



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	S. Kula Women's College
• Name of the Head of the institution	Dr. Wahengbam Robindro Singh
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	03852999810
• Mobile No:	8119040117
• Registered e-mail	skwcollege@gmail.com
• Alternate e-mail	principalskwc82@gmail.com
• Address	Kongkhampat
• City/Town	Nambol
• State/UT	Manipur
• Pin Code	795134
2.Institutional status	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Women
• Location	Rural
• Financial Status	UGC 2f and 12(B)

• Name of the Affiliating University	Manipur University				
• Name of the IQAC Coordinator	Mr. Kh. Nepoleon Singh				
• Phone No.					
• Alternate phone No.					
• Mobile	7005290802				
• IQAC e-mail address	iqacskwc@gmail.com				
• Alternate e-mail address					
3. Website address (Web link of the AQAR (Previous Academic Year))	https://skwomenscollege.ac.in/wp-content/uploads/2025/08/AQAR-2021-22.pdf				
4. Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://skwomenscollege.ac.in/wp-content/uploads/2022/11/academic-calender-2022-2023.pdf				
5. Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.03	2012	21/04/2012	20/04/2017
Cycle 2	B+	2.69	2022	05/04/2022	04/04/2027
6. Date of Establishment of IQAC			04/02/2012		
7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
Institutional 1	ICSSR	ICSSR	2023 for 2 years	800000	
Institutional 1	DBT- NER Programme	DBT	2023 for 3 years	5784720	
8. Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	5
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
1. Conducted student Induction Program for the newly admitted students. 2. Hosted District Level Badminton & TT Competition. 3. Organised Teacher's Guardian Meet 2023 4. Workshops and seminar conducted 5.	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year	
Plan of Action	Achievements/Outcomes
Prepare academic calendar 2022-2023	Academic calendar 2023-24 prepared and published
conduct student union election	Student Union Election 2022-23 conducted successfully
Conduct Seminar, Awareness Program and Workshop	1 international seminar, 2 workshop and 2 awareness programs conducted
Participation in NIRF	Participated in NIRF
Conduct career counselling programs for students	2 career counselling programs conducted

13. Whether the AQAR was placed before statutory body?	Nil
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Nil	Nil
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-2023	29/02/2024
15. Multidisciplinary / interdisciplinary	
<p>S. Kula Women's College, Nambol has a vision to become a comprehensive, multidisciplinary organisation. The college (institution) is prepared to begin a multidisciplinary and holistic learning program under the guidelines and regulations of the National Education Policy (NEP) 2020. This is an integral education model that will loosen the boundaries between disciplines and allow students to learn the sciences, mathematics, humanities, languages, social sciences, professional skills, soft skills, ethics, morality, and human values, among other things, in combination based on their needs and interests. The goal is the development of integrated competencies, which include intellectual, aesthetic, social, physical, emotional, and moral. With this progressive approach, students no longer need to wonder whether they can pursue subjects like Mathematics and Psychology together—the decision now rests entirely on their interests. If a student is genuinely inclined, not only can she study both, but she can also shape a fulfilling career path from them. In alignment with the goals of NEP 2020, the institution is advancing toward blending the humanities and sciences. It offers an innovative, flexible curriculum that includes credit-bearing courses and project work in areas such as community engagement, environmental awareness, and value-based education, all aimed at fostering a holistic and multidisciplinary learning experience. This model promotes the comprehensive development of each student—physically, emotionally, socially, and morally. The college plans to implement a flexible, multidisciplinary undergraduate structure that allows for multiple exit points: a certificate after one year, a diploma after two, a bachelor's degree after three, and an honors degree with research upon completing four</p>	

years. Common Core Courses such as communication in multiple languages, environmental science, digital solutions, and wellness. Introductory Interdisciplinary Courses from baskets covering Natural Sciences, Social Sciences, and Humanities. Vocational Courses in diverse sectors like agriculture, healthcare, and media. Major and Minor Specializations, including a vocational or educational minor. By placing choice and curiosity at the heart of education, this framework empowers students to become the designers of their academic journeys. Research-Oriented Modules with dedicated credits for methodology, internship, and a final project. Experiential Learning opportunities through field immersion, internships, and community service.

Programme/Curricular component	Course/Activity	Credit hour
Programme/Curricular component	Common courses, including relevant practicum	(24 credit hours)
	Language and communication skills (Modern Indian language)	6
	Language and communication skills (English language)	6
	Understanding India	3
	Environmental science/education	3
	Health and wellness, yoga and sports	2
	Digital and technological solutions including Artificial Intelligence, big data analysis, and machine learning with emphasis on their applications to education, health and sustainable living.	4
	Introductory courses relating to Natural Sciences, Humanities, and Social Sciences)	(18 credit hours)
	(Interdisciplinary courses may form part of the basket of courses to be taken during the first three semesters. These may include, for example, courses relating to Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Urban Studies, Women's and Gender Studies, etc.)	
	Introductory courses relating to Natural Science. Three introductory courses (one each in semester 1, 2 a& 3) within Natural Science (to be chosen from a basket of courses that would include courses such as Biology, Biochemistry, Chemistry, Computer Science, Data Science, Earth and Environmental Sciences, Mathematical and computational thinking and analysis, Physics, Statistics etc.	6
Introductory courses relating to Social Sciences. (Courses chosen from a basket of courses that would include, for example, courses such as Economics, History, Linguistics, Political Science, Psychology, Sociology, Social Work, etc.)	6	
Programme/Curricular component	Course/Activity	Credit hour
Programme/Curricular component	Introductory courses relating to Humanities. (Courses chosen from a basket of courses that would include, for example, Arts & Creative expressions, Comparative Literature, Creative Writing and Literature, Philosophy, etc.)	6
	Introductory courses relating to vocational studies	(6 credit hours)
	Courses chosen from a basket of	

courses that may include, for example, Agriculture (Organic Farming, Protected Cultivation, Production of Horticulture Crops, Floriculture, etc; Health Care; Food Industry; Media & Entertainment; Tourism and Hospitality, etc. 6

Disciplinary/Interdisciplinary Major (chosen from a learning area relating to one of the introductory courses pursued during the first three semesters) (48 credit-hours) One disciplinary/interdisciplinary major (Course chosen from a learning area relating to Natural Sciences, Social Sciences, Humanities and interdisciplinary courses pursued during the first three semesters) 48 Disciplinary/Interdisciplinary Minor (36 credit-hours) Two minors, one 'minor' relating to a disciplinary/interdisciplinary area and the other relating to vocational studies/education (Course chosen from a learning area relating to Natural Sciences, Social Sciences, Humanities, interdisciplinary courses, and courses relating to vocational studies pursued during the first three semesters) 36 Advanced courses required for taking up research, research methodology courses, research internship, and a research project in the chosen 'major; area of study (18 credits) Research methodology courses 6 Development of project/research proposal, review of related literature or studies and collection of the required data. 4 Research internship 4 Preparation of report of the research project 4 Programme/Curricular components and credit apportionment for courses within the four-year undergraduate programme. Programme/Curricular component Course/Activity Credit hour Field immersion (3 credit-hours) Field-based learning/project to develop innovative practices required to solve real-life problems relating to chosen fields of learning, work, or vocation. 3 Internships with local industry, businesses, artists, crafts persons, etc. during the sixth semester (4 credit hours) Internships with local industry, businesses, artists, crafts persons, etc. 4 Community engagement and service (3 credit hours) Community-engaged activities, including participation in National Service Scheme, National Cadet Corps (NCC), adult literary/ education programmes, and student mentoring.

16.Academic bank of credits (ABC):

S. Kula Women's College, Nambol, has taken active steps to implement the Academic Bank of Credit (ABC) system as envisioned in the National Education Policy (NEP) 2020. By registering under ABC, the institution enables students to take advantage of multiple entry and exit options during their academic journey. The ABC platform digitally stores students' earned academic credits, which can be applied toward certificates, diplomas, or degrees. This system oversees the creation, validation, accumulation, transfer, and

redemption of academic credits. These credits are valid for up to seven years, allowing students to redeem them within that period. With these accumulated credits, students may also gain direct admission into the second year of a program at any participating university. Academic Bank of Credit (ABC) increases the students' freedom in choosing their courses. It enables the student to drop out in any year and then exchange the credits earned so far for a certificate or diploma if they are eligible. ABC also acts as a reference point for faculty to check the credit records of students. To register for an Academic Bank of Credit (ABC) account, students must provide essential personal and academic details such as their name, address, course information, and relevant certificates. Once registered, each student receives a unique ID and password, which they can use to log in at any time to monitor their academic credit progress. Faculty members are encouraged to adopt innovative curricular and pedagogical approaches within the prescribed academic framework. This includes the freedom to choose textbooks, prepare reading resources, and design assignments and assessments. A good practice of the institution on the implementation of Academic Bank of Credits (ABC) in the institution because of NEP 2020, is shown by the course structure for the 4-year undergraduate programme. Course structure for 4-Year Undergraduate Programme with ABC Semester Core (Credit) DSE (Credit) GEC (Credit) AECC (Credit) SEC (Credit) VAC (Credit) Semester Credit I Core-1 (6) AECC-1 (4) English/MIL SEC-1(4) VAC-1 (2) 24 Core-2 (6) VAC-2 (2) II Core-3 (6) AECC-2 (4) Environmental Sc. SEC-2 (4) VAC-3 (2) 24 Core-4 (6) VAC-4 (2) Exit option with Bachelor's Certificate in a Discipline on completion of courses equal to a minimum of 46 Credits III Core-5 (6) GEC-1 (6) VAC-5 (2) 26 Core-6 (6) Core-7 (6) IV Core-8 (6) GEC-2 (6) VAC-6 (2) 26 Core-9 (6) Core-10 (6) Exit option with Bachelor's Diploma in a Discipline on completion of courses equal to a minimum of 96 Credits V Core-11 (6) DSE-1 (6) GEC-3 (6) VAC-7 (2) 26 Core-12 (6) VI Core-13 (6) DSE-2 (6) GEC-4 (6) VAC-8 (2) 26 Core-14 (6) Exit option with Bachelor's Degree in a Discipline on completion of courses equal to a minimum of 140 Credits VII Core-15 (6) DSE-3 (6) GEC-5 (6) 24 Core-16 (6) VIII Core-17 (6) DSE-4 (6) GEC-6 (6) 24 Core-18 (6) Exit option with Bachelor's Degree with Honours in a Discipline on completion of courses equal to a minimum of 182 Credits A good practice of the institution pertaining to the implementation of Academic Bank of Credits (ABC) in the institution in view of NEP 2020 is shown by the course structure for the 4-year undergraduate programme. Course structure for 4-Year Undergraduate Programme with ABC Semester Core (Credit) DSE (Credit) GEC (Credit) AECC (Credit) SEC (Credit) VAC (Credit) Semester Credit I Core-1 (6) AECC-1 (4) English/MIL SEC-1(4) VAC-1 (2) 24 Core-2 (6) VAC-2 (2) II Core-3 (6) AECC-2 (4)

Environmental Sc. SEC-2 (4) VAC-3 (2) 24 Core-4 (6) VAC-4 (2) Exit option with Bachelor's Certificate in a Discipline on completion of courses equal to a minimum of 46 Credits III Core-5 (6) GEC-1 (6) VAC-5 (2) 26 Core-6 (6) Core-7 (6) IV Core-8 (6) GEC-2 (6) VAC-6 (2) 26 Core-9 (6) Core-10 (6) Exit option with Bachelor's Diploma in a Discipline on completion of courses equal to a minimum of 96 Credits V Core-11 (6) DSE-1 (6) GEC-3 (6) VAC-7 (2) 26 Core-12 (6) VI Core-13 (6) DSE-2 (6) GEC-4 (6) VAC-8 (2) 26 Core-14 (6) Exit option with Bachelor's Degree in a Discipline on completion of courses equal to a minimum of 140 Credits VII Core-15 (6) DSE-3 (6) GEC-5 (6) 24 Core-16 (6) VIII Core-17 (6) DSE-4 (6) GEC-6 (6) 24 Core-18 (6) Exit option with Bachelor's Degree with Honours in a Discipline on completion of courses equal to a minimum of 182 Credits

17.Skill development:

S. Kula Women's College continues to prioritize skill-based education as a cornerstone of its academic and extension activities, with the objective of enhancing students' employability, entrepreneurial abilities, and industry readiness. The institution has implemented a range of skill development programs aligned with national priorities such as the Skill India Mission, ensuring that students acquire practical and market-relevant competencies.

Vocational Education Programs (MVoc): The college offers full-fledged vocational degree programs: MVoc in Food Processing Engineering. These programs are designed to impart hands-on training in areas such as food science, processing techniques, packaging technology, quality assurance, and regulatory compliance. Emphasis is placed on industry-institute collaboration, internships, and project-based learning to ensure real-world experience.

Skill-Based Certificate Courses: The college also organized short-term certificate and foundation-level courses aimed at promoting holistic development and interdisciplinary knowledge. Highlights include:

- Computer Application - To build digital literacy and enhance ICT skills
- Fashion Designing - Promoting creativity, innovation, and entrepreneurship
- Human Rights & Duties Education - Encouraging ethical behavior, civic responsibility, and legal awareness

The skill development ecosystem at S. Kula Women's College integrates academic learning with practical exposure, addressing the growing need for industry-aligned education. The college remains committed to nurturing a generation of skilled, confident, and self-reliant women professionals in tune with national and global workforce demands.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The institution has strategically integrated Indian Knowledge Systems (IKS) into its academic framework to promote linguistic diversity, cultural heritage, and traditional wisdom. A total of 12 credits are allocated to language education, with 6 credits dedicated to Modern Indian Languages (MIL) and English. These courses focus on enhancing communication skills and language proficiency, while also fostering a deep understanding of the cultural and literary traditions embedded within Indian languages. In addition to classroom instruction, students engage in discussions, debates, and presentations in their native languages to strengthen interpersonal communication and critical thinking. The college also leverages online platforms to supplement learning, providing access to MOOCs and digital resources related to Indian culture, literature, and philosophical thought. Cultural programs, seminars, and observance of national festivals further immerse students in India's rich cultural landscape. This integrated model bridges modern education with traditional values, nurturing well-rounded individuals who are both globally competent and culturally rooted. Through this holistic approach, the institution contributes meaningfully to the national agenda of revitalizing the Indian Knowledge System in higher education.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The institution is taking steps to modify its curriculum in line with Outcome-Based Education (OBE), with the intention of ensuring that graduates of the four-year undergraduate program develop clearly defined learning outcomes. This effort is reflected in the expected graduate attributes and categorized learning outcomes, as outlined below:

1. Discipline-Specific and Interdisciplinary Learning Outcomes Graduates should be able to demonstrate: Broad and in-depth knowledge of disciplinary and interdisciplinary areas within a multidisciplinary framework. Understanding of links between different learning areas and awareness of current and emerging trends in the selected fields. Professional, procedural, and practical knowledge relevant to carrying out field-specific tasks. Technical and practical skills are required to perform assigned responsibilities effectively. Ability to apply acquired knowledge and skills to solve problems within their major/minor disciplines and related areas of study.
2. Generic Learning Outcomes Problem-Solving Ability to address issues in both familiar and unfamiliar contexts. Application of academic learning to real-world situations. Critical Thinking Capability to apply analytic thought to a body of knowledge, including the analysis and evaluation of policies and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence. Recognize assumptions and

formulate clear, logical arguments. analyse and synthesise data/information related to global issues from a variety of sources and draw valid conclusions supported by evidence and examples. Creative Thinking The capacity to generate or conceptualize various and diverse approaches to identical issues or situations. Manage challenges and circumstances that lack straightforward answers. Analyze a problem or situation from different viewpoints. think creatively and propose solutions to intricate problems in unfamiliar settings. Embrace inventive, imaginative, and lateral thinking, along with interpersonal skills and emotional intelligence

Communication Skills Abilities that enable an individual to: attentively listen, analyze texts and research papers, and clearly and concisely present complex information to various groups or audiences. Present thoughts and ideas effectively both in writing and verbally, and communicate with others through suitable media. Assertively share personal opinions and express oneself. Build logical arguments employing correct technical terminology related to a theme in teacher education. Express ideas, thoughts, and arguments using language that is considerate and sensitive to gender and social groups. Teamwork and Collaboration Work respectfully with diverse teams. Coordinate effectively and contribute to group objectives. Actively participate in group efforts and shared responsibilities. Leadership Qualities Plan tasks and provide direction to teams. Develop and communicate a clear vision. Inspire and guide team members to achieve shared goals.

3. Personal and Social Competencies Learning How to Learn Continuously acquire new skills and knowledge. Engage in self-directed, lifelong learning for personal and professional growth. Set goals, manage time, and adapt to changing global and national contexts. Multicultural Competence Understand and respect diverse cultural values and global perspectives. Interact effectively in multicultural environments. Lead inclusive teams and show empathy toward marginalized and differently-abled individuals. Promote gender sensitivity and equality. Value-Based Education Embrace and practice ethical, constitutional, and humanistic values. Demonstrate global citizenship in addressing contemporary challenges. Analyze ethical issues from multiple viewpoints and practice integrity in all aspects of work. Understand and act on sustainability and environmental issues.

4. Technological and Environmental Awareness Environmental Responsibility Apply knowledge and skills to address environmental issues such as climate change, pollution, biodiversity loss, and conservation. Participate in sustainable development initiatives and adopt eco-friendly practices. Digital and Technological Proficiency Use digital tools and communication technologies effectively in teaching and learning. Enhance student learning through appropriate technological integration.

5. Autonomy,

Responsibility, and Community Engagement Autonomy and Responsibility Apply skills and knowledge independently in professional and learning contexts. Take responsibility for one's work, manage projects effectively, and ensure workplace safety and accountability. Community Engagement and Service Participate in activities that benefit society, such as: National Service Scheme (NSS) National Cadet Corps (NCC) Adult education programs Mentorship for school students

20.Distance education/online education:

The institution is equipped to provide vocational courses and various other programs through the Open and Distance Learning (ODL) mode. In our institute, the advanced technological tools utilized for teaching and learning include smart boards, computers, laptops, projectors, and more. As a commendable practice related to Distance Education and Online Education, the teachers at S. Kula Women's College are engaging in online teaching and learning activities and also organizing faculty development programs centered on e-content creation, digital teaching methods, and managing virtual classrooms, enhancing the institution's readiness for online instruction. The institution also creates an online system facilitating access to e-libraries to support the academic and emotional wellness of students and teachers. Utilization of Learning Management Systems (such as Google Classroom or Moodle) to enhance the teaching and learning experience, facilitating prompt distribution of course materials, electronic resources, and assignments. Students are encouraged to enroll in UGC-approved Massive Open Online Courses (MOOCs), promoting interdisciplinary education and credit collection in accordance with CBCS regulations.

Extended Profile

1.Programme

1.1 46

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2.Student

2.1 754

Number of students during the year

File Description	Documents
Data Template	No File Uploaded

2.2 377

Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

File Description	Documents
Data Template	View File

2.3 259

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 129

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2 153

Number of Sanctioned posts during the year

Extended Profile

1. Programme

1.1	46
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	View File

2. Student

2.1	754
Number of students during the year	

File Description	Documents
Data Template	No File Uploaded

2.2	377
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

2.3	259
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	View File

3. Academic

3.1	129
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2	153
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution	
4.1	28
Total number of Classrooms and Seminar halls	
4.2	71.68
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	103
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The college follows the curriculum prescribed by Manipur University. At the beginning of each academic year, an action plan, academic calendar, and class timetables are prepared and disseminated through WhatsApp groups and the college website. To assess students' understanding, regular assignments and class tests are conducted throughout the semester.

ICT tools and well-equipped laboratories are made accessible to both faculty and students to ensure effective curriculum delivery and to enhance academic performance. Alongside the central library, individual departments also maintain collections of reference books aligned with the UG syllabus, catering to the academic needs of both students and faculty members.

At the end of each semester, student feedback is systematically collected. The teaching-learning process is closely monitored through this feedback, and relevant suggestions are shared with

faculty members to help them identify their strengths and areas needing improvement.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The college is affiliated with Manipur University, and its academic calendar is prepared in alignment with the University's official schedule. At the start of each academic session, the Principal holds meetings with the Heads of Departments to ensure the effective implementation of the academic calendar. Faculty members then design their teaching plans, class tests, and assignments based on their assigned timetables, keeping in view the academic calendar and any planned extracurricular activities.

Each course includes an internal assessment component worth 20% of the total marks. These are awarded based on class tests, seminars, assignments, attendance, and other criteria. Students are informed well in advance about the deadlines for assignment submissions, as well as the scheduled dates for class tests and seminar presentations. All faculty members adhere to the academic calendar to ensure timely completion of Continuous Internal Evaluation (CIE) tasks.

The college places strong emphasis on monitoring student conduct and performance. Students who show signs of underperformance are promptly identified and provided with special remedial classes to aid their progress. The Heads of Departments also oversee student attendance and academic performance on an annual basis to ensure timely intervention and support.

File Description	Documents
Upload relevant supporting documents	No File Uploaded
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate

A. All of the above

in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	No File Uploaded

1.2 - Academic Flexibility

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

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

25

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

0

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template)	No File Uploaded

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

0

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

1

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	No File Uploaded

1.3 - Curriculum Enrichment

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

The college places strong emphasis on monitoring student conduct and performance. Students who show signs of underperformance are promptly identified and provided with special remedial classes to aid their progress. The Heads of Departments also oversee student attendance and academic performance on an annual basis to ensure timely intervention and support.

The college is affiliated with Manipur University, which has designed a curriculum that places a strong emphasis on Gender, Environment and Sustainability, Human Values, and Professional Ethics. Core courses focusing on ethical values aim to promote value-based education, enhance students' understanding of the deeper meaning of life, and prepare them for future endeavors.

The college offers a range of value-based and skill enhancement courses. Gender equality, a fundamental human right, is upheld

through various constitutional provisions in India. In alignment with this, the college offers a course on Human Rights and Value Education to raise awareness and promote inclusive thinking.

Recognizing the growing importance of environmental consciousness, the college also incorporates Environmental Studies into the undergraduate curriculum, aiming to educate students on issues related to sustainability and ecological responsibility.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

34

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

187

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	B. Any 3 of the above
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File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	No File Uploaded
Any additional information(Upload)	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows	B. Feedback collected, analyzed and action has been taken
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File Description	Documents
Upload any additional information	View File
URL for feedback report	Nil

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

153

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

219

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

1. The college promotes individualized interaction between students and teachers, enabling personalized feedback on practical work, assignments, and tests, thereby helping students monitor their academic progress throughout the semester.

2.To enhance the learning experience, supplementary reading materials are provided to reinforce foundational knowledge, while advanced learners are acknowledged through the award of medals and certificates.

3.Teaching methods at the college integrates experiential and participative approaches such as excursions, field visits, projects, PowerPoint presentations. Holistic learning is further promoted through webinars, workshops, and a range of co-curricular activities.

4.Mentor-Mentee groups address students' personal and professional concerns, providing necessary guidance.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	View File

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

Number of Students	Number of Teachers
754	129

File Description	Documents
Any additional information	No File Uploaded

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

The institution adopts student-centric methods such as experiential learning, participative learning, and problem-solving approaches to actively engage students in the learning process. These methods help students develop theoretical knowledge with real-life applications, encourage collaboration and idea-sharing, and develop critical thinking and analytical skills, thereby making the overall learning experience more effective and meaningful.

File Description	Documents
Upload any additional information	View File
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The teachers of S.Kula Women's College utilized ICT tools to enhance the teaching and learning experience, to maximize curriculum outcomes. Many classrooms are outfitted with Smartboards and LCD projectors to facilitate effective teaching and learning. Instructors create PowerPoint presentations for their lessons, while students also use these ICT tools to showcase their classroom seminars. Some teachers even record video lectures

for their subjects and post them on their college or personal YouTube channels. The college campus is equipped with WiFi, allowing both the teachers and students to access the internet without restrictions. The college provides access to extensive e-learning resources, having subscribed to NLIST since 2011. Both teachers and students are registered users of NLIST, which gives them access to 300,000 e-books and over 6,000 e-journals. To further assist educators and students, the college librarian has also created a dedicated WhatsApp group for the e-library.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://skwomenscollege.ac.in/infrastructure-and-teaching-learning-resources/

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

2.3.3.1 - Number of mentors

123

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

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

129

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

34

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

2450

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

At S. Kula Women's College, the internal assessment system is transparent, robust, and implemented uniformly across all departments for every semester, as per the Manipur University guidelines. The process ensures continuous evaluation of students' academic performance through diverse assessment modes such as written tests, assignments, seminars, presentations etc. The weightage and criteria for each component are communicated to students at the beginning of the semester to maintain clarity and fairness.

Internal assessments are conducted at regular intervals to monitor learning progress and identify areas for improvement. Marks obtained are recorded systematically and shared with students to ensure transparency. Faculty members provide constructive feedback, enabling students to enhance their performance before final examinations.

The assessment schedule is planned in advance and strictly adhered to, ensuring consistency in frequency. Question papers and evaluation methods are designed to test not only theoretical knowledge but also analytical skills, practical competence, and communication abilities.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

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

If a student is not satisfied with her internal assessment results, they may bring the concern to the Head of Department via the Principal or Examination Committee. The answer papers of these students are sent to the HOD. The HOD will perform a reassessment and send the revised result along with a report to the Examination Committee. If the result shows an improvement, it is quickly updated.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

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

The faculty and students are familiar with the outlined program and course outcomes of the courses provided by the college. The Board of Studies at Manipur University is responsible for preparing and approving the syllabus for each subject course. Each course syllabus is communicated to the college and is accessible on both the college and university websites. At the start of every academic year, the Head of Department organizes a departmental meeting to distribute the syllabus to all teaching staff. The department develops Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). The POs, PSOs, and COs, along with links to the syllabus for each program and course, are displayed on the college website for students to access online at any time. Teachers from each respective department inform students about the POs and COs of the programs they are enrolled in during the Student Induction programme conducted at the beginning of each academic year. Furthermore, each subject teacher ensures that the outcomes are clearly explained thoroughly and provides notes on these topics to ensure students are well-informed. As a result, there is ongoing communication regarding the POs, PSOs, and COs.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	https://skwomenscollege.ac.in/courses/
Upload COs for all courses (exemplars from Glossary)	No File Uploaded

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

The college strives to ensure that the expected Program and Course outcomes are maximally achieved. The Course Outcomes (CO) are evaluated through internal assessments and end-of-semester examinations. The questions of the examinations are framed in line with the COs, and the attainment is assessed through the results of the examinations. The overall CO achievement is computed by averaging the percentages obtained from internal evaluations and final exams. The college has implemented a feedback system, allowing teachers, students, and alumni to provide honest input

regarding the curriculum, teaching and learning processes, and the available infrastructure.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	https://skwomenscollege.ac.in/courses/

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

288

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://skwomenscollege.ac.in/wp-content/uploads/2025/08/feedback-2022-23.pdf>

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 year (INR in Lakhs)

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

65.85

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

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

2

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	View File
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

7

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year**3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

2

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year**

1

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The NSS Volunteers of Unit I and Unit II, under the guidance of the Programme Officers, actively carried out a series of extension activities in the adopted villages and nearby communities. These initiatives were designed to sensitize students to various social issues, foster their holistic development, and create a positive impact on the surrounding areas.

On 16th November 2022, a Cleanliness Drive and Health & Nutrition Programme was conducted at Kongkham Mayai Leikai, Nambol (Adopted Village). NSS volunteers undertook a cleanliness drive to promote hygiene and sanitation in the locality. Additionally, a Health and Nutrition awareness session was organized to educate community members on balanced diets, healthy living practices, and

preventive healthcare measures.

On 19th November 2022, an Awareness Programme on Disaster Management followed by a Cleanliness Drive was held at Nambol, Sabal Leikai (Adopted Village). The awareness programme aimed to educate residents on disaster preparedness, safety measures, and effective response during emergencies. The cleanliness drive focused on improving environmental hygiene and instilling a sense of community responsibility.

On 20th November 2022, a Cleanliness Drive was organized at Sadu Chiru Hills. NSS volunteers participated in cleaning the area to preserve its natural beauty and to promote environmental responsibility among visitors and the local population.

As part of their curriculum, B.Ed. students visited nearby communities to conduct tree plantation drives, carry out cleaning activities, and distribute dustbins to residents. This initiative aimed to promote afforestation, environmental conservation, and sustainable waste management practices.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	No File Uploaded
e-copy of the award letters	No File Uploaded

3.3.3 - 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 organized in collaboration with industry, community and NGOs) during the year

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

5

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

230

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

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

https://skwomenscollege.ac.in/wp-content/uploads/2025/08/ATR-Industrial_Visit_Food_Tech-2022.pdf

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	No File Uploaded
Any additional information	View File

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

1. **Classrooms:** There are 25 ICT-enabled Classrooms and 3 Seminar Halls to facilitate the e-teaching and learning process.

2. **Laboratory:** Departments that provide courses in scientific subjects are equipped with well-furnished laboratories.

3. **Bioinformatics Infrastructure Facility Centre:** The BIF Centre frequently organizes Training Programmes.

4. **Biotech Hub:** The college features a Biotech Hub sponsored by the Department of Biotechnology, Government of India, which has now been enhanced to an Advanced-level Institutional Biotech Hub.

5. **Library:** The College boasts a well-equipped library that is automated using the SOUL software version 2.0 network.

6. **Food Testing Laboratory:** This Laboratory was established with the approval of the Ministry of Food Processing Industries, Government of India.

7. **Computer Laboratory/Computer Centre:** The college contains two Computer Labs/Centres, with Lab I equipped with 20 computers and Lab II containing 9 computers. 8. **Multi-media Language Laboratory:** The college offers a multimedia Language Laboratory that accommodates a console for 20 students.

9. **ICT Infrastructure:** The college has a total of 110 Desktop Computers located in the Library, Computer Centre, Laboratories, and Departments. The entire campus is integrated with a Local Area Network (LAN) that provides Internet connectivity.

10. **Digital Recording Studio:** This facility is utilized for recording lectures and other academic projects, as well as for creating educational content for online learning.

11. **CCTV:** The campus is monitored by CCTV cameras.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://skwomenscollege.ac.in/infrastructure-and-teaching-learning-resources/

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

The College is well-equipped with the necessary infrastructure for both sports and cultural endeavors.

Games and Sports: The college features two Multipurpose halls that can accommodate 100 and 150 people respectively, along with various sports equipment. Additionally, the college has established a fully equipped fitness gym. **Yoga:** As part of the VAC subjects within the new NEP curriculum, the college regularly conducts yoga classes. **Cultural events:** The Institute has created opportunities for students to actively engage in cultural activities on campus. Indoor halls are available for students to

rehearse for events such as dance, singing, drama, and mime. The college also includes a fully equipped music room stocked with a variety of musical instruments (such as drums, tabla, keyboard, guitar, violin, harmonium, etc.), along with a music teacher dedicated to assisting students in these cultural pursuits.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://skwomenscollege.ac.in/facilities-2/

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

72

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

28

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://skwomenscollege.ac.in/classroom-seminar-halls/
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

17.46

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	No File Uploaded

4.2 - Library as a Learning Resource

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

1. S. Kula Women's College has a book collection of 8100 text books, 4401 reference books, subscription of about 45 journals, 2 local newspaper and one national paper.
2. The library can accommodate over 50 students in its reading room.
3. SKWC library has been an N-LIST subscriber since 2011 and has access to 3 Lakhs eBooks and 6000 e-Journals.
4. All the staffs and students enrolled for accessing N-List e-resources
5. The library has 10 functional computers with internet facility out of which 8 are available for use by students and teachers.
6. The college library is installed with SOUL 2.0 version ILMS (Integrated Library Management Software).
7. OPAC is also available inside the library system.

Name of ILMS software : SOUL 2.0

Nature of automation (fully or partially): Partially

Version:2.0 Year of Automation: 2011

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional Information	https://skwomenscollege.ac.in/n-list/

4.2.2 - The institution has subscription for the **D. Any 1 of the above**

following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	
File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	No File Uploaded
4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)	
4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)	
200000	
File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	No File Uploaded
4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)	
4.2.4.1 - Number of teachers and students using library per day over last one year	
24	
File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File
4.3 - IT Infrastructure	
4.3.1 - Institution frequently updates its IT facilities including Wi-Fi	
Assessment of the IT infrastructure is carried out at the	

beginning of every academic year, followed by the preparation of a budget for augmentation, replacement, and upgradation of the existing facilities. Feedback from users, including staff and students, is also considered, and necessary actions are taken accordingly. In addition, regular evaluations of UPS systems, generators, software applications, computer hardware, CCTV, switches, LCD projectors, internet facilities, and other equipment are conducted periodically to ensure optimal IT performance.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://skwomenscollege.ac.in/infrastructure-and-teaching-learning-resources/

4.3.2 - Number of Computers

119

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	No File Uploaded

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	No File Uploaded

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

The Institution has dedicated committees for the maintenance of all assets, including computer systems/servers, technical devices, computer labs, internet and networking facilities, classrooms, CCTV surveillance systems, electronic equipment, furniture, conference/seminar halls, sports equipment, and the gymnasium, which together constitute the overall infrastructure of the campus. The librarian and his team oversee library maintenance, ensuring proper book binding and timely removal of outdated books. Laboratory attendants and assistants are responsible for maintaining the laboratories in good condition. Similarly, the physical instructor and support staff manage and maintain the sports facilities.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://skwomenscollege.ac.in/wp-content/uploads/2025/02/ICT-enabled-Rooms.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

181

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	No File Uploaded
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

15

File Description	Documents
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

E. none of the above

File Description	Documents
Link to institutional website	Nil
Any additional information	No File Uploaded
Details of capability building and skills enhancement initiatives (Data Template)	No File Uploaded

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
0	
5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
0	
File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	No File Uploaded
5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	E. None of the above
File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	No File Uploaded
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	No File Uploaded
5.2 - Student Progression	
5.2.1 - Number of placement of outgoing students during the year	
5.2.1.1 - Number of outgoing students placed during the year	

0

File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	No File Uploaded

5.2.2 - Number of students progressing to higher education during the year**5.2.2.1 - Number of outgoing student progression to higher education**

3

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

0

File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	No File Uploaded

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

2

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

Student Council/Union is a group of 7 elected students with equal representation from the different disciplines. Student Council/Union will operate for one Academic year and will change in the next year. As the students are important stakeholders in our college, there is a need to have student representation in the routine functioning of the college. The Student Body works closely together with Student Mentoring Committee within a framework to provide a means for student expression and involvement in Institutional affairs and activities; opportunities for student experiences in leadership; and strengthen student - faculty community relations.

The major roles played by the elected members of Students Union/ Body are: To as a prime official channel of communication between the college and the student community. To keep the students abreast of all the development happening in the college. Redressal of the student issues through proper channel Attending the Student meetings and actively participating in the discussions. To inculcate a culture of sisterhood and camaraderie amongst all the students and with each other as well. To play a responsible role in maintaining the discipline, decorum and integrity of` the students at all times To always function in concert with the mission and vision of the college The student's body is also involved in organising several events like the College week, Sports and Cultural events, Seminars and workshops, and other functions etc. They always play an important role in all the extracurricular activities of the college.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

2

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	View File

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

The college has an Alumni Association registered under the Societies of Registration Act. 1860, the Registration No. being 97 of 2011.

The details of the contribution extended by Alumni Association for the growth and academic development of the college in the last five years are:

1. Extension of Financial Assistance to the college.
2. Submission of feedback in respect to curriculum, teaching, research and extension activities.
3. Participation of Alumni to the extension activities.
4. Recommendation for introducing new skill oriented courses.
5. Guidance and Counseling to the students about their future

careers, placements and grievances.

6. Motivation of the students in participation of community services and outreach programmes to build their careers towards leadership which in turn helps in National Development and Integration.
7. Participation in the decision making of the college by constituting themselves in the Academic Bodies

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision: "Center for Excellence" towards teaching-learning, training, research, and other academic and co-curricular activities through innovation, diversity, and flexibility.
Mission: Gender equity and Women's empowerment through value-based education.

Following the Government Order No. 31/3/AIDED COL/CONVSN/HE-16(MSSW) dated August 21, 2019, the college became a fully functional government institution and has been under the management of the Directorate of University and Higher Education, Government of Manipur, with Dr. W. Robindro Singh as the Principal and Head of the Institution. The college is led by a team of staff members, both male and female, who bring a wealth of wisdom, knowledge, and experience from diverse fields. To enhance administration and the effective execution of academic programs, efforts are underway to decentralize management, which includes the formation of the Academic Council, IQAC, NSS units, Heads of Departments, and various committees and cells comprising both

teaching and non-teaching staff. A system has been set up for delegating authority and providing operational independence—committees and cells are formed with individuals who are particularly well-qualified or have expertise relevant to managing specific events or activities. Program Conveners, Co-Conveners, Coordinators, and their respective teams have been granted the power to plan and carry out academic programs and events. The IQAC is instrumental in ensuring the effective planning and implementation of academic activities, supported by regular meetings and assessments of these initiatives.

File Description	Documents
Paste link for additional information	https://skwomenscollege.ac.in/about-college
Upload any additional information	No File Uploaded

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

The Principal acts as the administrative head of the institution. To ensure effective administration and smooth execution of academic activities, measures are being implemented to decentralize management through bodies such as the Academic Council, IQAC, NSS units, Heads of Departments, and various committees and cells composed of both teaching and non-teaching staff. Department Heads have been given the authority to make academic and administrative choices pertinent to their areas of responsibility. The college has set up a structure for assigning duties and providing operational autonomy - committees and cells are formed with individuals qualified to manage specific events or activities. Program Conveners/co-coordinators and their teams have the authority to create and carry out academic programs and events. The IQAC supports efficient planning and execution of academic tasks through regular meetings and evaluations of these tasks.

At the same time, participative management is actively encouraged through inclusive practices that recognize the contributions and involvement of all stakeholders. The college promotes collaborative management by involving faculty members, non-teaching staff, students, alumni, external peer representatives, and parents in various institutional endeavors, including decision-

making processes. Various committees, centers, cells, and clubs are established that include all stakeholders to meet the objective of enhancing learning opportunities. Regular staff meetings are held to keep both faculty and non-teaching staff informed and consulted on important matters. Mechanisms for feedback have been implemented to gather suggestions from students, alumni, parents, and faculty.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The college's strategy focuses primarily on the following areas:

1. Academic Excellence:

- Implementing digital teaching methods through the MOODLE Learning Management System promotes a student-centered approach in the classroom.
- Organizing faculty development programs, workshops, and seminars addresses the latest trends and challenges encountered by both staff and students.

2. Infrastructure Development:

The college consistently invests in its physical facilities, including the library and information and communication technology, to provide an optimal teaching and learning experience. Access to electronic resources is facilitated through NList.

3. Extension Activities:

Extension programs are conducted to motivate both students and staff to participate in collaborative initiatives.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	View File

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

S. Kula Women's College operates within a decentralized organizational framework that ensures efficient coordination of both academic and administrative functions. The Principal serves as the head of academics and administration, leading strategically in the planning, implementation, and evaluation of all institutional programs, with active support from faculty and non-teaching staff members. The Internal Quality Assurance Cell (IQAC) acts as the primary body for coordinating and monitoring quality enhancement, systematically evaluating faculty performance based on critical indicators such as attendance, punctuality, integrity, instructional quality, and overall professional dedication. Additionally, the IQAC is responsible for sustaining and continually improving academic processes and outcomes, with a particular focus on institutional planning, incorporating stakeholder feedback, and setting quality benchmarks. Personnel management within the institution strictly follows the service standards, promotional pathways, and appraisal systems set by the Government of Manipur. Faculty, both teaching and non-teaching, enjoy benefits such as GPF, NPS, Casual Leaves, Earned Leaves, Medical Leaves, and Maternity Leaves, among others. The Institute also has a well-defined framework to support the professional development of its faculty and staff. For grievances, any staff member, whether teaching or non-teaching, can bring the issue to the attention of the Head of the Department, or they may directly approach the Principal through the Teachers Forum for resolution.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	https://skwomenscollege.ac.in/organisational-structure/
Upload any additional information	No File Uploaded

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

D. Any 1 of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	No File Uploaded
Screen shots of user interfaces	No File Uploaded
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

S.Kula Women's College implements a variety of beneficial welfare initiatives for both teaching and non-teaching staff:

- The College has established a Teachers' Forum and a Grievance Redressal Cell to promote overall welfare and to swiftly address employee grievances.
- For health and wellness, staff members can access Government medical reimbursement schemes, and regular health camps are organized in collaboration with local hospitals. Additionally, the college offers a well-equipped gym, along with complimentary yoga classes.
- Maternity leave is granted to staff by government regulations to help maintain a balance between work and family life.
- The college occasionally offers Faculty Development Programmes (FDPs) and Faculty Enrichment Programmes for both teaching and non-teaching personnel.
- Staff members are nominated for Teachers' Training opportunities, both within and outside the state, while on duty, to enhance their knowledge.

Every department is equipped with comfortable and spacious seating for staff members, along with laptops or desktops, and complimentary internet access via LAN/WiFi and ICT tools for effective teaching. • Library facilities include a wide range of e-resources available for teaching, learning, and research. All faculty members are registered with INFLIBNET to access e-resources available through the N-List of NMEICT. • To support further education, teachers are encouraged to pursue advanced degrees such as Ph. D.s and are granted study leave according to UGC and government guidelines. • Non-teaching staff are motivated to engage in various administrative training programs and workshops for skill enhancement.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	No File Uploaded

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	No File Uploaded

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	No File Uploaded

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

S. Kula Women's College has established a clear and open performance evaluation system for both teaching and non-teaching personnel in accordance with the guidelines set by the State Government. • Faculty members are required to periodically submit

self-evaluation reports as part of the Performance Based Appraisal System (PBAS), Career Advancement Scheme (CAS), and the Annual Confidential Report (ACR) to the Directorate of University and Higher Education, Government of Manipur. • Student Feedback Reports regarding teaching performance offer valuable insights into the effectiveness of instruction. • The Internal Quality Assurance Cell (IQAC) compiles comprehensive assessments of faculty participation in teaching, research, examinations, extension services, and other relevant responsibilities. These assessments are reviewed and approved by the Principal, who acts as the IQAC Chairperson. The evaluation results are then discussed in IQAC meetings and presented to the Principal, who proposes improvement measures for faculty members with subpar performance through formal advisories.

• The evaluation system for ministerial staff is based on factors such as punctuality, performance of duties, initiative, and overall disposition. • Department Heads periodically provide reports assessing the efficiency of support staff within their respective departments. • The Principal carries out regular inspections to ensure cleanliness and maintenance standards are upheld across departments, classrooms, laboratories, and other facilities. • If any facilities are found to be inadequate, disciplinary measures are implemented to ensure responsibility and maintenance of institutional standards.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The college maintains fiscal responsibility by conducting regular internal and external audits every year. The finance committee of the college oversees internal audits, evaluating departmental budgets, spending, and the use of funds—especially those connected to government-funded programs. External audits are carried out by certified auditors assigned by the Directorate of University and Higher Education, Government of Manipur, to ensure adherence to established financial guidelines.

Audit findings, including any objections raised, are handled systematically by a designated compliance team comprising the Principal and Heads of Departments. The team prepares appropriate responses with supporting documentation, which are then submitted to the relevant authority.

The IQAC coordinates the entire resolution process, ensuring that objections are resolved in a timely and transparent manner before being forwarded to the authority for final evaluation.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

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

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The college's financial records undergo routine examination through internal audits performed by auditors selected by the Internal Audit Committee, as well as external audits conducted by Chartered Accountants. The Balance Sheets, certified Financial Statements, and audit reports are first provided to the internal audit team for assessment. After that, they are sent to the General Body for additional examination and final endorsement.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The IQAC of S. Kula Women's College has played a crucial role in promoting a culture of ongoing quality improvement, in line with NAAC guidelines and the institution's objectives. Regular IQAC Sessions were conducted throughout the year to strategize, execute, and evaluate enhancements in both academic and administrative areas. Academic Calendar & Program Outcomes: IQAC oversaw the creation and distribution of the institutional Academic Calendar, assisting departments in aligning their teaching-learning activities with specific program goals.

Faculty Supervision & Development: Monitored staff punctuality and attendance, and organized training sessions on ICT tools to enhance teaching effectiveness and digital instruction. Moodle Learning Management System: Launched the use of an LMS to facilitate blended learning, digital submissions, and resource sharing. Virtual Webinars & Competitions: Increased participation through online platforms across curricular and extracurricular areas for both faculty and students.

Community Engagement & Extension • Mask-Making and Sanitizer Production: Supported student-led initiatives for manufacturing masks and sanitizers during the pandemic, distributing them to faculty and local communities, exemplifying social responsibility.

Research Support & Knowledge Sharing • Promotion of Project-Based Research: Assisted faculty in applying for UGC-STRIDE, ICSSR, and WSC grants, thereby enhancing the institution's research output.

.SKWC Publication Cell: Enabled the publication of works by faculty and students, increasing internal scholarship and outreach.

Sustainable & Inclusive Campus Development • Green Campus Drive: Implemented eco-friendly enhancements, such as LED lighting, and tree planting initiatives. • **Disabled-Friendly Infrastructure:** Developed accessible washrooms and ramps to cater to the needs of differently-abled individuals.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The college systematically assesses its teaching and learning strategies by regularly gathering structured feedback from students regarding teaching quality, course content, delivery methods, and their overall learning experience. The Internal Quality Assurance Cell (IQAC) carries out internal academic evaluations to examine syllabus completion, teaching techniques, assessment strategies, and student outcomes. These routine assessments are instrumental in pinpointing areas that require enhancement and facilitating necessary adjustments. The results of these evaluations are thoroughly documented, showcasing gradual improvements in both academic and administrative functions over time.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit

C. Any 2 of the above

recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 - Institutional Values and Social Responsibilities****7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year**

The college, being exclusively for women, is exempt from the requirement of a gender audit. Nevertheless, the institution has adopted several measures to promote women's empowerment, safety, and well-being:

- **Women's Studies Centre:** Established with UGC sponsorship, the Centre offers a Certificate Course in Women's Studies and undertakes research projects on women-centric issues. The outcomes of these projects are published for wider dissemination and awareness.
- **Grievance Redressal Mechanism:** A Women's Grievance Redressal Cell functions under the aegis of the Women's Studies Centre to address grievances in a fair and effective manner.
- **Awareness and Outreach Programs:** Extension activities, seminars, and awareness campaigns are regularly conducted to sensitize students and the community on gender-related issues.
- **Safety and Security:** The institution ensures 24/7 security surveillance across the campus and Women's Hostel.

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

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	C. Any 2 of the above
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File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid Waste Management: The campus adopts a source-segregation policy, with color-coded bins strategically placed to separate biodegradable and non-biodegradable waste. Organic waste from the cafeteria and gardens is processed in compost pits to produce manure, which is utilized for campus landscaping. Non-biodegradable waste such as plastics and paper is collected regularly and handed over to the Nambol Municipal Council for recycling. Awareness programs are also conducted to promote a zero-waste culture among stakeholders.

Liquid Waste Management: Liquid waste from hostels, laboratories, and washrooms is managed through a well-structured drainage system. Laboratory effluents undergo pre-treatment before disposal, thereby reducing chemical contamination.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	Nil
Any other relevant information	No File Uploaded
7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	C. Any 2 of the above
File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded
7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1.Restricted entry of automobiles 2.Use of Bicycles/ Battery powered vehicles 3.Pedestrian Friendly pathways 4.Ban on use of Plastic 5.landscaping with trees and plants	B. Any 3 of the above
File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit	D. Any 1 of the above

3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The college is committed to creating an inclusive and equitable environment through various institutional initiatives that promote

tolerance, harmony, and mutual respect across cultural, regional, linguistic, communal, and socio-economic diversities.

The college has implemented the following practices to support the students:

- **Inclusive Admissions:** Special admission privileges are extended to socially disadvantaged groups (SC/ST/OBC and minorities) through relaxed entry criteria, along with access to scholarships provided by both the institution and government agencies.
- **Financial Support:** Economically disadvantaged yet deserving students are offered free education opportunities. General courses have no cut-off marks, while professional courses allow a 5% relaxation in eligibility.
- **Support for Differently-Abled Students:** The institution provides free education to differently-abled students, although no such students are currently enrolled.
- **Women in Self-Defence:** Women's self-defence programs are organized in the college to empower students with practical skills. These programs aim to enhance their physical fitness, mental strength, and awareness of personal safety.
- **The college fosters social responsibility and leadership among students through active participation in NSS, Eco Club, and awareness programs focused on human rights and women's empowerment. Cultural and literary activities are regularly organized to enhance communication skills, and promote communal harmony among both students and staff.**

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	No File Uploaded
Any other relevant information	View File

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

The college prioritizes the promotion of constitutional values, rights, duties, and responsibilities among students and staff through a variety of initiatives. With two active NSS units, study centres such as the Women's Studies Centre and Human Rights Studies Centre, and clubs including the Say No to Drugs Club, Fitness Club, and Eco Club, the institution engages students in

community-focused activities. Outreach programs are regularly conducted on human rights, women's rights, legal aid, gender equity, disaster management, food processing, biotechnology, and environmental sustainability, addressing both academic and societal needs. The college also observes important national and international events such as Patriots' Day, Independence Day, Teacher's Day, National Voter's Day, World Mental Health Day, Irabot Day, National Science Day, World Environment Day, Swachhata Hi Seva, and International Women's Day, thereby fostering awareness, social responsibility, and active citizenship among students and staff.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	No File Uploaded
Any other relevant information	View File

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

D. Any 1 of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events

and festivals

The institution systematically observes various national and international commemorative days, events, and festivals as part of its holistic educational approach. National days such as Patriot's Day, Independence Day, Republic Day, Gandhi and Constitution Day are celebrated to inculcate civic responsibility, patriotism, and awareness of constitutional values among students. Internationally recognized days like International Women's Day, World Environment Day, International Yoga Day, World Food Day, World Mental Health Day and Human Rights Day are organized to sensitize students towards gender equality, environmental sustainability, health, and human rights.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice 1: Health and Wellness Initiatives

Title of the Practice: "One Day Voluntary Blood Donation Camp"

Objective: To foster social responsibility and contribute to community health by organizing a blood donation camp.

The Practice: The institution collaborated with the Indian Red Cross Society and the State Blood Cell, National Health Mission to host a voluntary blood donation camp. The event provided a platform for students, staff, and the community to donate blood, addressing a critical healthcare need.

Evidence of Success: The large number of participants and the successful collaboration with multiple reputable organizations demonstrate the practice's effectiveness and its positive impact on the community.

Best Practice 2: Empowerment and Skill Development

Title of the Practice: "Awareness Program on Self-Defence for the Empowerment of College Girls"

Objective: To empower female students with practical self-defense skills and enhance their personal safety.

The Practice: In partnership with the All Manipur Women's Association and the Vovinam Association of Manipur, the institution conducted a self-defense awareness program. The program focused on providing students with the confidence and skills needed for personal protection.

Evidence of Success: The proactive addressing of a critical social issue and the successful collaboration with relevant experts show the institution's commitment to the holistic development and safety of its students.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

- S. Kula Women's College, an all-women's institution affiliated with Manipur University, is dedicated to empowering women and promoting gender sensitivity in education. The college provides a spacious and inclusive campus designed to meet the academic, cultural, and personal needs of its students, thereby fostering holistic development.
- Gender-sensitive pedagogies are integrated into the teaching-learning process, enabling students to challenge stereotypes, develop self-confidence, and engage in meaningful learning through group discussions, field visits, experiential learning, and community outreach activities. The institution also emphasizes participatory approaches that encourage critical thinking and leadership among students.
- In addition, the college regularly organizes career counselling and guidance programs, equipping students with the skills and

knowledge required for higher education, competitive examinations, and career advancement. Workshops, training sessions, and placement drives are conducted in collaboration with industry experts and academic professionals to enhance employability.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

1. Introduce new certificate and skill based courses
 2 Strengthen ICT-enabled teaching-learning
 3

Organize seminars, workshops, FDPs and training programs

4

Expand career counselling, soft skills, and placement support

5

Provide financial aid and mentorship programs for disadvantaged students

6 Strengthen waste management, solar energy use, and green practices
 7 Conduct cultural, literary, and sports competitions; celebrate national/international days
 8 Strengthen IQAC initiatives, feedback mechanisms, and staff training