focussed. Equal opportunities are provided to all regardless of gender, race, language, religion, class and caste. Also, the college has a healthy working tradition where women faculty members outnumber male faculty members and take enormous academic and administrative responsibility. During every induction program, there is an emphasis on gender equity, and the students are made aware of the concept and its basic practices.

For example, the college has a well-equipped girls' shared room. The college has recently installed a sanitary pad vending machine with a proper washroom and disposal system. The college also annually organises a menstrual hygiene program where resource persons are selected among the faculty member. The program aims to break the taboos related to menstruation and provide essential essentialness of menstrual hygiene. During the program, sanitary napkins are also distributed among the students present.

The college also has a gender equity cell, a student grievance cell and a counselling cell. These cells actively address any issues related to gender bias and gender discrimination and focus on the welfare of the students. We have pamphlets and a signboard specially designated to gender equity in every nook and corner of the college.

The college also believes in the students' financial empowerment, encouraging them to earn while studying. The college also conducts entrepreneurship programs where special invitees give a talk on related issues. Since the college is in a rural region, many student weavers make a living on their own while continuing their studies. Keeping that in mind, the college has a unique cell, namely Handloom Research and Promotion Cell. A handloom exhibition has been successfully organised under the theme "Weaving the Future". The cell timely conducts meetings and discussions to boost confidence and bring financial stability among the student weavers. The cell plans to have more exhibitions in the future.

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7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures

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

Response: A. 4 or All of the above

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

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

Response: C. Any 2 of the above

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

Response:

As Manipur consists of various ethnic communities, the college students come from different religions and ethnic backgrounds. In recognition of different cultural identities, most of the college cultural programs showcase other art forms from various ethnic communities of the state. The college imbibes human values and harmony in all its activities.

The college has been actively involved in social service and has sought ways to enhance its involvement. Under the Swachh Bharat Summer Internship Program 2018, sponsored by the Ministry of Human Resource Development, Government of India, in association with the Swachh Bharat Mission (Gramin), Ministry of Drinking Water and Sanitation, Government of India, the college conducted an awareness campaign on Drinking water and sanitation at Ishok Village, Bishnupur District, Manipur.

The college also works for the betterment of the adjacent village. Under the NSS program, the college adopted Maibam Kabui Village, which comprises mainly Kabui, one of the ethnic communities of Manipur, on 7th December 2020. A household survey was also conducted in the same village to collect socio-economic information about the population of the adopted town. The study aimed to encourage the students of our college to engage themselves in the development process of the village through their active participation in community service.

Given the novel coronavirus (covid 19) pandemic, 43 (forty-three) teaching faculty and seven non-teaching staff employees of the college contributed and donated one day's salary in March 2020, amounting to Rs

1,33,130/- towards the “Chief Minister’s Covid-19 Relief Fund” Manipur to aid the government’s efforts to fight against Coronavirus. During the height of the Covid 19 pandemic, an awareness campaign was conducted in the adopted village. Necessities for preventing the virus-like sanitiser, soap and masks, were distributed among the village community.

A cleanliness drive is conducted annually in and around the college campus to spread cleanliness awareness and promote teamwork. A two-day cleanliness drive in and around the college campus and approach road at Nambol Kongkham was also conducted from 13th to 14th July 2019 by the NSS unit of the college. On the 4th and 5th of July 2020, the NSS unit of the college showed two days of social service program at Nambol Kongkham around the campus.

The college strives to provide a range of social service opportunities which will allow the students to expand their understanding of social issues and consider their role in finding solutions for the community concerned.

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:

7.2 BEST PRACTICES-1

“Earn While You Study Scheme.”

Objectives:

- to provide an opportunity to the students, particularly those from socio-economically disadvantaged groups (SDGs)
- to earn extra money to meet their expenses to ease the financial burden on their families
- to reduce college drop-out rates
- to expose the students to work to gain hands-on experience and valuable life skills.
- It also aims at developing students’ self-confidence, higher level of discipline, responsibility and time management skills and dignity of labour and to channelize the student’s inexhaustive energy into positive activities, to explore their subject preferences to pursue after their academics to help them better prepare for the professional career ahead.

Context:

The Nambol L. Sanoi College is located in a rural setting. Most of the students happen to be from socio-economically disadvantaged backgrounds. Some students are meritorious but need help to excel and continue their studies due to financial issues and other problems within their families. They come to college, attend one or two classes, and leave for a part-time job somewhere to pay their college fees. They

are compelled to go for part-time jobs in carpentry, masonry, home tutorials, nearby shopping malls, etc. This often creates students' consistent absenteeism from college. Hence, a negative impact on their grades.

The Practice:

Under the scheme, the students, in their terms, mainly in holiday times and beyond class hours, are engaged in different works of the college as per their choices. Thus, the students carry out the repairing, renovation and installation works of the infrastructure of the college. Those students who are good at and passionate about carpentry are engaged in making and repairing furniture items in the college. And those who have an interest and skills in mason works are engaged in the construction, renovation and repair works of various infrastructure of the college like fencing, construction of campus pavements, two-wheeler garages etc. Some students interested in electricals are engaged in electrification and its repair, while others are involved in installing and maintaining plumbing systems.

Those interested in painting are engaged in the wall painting of the buildings and the GI sheets. As the college is understaffed, students are involved with the tasks such as data entry, record maintenance, issue of ID cards and Certificates and library management, etc. Each student engaged in such work is paid a minimum amount of money hourly for their services.

Uniqueness:

Earn While You Study Scheme combines working and learning, usually called Vertical Education. The scheme has been implemented to inculcate appropriate traits, skills, knowledge and hands-on experiences among students to enable them to work as student volunteers. The scheme has relevance in the context of the Higher Education system in India under the National Education Policy, 2020, which has emphasized vocational education.

Evidence of Success:

The scheme, *Earn While You Study* unleashes the full potential of their homegrown talents and skills, boosting private-sector innovation. Having gained knowledge and hands-on experience under this practice, some pass-out student successfully run businesses in their respective fields, and others have established their way of earning. After the scheme's implementation, the rate of students' absenteeism diminishes.

Problems encountered:

The main problem in implementing the Scheme is the low budget. The average funds annually received by the college from all sources are meagre. So, the college cannot earmark a budget commensurate with the budget required to implement the practice successfully. To implement the practice, the college requires adequate financial resources and workforce to meet the desired objective.

BEST PRACTICES-2

Title: COLLEGE SOCIAL RESPONSIBILITY (CSR)

Objective:

- To inculcate ethical, social and moral values among stakeholders to enable them to discharge their responsibilities and obligations to society.
- To carry out outreach programmes, to unprivileged sections of students, the poor and needy populace of the local community.
- To promote gender equality and women empowerment to reduce sexual harassment and domestic violence
- To grow environmental consciousness among all communities
- To undertake community engagement and extension activities to create social awareness of their responsibilities,

The Context:

The Nambol L. Sanoi College believes that our role as a Higher Educational Institution, besides imparting academic knowledge to the students, is to sensitize the students and the local communities, who are primarily from poor economic backgrounds, on various social issues, responsibilities, challenges and opportunities, their moral obligations to the society.

The Practice:

The College Social Responsibility has been in tune with its vision and mission. Under the practice, the college opens a *Book-Bank* and a *Cloth Bank* w.e.f. the academic session 2018-19. Used but good condition and quality books and clothes are provided by the college to the poor and needy students and locals regularly.

Again, various awareness and extension programmes are also conducted at institutional and community levels on environmental protection, water conservation, Drug abuse, sanitation and personal hygiene, preservation of wildlife and forest, and ecosystem enhancement. The college also takes up other services to humanity during disasters and pandemics. The staff members contributed to the Chief Minister's Covid Relief Fund.

Evidence of Success:

All the college staff members are enthusiastic enough to come forward with donations to the two Homes in the district regularly. Some well-wishers and philanthropists have also come forward to

contribute to the fund of such donations. The programme undertaken have very much relevance to the Skill Enhancement Course (SEC) and Value-Added Course (VAC), a part of the current curriculum designed for the Four-Year Undergraduate Programme (FYUP) under the new Education Policy, 2020. The students of the college are now inclined to environmentally responsible behaviour.

Problems Encountered, Resources Required:

The institution needs help meeting the competing needs and expectations of all the stakeholders. The college also encounters the issues of increasing external influences and pressures. The practice is implemented within the limits and resources of the college, where the college needs more financial and non-financial resources to meet the successful implementation of the CSR.

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:

The college, located in a rural background, has set forth a distinctive vision in academic and co-curricular activities keeping in view the students' future careers. Apart from academics, the institution continuously strives to explore the talents and passion of the students, thereby providing an opportunity and knowledge to develop and enhance their skills in their area of interest or chosen fields. Most students are from socio-economically disadvantaged groups (SEDG), but they can excel in different fields. As such, the college is very concerned about their financial empowerment and encourages them to earn while learning.

There are a good number of girl students who have extraordinary talents and skills in weaving who earn their livelihood in weaving while they are continuing their studies. Skill development being a thrust area, the college encourages these student weavers to expose their talents fruitfully. With this aim in view, the college, as a part of its initiative on soft-skill development and career counselling, organised the first 'Handloom Exhibition cum sale' titled "Weaving the Future" on the college premises on 18th October 2019.

The exhibition was also a part of our endeavour to encourage and give due recognition to the skills and talents of our student weavers and promote the "rural economy", given that our student community essentially belong to rural Manipur. Since the first exhibition, the college has come a long way to its present state of "Girls with Loom" and beyond to be rightfully regarded as the unique characteristics of this institution.

The challenges of the college are manifold, and it was the collective decision of all the college stakeholders to focus on what can be fruitfully executed given the financial and workforce constraints. The college believes any initiative undertaken should be action- and impact-based. With this realisation, the college focussed on giving shape to the idea and principle on which our future action will depend both for the short and long term. For the academic session 2019-20, *Mai-Aon* was initiated to cater to trans-disciplinary

knowledge within and beyond the classroom. For skill enhancement, initiatives were taken up under the aegis of "*Hijan-Hirao*". The institution believes that understanding the society, the stakeholders- students, academic and non-academic staff and the local community, is the prerequisite for future development.

With this in the backdrop and given the reality of the contemporary handloom sector of Manipur, it was necessary to appraise the society about the sector's plight through the medium of the exhibition that exclusively caters to the student weavers of the college. The challenges of the handloom sector range from non-availability of a good yarn, competition from power loom (which now caters to over 70 per cent of Indian textiles), near-perfect imitations of handloom products which robs the genuine producers of their primary revenue source, inadequate credit facilities to weavers, exploitation by middleman and powerful aggregators, lack of information to weavers etc. The first exhibition was a call to place weavers at the centre stage of policy-making for meaningful and sustainable transformation of our society towards prosperity.

For the students' weavers, it is a learning process and an outlet for understanding the more significant challenges of the handloom sector that transcend beyond their workspace. Over the year, the initiative has attracted many girl college students and earned appreciation from the public, the government, entrepreneurs and weavers. As the growth continued, a separate "Handloom Research and Promotion Cell" was established in 2022 to cater to student weavers' growing needs and how it shaped our institution's value. Besides, a Memorandum of Understanding (MOU) was signed on 30th May 2022 between the Nambol L. Sanoi College and the Utlou Weavers' Cooperative Society Ltd, which engages in human resource development activities in the areas of weaving for the improvement of life skills and employability. The MOU aims to work in a collaborative mode of identification of technology and knowledge gap between the faculties and students for bringing solutions through joint events like workshops, seminars, long and short-term internship training programmes, projects, research and development in weaving.

The institution recognises and appreciates the student weavers for their contribution to the larger economy of the state and also imparts a message of hard work and dedication to the youth. It is a recognition that they are the flag bearer of traditional knowledge and skills. The handloom sector as a whole is intricately woven with the existence and progress of our society through time and touches upon all facets of our community. The sad reality characterising the handloom sector is that most of the weavers are concentrated in rural areas and are primarily illiterate. They are often at the receiving end of powerful aggregators, and the benefit destined for them seldom reaches their doorsteps. Our small intervention could change the dynamics of the handloom sector. Many young weavers are college-going students and negotiate their time between attaining formal education and economic/ women empowerment through weaving and helping their families' finances. Herein lies the potential role of our student weavers, who can act as a medium of change. Through exhibitions and training, we strive to highlight their skills and talent while imparting the values of work ethics and dedication.

It is a platform to highlight the health and challenges of our contemporary societies. Through the medium of the weavers and the weaving tradition of our community, we are trying to rediscover and relearn the intricacies of how our culture has been shaped. It is based on the more significant realisation that traditional knowledge's mere existence and continuance treads the knife edge in the era of globalisation and consumerism. However, the presence of our society also hinges on the adaptability of our social and economic institutions to the changing global landscape. The success in our pursuit of meaningful development is contingent upon reshaping the traditional institutions to the need of changing times.

The "Girl with Loom" initiative is a noble gesture to encourage our society's local economy and indigenous institutions in our strides towards development and sustainability.

5. CONCLUSION

Additional Information :

Established on 17th July, 1966, Nambol L. Sanoi College, formerly known as Manipur Rural College, one of the premier colleges in the rural area of Bishnupur District, Manipur, imparts higher education to the students of socio-economically disadvantaged (SEDG) groups of students of the region. The college has been acutely short-staffed for a long. Even though there is no staff in the library section, the library has now been partially automated with the massive support of a team of faculty members who are looking after the whole affairs of the library under the guidance and supervision of the Principal. The renovation of the Old Multipurpose Hall of the college is under process under the Engineering Wing of the Department of Higher Education, Government of Manipur. Over and above two (2) MOUs signed earlier with skill-empanelled bodies, the college is looking ahead to signing more MOUs with different such bodies in the coming years.

The college is taking keen initiatives and involvement in the maintenance of the Japanese War Memorial, a Historical site of World War II located within one and a half km distance from the college where the war between the British and Japanese forces occurred.

Besides, the college plans to establish a Skill Development Centre where skill-related add-on or certificate courses are open. And to this effect, submission of a project report is now underway. The college is also planning

- To prepare a database of passed-out alumni and their progression by the Career Counselling Cell of the college
- To conduct a proper academic audit,
- To conduct a green audit campaign
- To improve hygiene and sanitation facilities inside the college
- To undertake more extension activities
- To adopt more villages under NSS
- To upgrade modern teaching tools of ICT
- Renovation of old blocks
- To initiate services to humanity like donations to Homes
- to introduce a Learning Management System (LMS)
- To effectively roll out more community services
- To establish Nambol L. Sanoi College Literary Club under IQAC
- To promote Nambol Sanoi College Eco Club
- To establish a resource centre for vermicomposting and other allied activities

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Concluding Remarks :

The college is committed to fulfilling its vision and mission of imparting quality and transformative education to students and promoting a more just and humane society. The institution has the fundamentals to grow up if the college consistently thrives to scale new heights in the spheres of teaching, learning and research

innovation. The college is also cautious to deliver the best of the best as per the expectations of the society at large and working hard to realise the vision of the college. The college recognises its many weaknesses and shortcomings. Still, we committed to marching forward, with the support from all concerned stakeholders, to find areas where it can be improved to make the institution a unique centre of excellence.