



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		CLUNY WOMEN'S COLLEGE
• Name of the Head of the institution	DR. SR. PUSHPA MICHAEL	
• Designation	PRINCIPAL	
• Does the institution function from its own campus?	Yes	
• Phone no./Alternate phone no.	03552796385	
• Mobile No:	9635642439	
• Registered e-mail	principalcwc@gmail.com	
• Alternate e-mail	cwc@rediffmail.com	
• Address	8th Mile, Kalimpong, Rishi Road	
• City/Town	Kalimpong	
• State/UT	West Bengal	
• Pin Code	734301	
2.Institutional status		
• Affiliated / Constitution Colleges	Affiliated	
• Type of Institution	Women	
• Location	Semi-Urban	
• Financial Status	Grants-in aid	

• Name of the Affiliating University	University of North Bengal				
• Name of the IQAC Coordinator	Mr. Dipesh Roy				
• Phone No.	9434176513				
• Alternate phone No.	9434176513				
• Mobile	9434176513				
• IQAC e-mail address	iqaccluny@gmail.com				
• Alternate e-mail address	iqaccluny@gmail.com				
3.Website address (Web link of the AQAR (Previous Academic Year))	N/A				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.clunycollege.ac.in/academic-calender.html				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.65	2023	19/05/2023	18/05/2028
6.Date of Establishment of IQAC			23/02/2013		
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	
NA	NA	NA	NA	NA	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		
9.No. of IQAC meetings held during the year			6		

<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)	
<p>Technology Upgrade: IQAC played a pivotal role in implementing a comprehensive IT infrastructure upgrade, enabling the college to embrace online learning, virtual classrooms, and e-assessment.</p>	
<p>Academic Excellence: IQAC contributed to faculty development by organizing regular workshops and training programmes, fostering a dynamic learning environment. It emphasized research and innovation, promoting a culture of scholarly pursuits among both faculty and students.</p>	
<p>Administrative Support: IQAC enhanced student support services by strengthening counselling and career guidance, ensuring a holistic development approach. It also worked on improving quality assurance mechanisms through enhanced internal audit processes, ensuring adherence to quality standards.</p>	
<p>Community Engagement: IQAC facilitated industry collaboration by establishing partnerships with industries, enhancing students' practical exposure. It also championed social outreach programmes, promoting community engagement through various initiatives like awareness campaigns and skill development workshops.</p>	
<p>Environmental Sustainability: IQAC actively contributed to a green campus by implementing eco-friendly practices, including waste reduction, energy conservation, and water management. It spearheaded awareness campaigns on environmental sustainability, fostering a sense of responsibility among students and staff.</p>	
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
<p>NAAC Accreditation Preparation:</p>	<p>The IQAC initiated a comprehensive approach to NAAC preparation, forming committees encompassing faculty, administration, and students. Regular meetings were conducted to strategize and implement improvements. The drafting of the SSR involved collaboration across departments, ensuring a holistic representation of the institution. Stakeholder engagement, including workshops and feedback sessions, was actively pursued. These efforts collectively addressed accreditation requirements, showcasing the institution's commitment to quality education.</p>
<p>Holistic Education, Social & Administrative Responsibility:</p>	<p>Seminars on diverse subjects, health camps, and Women's Day celebrations were successfully organized, highlighting the institution's dedication to holistic education and social responsibility. These initiatives facilitated community engagement and emphasized the importance of education beyond academics. The institution's commitment to nurturing well-rounded individuals was evident through these impactful events, fostering a sense of social responsibility among students and faculty.</p>
<p>Examination Process Efficiency:</p>	<p>Meticulous planning and execution were key in ensuring the efficiency of UG and internal examinations. Timely scheduling, question paper</p>

	<p>setting, and strict adherence to examination protocols showcased a commitment to providing a fair and streamlined examination process. The institution's emphasis on examination efficiency contributed to a positive academic environment.</p>
<p>Student Support and Remedial Measures:</p>	<p>Analysis of UG results led to the implementation of targeted support programs, including counseling, mentoring, and mock tests. Remedial measures were introduced to address specific challenges faced by students. This proactive approach demonstrated a commitment to student success and well-being, fostering a supportive learning environment.</p>
<p>Technology Integration:</p>	<p>Significant investments were made in technology to enhance the learning environment. Modern classrooms, e-learning platforms, and virtual resources were updated, reflecting the institution's commitment to providing an advanced and technology-driven educational experience. This integration aimed to align the institution with contemporary educational practices and foster digital literacy among students.</p>
<p>Admission Process Enhancement:</p>	<p>The institution successfully revamped the online admission portal, addressing issues related to accessibility, user-friendliness, and communication with applicants. The streamlined admission process enhanced the overall applicant experience, showcasing the institution's commitment to efficiency and</p>

- **Affiliation:** College is affiliated to the University of North Bengal.
- **ABC Readiness:** Waiting for University's ABC implementation, but agrees in principle. The students are regularly informed and made aware of ABC through notices and sessions by the Principal.
- **Pedagogical Approach:** Encourages project work, exploration, and inquiry-based learning.
- **Innovation Focus:** Strives for innovative methods to enhance student receptibility.
- **Alignment with NEP 2020:** Preparedness for NEP 2020 by embracing the Academic Bank of Credits and fostering a conducive learning environment.

17.Skill development:

Skill Development:

- **Skill Development:** Cluny Women's College prioritizes skill development for competency.
- **Pragmatic Courses:** Bachelor of Computer Applications and COP (Communicative and Functional English) offer practical skill enhancement.
- **Capacity Building:** Final Semester students benefit from Capacity Building and Skill Incubation Training Programmes via Career Counselling Cell. In this regard the institution has signed MOU with outer agencies like RICE, Bal Suraksha Abhiyan (BSA), MANI Trust, and L.I.C.
- **Value Education:** All semesters receive Value Education Classes, instilling core values of truth, justice, peace, love, and non-violence.
- **Alignment with NEP 2020:** The institution's robust skill-oriented approach and diverse courses align seamlessly with the framework of National Education Policy 2020.

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

Appropriate integration of Indian knowledge System (teaching in Indian language, culture using online course):

- **Teaching in Indian Languages:** Teaching in local languages to enhance accessibility and inclusivity is ensured by the discipline of Nepali language and literature.
- **Cultural Integration:** Integration of Indian cultural elements into the curriculum (designed by the affiliating university)

and co-curricular activities to foster a sense of identity and belonging.

- **Synergy with Human Values:** Consciously building synergy between human values and academic content through Value Education course.
- **Celebrating National Commemorative days:** The institution observes all the national commemorative days.
- **Yoga Practices:** Regular incorporation of yoga practices for holistic development, promoting mind and body enrichment.
- **Faculty Engagement:** All faculty members actively participate in the endeavour for cultural, social, and educational inclusivity.

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

Focus on Outcome Based Education (OBE):

- **Competitive Exam Preparation:** Institution offers training for state, central, and private sector exams by conducting career counselling programmes in collaboration with professional agencies like RICE.
- **Personality Development:** Inclusive approach is adopted to foster holistic growth. Apart from motivational classes for building confidence, Value Education programme and COP are included in the list of programmes offered by the institution.
- **National Service Scheme (NSS)** of the institution is an Outcome Based Education programme.
- **Success Stories:** Success stories of the alumni securing positions across diverse sectors are shared with the present students to motivate them.
- **Aligns with NEP 2020's** focus on outcome-based education.

20.Distance education/online education:

Distance Education/Online Education:

- **IGNOU Centre** on campus promotes distance education.
- **Induction programmes** highlight benefits of Distance Learning Mode.
- **Remedial classes** in blended mode aid slow learners, ensuring equity, especially during vacations.
- **Aligned with NEP 2020,** fostering skills for real-world performance through diverse subject offerings.

Extended Profile

1.Programme

1.1	20
Number of courses offered by the institution across all programs during the year	
File Description	Documents
Data Template	View File
2.Student	
2.1	499
Number of students during the year	
File Description	Documents
Data Template	View File
2.2	565
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	214
Number of outgoing/ final year students during the year	
File Description	Documents
Data Template	View File
3.Academic	
3.1	35
Number of full time teachers during the year	
File Description	Documents
Data Template	View File
3.2	0
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution	
4.1 Total number of Classrooms and Seminar halls	25
4.2 Total expenditure excluding salary during the year (INR in lakhs)	7169199.92
4.3 Total number of computers on campus for academic purposes	28

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 institution offers Undergraduate Courses framed by the University of North Bengal. Constructive curriculum delivery is assured through a premeditated and documented process. The college encourages the use of innovative techniques and methods within the established academic structures to provide integrated learning experiences to students. A proactively ready timetable with well-divided workload and other administrative tasks marks the institutional performance. Measures are adopted for curriculum implementation such as holding regular class lectures, use of audio-visual aid and e-resources. The performance of students is well monitored through evaluation methods such as class tests, departmental seminars, GD's and interactive classroom discussions. The college takes pride in technologically enabled and inclusive infrastructure including a well-equipped library which is highly conducive to teaching-learning. Teachers regularly update their disciplinary knowledge through FDP's, short-term programs, RC's, curriculum reviews, evaluation, and participation in different decision-making bodies of the University. CBCS system ensures adequate academic flexibility for students to choose their subjects. The college also offers various add-on courses such as Communicative and Functional English as Career Oriented Program in Certificate,

Diploma and advanced Diploma. Students actively engage in independent study, field trips, and conferences, to integrate sustainability into the curriculum. A constructive revision of teaching resources and feedback system ensures that students accomplish optimal levels of learning.

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)

Cluny Women's College, Kalimpong is affiliated to the University of North Bengal. The college calendar is made with prior consultation with the different departments regarding their programs for the forthcoming semesters. An academic calendar is prepared before the commencement of the Academic year (July to June) which outlines the various activities to be performed during the academic year by the various departments and committees like seminars, debates, special lectures, celebration of national and state importance, college games and sports, common room activities etc. along with the dates for internal exams which is religiously held before the university exams. Study leave before the commencement of the examinations is usually conveyed to students well in advance, though it doesn't find reflection in the academic diary because of the changing patterns of the university examination dates. Individual departments are given the freedom to formulate their own routine regarding the conduct of continuous internal assessment via class tests, assignments, viva voce etc. This allows for flexibility and freedom of assessment to individual teachers based on the academic progress and syllabus accomplishment of each department. The department teachers hold regular meetings to discuss the progress and performance of their respective departmental students and apprises the HOI about the same.

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

1.1.3 - Teachers of the Institution participate 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

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

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

5

File Description	Documents
Any additional information	View File
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)

3

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

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

158

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

158

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

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 uses inventive methods for effective deliverance in accordance to the needs of institutional objectives. Practice of ethical conduct in the institution necessitates that the students in the classroom practice respect, desire well-being of fellow friends as motivating factors for learning. Students also get to exchange divergent ethical opinions. Constructive thoughts on gender issues, instilling values and virtues, enabling the future population to practice gender equity are some of the major projects that the institution has in mind for the immediate future and the syllabi holds a lot of scope to substantiate such future projects. The human value in question situates usefulness and is capable of developing personality and worth. The students engaged in such systems allow recognition of truth, commitment and integrity. Environmental Education, knowledge of sustainable development, nature-based learning, outdoor and field based education are few actions that are practiced not only as curricula based education but also as skill

enhancing activities. Students are encouraged to take up a sense of individual responsibility for the environment and also cultivate a commitment to sustainable living through the nature club. The institution attempts to integrate sustainability into the curriculum by using the campus as a laboratory by actively engaging in independent study, field trips, attending conferences and others.

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

8

File Description	Documents
Any additional information	No File Uploaded
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

280

File Description	Documents
Any additional information	View File
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

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)	View File
Any additional information(Upload)	View File

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://www.clunycollege.ac.in/feedback-report.html

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

734

File Description	Documents
Any additional information	View File
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

109

File Description	Documents
Any additional information	View File
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

Cluny Women's College has implemented an inclusive approach to address the diverse learning needs of its students by assessing their learning levels and organising special programs accordingly. The different departments of the college practice different methods and techniques to assess the learning levels of the students. The college practices internal tests and examinations, viva and group discussions to assess and monitor the students' performances in academics. Along with such practices there are special programmes aimed to disseminate and impart required assistance to the students.

The departments in the college has followed the practices of remedial classes for slow learners as well as the practice of peer teaching and class presentation of assignments by the advanced learners. The slow learners along with the advanced learners are provided with subsidiary reading materials and guidance to help cope with the on-going academic sessions. Departmental libraries have proved helpful for slow learners.

The other mechanisms to assess the learning levels of the students include:

- Extensive discussions with the students on their ability to

grasp the syllabus and use of references.

- Regular academic exercises, such as tests and viva in the class.
- Mentor and mentee counselling to the slow learners as well as advanced students.
- Participating in the departmental and college Debates and Seminars.

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
499	35

File Description	Documents
Any additional information	View File

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

Cluny Women's College has developed a dynamic teaching-learning process that aligns with the UGC-mandated system. The institution focuses on providing precise knowledge to students and places a strong emphasis on meticulous learning to ensure their participation in every facet of learning and to imbibe among them problem solving attitudes and a sense of critical thinking.

The institution promotes maximum involvement of students through regular conduct of departmental seminars, group discussions, debates and inter-college competition. Regular workshops on contemporary topics viz. environment degradation, environmental friendly innovations (world environment day), and waste management etc. are organized for the students to showcase their innovative ideas and put forward new suggestions and recommendations. The departments of Sociology, History, Education and Geography organise regular excursions, field trips and survey research for reflective observation, first-hand experience and conceptualization. Subject

oriented community extension programmes are organized as part of the field survey with the involvement of wider community members. Thus, the college seeks to offer a comprehensive and innovative educational experience, combining traditional teaching and modern learner centred activity based pedagogy with a strong focus on rational empirical learning, which helps the students to excel academically, work towards understanding reality and enhance self-empowerment.

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 use of information and technology makes the teaching-learning process interesting and effective. It enhances attentiveness and comprehensive ability of the students. The use of ICT facilitates intra-communicative experiences between the teachers and the students. Cluny Women's College has been working endlessly towards creating 100% ICT enabled classrooms. At present 10 classrooms in the institution are ICT enabled. Students use laptops and projectors to present and illustrate their topics of study. Supplementary study materials in the form of word documents, PDF files and power point presentations are also regularly provided to the students. The college central library is equipped with digital library facilities and access to digital resources. Regular workshops and lectures are held for the students to gain better understanding about the use and access to digital resources (INFLIBNET, SHODHGANGA) by the career guidance committee.

The Department of English organized an International seminar on 12th and 13th May 2023, titled "FROM FARM TO FORK: Exploring the Interplay between Food Culture and Politics" in hybrid mode where plenary speaker Dr. DebotriDhar from the University of Michigan, USA delivered the keynote address online. Despite the time zone and spatial difference the event was made successful through the pragmatic use of computers and information technology making possible the smooth deliverance of the lecture.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	Nil

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

35

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

35

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	View File

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

4

File Description	Documents
Any additional information	View File
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

261

File Description	Documents
Any additional information	View File
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.

Internal assessment is very essential for ensuring fairness and accuracy in evaluating student's academic performance. The internal evaluation process is decentralized in order to make it more transparent and objective. The college follows a very effective and transparent method for conducting the internal assessment. Different methods followed in the college are: giving regular assignments, written tests, encouraging class presentation and group discussions, viva-voce and also on the basis of attendance of the students. The students are given the opportunity to improve upon their performances through re-tests and remedial classes are also offered in various subjects to provide additional help to the weak students. The transparency is maintained by sharing answer sheets with the students and the grievances of the students are resolved. Each department takes extra efforts for slow and advanced learners and they are assessed by different methods. The breakup of the internal assessment according to the university guidelines are: 10 marks for the internal assessment and 5 marks for attendance. To encourage the students, certificates, prizes and cash awards are also given for

their outstanding performance in the academic as well co-curricular activities. A transparent and robust mechanism for internal assessment of Cluny Women's College helps to maintain academic integrity and ensures the student's performance is evaluated fairly and accurately.

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

Cluny Women's College follows an effective mechanism and a structured approach to address internal examination related grievances .The College has a grievance and redressal committee which looks after any grievances or problems of the students by consistently checking and forwarding the grievances dropped in the grievance box installed in the college premises for immediate and prompt redressal. However, the college does not have a central mechanism for addressing the grievances related to internal examination. Therefore, the grievances related to internal examination are handed over to the respective departments and the departmental teachers looks after the grievances of the students individually. The college also continuously gathers students' feedback to make necessary improvements and train both the teaching faculty and staff in policy implementation thereby ensuring transparency, meeting timelines and efficiency in addressing examination related grievances, fostering a fair and supportive academic environment in the college. The faculty addresses the rightful grievances of the students pertaining to the marks obtained in the internal assessment. The committee conducts its meetings regularly to discuss and deal with various grievances which are registered by the students. Resolutions are provided to the students in a timely manner, the appeal process is established and thorough records are maintained for transparency and accountability.

File Description	Documents
Any additional information	View File
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 institution adheres to the curriculum provided by the University of North Bengal for its various programs. Each program offered by the institution is equipped with well-defined Program Outcomes (POs) and Course Outcomes (COs). These outcomes are readily accessible on the college website and additionally, hard copies of the syllabi and learning outcomes are available in department offices and the library for reference. They are instrumental in helping students achieve the following objectives:

- The courses help the students to choose from a diverse range of available subjects.
- The various disciplines aim to develop research aptitude to enable students to carry on research in multi-disciplinary domains and be innovative in ideas through empirical learning as reflected in projects, field surveys and practical based papers.
- It aims to broaden the outlook of students in terms of better understanding of the course, improving leadership and communication skills and building self-esteem.
- The value added courses help the students develop ethical and moral values.
- It helps the students develop tolerance, gain deeper philosophical understanding of human values. The Certificate, Diploma and Advanced Diploma course (Career Oriented Programme) enables the students to enhance their productive capacity with regards to writing and communication and command over language, build their self-confidence and leadership qualities through participative learning.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	https://www.clunycollege.ac.in/program-outcome-academic.html
Upload COs for all courses (exemplars from Glossary)	View File

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

The college assesses program outcomes and course outcomes through continuous internal evaluation, departmental meetings that involve

reviewing final semester university results, remedial classes for academically weaker students, mentoring and the evaluation of students' feedback.

Through these diverse mechanisms, the institution maintains a robust system for continuous evaluation and improvement of its Program Outcomes and Course Outcomes, ultimately ensuring that students receive a high-quality education that aligns with the institution's educational mission and objectives.

The progress of the POs and Cos are continuously evaluated through following mechanisms:

- The Academic Council conducts periodic internal audits. Through this the programme outcomes are monitored regularly at the college level.
- Systemic mechanisms are in place to continuously monitor the academic progress of students and ensure that course and programme outcomes are attained.
- During lectures, tutorials, practical as well as mentor-mentee meetings, teachers keep track of students' learning; feedback from these is used for remedial sessions.
- Student evaluation: The degree programmes offered at Cluny Women's College are evaluated through internal assessments as well as external examinations conducted by North Bengal University.
- Student feedback: Teachers individually take feedback from students about their classroom experience. Further, feedback is also obtained through mentor-mentee interactions and Student Satisfaction Survey.
- Departmental committee meetings
- Principal's interaction with students
- IQAC meetings
- Inputs from parents-teachers meetings.

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

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

197

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	View File
Paste link for the annual report	https://www.clunycollege.ac.in/userfiles/igac-2022-23-links/2.6.3ANNUAL%20REPORT%20ON%20THE%20ACADEMIC%20PERFORMANCE%20OF%20THE%20STUDENTS.pdf

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://www.clunycollege.ac.in/userfiles/file/AOAR-2022-2023/IOAC/Student_Satisfaction_Survey_Report.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)

169000

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

0

File Description	Documents
List of research projects and funding details (Data Template)	No File Uploaded
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
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**

16

File Description	Documents
Report of the event	View File
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**

7

File Description	Documents
Any additional information	View File
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

5

File Description	Documents
Any additional information	View File
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

Special Camp: 125 NSS volunteers engaged in a special camp at Paiyong Busty, Kalimpong from 2nd to 7th May, 2023. They distributed essential goods and conducted different activities.

Mega Health Camp: 95 students of 5th Semester and 6 teachers participated as volunteers in the 'Mega Health Camp' on March 4th and 5th, 2023, in-collaboration between Mani Trust and Cluny Women's College.

Community Extension Initiative: The community extension program was conducted by 27 students of 6th Semester Sociology Honours and 5 teachers from 22nd to 27th February, 2023, 23 students of 6th semester Geography honours and one teacher in Bhalukhop, on 27th February, 2023 and 25 students of 4th Semester Geography Honours and 3 teachers in Sillery Gaon on 18th March, 2023.

Unveiling the Statue of SAHID DURGA MALLA: On 25th August, 2022, 09 students of 6th Semester Education Honours and department teachers attended the program at Trikon Park. The event featured speeches, cultural performances, and patriotic tributes.

Independence Day Celebration: On 15th August, 2022, five student volunteers played diverse roles at Kalimpong's Independence Day in ushering the VVIP guests.

Nature Exploration and Adventure Camp: 27 sociology students and 4 teachers went for Nature Exploration Camp in Samsing from 18th to

21st December, 2022.

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

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

4

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

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

15

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

911

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

13

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

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

4

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	View File

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.

Area: 2.3200 Acres

Total built-up area of college building 24687 sq. ft.

- A total of 24 classrooms are available, with 10 of them equipped with ICT facilities. Additionally, there is an infirmary, a girl's common room, a counselling room, a prayer room, a conference room, a yoga room, a music room, and three guest rooms.
- Two well-equipped laboratories cater to the needs of BCA and Geography students.
- The library, spanning 2.3200 decimals is Wi-Fi enabled and can accommodate 50 students with an additional space for 70 students in the open reading area. The IT Zone houses seven computers connected to the internet for accessing e-resources through INFLIBNET and N-LIST.
- The Administrative Section in the Main Block comprises the Principal's Chamber, Accountant's Office, General Office, and the IQAC Room, all equipped with computers and internet connectivity. The Offices are equipped with nine printers and one photocopy machine.
- The college has a 45 KB generator for power backup and two fire extinguishers.
- A total of 43 CCTV cameras ensure surveillance throughout the entire college.
- For fire safety, there are 11 fire extinguishers and a fire hose on the college premises.
- The college has installed six solar lights.

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

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

The institution is equipped with comprehensive array of facilities to cater to diverse interest and promote a well-rounded life style. Culturally enriching activities find a home here, with dedicated spaces for art exhibition, sports, performance and cultural events. A vibrant atmosphere encourages students to engage in and appreciate various forms of artistic expression. For those seeking balance and tranquility, a yoga center and a prayer room provides a serene space to practice mindfulness and enhance mental well-being. The institution fosters a dynamic community by embracing cultural, sports, and fitness activities that align with their interests and well-being. An open ground caters to outdoor games and sports activities.

The institution also offers adequate facilities for indoor games, yoga, gymnasium, as well as student and faculty support amenities

- A spacious and well-ventilated multipurpose hall-cum auditorium named Declan Hall, which was established in 2004 is used to host cultural as well as academic activities like seminars, conferences, workshop etc. and also indoor activities like table tennis, badminton, carom etc. A Common Room is there for the students to organize and take part in various co-curricular and cultural activities.
- We have a special room for yoga in DRRC Block. Each department uses the yoga room once a week.

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

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

11

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

11

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

2581228

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)	View File

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

The college library underwent semiautomation on 5th August 2022 under reference number TDG/22/080501, employing ATHENOS software (single version) by Nichols Advanced Technologies. This Windows-based system facilitates advanced search capabilities with multiple terms using Boolean Operators. The library, spanning 2.3200 decimals, is Wi-Fi enabled and serving as a crucial learning resource in the teaching-learning process. With a seating capacity for 50 students, an open reading space for 70 students, and a designated area for 10 faculty

members, the library is an integral part of the academic environment. ATHENOS circulation system manages check-in and check-out processes, reserves, renewals, item status and student information. It generates overdue notices, fines, and circulation reports. Additionally, the software handles fine settings for different member categories and records management for books and magazines. Operations include tracking details of books issued and returned, managing items status, maintaining fine balances, and overseeing stock verification. The software also allows for the import and export of details of books and members in Excel format. There is a robust database backup and restore system. The library utilizes N-LIST and INFLIBNET through eight computers, providing students access to e-resources. The library's collection comprises approximately 10,327 books. It also houses three printed journals, four periodicals, and three newspapers (Nepali and English). Electronic resources include e-books and e-journals accessible through INFLIBNET. Furthermore, the library boasts of 100 Mbps internet connectivity with one printer and one photocopy machine.

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

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

B. Any 3 of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

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)

253604

File Description	Documents
Any additional information	No File Uploaded
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)	View File

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

65.97

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

The college has 28 desktops and 11 laptops, out of which students have access to 28 computers. We have 9 printers, 8 of which are in the administrative section and 1 in the library. There are 11 projectors. The college has adequate ICT facilities on the campus.

Notably, the BCA lab has been enriched with the installation of 4 new computers, contributing to an advanced learning environment. To maintain the efficiency of computing resources, all computers and laptops undergo frequent repairs, underscoring the institution's commitment to technological upkeep.

Addressing cyber security concerns, the college frequently updates a new version of the antivirus in all its systems. In terms of surveillance, repairs have been conducted on the Xerox machine and CCTV cameras. The college has adopted various software solutions, including library management, online admission, semester fee, and a dedicated college domain name. Notably, an update of the college website has been recently incurred. The Wi-Fi routers in the college have been additionally installed, ensuring a reliable and up-to-date network for the entire campus.

Additional Wi-Fi extenders and router were installed to provide seamless connectivity with wider network accessibility in the entire college campus. For this purpose the bandwidth was increased from 50 to 100 mbps.

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

4.3.2 - Number of Computers

28

File Description	Documents
Upload any additional information	No File Uploaded
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	View File

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)

4587971.92

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)	View File

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 Cluny Women's College Policy on Maintenance and Utilization of Physical, Academic, and Support Facilities emphasizes equitable facility usage through regular assessments and budget allocation for repairs. Oversight is conducted by a Campus Manager, ensuring optimal infrastructure management across the entire campus.

The policy's objectives include establishing Standard Operating Procedures (SOPs) for academic and physical spaces, optimizing facility usage, and consistently evaluating infrastructure needs for future planning. The infrastructure is categorized into common facilities, departmental libraries and laboratories, library and reading areas, and sports facilities, each overseen by designated responsible persons.

Utilization and maintenance guidelines outline the multi-purpose use of open spaces and Registrar-led allocation of common facilities. Routine maintenance planning by the Principal, with support from internal and external agencies, ensures the upkeep of specific areas like the main building, DRRC block, and Declan Hall.

Classroom utilization involves non-teaching staff ensuring cleanliness, while teachers are required to maintain daily class records. Academic facilities such as laboratories and the library follow timetables, SOPs, and regular stock verifications, adhering to government guidelines on waste disposal.

Support facilities like the infirmary undergo regular maintenance to keep medical equipment in optimal condition. Sports facilities receive consistent upkeep, with maintenance of equipment documented in stock registers.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

254

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefitted 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 benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

6

File Description	Documents
Upload any additional information	View File
Number of students benefitted 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	A. All of the above
File Description	Documents
Link to institutional website	https://www.clunycollege.ac.in/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File
5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
512	
5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
512	
File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File
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	A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	View File

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

6

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

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

34

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	View File
Any additional information	View File

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.**

0

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
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)	No File Uploaded

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)

Cluny Women's College in Kalimpong actively fosters student involvement in administrative, co-curricular, and extracurricular activities, epitomizing its commitment to holistic development. The institution prides itself on a robust Students' Council that plays an integral role in orchestrating various college events. Members engage fervently across a spectrum of committees and clubs within the college fabric.

Each year, the election process designates class representatives from different departments, ensuring representation from every

semester. From these elected representatives, a General Secretary and two Assistant Secretaries are appointed, entrusted with addressing academic and non-academic concerns alongside department heads, institution leaders, and mentors.

Frequent dialogues among the Head of the institution, departmental teachers, the Students' Council, and Class Representatives form the cornerstone of problem-solving and decision-making. These interactions facilitate the resolution of academic matters and the seamless execution of college activities.

Class representatives shoulder distinctive responsibilities within various working committees, contributing significantly to their effective functioning. Their active involvement extends to organizing a wide array of college events, encompassing Painting Exhibitions, drawing competitions, seminars, nature club activities, NSS initiatives, and Cultural Events.

Moreover, the student council's pivotal role in upholding discipline within the college underscores its multifaceted support in maintaining an enriching educational environment.

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

18

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

Established in 1998, Cluny Women's College has a formally recognized 'Cluny Women's College Alumni Association' under the West Bengal Registration of Societies Act XXVI of 1961. Having seen twenty-three successful graduating cohorts, the academic year 2022-2023 marked a celebration of the achievements of 201 graduates, a testament to the institution's steadfast commitment to providing exceptional education.

The College Alumni Association dedicates itself to societal betterment, emphasizing goals like offering scholarships to deserving and underprivileged students. Notably, the Cluny Alumni Scholarship recognized excellence in academic performance for the session 2022-23, benefiting students from different Department. Another scholarship for outstanding library reference work was also awarded to Students.

The Alumni Association actively fosters connections between alumni and current students, promoting enduring bonds and collaborative goal realization. Notable alumni like Ms. Sushmita Ranapaheli, currently pursuing her Ph.D. at the University of North Bengal, delivered insightful lectures on significant topics to the Sociology department's 1st-semester students on Sanskritization and Brahminization in November 2022. Additionally, Ms. Catherine Lepcha from the 2017 batch imparted guidance on Ph.D. preparations and competitive exams in March 2023, sharing her experiences and reminiscing about her active involvement in college festivals like Kluny Kaliedoscope and events such as Youth Parliament. During these interactive sessions, students engaged, querying about

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)

D. 1 Lakhs - 3Lakhs

File Description	Documents
Upload any additional information	View File

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

Cluny Women's College, managed and guided by the Sisters of St. Joseph of Cluny, is dedicated to holistic education, character development, and spiritual enlightenment. Rooted in Gospel values and principles of justice, liberty, and fraternity, its mission prioritizes intellectual growth, upliftment of marginalized students, and gender equality. The transformative vision, embodied in the motto "Tamaso ma Jyotirgamaya" (leading from darkness to light), strives for excellence, industry-academia collaboration, and environmental consciousness. Aligned with the National Education Policy, the institution emphasizes teacher involvement in decision-making, fostering community development, and ensuring internal quality assurance. Active participation in committees and councils reflects the commitment to informed governance. With a focus on industry-academia partnerships and community engagement, Cluny Women's College aims to produce well-rounded graduates contributing to societal development, embodying a holistic educational approach. In terms of governance, the institution aligns with the National Education Policy, 2020, and emphasizes industry-academia partnerships. Teachers' participation in decision-making is pivotal, supported by policies encouraging community development, inter-institutional exchanges, and ongoing efforts to enhance internal quality assurance. The teachers form active part of the NSS, Academic Council, IQAC, Finance Committee, Governing Body, Purchase Committee, Admission Committee etc. that take informed decisions on the ways that the College executes them.

File Description	Documents
Paste link for additional information	https://www.clunycollege.ac.in/vision-mission.html
Upload any additional information	View File

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

Introduction: Decentralization and participative management are crucial elements in fostering collaborative decision-making and shared responsibility within an educational institution. This is particularly evident in case of Cluny Women's College, Kalimpong, as in the Teachers' Council, Academic Council, IQAC,

etc. Here we shall be using the Teachers' Council as a case study of decentralized body in the college.

Context: The Teachers' Council at Cluny Women's College stands as a prime example of decentralization, where Teachers' Council secretary is selected/ nominated and actively contributes under the leadership of the Principal. The

Teachers' Council forms different subcommittees in consultation with the IQAC.

Alternatives:

1. **Status Quo:** Continue with the existing decentralized structure of Teachers' Council and participative management practices.
2. **Expansion of Decentralization:** Extend decentralization practices beyond the Teachers' Council to other administrative units like Examination Committee, Admission committee etc. providing more autonomy to different departments.

Proposed resolution:

Continued Decentralization: Sustain the successful model of the Teachers' Council.

Participative Management Activities: Provide active idea, intellectualexchangesand collaborative decision-making.

Regular Feedback Mechanism: Establish systematic feedback mechanism.**Recommendation:** It is recommended that Cluny Women's College adopts the proposed resolution, combining the successful decentralized structure of the Teachers' Council with enhanced training for Teachers' Council ensuring sustained success and adaptability to future challenges.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Cluny Women's College, Kalimpong, demonstrates a robust commitment to strategic planning in pursuit of its mission. The institution's strategic action plan for 2022-2023, intricately linked to its Vision and Mission, addresses short and medium-term perspectives. This plan, collaboratively developed with committees, emphasizes inclusion and participation of all stakeholders, ensuring a balanced approach to meeting their needs.

The strategic deployment is in the detailed action plan for 2022-2023, emphasizing optimal resource utilization, infrastructure upgrades, curriculum enhancements, and focus on wellness.

Cluny Women's College showcases transparent and multi-layered governance; Governing Body and Teachers' Council play pivotal roles. The e-governance initiatives, adherence to government rules, implementation of welfare schemes reflect accountability and inclusivity. Feedback mechanisms involving students, teachers, parents, and alumni contribute to continuous improvement. The institution's strategic priorities include academic excellence, social responsibility, and empowerment, aligning with its vision of transformative and life-oriented education. One activity that has been successfully implemented is the social responsibility carried out by students of all departments under the careful guidance of the

teachers of the college by volunteering in the mega health camp organized by Mani Trust, participating in the inauguration of the statue of freedom fighter Sahid Durga Malla, field extension programme with HNAF, Household survey and Community extension initiative by Department of Sociology.

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

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.

The Governing Body of Cluny Women's College plays a pivotal role in shaping the institution's strategic direction and policies. It frames and amends strategic principles, providing financial direction, and ensuring accountability. This body evaluates management, suggests improvements, and recommends appointments for teaching and non-teaching staff. Integral to decision-making, it oversees the creation and enhancement of infrastructure, fostering the college's growth.

Decisions made by the Governing Body are disseminated by the Principal to the teaching and non-teaching staff. The Principal collaborates with six official bodies namely, Administration, Academic Council, IQAC, Teacher's Council, Students' Council, and Alumni. These bodies advise on academic affairs, utilizing sub-committees for effective guidance.

IQAC, a body formed by the Governing Body, focuses on quality assurance and improvement activities. Office Administration, under the Principal's supervision, ensures the proper implementation of decisions. The Academic Council monitors teaching, admissions, assessments, and research-related matters through approved regulations.

Various official bodies within the institution work on diverse aspects like Discipline, Research, Library, Admission, Games and Sports, Debate and Seminar, anti-ragging, SC/ST/Minority, purchase, Women empowerment, Student Grievance Redressal/Internal Complaints and co-curricular activities. This collaborative and multifaceted governance structure underscores Cluny Women's College's commitment to holistic academic excellence and institutional development.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	https://www.clunycollege.ac.in/organogram.html
Upload any additional information	View File

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

Cluny Women's College has strategically implemented a robust set of welfare measures to effectively cater to the well-being of both teaching and non-teaching staff. The institution is dedicated to fostering a supportive and enriching work environment.

For the teaching staff, Cluny Women's College has instituted a comprehensive professional development program, offering seminars,

and faculty development initiatives to ensure continuous learning and skill enhancement. Financial support for teachers has been a priority, providing an additional layer of support for their academic endeavors.

Non-teaching staff at Cluny Women's College benefit from welfare initiatives and opportunities for skill development. The institution places a strong emphasis on work-life balance, incorporating flexible working hours when possible to accommodate the diverse needs of the staff.

A transparent performance appraisal system ensures fairness, and a grievance redressal mechanism is in place for prompt resolution of concerns. Regular staff meetings and feedback sessions contribute to an open and constructive dialogue, creating a collaborative and supportive community within Cluny Women's College.

The Teachers and non-teaching staff in the college is provided with Departmental laptop along with internet facilities, games and sports facilities, financial support to the bereaved staff members in case of personal losses, leave on duty, preparatory day and clean and green campus.

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

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

24

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

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**

2

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	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

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**

12

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

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

Cluny Women's College follows the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Colleges and Measures for the Maintenance of Standards in Higher Education-2010" (Regulation No. F.3-1/2009 dated June 30, 2010). The performance of each employee is assessed annually after completion of one year of service.

Teaching staff undergo annual performance assessments using the Performance Based Appraisal System (PBAS), with promotions based on the UGC Career Advancement Scheme (CAS) PBAS proforma and API scores. The IQAC verifies PBAS proformas, Institutional appraisal system. Non-teaching staff undergo annual assessments through confidential reports, evaluating parameters such as work ethic, discipline, and interpersonal skills. The Annual Confidential Report comprises six parameters, each graded on a seven-point scale for the staff. The system also ensures transparency in the promotion process for teaching staff.

The IQAC at Cluny Women's College annually formulates a comprehensive self-appraisal form for teaching staff, encompassing seven key parameters. This structured evaluation tool ensures a thorough assessment of their performance. The parameters cover various aspects, guaranteeing a holistic review that aids in continuous improvement and aligns with the college's commitment to maintaining high standards of teaching excellence and professional development among the faculty.

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

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

Cluny Women's College conducts both internal and external financial audits throughout the year to ensure financial transparency and compliance. Internally, regular audits are performed by the college's internal audit team, focusing on day-to-day financial operations. Externally, the college undergoes annual audits

conducted by independent external auditors who assess financial statements and compliance with regulatory standards. However the College is waiting for the Auditor to be appointed by the Directorate of Public Instructions, Higher Education Department, Government of West Bengal for the external audit to be conducted in the college which is pending due to the Covid Pandemic since the last three years.

To settle audit objections, Cluny Women's College follows a systematic mechanism. Upon identification of objections, the finance department collaborates with the auditors to address and resolve issues promptly. The process involves thorough documentation and clarification of financial transactions. In case of discrepancies, the college initiates corrective actions, and any necessary adjustments are made to rectify errors or non-compliance.

The College's Audit Committee plays a vital role in overseeing the audit process and ensuring effective resolution of objections. Through a collaborative approach between the finance team, management, and auditors, Cluny Women's College strives to maintain financial integrity and promptly address any audit concerns within the established framework.

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

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)

0

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

Cluny Women's College employs a comprehensive resource mobilization strategy to secure funds and optimize resource utilization. The institution follows a multifaceted approach, combining various channels for financial support. This includes soliciting donations from alumni, partnering with corporate sponsors, and actively participating in government grant programs.

The resource mobilization policy emphasizes cultivating strong relationships with stakeholders, fostering a culture of philanthropy, and diversifying funding sources to enhance financial stability. The institution actively engages in fundraising events, alumni outreach programs, and grant application processes to augment its financial resources.

In terms of procedures, the college maintains transparent financial reporting and efficient fund allocation mechanisms. The finance department conducts regular assessments to identify areas requiring additional support and ensures that funds are allocated judiciously to meet academic and infrastructural needs.

Furthermore, Cluny Women's College prioritizes accountability by providing donors with clear insights into how their contributions are utilized. This transparency builds trust and encourages continued support. The institution is committed to continually refining its resource mobilization strategies to adapt to changing financial landscapes and uphold its mission of providing quality education.

Cluny Women's College management shall actively endeavour to put into use the funds received to its optimal level by taking in to

confidence all the stake holders in the college.

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

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 Institutional Quality Assurance Cell (IQAC) at Cluny Women's College strategically plans and oversees academic and administrative activities, aligns calendars, publishes comprehensive schedules, ensures fair evaluation processes, proposes infrastructure upgrades, fosters a research environment, monitors co-curricular activities, and prioritizes alumni engagement, significantly contributing to the college's overall growth.

Holistic education, social, and administrative responsibility, along with student support and remedial measures, stand out as significant contributions to Cluny Women's College's quality assurance strategies. These initiatives reflect a commitment to nurturing well-rounded individuals and ensuring the success and well-being of its students.

The emphasis on holistic education and social responsibility, evident through seminars, health camps, and Women's Day celebrations, demonstrates the institution's understanding that education goes beyond academics. By actively engaging with the community and fostering a sense of social responsibility, Cluny Women's College prepares students to be not only academically competent but also socially aware and responsible citizens.

These two key areas, as reflected in various meeting agendas and action taken reports, underscore the institution's dedication to providing a well-rounded and supportive educational experience. By prioritizing holistic development and addressing individual student needs, Cluny Women's College aligns itself with contemporary educational practices and reinforces its commitment to quality education and student welfare

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

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 teaching-learning process undergoes review at various levels. Departmental academic committees, led by the Head of the Department and faculty members, continually assess teaching methodologies, universal and internal assessment outcomes. Syllabus division and lesson plans are focal points, detailed in the course outcome documents on the college website.

The IQAC spearheads student, parent, staff and alumni surveys to gauge feedback, recommending improvements to departments. New students attend mandatory Orientation Programs, and are introduced to the educational philosophy, evaluation systems and the Institute's culture. Continuous monitoring, random class visits by Disciplinary Committee members and individual feedback mechanisms help maintain teaching quality.

The IQAC's recommendations drive improvements in the teaching-learning process, reflected in initiatives including adherence to proven teaching methods, scheduling of the academic calendar, meticulous lesson planning, lecture records and an evaluation system comprising student feedback, continuous assessments, and a semester-based examination structure. The following are the initiatives taken by the IQAC over the Academic year:

- Programme based outcome of CBCS syllabus
- Internal marks from department register
- Teachers class taken records
- Departmental E-materials available in the library
- Mentor mentee records
- Stake Holders' Feedback

Two of the proactive measures, as undertaken by IQAC include Mentor mentee records and Stake Holders' Feedback as examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC.

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

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

B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://www.clunycollege.ac.in/userfiles/iga-c-2022-23-links/6-5-3/6.5.3.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

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

Cluny Women's College, founded in 1998 is the only undergraduate Women's College in Kalimpong district, West Bengal. It is committed to empowering women via higher education, equipping them to take on important social responsibilities and confront global concerns. Since its founding, the institution has supported gender equity with a range of programs.

- Promoting Gender Awareness
- Annual observance of International Women's Day.

- Organization of seminars/webinars on women's empowerment by various departments/committees.
- Establishment of a Women's Cell which addresses psychological well-being and gender sensitization.
- 24/7 security personnel.
- CCTV surveillance across the college premises and hostel.
- Installation of sanitary napkin vending machines and incinerators.
- Implementation of UGC Regulation 2015 for preventing and addressing sexual harassment cases, merging the Internal Complaints Committee with the Grievance Redressal Cell handling student complaints and grievances through discussions and counselling.
- Counselling and Mentorship through Mentor-Mentee Cell which Enhances student performance, holistic development, and addresses Stress related issues.
- The Women's Cell/Vishaka Cell ensures safety and security by following procedural guidelines to address sexual harassment cases.
- Interdisciplinary seminars on gender sensitization, women's empowerment, and LGBTQ topics organized by the Department of Sociology.
- Collaboration with Bal Suraksha Abhiyan to provide legal support and awareness regarding human trafficking, child labor and Child line
- Inclusion of gender-based discrimination and women's empowerment

awareness within the curriculum.

File Description	Documents
Annual gender sensitization action plan	https://www.clunycollege.ac.in/userfiles/igac-2022-23-links/7-1-1/7.1.1(Gender Sensitization).pdf
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	https://www.clunycollege.ac.in/userfiles/igac-2022-23-links/7-1-1/7.1.1%20NEW.pdf

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

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:

- Dustbins are located in entrances, canteens, libraries, and outdoor gathering spots. The dustbins are regularly cleaned and maintained, lowering the possibility of overflowing trash and deterring littering around the bins. Numerous student-led activities, such as awareness campaigns and workshops are organized.
- A number of signages are placed in different areas in the campus to create awareness about solid waste management among the students.
- Campus segregates degradable and non-degradable waste in

separate bins. Degradable waste is repurposed as livestock feed and contributes to the windrow system, accelerating decomposition. Windrows organize organic waste from cafeterias and gardens, stirred regularly for aeration, fostering beneficial bacteria. Non-degradable waste is responsibly disposed of through collaboration with scrap dealers.

- Our institution installed a sanitary pad incinerator as a response to offer a secure and environmentally responsible method of disposing of menstrual waste.

E-waste Management:

- The College prioritizes data privacy by thoroughly wiping electronic devices before recycling. Non-functional electronics are annually disposed of, and repairable items are sent for repair. E-waste is meticulously collected, stored, and either recycled or reused. Standard practices include refilling printer cartridges and reusing UPS batteries. Useful components are preserved for future use.
- The college is already in communication with a certified agency for an effective e-waste management.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	https://www.clunycollege.ac.in/userfiles/igac-2022-23-links/7-1-3/7.1.3.pdf
Any other relevant information	View File

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

B. Any 3 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	A. Any 4 or All 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 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above
File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
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-	A. Any 4 or all of the above

reading software, mechanized equipment 5.
 Provision for enquiry and information :
 Human assistance, reader, scribe, soft copies of
 reading material, screen reading

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
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).

Cluny Women's College is dedicated to fostering an inclusive environment marked by tolerance and harmony across diverse cultures, regions, languages, and communities. The institution welcomes students from varied cultural backgrounds, offering fee concessions to deserving and physically challenged students, irrespective of their community affiliations.

To promote cultural understanding, the college hosts diverse events like Fresher's Welcome, International Women's Day, Teachers Day, and Farewell/Graduation Day. Special occasions such as 'Bhasa Diwas' and 'Bhanu Jayanti,' along with national commemorative days, feature vibrant cultural performances encompassing dances, songs, dramas, poems, and sloka recitations. Religious tolerance is practiced through the inclusion of various religious festivals in the event roster.

The NSS unit actively participates in socioeconomic and awareness programs, organizing special camps and relief activities within the Kalimpong district. Notable events like NSS Day foster social consciousness.

Furthermore, our commitment to inclusivity is evident in initiatives such as visits to local KTV stations, where sixth-semester students engage with senior journalists and editors. This hands-on experience imparts practical knowledge of broadcasting techniques, emphasizing

the press's role in fostering cultural, regional, linguistic, and societal harmony.

Cluny Women's College stands as a beacon for diversity, enlightenment, and a harmonious environment where students learn, respect, and thrive together.

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

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

Our Institution cultivates responsible citizenship in alignment with India's Constitution through diverse initiatives that nurture a civic spirit among students.

Value Education: Prioritizing the sensitization of students and employees, our college offers a dedicated Value Education course. This comprehensive programme imparts a profound understanding of ethical values, rights, duties, and responsibilities, fostering a culture of civic awareness and active participation.

National Celebrations: Annual observance of key national holidays like Independence Day and Republic Day provides a platform for students to delve into India's history, uphold constitutional values, instill patriotism, and inspire societal contribution.

Social Outreach Programs: The N.S.S. unit conducts impactful awareness programs on various vital issues from cleanliness and sanitization to human trafficking and environmental preservation, promoting responsible citizenship.

Youth Parliament Competition: Promoting dynamic engagement, the college encourages Youth Parliament participation, offering students a simulation of the parliamentary process.

Nature Club Activities: Through initiatives like plantation drives and waste reduction efforts, the Nature Club actively contributes to responsible citizenship by preserving and enhancing the environment.

Cultural Programmes: Hosted by the Cultural Committee, various cultural programs celebrate diversity, social harmony, and justice, aligning directly with constitutional principles.

Departmental Tours: Educational tours by the History and Sociology departments, to destinations like Delhi, Agra, and Puri, emphasize heritage preservation and deepen students' understanding of sociological aspects.

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

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

A. All 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	View File
Any other relevant information	No File Uploaded

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

In 2022, our college, led by National Service Scheme (NSS) units Unit-I and Unit-II, fervently celebrated Indian Independence Day and Republic Day. The days featured flag hoisting and singing of

National Anthem. An enlightening student seminar titled "Was Partition inevitable?" by the department of History prompted students to explore the intricate factors leading to partition.

International Women's Day was observed. History Department presented a seminar on the "History of International Women's Day." Miss Aparjita Rai, IPS, Superintendent of Police of Kalimpong district, graced the occasion, conducting a session on women's safety, and human trafficking.

International Yoga Day was observed in due manner.

Cultural celebrations reflected unity in diversity, including 'Bhasha Diwas,' 'Bhanu Jayanti,' and Christmas. During 'Bhanu Jayanti,' students recited the Nepali translation of the Ramayana. Nepali Bhasha Manyata Diwas on August 20, 2022, highlighted the inclusion of Nepali Language in the Indian Constitution through an essay competition.

Christmas festivities brought staff and students together for a heartwarming pre-Christmas celebration. Additionally, the Nature Club marked World Environment Week (May 27 to June 2, 2022) with diverse activities, showcasing students' environmental awareness and creativity through photography competition, essay competition, collage making, model displays on sustainability, and 'Best Out of Waste' segment.

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	View File
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.

Sustainable Campus Living

The College promotes eco-consciousness, sustainable practices, and community well-being for future generations.

The College prioritizes a pristine atmosphere, distancing itself from air and noise pollution. Embracing lush gardens, diverse flora, and medicinal herbs reflects its dedication to ecological well-being.

We adopt sustainable measures such as landscaping for lush greenery, maintaining clean classrooms, and advocating energy-efficient lighting with CFL/LED bulbs. Installing of solar panels outdoors is a key step in embracing alternative energy source.

The 'Sustainable Campus Living' initiative is validated by improved indoor air quality through eco-friendly technologies cultivating environmental awareness and fostering a shared responsibility.

Challenges arise in securing resources and maintenance for the initiative. Careful planning is essential to balance sustainability with operational demands.

Holistic Value Education

The College actively imparts Value Education to all degree students, promoting mindfulness, diversity appreciation, and mental well-being.

The practice nurtures kindness, compassion, empathy, and identity construction among students. It seamlessly integrates religious and cultural diversity, fostering a holistic approach. The program enriches students' understanding of values, promoting a well-rounded and inclusive educational experience.

Students exhibit heightened comprehension of daily life, showcasing ethical decision-making skills. Notably, there's a discernible improvement in mental health awareness and the adoption of enhanced personal hygiene practices, indicating the program's positive impact

on holistic development.

Challenges encompass diverse student needs; essential resources entail interactive sessions, expert speakers, and mental health support services.

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

The Society of the Sisters of St. Joseph of Cluny founded Cluny Women's College in 1998 with the goal of promoting women's empowerment and education. By providing equal chances and resources for women, the organization seeks to challenge the conventional norms of a society dominated by men. The college is committed to promoting self-control, perseverance, responsible behaviour, and empowerment by raising awareness of diverse societal issues.

The goals of the institution are in line with the notion that better educated women make society stronger and wealthier. By fostering intellectually gifted pupils, it seeks to inculcate ideals of justice, compassion, forgiveness, and dignity while becoming a center of academic excellence.

The institution carries out a number of programs, such as career counselling, financial assistance through scholarships, counselling services, safety and security, involvement in community activities, and programs for sensitization. In addition to holding lectures on women's rights, it observes International Women's Day. In addition, it highlights the accomplishments of women in a variety of sectors by inviting female leaders from Kalimpong and the neighbouring areas to speak to the students.

In general, Cluny Women's College is committed to achieving its goals of empowering, educating, and supporting women in order to positively influence society by cultivating female leaders and advancing gender equality.

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

The college is dedicated to shaping the future of its students by introducing a pioneering career-oriented program in computer applications. This initiative aims to equip students with the cutting-edge skills and practical knowledge required to excel in the ever-evolving tech landscape.

The integration of smart classrooms equipped with modern technology will offer innovative and interactive learning experiences for students.

The forthcoming academic year holds ambitious plans for enhancing infrastructure and sustainability measures at the institution. Systematic upgrade to proper cemented window systems can be initiated, streamlining waste management and composting processes on campus.

In line with environmental responsibility, the institution will collaborate with an outer agency for efficient e-waste recycling system to manage electronic waste responsibly.

These initiatives collectively reflect the institution's commitment to academic advancement, environmental consciousness, and improved infrastructure for an enriched educational experience.