



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CLUNY WOMEN'S COLLEGE

CLUNY WOMENS COLLEGE 8TH MILE RISHI ROAD KALIMPONG

734301

www.clunycollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Education is simply the soul of a society as it passes from one generation to another.

-G.K. Chesterton

Set in the serene backdrop of a range of pristine hills, Cluny Women's College, is the only women's college that has been catering to the need of female students in the district of Kalimpong. This institution was established in 1998, with the vision to offer quality education, to create socially aware, responsible and empowered women and develop them into diligent and successful citizens. The institution provides educational opportunities for women belonging to the weaker and underprivileged section. The institution not only imparts knowledge to its students but also focuses on their all-round development.

The Institution offered three-year Honours and General courses, in the period prior to the introduction of CBCS. The college now has entered into the CBCS mode with six semesters for Honours in English, Geography, History, Nepali, Political Science, Education, Commerce and Sociology and General Courses as well. The institution also offers Honours in Bachelor of Computer Application and Career Oriented Programme in Communicative and Functional English as add-on courses on a self-financing basis. In sync with the national thrust and aspiration of the nation vis a vis women's empowerment through education, Cluny Women's College strives to impart value-based education to enlighten and develop women, encouraging them to exercise responsible freedom.

The college that started its journey initially with only thirty (30) students is slowly taking the form of a multidisciplinary one with roll strength of about 500 students. It is of great happiness for us to present this Self Study Report for the First Cycle of assessment and accreditation of the College by the NAAC. This endeavour has given us the opportunity to determine the degree of our strength, competence and effectiveness and also to realise our limitations and shortcomings along with the opportunities and challenges for the future.

Vision

Cluny Women's College: A Brief History

Cluny Women's College is a West Bengal Government Aided, Christian Minority Degree College, affiliated to the University of North Bengal and recognized by UGC under Section 2(f) and 12 (B). The College was established by the Registered Society of the Sisters of St. Joseph of Cluny in 1998.

The services rendered to the cause of education by the Sisters of St. Joseph of Cluny are unparalleled in the districts of Darjeeling and Kalimpong. The education imparted by the Religious Congregation of Cluny Sisters has produced an educated leadership in the Church, Society, and the Government. It has opened new vistas of knowledge to all. They have served the cause of education as none else could. The methods they use, the values they cherish, the commitments they make, the convictions they maintain, the humiliations and hardships they willingly suffer, and above all their love and passion for the people remain as a source of inspiration. The roots of Cluny Women's College are not limited to its date of physical establishment. In fact, the college bears the legacy of centuries of unselfish sacrifices, in the field of education by the Sisters of St. Joseph of Cluny. It is an epitome of the Cluny Philosophy of life as practiced and preached by their Founder, Blessed Anne Marie Javouhey. The college is a living example of the cherished words of Blessed Anne Marie Javouhey – "To do a Little Good."

The aim of the College is to offer education keeping with the highest University standard, which would include the imparting of sound learning, the building of character and the spread of spiritual truth and knowledge of God. Students, on their part, are expected to do their best to attain that harmonious development which will make them worthy citizens of a great nation, sincerely committed to God, Home and Country.

VISION OF THE COLLEGE

"An educated woman makes an educated family." In keeping with this view, the motto of the college is "Tamaso ma Jyotirgamaya" which means where there is darkness, spread light. The college strives to offer fullness of life and to assist the students to transcend themselves to a realm of creativity.

Mission

MISSION OF THE COLLEGE

- Following Jesus our Divine Guru, and inspired by Anne Marie, the Educator, we give priority to witnessing and developing Gospel Values of liberty, fraternity, dignity of the person, peace and non-violence, justice, forgiveness and compassion.
- We aim to become a centre of excellence in Higher Education as well as aspire to develop students of sound intellectual calibre.
- Through our Educational system, we strive to uplift socially and economically backward students to improve their self-image and make them attain responsible positions in society.
- To promote Gender equality through higher education among women.
- To initiate more job-oriented/vocational programmes in the future.
- To consciously promote environmental awareness

We as an institution seek to realise such a mission with the following policies, means and methods:

- Implementation of the objectives of National Education Policy, 2020.
- Strengthening Industry -Academia interface.
- Supporting alliance and endorsing inter-institutional exchanges to pave the way for qualitative research.
- Exploring ways to improve Internal Quality Assurance Mechanism.
- Incorporating multiple avenues of teaching-learning interface since the Pandemic.
- Encouraging community development programmes.
- Integrating curricular activities, mostly project works, with a view to identify problems in the neighbouring locality.

OUR OBJECTIVES:

- Produce graduates with an all-round development and skill enhancement.
- Develop attitudes of respect and responsibility towards the environment.
- The graduates will be able to earn their livelihood and help develop the society in which they live.
- The graduates will form a conscious and empowered community.
- Promote a positive attitude to health and life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

INSTITUTIONAL STRENGTHS:

1. Emerging as a leading women's college and providing education with an inclusive approach.
2. Offering a protean Educational gamut: Humanities & Commerce streams, Bachelor in Computer Applications and Certificate, Diploma and Advanced Diploma add-on courses.
3. Practicing gender equity and spreading female education.
4. Responsive, pleasant learning/working ambience for stake-holders.
5. Executing Active-Learning centric teaching approach.
6. Over 87% teaching positions filled up and 14% of the permanent Faculty having Ph.D. Degrees.
7. Subject-wise pass percentage between 85% and 90%.
8. Satisfactory number of publications (in both books and journals) by the faculty members.
9. Automated Library equipped to cater to the needs of the students and faculty.
10. A multipurpose hall and Conference room with adequate seating capacity for holding various programmes.
11. Canteen for students and staff.
12. Infrastructural facilities like Quarter for Principal, guest rooms and hostel for students.

13. Women's Cell as a leading podium to address women's issues.
14. Encouraging students towards novelty, skill-based training with industry exposure.
15. Holding various extension programmes, including Environment awareness through the NSS unit.
16. Providing students' support through scholarship aided by the Government of West Bengal and institutional free ships.
17. Unremitting work under Nature Club for ecological cleanliness drive and focus on a green sustainable working environment.
18. No Sexual harassment or abuse in the campus.
19. Determined towards inculcating moral and ethical values and Indian culture through a value-added course among students.
20. Functional organic farming and kitchen garden through Vermi-composting project.
21. Nurturing a Medicinal Plant Garden to support the herbal cures.

Institutional Weakness

INSTITUTIONAL WEAKNESSES:

1. The college is located in a semi-urban area with a predominantly pastoral neighbourhood.
2. The socio-economic background of many of the students (a sizable portion of them are first generation learners) admitted in the College leads to their suffering from poor language competence. This sometimes triggers an inadequate level of understanding and communication.
3. Shortage of permanent Non-Teaching staff and limitations in number of new teaching posts.
4. Limitation of financial resources required for further development and carrying out high-quality research.
5. Inadequate space for expansion of infrastructure.

Institutional Opportunity

INSTITUTIONAL OPPORTUNITIES:

1. Qualified, competent and resourceful teaching staff may help the institution overcome other hindrances.
2. Scope for optimal utilization of resources for buttressing the collaboration of academia and industry.
3. Opportunities for introduction of new courses/programmes, especially skill-based programmes to encourage entrepreneurship.
4. The College seeks to take the initiative in publishing peer-reviewed/ refereed journals.
5. Remedial and entry in service coaching for SC/ST/Minority, non-creamy layer and economically weaker section of students may be expanded for greater inclusion.
6. The College can make meaningful engagement in socially germane programmes.
7. More participation in outreach activities addressing local issues through NSS units and Women's Cell.
8. Helping students through Career Counselling Cell.
9. Regular communication with parents and other stakeholders for updating students' progress and wellbeing.

Institutional Challenge

INSTITUTIONAL CHALLENGES:

1. To upgrade the Institution to a Centre of Excellence.
2. To implement the NEP (2020) in its appropriate essence.
3. To elevate the quality of education.
4. To provide for further facilities in Campus.
5. Initiatives to get financial support from diverse funding agencies.
6. Endeavour to augment internal resource generation.
7. Further development of infrastructure to aid and assist an increasing number of students.
8. To initiate skill-specific courses to facilitate learners cope with the challenges of employment.
9. To further minimize the drop-out rate from 1% to none.
10. To keep the students rooted in the traditional human values and ethical considerations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution offers the Undergraduate Courses and the curriculum followed is fixed by the University of North Bengal. The College assures constructive curriculum delivery through a premeditated and documented process. The Institution is not directly involved in academic curriculum construction but it innovates within these established academic structures while committed to providing integrated development for students. Academic processes in Cluny Women's College are well organized with timetables, workloads and other administrative tasks prepared well in advance of teaching sessions. The Institution adopts the best possible measures for implementation of curriculum, such as regular class lectures, audio-visual aid and utilization of e-resources, keeping in tune with the changing patterns of the syllabi as designed by the affiliating University. Various methods of evaluation, including class tests, departmental seminars, group discussion, and internal assessment are done on a regular basis; gaps and shortfalls are closely monitored upon. The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for the students to participate in a modern teaching-learning process. Our teachers regularly update their subject knowledge through active involvement, and different faculty development programmes, short term programmes, refresher courses, curriculum reviews, evaluation, and participation in different decision-making bodies of the University.

There is adequate academic flexibility through the vivacious implementation of the CBCS where for instance, a computer application student can study subjects such as Geography or commerce. Cluny Women's College is one of the few colleges that offer an add-on Certificate, Diploma and Advanced Diploma course, in the Career Oriented Programme (COP) in Communicative and Functional English. The Carrier Oriented Program helps students to develop and prepare them for the professional world. The institution also attempts to integrate sustainability into the curriculum by using the campus as a laboratory, actively engaging in independent study, field trips, attending conferences and others. A constructive revision of its teaching resources and feedback

system ensures that the students accomplish an optimal level of learning.

Teaching-learning and Evaluation

1. Cluny Women's College follows an interactive teaching and learning process that has been effective in the academic enrichment of students coming from different backgrounds and abilities.
2. Admissions to the college are made on the basis of merit and as per the sanctioned seats and reservation policies as prescribed by the Rules of the West Bengal State Government. The University guidelines are strictly followed throughout the process and period of admission to different courses. The Admission Committee looks into the admission related problems and queries of the students.
3. The college has a robust and dedicated faculty to cater to the diverse needs of the students leading to a healthy mentor-students relationship and has been a constant source of motivation for academic enrichment.
4. The college promotes and encourages a holistic approach to teaching and learning. The teachers follow a learner-centred and inclusive approach to meet the needs of the students like remedial or tutorial classes, participative learning, departmental seminars, workshops, field-studies and excursions. The learning experiences of the students are enhanced by the use of ICTs and e-resources, blended mode of teaching, group discussions and debates.
5. The college has a highly active NSS unit, Nature Club, Women's Cell and Cultural Committee that work towards an overall development of the students encouraging social responsibility, environmental consciousness, women empowerment and awareness. The Compulsory Career Oriented Programme (COP) empowers students for employment and aims to make them self-sufficient with professional skills. Government scholarships are also offered to meritorious students, minority students and students belonging to backward classes for their welfare and upliftment.
6. The college follows a continuous internal evaluation process of the students through presentations, debates/discussions, assignments and class tests. The external evaluation is scheduled and monitored through University examinations, viva voce and practical examinations in the college.
7. The College follows a very transparent and effective approach towards teaching-learning and evaluation which is constantly upgraded through suggestions and feedback provided by the students at the end of each semester.

Research, Innovations and Extension

Cluny Women's College in Kalimpong has established an ecosystem for innovation with the goal of fostering new businesses. Some of the activities in this ecosystem include the Research and Seminar Committee, IQAC, Career Counselling Cell, and others. Together, they work to generate and disseminate knowledge, to keep track of and resolve problems relating to the development of research, innovation, and entrepreneurship abilities among teachers and students, and to promote overall growth. The institute also complies with the UGC's and the University of North Bengal's research and development standards.

The faculty is given the authority to engage in research activities using the resources already offered by the college, such as the library, internet, equipment, and research publications. Our noteworthy practices include publishing research findings in UGC-recognized peer-reviewed publications and, above all, safeguarding research ethics by preventing plagiarism. High-calibre books, research papers, and chapters in conferences and seminar proceedings have all been published by members of our faculty. Faculty members often participate in UGC-HRDC-organized refresher courses, orientation programmes, faculty development programmes, and short-

term courses to advance their academic and professional knowledge. Teachers, researchers, and students take part in conferences, seminars, workshops, and training programmes held by other universities as well and deliver papers at those events. They gain an understanding of the current study scenario as a result, which improves engagement and teamwork.

The main objective of our institution is knowledge creation and innovative practices, promoting UG students to explore new opportunities in the field of research. Drafting of research papers and reporting, oral and poster presentations and exhibitions are also given due importance. College organizes conferences/seminars/workshops/short term training programs that facilitate the faculty and students to interact with subject experts of renowned institutions/universities. Guest lectures and talks on special issues are also conducted with reputed academicians as resource persons. The Research and seminar committee assists and encourages them for interdisciplinary and collaborative research and publications.

A seminar on Intellectual Property Rights has been held to apprise the students and staff about its importance. Research papers per teachers in Journals notified on the UGC website and books and chapters in edited volumes along with papers in national/international conference proceedings per teacher is fair. The institution follows the prescribed Code of Ethics in research and publications. The number of Ph. D's (two) in the last 5 years is indicative of the rate of professional advancement undertaken by the teachers. The institution is committed to extension activities as its record in NSS work will amply demonstrate. From meaningful Special Camps every year to many and varied regular activities, often in collaboration with the University of North Bengal, local government centres and placement agencies, the college unit of the NSS has been a vibrant hub of social work. With 200 volunteers and two teachers in NSS, 10 students and 2 teachers in Swachh Bharat Scheme, 100 volunteers and two teachers in Aids Awareness Campaign and 2 teachers and the whole student body in Gender Issues Awareness, the number of participants in these crucial interfaces is considerable.

Infrastructure and Learning Resources

The institution offers satisfactory infrastructural and physical facilities for creating a conducive ambience for teaching learning as detailed below:

1. Significant budgetary allocations for augmentation of infrastructure are made.
2. The institute has a beautiful lush green campus of 2.3200 decimals which houses an aesthetically beautiful architectural structure with an impressive and well-maintained infrastructure of total built-up area of 24687.00 sq.ft.
3. The departmental classrooms and laboratories are housed in a three-storey building. There are 26 classrooms, 10 of which are ICT enabled, and 2 tutorial rooms. Every department has at least two rooms of its own. These departmental rooms are shared with other departments as and when required. Every department has a laptop for its own exclusive use.
4. There are 2 well-equipped laboratories for the students of B.C.A and Geography. The labs have an adequate number of computers, internet connectivity and projectors.
5. Library services are automated using Integrated Library Management System (ILMS) with ATHENA software.
6. Library Computer Facility with 7 terminals with wi-fi facility has been made functional for the students.
7. The library provides access to INFLIBNET *N-List* E-Resources.
8. The Declan Hall, established in 2004, is used to host academic activities like seminars, conferences,

workshops etc., cultural activities, and indoor games like badminton, table tennis, carrom etc.

9. The entire college is under surveillance with 43 CC TV cameras, installed in different places of the college. There is a monitor placed in the Principal's chamber.
10. Apart from the above-mentioned physical facilities for teaching-learning, the college boasts of the other supporting facilities like, rooms for visitors/guests, Conference room, the Principal's residence, hostel for college students, a counselling room, prayer room, students' common room, safe drinking water, an internal parking lot, a generator room, a canteen, an infirmary, a visitor's lobby, a well-maintained lawn, solar panels, medicinal plants garden, sanitary napkin vending machine, incinerator, and rain water harvesting system.
11. The college is committed to create a conducive environment to its faculty and students to enhance and improve the teaching-learning process as, the college believes, in this digital age, provision of upgradation of IT facilities is essential. The college has adequate ICT facilities in the campus. It has a Wi-Fi facility with 100 mbps bandwidth for the staff and students.
12. Apart from MS Office, the Accountant's Office uses Tally Erp 9, Online Admission system and Online Fee collection system. The variants of system software used in the computers are Turbo C, Turbo C++, and Java. The list of application software includes Microsoft Office, EyeRis, Google Chrome, Corel Draw, Microprocessor Simulator 8085, Driver Booster, Microsoft Edge, Mozilla Firefox, Android Studio, Visual Studio, QGIS, XAMPP, MySQL, WEKA, Nitro pro8, Adobe Photoshop CS. The Geography department uses QGIS software.

Student Support and Progression

The college is like a well-knit family that cares for every student. It takes every initiative to provide scholarships and free-ship to meritorious and financially weak students in order to ensure that their education does not suffer due to monetary reasons. In order to ensure a friendly and problem free atmosphere, the college also makes it mandatory for students to sign the anti-ragging declaration upon taking admissions to our college. Further there are actively functional committees in the college like the anti-ragging committee, students' grievance redressal committee and the disciplinary committee which work in tandem for ensuring a smooth discipline and ambience conducive to learning and development. These committees individually and/or in collaboration hold regular meetings to discuss matters relating to discipline and student grievance, if any. To enhance job prospects for the students, the college has made communicative/Functional English a compulsory paper which not only improves their communication skills but also introduces them to the basic ICT skills like surfing the internet, writing emails etc. To cater to the all-round development of the students, the college encourages students' participation in co-curricular activities like sports, cultural events, seminars as well as life skills, yoga sessions etc. The college is equally connected with the alumni through a fully functional and registered alumni association.

Governance, Leadership and Management

Cluny Women's College has a transparent and multi layered governance system. This vision is pursued by the administration of the college and efficient governance through inspired leadership. The Principal, faculty members, office staff and IQAC team work together to ensure the smooth functioning of the college. The Governing Body of the college meets on a regular basis to discuss issues related to the overall development of the institution. Similarly, Teacher's Council meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. The college website serves as the repository of college related information. College has implemented e-governance in areas of admission and

examination. As per Government rules, the West Bengal State Department of Higher Education and the University of North Bengal, the college has implemented welfare schemes, for the teaching and non-teaching staff. Cluny Women's College governance is marked by transparency, inclusivity and accountability. Feedback from various stakeholders like students, teachers, parents and Alumni are invited through various feedback forms. It is then analysed, and appropriate action is taken. The Teacher's Council and IQAC monitor the quality of the teaching-learning process, while the management facilitates smooth functioning of teaching and support systems. An Internal Academic Audit Report is given by IQAC periodically. The College follows performance appraisal procedures. The college conducts internal and external financial audits on a regular basis. The audit wing periodically inspects all files pertaining to the financial matters that the college has availed of, as well as all the receipts and payments in the college.

Institutional Values and Best Practices

1. Gender Equity and Celebration of days of National/International Commemoration.

Cluny Women's College has been a leader in Women's education in the Darjeeling and Kalimpong hills of West Bengal. It plays a critical role in fostering gender sensitivity in the region. To this day, it continues to fulfil the dreams and legacy of its founders i.e. to empower women from all strata especially women from the rural and backward areas of the hills. It also aspires to meet the requirements of the Department of Higher Education. Women's cell follows a set of procedural guidelines to respond to cases of sexual harassment, its prevention, prohibition and redressal. 58.70% of the total staff working at the college are female as compared to 41.30% of male staff.

2. Organizing Events of National and International Commemoration:

Every Year the Indian Independence Day is celebrated in the college with zeal. The National flag is hoisted by the Principal in the presence of the teachers and students. Gandhi Jayanti is celebrated before or after the 2nd of October, International women's day is celebrated on the 8th of March, World Water Day (22nd March) and Environment Day (5th June) at the college. Cultural festivals bearing local importance, like Bhasa Diwas and Bhanu Jayanti are celebrated every year.

Keeping in mind the Sustainable Development Goals (SDGs), 2013, the college has taken immense positive steps to guarantee a cleaner and greener environment for its stakeholders. Solid waste and e-wastes are managed properly for its effective recycling and disposal. The reduced utilization of water and its conservation has been enhanced by the implementation of a rain water harvesting system in the college. Green initiatives are regular events within the college campus. Regular environment/ green audits are conducted in the college, so as to know the areas of maximum energy usage, and ways to reduce it. The students and teachers of Cluny Women's College regularly organize environmental promotional activities within the college and outside.

Among many useful practices in the college, 'Clean and Green Campus' and 'Value Education' are chosen as the Best Practices in the college. The goals and objectives of the 'Clean and Green Campus' initiatives is to provide all stakeholders of the Institution a healthy environment towards motivating them to build a sustainable ecosystem.

Value Education, as one of the best practices helps to fulfil the tasks of inculcating the values specially mentioned in the National Educational Policy, 2020. It has been successful in promoting the universal values of love, compassion, empathy, spirituality, truthfulness, honesty and kindness among the students.

The college stands as a distinct Women's Institution in the hills of West- Bengal. It aims to impart quality based higher education among young women, especially the rural and deprived women in the hills. It aspires to fulfil the dreams and legacy of its founder late Sr. Declan Fahy, who was an ardent believer of a widely accepted view, 'An educated woman makes an educated family'. The college has worked towards empowering women by narrowing the gap in the male-female literacy rate in the hills. It harmoniously blends curricular and co-curricular activities to enable holistic growth of women, conducive in nurturing them into dynamic responsible leaders of the nation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CLUNY WOMEN'S COLLEGE
Address	Cluny Womens College 8th Mile Rishi Road Kalimpong
City	KALIMPONG
State	West Bengal
Pin	734301
Website	www.clunycollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sr. Pushpa Michael	03552-796385	9635642439	-	principalcwc@gmail.com
IQAC / CIQA coordinator	Dipesh Roy	03552-355326	9434176513	-	dipeshchopra@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes Cluny Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
West Bengal	University of North Bengal	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	19-01-2006	View Document		
12B of UGC	19-01-2006	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Cluny Womens College 8th Mile Rishi Road Kalimpong	Semi-urban	2.32	24687

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Ba General In English Nepali Geography History Political Science Sociology And Education	36	XII	English	988	8
UG	BA,Ba Honours In English Nepali Geography History Political Science Sociology And Education	36	XII	English	366	122
UG	BCom,Bcom General	36	XII	English	150	0
UG	BCom,Bcom Accountancy Honours	36	XII	English	34	4
UG	BCA,Bca Honours	36	XII	English	34	5

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				36			
Recruited	0	1	0	1	0	0	0	0	14	19	0	33
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	2	2	0	4
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	1	2	0	4
M.Phil.	0	0	0	0	0	0	1	5	0	6
PG	0	0	0	0	0	0	12	13	0	25
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	0	0	1

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	134	5	0	0	139
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	21	12	14	16
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	54	79	59	50
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	36	33	25	30
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	99	98	170	68
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		210	222	268	164

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP aims at promoting the exclusive potential of students through a holistic multidisciplinary or interdisciplinary mode of education. In this context, Cluny Women's College with its focus on women's empowerment and skill enhancement is striving to make interdisciplinary approach and multidisciplinary renderings while taking into cognate the existing syllabus and emphasis on outreach outside the same. Hence encouraging students to participate in seminars conducted by other departments, encouraging to attend lectures of professors of other departments, engaging them in interdepartmental debates and building up certain motive-based clubs like Nature and Film clubs is
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	<p>certainly encouraging the students on the part of accepting broader openings into academic and social engagements. The college offers Value Education classes to all semesters striving to attain a holistic education. Value based education here aims at training the students to face the competitive world exercising the right attitude and values. It is a process of overall personality development of a student that includes character development as well as developing the future citizens of the country.</p>
2. Academic bank of credits (ABC):	<p>Since the College is affiliated to the University of North Bengal, the institute is bound by the rules of the University. While waiting for the University's implementation of ABC, the institute agrees in principle with the Academic Bank of Credits. Project work, exploration and inquiry based learning is also encouraged. Hence the institution strives to find innovative ways and methods to improve receptibility among the students.</p>
3. Skill development:	<p>Cluny Women's College focuses on skill development that enables students to acquire desired competency levels. Two of the most pragmatic and practical usage enhancement of skills is regularly obtained through two skill enhancing instruments/courses like Bachelor of Computer Applications and COP (in Communicative and Functional English). The institution provides Capacity Building Programmes and Skill Incubation Training Programmes to all final Semester students under the guidance of Career Counseling Cell. The institution provides Value Education Classes to every semester to prepare them for life and inculcate the values of truth, justice, peace, love and non-violence.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>What more can be satisfying than finding, engaging and enhancing the practice of incorporation of Indian Knowledge System that not only matches but also has the ability to super-cede the existing world parameters. The consciousness of synergy building between culture and syllabus, between existing human values and field study, celebration and remembrance of great personalities that contributed significantly towards nation building and development and finally the regular practices of yoga in the college for the mind, body enrichment speaks volumes about the college endeavour to be culturally, socially and educationally inclusive. All faculty</p>

	members are encouraged to facilitate the classroom deliveries in bilingual mode to make it convenient for students to understand better and retain their interest in the subject taught.
5. Focus on Outcome based education (OBE):	The college prepares the students for competitive examinations, encouraging personality development and offering motivation classes for confidence building. They are encouraged to appear for competitive examinations of the state, central and private sectors. Many of the students have been successful in clearing these exams and are placed in different sectors serving at different levels.
6. Distance education/online education:	The college has a registered IGNOU Centre in the campus of the college which is used as a broader platform to encourage students to take up subjects that give them the necessary strength to go and perform in the outer world. Regular induction programs are organized, at the start of the session, outlining the importance and benefits of Distance Learning Mode. Remedial classes are provided in blended mode to help the slow learners in terms of equity.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the electoral literacy club has been set up in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Student co-coordinator and the co-coordinating faculty members of Electoral Literacy Club are appointed by the college Authority. The Electoral Literacy Club is very much functional in Cluny Women's College ever since its inception in 2018. The ELC in Cluny women's college is representative in character as it has both the faculty member as the Nodal Officer and the student's representatives as the active members. It is actively engaged in promoting awareness of 'Right to Vote' among students and faculty members. The club has facilitated the students in critical thinking on issues related to elections, rights, democratic and non-democratic electoral system and its processes. The ELC has been Encouraging the student participation and mobility to aforesaid issues – both theory and in practice.

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>From the day of its formation, under the active guidance of Nodal officer Mr. Prajwal Pakhrin, the ELC of Cluny Women's College has participated in various programmes organized by the District Offices in association with the government of West Bengal. On 18th September 2018, the students from the Department of Political Science participated in the district level quiz competition which was held at Kalimpong College. The students under the active guidance of Electoral Literacy Club participated in the painting and slogan writing competition which was held on 27th September 2018 at Kalimpong College. The students bagged second prize in the competition. The students also participated in the SVEEP awareness program organized by District officers on 29th of Nov. 2018 in presence of Nodal Officers Mr. Prajwal Pakhrin and Mr. Aman Khati. The Electoral Literacy Club conducts essay writing/creative writing competition regularly to keep the students informed and updated about the electoral practices and voting rights. With the effort of ELC, the District team visited college on 7th of March 2019 to create EVM and VVPAT awareness campaign in the college. The Electoral Literacy Club continues to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and make them acquainted with the electoral process of registration and voting.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>On the eve of National Voters' Day, the Electoral Literacy club encouraged the students to participate in the national voter's awareness contest organized by the Election Commission of India. The students of Cluny Women's college participated in institutional categories of slogan making competition, poster design competition and song contest based on the theme "My Vote is My Future: Power of One Vote".</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Ever since its formation the Electoral Literacy Club has designed various Activities to stimulate and motivate students provoking them to think and ask questions on their electoral rights. The Electoral Literacy Club aims at strengthening the culture of electoral participation among young future voters who are yet to cast their vote. The Electoral Literacy Club has helped the students to understand the value of their vote and exercise their right to franchise in a confident, comfortable and ethical manner and this way the club has always encouraged the new would-</p>

be voter students to believe in the principle “Every vote counts” and “No Voter to be Left Behind?.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
596	652	557	517	547

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

2 Teachers

2.1

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

Response: 35

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	35	35	20	21

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
16.69	17.00	46.92	74.85	46.90

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution offers the Undergraduate Courses and the curricula is determined by its affiliating University, the University of North Bengal. Courses offered is in consonance with the Academic Calendar set by the University of North Bengal and is deliberated to cater to the needs of the students. The institution tries to adhere to the plans and programmes of the affiliating University. Of course the extracurricular activities are incorporated and blended in the calendar so as to make the curricula nuanced and dynamic. As per the need of the institution, both centralized as well as departmental time tables are designed and implemented. The foci of such plans are on the timely completion of syllabi and the academic scheduling takes succour from the yearly academic calendar. Lesson plans, prepared by individual departments, are conceived in order to ease and rationalize the process of teaching, learning and evaluation.

Documentation of such plans has been done to create a methodical and orderly repository of data enabling future endeavours. Varied methods of evaluation, including the class tests, departmental seminars, group discussion, PowerPoint presentation and internal assessment are done on a regular basis and gaps and shortfalls are closely monitored upon. The graded and non-graded evaluation system has effectively enhanced student receptivity and is gradually upgrading them for challenges in semester and competitive examinations. Records of evaluation prepared by faculty members are preserved and filed for future utilization. Since the introduction of CBCS Courses, in the Institution, in 2018, the awards of Internal Assessment are preserved in the database designed by the University, and back copies at College level are also available for documentation and perusal.

Various Methods of Internal Evaluation:

- Class Tests.
- Departmental Seminar.
- Group Discussion.
- Internal Assessment on the basis of attendance and class performance.

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

1.2 Academic Flexibility

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

Response: 3

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

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

Response: 37.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
158	382	354	12	171

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

1.3 Curriculum Enrichment

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

Response:

The College uses inventive methods to affect deliverance, in accordance to the needs of institutional objectives, at the end of the Semester. Instructional techniques and strategies are used to improve learning experience of students; lectures, ICT enabled audio-visual aids, films and documentaries, special Lectures and invited Lectures, as well as unique inputs by external academicians and experts are of great assistance. The students are encouraged to contribute in Student Seminars, Group Discussions etc. A few Departments also carry out wide-ranging field studies and excursions that endorse pragmatic learning. The assorted requirements of the students are addressed, both through classroom lectures and facilitation and target oriented guidance. The results of students, of particular semesters, are discussed, on a regular basis, at the Departmental and the Teacher's Council level. The student's progress in terms of learning and knowledge accumulation is also appraised through assignments given at the completion of each subject matter. The

students are made aware of their weaknesses and are informed about necessary and remedial actions. Induction Programmes for freshers, remedial/tutorial classes are used to assist and reinvigorate sluggish learners. The College is always desirous of developing a critical bent of mind by encouraging students to participate in seminars, workshops, debates, project works, field studies etc. The learners obtain the benefits of direct learning experiences, by going for field visits, household surveys, educational trips as well as excursions. The graduating students provide feedback and suggestions on the outcomes after completion of their respective courses. Conventionally, a questionnaire is provided to such students at the end of their courses. The responses are taken into cognizance and used to get beneficial changes. The answer scripts evaluated are used to generate confidence in students, make them aware of rectifications needed, thus providing for transparency and responsible exchange. 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 one 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 individuals 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. The nature club in the institution works in the college campus by installing recycling Bins, campus garden, medicinal garden, composting program, using disposable items etc. The institution also attempts to integrate sustainability into the curriculum by using the campus as a laboratory, actively engage in independent study, field trips, attend conferences and others. Planting trees helps us protect the environment.

File Description	Document
Upload Additional information	View Document

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

Response: 16.61

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

Response: 99

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

1.4 Feedback System

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

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 28.53

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
164	268	222	210	232

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
717	799	778	774	774

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

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

Response: 29.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	86	124	111	137

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

2021-22	2020-21	2019-20	2018-19	2017-18
315	361	378	351	351

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

2.2 Student Teacher Ratio

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

Response: 17.03

2.3 Teaching- Learning Process

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

Response:

The teaching – learning process in the institution is dynamic in nature. The institution makes continuous efforts in enabling the students to realise their potential and work towards their goals. In order to make the teaching and learning process interesting and to focus on the students centric methods, the college employs the following approaches:

- Field trips and educational tours are organised by different departments to enhance the critical thinking skills of the students and to help them learn beyond the formal context of classrooms and also cultivate shared experiences.
- The different departments organise seminars, special lectures and workshops to encourage the students in participative learning and to help them build in-depth knowledge and get opportunities to interact with experts from different fields.
- The students are encouraged to use ICT and E-resources.
- The college offers add-on courses like Career Oriented Programme (Certificate Course, Diploma Course and Advanced Diploma in Communicative Functional English) to enable the students to gain confidence in oral skills and help them prepare for competitive examinations. The college has been imparting Value Education classes with the aim of inculcating ethical values to the students and motivating them to work diligently towards the construction of their own 'Self', development of 'Personality and make them capable of taking responsible decisions.
- The Nature Club of the college helps create awareness on the importance of protecting and preserving nature and environment. Various events like photography competition, essay writing, model making, and best out of waste practices have been organised by the Nature Club.
- The NSS unit of the college has remained active in conducting a number of extension and outreach

programmes which has provided the students a platform for greater participation and motivated them towards working for their community through voluntary community services.

- The college in collaboration with RICE, LIC and MAHINDRA have organised career oriented classes to guide the students in achieving their professional goals and to provide a competitive edge. The MOU with MANI TRUST, aims at creating awareness about natural disasters, preservation and protection of nature. The MOU with Bal Suraksha Abhiyan motivates the students to speak up for their rights with regard to child sexual abuse, child labour, trafficking, and legal issues especially those specific to women.
- The college has ten ICT enabled classrooms with projectors and each department has laptops which helps in providing greater learning experience to the students. The use of smart boards and PowerPoint presentations are the common practices followed by teachers in their teaching process to have an interactive session with the students and to make learning an enjoyable one.
- Teachers and students are provided with links for e-content from INFLIBNET website to download reading and reference materials to enable them to do research.
- The college has a well-equipped library and gives access to wide resources for reading and learning among students.
- The college has a well-equipped computer lab (BCA Lab). The teachers from the Department of BCA and Geography use it for completion of practical classes that require the use of computers.
- The Department of Geography has a fully equipped lab which enables the students a greater understanding on the practical based papers.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 91.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	40	40	19	21

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B

Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 67.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	21	20	18	17

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

2.5 Evaluation Process and Reforms

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

Response:

Internal and external assessment is a very important tool to evaluate and enhance performance of the students. The college follows a very effective and transparent method for conducting internal and external assessment. The following methodologies are followed for conducting internal assessment in college:

1. Assignment: Students are given assignments on a regular basis to evaluate their understanding of the different topics taught in the classroom. In order to help them with the assignments, references and reading lists are provided to them.
2. Written Test: Continuous assessments of the students are done through written test. This helps the students to improve their vocabulary and writing skills and build their confidence for future examinations.
3. Presentations and Group Discussions: For this purpose the class is divided into a number of groups depending upon the total number of students and each group is assigned a specific topic which is to be presented to the entire class. Students are evaluated on the basis of their presentations, performance and their conceptual understanding of the topic. Team work is also emphasised during this evaluation process.
4. Attendance: A candidate to be eligible for appearing at any of the semesters of under-graduate examination must have a minimum 75% attendance of lectures delivered. Award of (five) marks on class attendance is given in the following manner:

- Attendance of 75% and above but below 80% - 02marks

- Attendance of 80% and above but below 85% - 03 marks
- Attendance of 85% and above but below 90% - 04 marks
- Attendance of 90% and above - 05 marks

1. Viva- Voce: Viva- voce is usually conducted after the completion of the syllabus for the assessment of the students on the topics concerned.
2. The breakup of the internal assessment according to the university guidelines are as follows: - 10 marks for internal assessment and 5 marks for attendance. External assessment is conducted as prescribed by the university rules. External examiners are appointed by the University for conducting various practical examinations and viva-voce and the students are evaluated based on their performance.
3. 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 redressal and proper disposal of the same, to the concerned committee. The committee conducts its meeting regularly to discuss and deal with various grievances registered by the students. The mechanism adopted is transparent, time-bound and efficient.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The institution follows the curricula designed by the University of North Bengal in different programmes. All the programmes offered by the institute have well defined and stated POs and Cos. Programme outcomes and course outcomes are stated and displayed on the college website for information and evaluation. Hard copy of the syllabus and learning outcomes are made available in the respective departments and library.

The Cos and POs aim at overall development of the students through diverse methods and continuous process of evaluation. The POs and Cos enable the students to achieve the following goals:

- Garner discipline-specific domain knowledge
- Be able to communicate effectively
- Be sensitised towards various social issues, environment and sustainable development
- Emerge as good citizens with an informed awareness of issues

The POs and COs in relation to various disciplines under B.A. Honours and General, B.Com Honours and

General, B.C.A, Certificate, Diploma and Advanced Diploma on Value added courses are briefly presented as follows:

- The courses help the students to choose from a diverse range of available subjects.
- Helps the students to conceptually understand the various subject matters under different courses.
- The various disciplines aim to sensitise the students in the methodology of the course.
- Helps 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.
- 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. The course in-turn helps the students prepare themselves for competitive examinations and explore attractive job opportunities.

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

- Departmental committee meetings
- Academic committees
- Principal's interaction with students
- IQAC meetings
- Student-teacher interactions
- Inputs from parents-teachers meetings

File Description	Document
Upload Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 95.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
197	178	157	134	114

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	172	158	148	138

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.29

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

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

Response:

Cluny Women's College keeps innovation as top-most priority and creates an atmosphere for research, creative collaboration and utilizing information to build a sustainable knowledge base. The college offers Humanities, Commerce and Bachelor in Computer Applications (BCA) as Programs for students. Hence the question of an incubation centre pertaining to science has not been a part of the institution. However, the awareness of scientific rigour and temper has been built through sustained inclusion of students and staff through usage of ICT, computer and internet, e-resources (e-journals/e-books). The college uses various software for a proper e-governance that aids in economy of space and pragmatic use of infrastructural facilities. The Nature Club looks after the medicinal plants strategically placed in the terrace garden, lawn and stairs. Installation of rain water harvesting system is another mechanism which adds credence to the active participation of the stakeholders in the college. In order to aid intellectual exercise related to creative execution, the college encourages the students to participate in various activities like debate competition, mock parliament, seminars etc. In order to hone the entrepreneurial skills of the students, the college is in the process of making collaboration with outer agencies. The college in future shall also offer all possible forms of support to create for itself a justifiable innovative ecosystem which shall cater to all the budding and innovative ideas of the future entrepreneurs. The college also has regularly encouraged the staff to indulge themselves into fruitful research, the result of which is the publication of papers with scholarly insight in journals of national/international repute.

File Description	Document
Upload Additional information	View Document

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

Response: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	0	0	0

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

3.3 Research Publications and Awards

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

Response: 0.09

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

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

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

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.8**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	5	9	6

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

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

The institution is conscious of its role in building campus-community relationship and wellbeing of its neighbourhood. To support, promote and sustain this cause the institution has initiated a number of community development activities. The following are the activities undertaken for the promotion of institution- neighbourhood network.

- Swatchha Bharat Abhiyan- keeping the environment clean both inside and outside the

campus: awareness is created among students and community about the adverse effects of e-waste and the extensive use of plastics.

- NSS and Nature Club of the college have organized activities involving students and faculties in extension activities like sensitizing students and the public mass about the social issues such as harmful effects of degradation of environment, alcohol and drug addiction, deforestation, unhygienic surroundings, sanitation issues and gender discrimination etc.
- Cordial relations are maintained with the community service oriented association to solve civic problems.

- Keeping in view the importance of the preservation of nature an awareness programme was organized by the nature club. Essay competition, photography display, model display were organised by the Nature Club. Plantation programme of medicinal and other plants was organized by the Nature Club and students were assigned the responsibility of nurturing the plants.
- Voter awareness programmes (especially with the first time voters) and youth parliament were organized by the Political Science department to make the students aware of electoral literacy.

File Description	Document
Upload Additional information	View Document

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

Response:

The West Bengal government launched the innovative Kanyashree Prakalpa programme to improve the quality of life and status of female students. The goal of this project is to give them financial assistance so that they can pursue higher education and prepare themselves for the future. When the programme first began, it was exclusively available to girl children who were economically disadvantaged and from underprivileged backgrounds provided that the annual income of their families should not exceed Rs. 120,000. However, the economic restriction has currently been eliminated, and all girl children are now eligible for the programme as long as they remain unmarried and pursue their education. The Department of Women Development and Social Welfare, Government of West Bengal (DWD&SW) had designed and implemented the *Kanyashree Prakalpa* in the year 2013. The purpose of the scheme is to educate girl child and prevent child marriage until they reach the legal age of marriage. This conditional cash transfer scheme aims at the improvement of the status and well-being of the girl child. As Child marriage has a negative impact on the life of a girl, this scheme is a help to get rid of the problem and improve their health (especially facilitate the prevention of infant and maternal mortality) as well as educational status. Moreover, this scheme helps to move towards the empowerment of the girls belonging to this State. This project brings immense benefits for the larger society as a whole.

The Project started in our college on the very first day of the official commencement of the project by the state government. The project runs in our college under the leadership of the Principal Dr. Sr. Pushpa Michael.

OBJECTIVES

- The first and foremost aim is to prevent early marriage of girl child.
- Provide financial help and make enrolment of more girls in higher education.
- Reduce dropout.
- Reduce dependency on parents for continuing education.
- Empower the girl child and make her a strengthened pillar of society.

DETAILS OF KANYASHREE PRAKALPA

Girls between the ages of 13 and 18 are eligible for annual scholarships, and girls between the ages of 18 and 19 are eligible for a one-time grant of Rs. 25,000/- (Rupees Twenty Five Thousand Only), provided they continue to be single and enrolled in school/college.

STUDENTS DATABASE

Cluny Women's College's female students have also been benefited from the programme. The girl pupils who are economically disadvantaged have been benefited greatly from it. They can continue their study, which will give them more authority in society. This programme enhances both their wellbeing and educational standing.

Year	No. of Benefited Students
2017-2018	50
2018-2019	31
2019-2020	43
2020-2021	83
2021-2022	57

File Description	Document
Upload Additional information	View Document

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

Response: 13

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	2	5	2

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

3.5 Collaboration

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

Response: 4

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Set in the serene backdrop of a range of pristine hills, Cluny Women's College, has been aspiring to offer quality education with an objective to create socially aware, responsible and empowered women. The institute has a beautiful lush green campus of 2.3200 Decimals which houses an aesthetically beautiful architectural structure with an impressive and well-maintained infrastructure of total built-up area of 24687 sq. ft. It offers adequate facilities for cultural activities, indoor games, as well as student and faculty support amenities.

- The Academic Section with two blocks (Main Block and DRRC Block) has adequately equipped classrooms, laboratories, library, multipurpose hall and other infrastructural facilities for teaching-learning purposes.
- There are 24 classrooms, 10 of which are ICT enabled, an infirmary, girls common room, 1 Counselling Room, 1 Prayer Room, 1 Conference Room, 1 Yoga Room, 1 Music Room and 3 Guest Rooms. Every department has a laptop for its own exclusive use.
- There are 2 well-equipped laboratories for the students of B.C.A and Geography. The labs have adequate number of computers, internet connectivity and projectors.
- The well-stocked library is spread over 24687 sq. ft. area. It is Wi-Fi enabled and has a seating capacity of 50 students apart from an open reading space which can accommodate 70 students. It has an additional seating area for the faculty members as well. It has a circulation (issue/return) counter, Text and Reference Books Section, Periodical Section and IT Zone to access e-resources. It offers download, print and photocopy facilities to the students and faculty. The IT Zone has 7 computers with internet to access the e-resources through INFLIBNET and N-LIST.
- The Administrative Section in the Main Block consists of the Principal's Chamber, Accountant's Office, General Office and the IQAC Room. All of them have computers with internet connectivity. Apart from the computers, there are 9 printers and 1 photocopy machine in the Accountant's Office.
- A spacious and well-ventilated Multipurpose Hall-cum-Auditorium, named Declan Hall, and a Common Room are there for the students to organize and take part in various co-curricular and cultural activities.
- The Declan Hall, established in 2004, is used to host academic activities like seminars, conferences, workshops etc., cultural activities, and indoor games like badminton, table tennis, carom etc.
- There is a 45 KB generator for power back-up and 2 fire extinguishers. In case of an emergency, there are two exit points in the hall.
- The open space of the hall is occasionally used for yoga.
- The entire college is under surveillance with 43 CC TV cameras, installed in different places of the college. There is a monitor placed in the Principal's chamber.
- As fire safety facilities, there are 11 fire extinguishers and a fire hose in the college premises.
- Apart from the above mentioned physical facilities for teaching-learning, the college boasts of the other supporting facilities like, a hostel, safe drinking water, an internal parking lot, a canteen, an infirmary, a visitor's lobby, a well-maintained lawn, medicinal plants garden, sanitary napkin

vending machine, incinerator, e-waste management system, and rain water harvesting system. The college has recently installed 6 solar panels as an initiative to resort to alternative source of power.

File Description	Document
Upload Additional information	View Document

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

Response: 24.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
4.20	2.79	16.08	13.78	12.19

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

4.2 Library as a Learning Resource

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

Response:

- The college has a well-stocked, Wi-Fi enabled library with an area of 2.3200 Decimals. It is a key learning resource integral to the teaching learning process. It has a seating capacity for 50 students along with an open reading space for 70 students and a separate seating arrangement for 10 faculty members.
- Library automation has been done through Athena software. Some of the key features of this Windows based software provided by Nichols Advanced Technologies, are-
 1. Searching with multiple search terms using Boolean Operators(AND, OR and NOT)
 2. The circulation system of Athena allows for check-in, and check-out, reserves, renewals, item status, client information, client pictures and produces overdue, fine notices, and also circulation reports.
 3. There are some fields in addition to the usual, including publisher and ISBN

format.

1. Apart from the above-mentioned features the following operations are

provided by the software-

- Student library card generation
- Fine settings for categories of members
- Items Records Management(Books/Magazines)
- Books Purchased/ Donated
- Import and Export of books and members data with Excel format
- Books issued/returned/re-issued
- Full tracking details of books issued
- Full tracking record of books returned /re-issued
- Items status (reserved/damaged/lost/available)
- Fine balance of students
- Items issued and return history
- Stock verification
- Bar-code printing and reading facility of books
- Database backup and Restore system
- The N-LIST/INFLIBNET is made available through 7 computers and the students have access to e-resources stored in the computers.
- Relevant e-learning resources by National Library and Information Services Infrastructure for scholarly content (N-LIST) are available to the students and faculty. The library is subscribed with N-LIST which enables the users to access several e-resources.
- The library houses around 10498 books (out of which around 1000 books are misplaced, lost and disposed due to wear and tear), 23 printed journals, 280 e-books besides e-journals which are accessible through INFLIBNET along with the subscription to e-PG Pathshala and e-Shodhsindhu.
- The library has 7 computers with 100 mbps bandwidth of internet connectivity, 1 printer, and 1 photocopy machine.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

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

Response:

The college is committed to create a conducive environment to its faculty and students to enhance and improve the teaching-learning process as, the college believes, in this digital age, provision of upgradation of IT facilities is essential. The college has adequate ICT facilities on the campus. It has both wired and Wi-

Fi facility with 100 mbps bandwidth for the staff and students.

The details of the hardware and software infrastructure of the college are given below:

Hardware Infrastructure

- The college has 27 desktops and 11 laptops, out of which students have access to 28 computers. The laptops are also used departmentally for seminars and various other purposes.
- The B.C.A lab has 10 desktops for the students.
- The college has 10 printers, 9 of which are in the administrative section and 1 in the library.
- The college has 43 CCTV cameras, installed in various places of the college premises, and 1 monitor by Sony.
- The college has 11 projectors, 10 of which are in different classrooms in the academic section and 1 in the multipurpose hall.
- The desktops and the laptops allow the students and the faculty respectively to use computer aid for academic projects and practical sessions.
- The innovative teaching methods adopted by the teachers to make the learning process more effective, are facilitated by the IT infrastructure of the college. These innovative methods include group discussions, power-point presentations and film shows. The college believes that learning, when combined with visual presentation, becomes much more enjoyable and effective.

Software Infrastructure

- All the computers are supported by a Wi-Fi system with 100 mbps bandwidth of internet connectivity.
- The desktops and the laptops are running on Windows 7, 8 and Windows 11 operating systems.
- Office automation packages like MS Office, and Antivirus used in the computers are all licensed and updated regularly.
- Apart from MS Office, the Accountant's Office uses Tally Erp 9, Online Admission system and Online Fee collection system. The last two software's are part of the general office.
- The variants of system software used in the computers are Turbo C, Turbo C++, and Java.
- The list of application software includes Microsoft Office, EyeRis, Google Chrome, Coral Draw, Microprocessor Simulator 8085, Driver Booster, Microsoft Edge, Mozilla Firefox, Android Studio, Visual Studio, QGIS, XAMPP, MySQL, WEKA, Nitro pro 8, Adobe Photoshop CS.
- The Geography department uses Q GIS software.
- The library is automated and the ILMS software used for the purpose is Athena software provided by Nichols Advanced Technologies.
- A backup is taken for all the systems every three months, Operating systems and Anti-virus are updated regularly. LAN and Network connections are also monitored.

File Description	Document
Upload Additional information	View Document

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

Response: 21.29

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

Response: 28

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 36.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
9.84	8.22	18.60	21.65	14.66

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 31.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
298	293	205	38	58

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

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

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

Response: A. All of the above

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

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

Response: 28.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
490	0	110	100	120

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

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 9.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	19	15	22	11

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

2021-22	2020-21	2019-20	2018-19	2017-18
202	176	152	147	147

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

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

Response: 37.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	3

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	0	5

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

5.3 Student Participation and Activities

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

Response: 1

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

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

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

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

Response: 8.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	10	12	5	7

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

5.4 Alumni Engagement

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

Response:

Since the inception of Cluny Women's College in the year 1998, a total of twenty-two batches of students have passed out from this college. The total passed out students for the last five years is 1620. The college also catered education to international students from Bhutan, Nepal, and Thailand in the past.

The College has a fully functional Alumni Association registered under the Registration of Societies Act XXVI of 1961 West Bengal. The main aims and objectives of the Cluny Women's College Kalimpong

Alumni Association are as follows:

Objectives: The main objective of The Association is to organize various activities to uplift the sufferings of the poor, needy or ailing, whether in the form of provision of scholarships, stipends for the meritorious and needy students, or in the form of medical, nursing and diagnostic care for the ailing or any other form of community development projects for the upliftment of the weaker sections of the society and for improvement of the environment and the general quality of life, for the advancement of women's education and culture and any other activity beneficial to the community at large.

The Alumni, who are presently employed in the college, form a core executive committee consisting of the President, Vice President, Secretary, Joint Secretary, and Treasurer. Secretary, with the help of college staff, collaborates with the Alumni for updating information and status of the alumni. The college has always looked forward to a meaningful and valuable association with its alumni. It aims to reach out to create and strengthen the bond between them and the institution. In the past few years, the association has collected detailed contact information of the college alumni. The association, in collaboration with the college faculty, has gathered information regarding academic progression, current job profiles, and other information from the alumni. In the past, Alumni could not do much but the present Alumni Association looks forward to abide by the aims and objectives of the Association and to organize many activities like Alumni get-togethers, Interactive meetings and also involvement of Alumni in college activities like graduation day, Cluny Kaleidoscope, career advancement programmes and placement workshops for the present students.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of the institution is reflective of effective leadership in tune with the vision and mission of the institution.

The services rendered to the cause of Education, by the Sisters of St. Joseph of Cluny, are unparalleled in the region of North Bengal. The education imparted by the Sisters has produced an educated leadership in society and in governance. It has opened new vistas of knowledge. The methods they used, the values they cherished, the commitments they made, the convictions they maintained, the humiliations and hardships they willingly suffered, and above all their love and passion for the people remain a source of inspiration even today. The Cluny Women's College bears the legacy of centuries, of unselfish sacrifices, in the field of education by the Sisters of St. Joseph of Cluny. The college is a living example of the cherished words of Blessed Anne Marie Javouhey- 'To do a little Good'. The aim of the college is to give education up to the highest university standard, which would include the imparting of sound learning, the building of character and the spread of spiritual truth. Students on their part are expected to do their best to attain that harmonious development that will make them worthy citizens of a great nation sincerely committed to God, home and country. Rooted in the life, love, and teachings of Christ and inspired by Blessed Anne Marie Javouhey, Cluny Women's College continues to strive for betterment of society.

VISION OF THE COLLEGE

"An educated woman makes an educated family." In keeping with this view, the motto of the college is "Tamaso ma Jyotirgamaya" which means where there is darkness, spread light. The college strives to offer fullness of life and to assist the students to transcend themselves to a realm of creativity.

MISSION OF THE COLLEGE

- Following Jesus our Divine Guru, and inspired by Anne Marie, the Educator, we give priority to witnessing and developing Gospel Values of liberty, fraternity, dignity of the person, peace and non-violence, justice, forgiveness and compassion.
- We aim to become a centre of excellence in Higher Education as well as aspire to develop students of sound intellectual calibre.

- Through our Educational system, we strive to uplift socially and economically backward students to improve their self-image and make them attain responsible positions in society.
- To promote Gender equality through higher education among women.
- To initiate more job-oriented/vocational programmes in the future.
- To consciously promote environmental awareness

We as an institution seek to realise such a mission with the following policies, means and methods:

- Implementation of the objectives of National Education Policy, 2020.
- Strengthening Industry -Academia interface.
- Supporting alliance and endorsing inter-institutional exchanges to pave way for qualitative research.
- Exploring ways to improve Internal Quality Assurance Mechanism.
- Incorporating multiple avenues of teaching-learning interface since the Pandemic.
- Encouraging community development programmes.
- Integrating curricular activities, mostly project works, with a view to identify problems in the neighbouring locality.

OUR OBJECTIVES:

- Produce graduates with an all-round development and skill enhancement.
- Develop attitudes of respect and responsibility towards the environment.
- The graduates will be able to earn their livelihood and help develop the society in which they live.
- The graduates will form a conscious and empowered community.
- Promote a positive attitude to health and life.

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Cluny Women's College, Kalimpong, is established by the Sisters of St. Joseph of Cluny in the year 1998. The College is affiliated with the University of North Bengal and recognized by UGC under sections 2(f) and 12 (B). The college has a well-structured representative Governing Body and the institution functions as per the plans laid down by Governing Body. The decisions and plans made by the Governing Body are carried out systematically by various administrative units. Details of the Members of the present Governing Body are shown in the following figure.

Sl. No	Name	Designation	Capacity
1.	Dr.Binita Rai	President	Donor Member
1.	Dr. Pushpa Michael	Principal & Secretary	Member Secretary
1.	Ms. Edel Rai	Member	Donor Member
1.	Ms. Anju Lakhra	Member	Donor Member
1.	Dr. Samuel Rai	Member	Director of Cinchona and other medicinal plants, Mangpu, WB Govt. Emp
1.	Ms. Subeshna Thapa	Member	Director – Bal Suraksha Abhiyan, Child Development, Kalimpong
1.	Ms. Denise Plackal	Member	Cluny Education
1.	Dr. Joseph Victor	Member	Former Principal, North Bengal St. Xavier's College, R
1.	Fr. Wilfred Lobo	Member	Legal Expert
1.	Ms. ThecklaDhakal	Member	Parent Representative
1.	Ms. Payal P Sinha	Member	Teacher Representative

Functions of the Governing Body:

- Frame strategic principles and Policies.
- Amend and approve policy from time to time.
- To evaluate Management and suggestions for improvement.
- To recommend the appointment of Teaching and Non-Teaching staff.
- To provide financial direction and accountability.
- Creation and enhancement of infrastructure and amenities for the college.

Decisions made by the Governing Body are disseminated by the Principal to all the teaching and non-teaching staff members. The Principal works with the six official bodies i.e. 1. Administration, 2. Academic Council, 3. IQAC, 4. Teachers Council, 5. Students' Council, 6. Alumni.

Administration, Academic Council, IQAC and Teachers Council advise the Principal on all academic affairs and to that effect often take help of some sub-committees. The college has following sub-committees:

1. Academic Council	15.Anti-Ragging Committee
2. Finance Committee	
3. Examination Committee	16.Staff Welfare Committee

4. Discipline Committee	17.Students' Welfare
5. Research Advisory Committee	
6. Library and Magazine Committee	18.Career Awareness/ Couns
7. NSS Advisory Committee	
8. Admission Committee	19.Women's Cell / Vi
9. Games and Sports	
10. Cultural Affairs Committee	20.Student Grievance Redressal C
11. Debate and Seminar	
12. Nature Club	21.Common Room C
13. RTI Committee	
14. SC/ST/Minority Committee	22.Building C
	23.Purchase C

IQAC, formed by the governing Body is entrusted with the task of quality assurance and it carries out quality improvement activities.

Office Administration works with Finance and other records and caters to the proper implementations of the charted decisions made by the Governing Body under the supervision of the Principal. The Academic Council monitors teaching-learning activity in the college, admission of students, academic assessment, discipline and other matters related to teaching, examining, and research, through Regulations approved by the Academic Council under delegated authority of the Governing Body. The different official bodies work for Discipline, Research, Library, Admission, Games and Sports, Debate and Seminar, anti-ragging, SC/ST/Minority, purchase, Women empowerment, Student Grievance Redressal and co-curricular activities.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

An institution shall be rated as Excellent, only when the work culture of respecting each other and creating an ambiance congenial for academic and personal growth is maintained.

We as an institution believe in that and recognize the work of staff members and acknowledge their roles. Hence, our Institution has a good welfare policy maintained by Staff Welfare Committee for both teaching and non-teaching staff.

Our institution has pledged to impart quality education and thus the faculty members are encouraged to participate in conferences, seminars, and related faculty development programmes for which timely leave grants are also provided. Financial support to the faculty is rendered with the motive to enhance their knowledge through their participation in conferences and workshops. Both teaching and non-teaching faculty members are provided with financial assistance in times of exigencies like medical care and the loss of a family member. Admission support to the children of faculty in sister institutions is provided as a welfare measure.

There are regular meetings conducted by the Principal, where each faculty is given the liberty to bring innovative ideas relating to the welfare of students, teaching and non-teaching faculty, and college administration

The performance of each faculty member is assessed annually based on the appraisal feedback form received from the students / stakeholders along with the self-appraisal policy. Non-teaching staff is also assessed through annual confidential reports and performance appraisal which includes behavioural aspects like punctuality, promptness, and relationship sharing apart from knowledge on their subject. The annual confidential report and the performance appraisal system have significantly helped the Institution in the evaluation of the performance of employees, motivating them, analysing their strengths and weaknesses, and ensuring better performance.

Faculty Development Programmes

Permission is freely granted to participate in Refresher Courses/ Orientation Programmes/ Short-term Courses to the teaching staff for their professional development.

Support Facilities

- Canteen

- Parking facilities for both teaching and non-teaching staff.
- Clean drinking water facilities.
- Ramp for differently abled

ICT Facilities

- The College is fully Wi-Fi enabled.
- Laptop/Desktop facilities are provided in the library and staff room for research work both for students and faculty.

Recreational Activities for Physical and Emotional Wellbeing

- One-day annual excursion for both teaching and non-teaching staff.
- Indoor games facilities for all.
- Separate department rooms are provided to the teaching staff.
- Infirmary Facility at College

File Description	Document
Upload Additional information	View Document

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 3.42

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

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

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

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Response: 23.13

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	10	10	1	7

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

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

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

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

The college administration gives serious emphasis to all the financial affairs related to the institution and as such conducts both internal and external audits regularly. Two types of audits are conducted usually in each financial year after the preparation of the book of accounts and balance sheet by the Accounts Department. Every financial transaction is completed in concurrence with the decisions of the Finance Committee and the approval of the Governing Body.

Internal Audit:

Internal Audit is a continuous process which ensues after each and every financial transaction, whereby the college itself carries out the initial stage of internal audit. Income and expenditure is closely monitored by the Principal and the Accountant. All the transactions in general take place via bank either by cheque, or NEFT/RTGS. Contingency /expenses are dealt in cash. The institution though is liberal, follows the strategy of restraint as far as the expenditure is concerned. Internal Audit is undertaken annually. The institution has adopted a proper procedure for purchase, for which the Purchase Committee has been formed. The audit wing inspects all the files pertaining to the financial matters that the college has availed of and the receipts and payments in the college. If during the process, the internal auditor raises any

objection, the Principal resolves the issues in consultation with the members of the Accounts department. For the grants received from any source of the Government, utilization certificates are prepared according to the allowed expenditure under various heads.

Statutory Audit: Statutory Audit is conducted on yearly basis with the Auditor from Government of West Bengal.

If any objections are raised by the Higher Education Department, the institution has to provide satisfactory clarifications

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) was constituted in Cluny Women's College Kalimpong on 23rd February 2013 with the sole objective of guiding and assessing the Academic and Administrative activities of the college. An IQAC committee was formed and approved by the Governing Body on 25th February 2013 to take care of the internal quality of the institution. It caters to the continuous improvement of the Infrastructure, enhances the faculty competencies, and empowers students with self-reliant learning styles. It constantly reviews the teaching-learning process, structures and Methodologies of operations, and learning outcomes at periodic intervals and records the incremental improvement in various activities of the institution.

Following are the Members of the currently functioning IQAC of Cluny Women's College as approved by the Governing Body:

	Name of the Convenor / Member	Designation	
1.	Dr. Pushpa Michael	Chairperson	
2.	Mr. Dipesh Roy	Coordinator	
3.	Mr. Amlan Lahiri	Member	
4.	Mrs. Payal P. Sinha	Member	
5.	Mrs. Phup Kesang Bhutia	Member	
6.	Dr. Meera Dahal	Member	
7.	Mr. Subhashis Mahalanabis	Member	
8.	Dr. Fr. Donatus Kujur	External Expert	
9.	Dr. Yonah Bhutia	External Expert	

To maintain the Total Quality Management of the institution, the IQAC initiates various reviewing plans and strategies. Review of quality assurance strategies and improvement of Infrastructures and faculties are done at periodic intervals of every semester. The IQAC upholds the quality of the institution by organizing Workshops, conferences, seminars and encouraging faculty members in paper publication, participating in Faculty Development Program and creating innovations in the teaching-learning process, etc.

Improvement of Infrastructures:

IQAC looks after the up-gradation of college infrastructure in the following areas:

- Up-gradation of classrooms, Central Library, and departmental library.
- Fully automated Central Library.
- Provision of laptops and computers for each department.
- Up-gradation of the college website.

Academic Activities

- Annual teaching plans are designed by teachers to enhance teaching lesson strategies.
- Encourages Teachers to participate in seminars, workshops, conferences, etc.
- Encourages participation in Refresher and Orientation courses for teachers
- There is documentation of the research outcome of the faculties.
- Promotion of Teachers as per their eligibility for the different posts.
- Educational tours for students.
- Remedial classes for slow learners are organized while for the academically oriented students debates and seminars as well as cultural competitions augment their intelligence and hone their skills.

Extracurricular Activities

- Various extra-curricular activities are organized by different committees for the wholesome growth of the students.
- NSS plays a vital role in organizing community service and development programs.
- Students are trained for different sports and games like badminton and table tennis.

Extension Activities

- Both Students and Teachers are encouraged to organize and participate in campaigns and rallies regarding AIDS awareness, anti-tobacco, Say NO to plastic, cleanliness drive and green initiatives, Child rights, and NO to Child Labour, etc.
- Various activities such as plantation and waste management of bio-degradable and non-biodegradable waste are organized.

- Socio-economic survey was conducted by the students of the Geography Department in the immediate neighbourhood
- Household survey conducted by the Department of Sociology.

File Description	Document
Upload Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Cluny Women's College, established in the year 1998, is the only undergraduate Women's college in Kalimpong district of West Bengal. It strives to provide women with access to higher education, empowering them to face the challenges for the rapidly changing world, equipping them to take their rightful place in society with confidence and poise. Since its inception, the promotion of gender equity has been the top priority for Cluny Women's College, as reflected in the following measures undertaken by the college:

- Gender Sensitization
- International Women's Day is celebrated every year.
- Seminar/Webinar on women empowerment is conducted by different departments/committees.
- Establishment of Women's Cell.
- Safety and Security
- 24 hours security staff.
- CCTV surveillance system in the college as well as in the hostel.
- In consonance with the UGC Regulation 2015 (Prevention, Prohibition,

and Redressal of Sexual Harassment of women employees and students in higher educational institutions), the college has formed an Internal Complaints Committee which was later merged with Grievance Redressal Committee.

- Counselling /Mentor-Mentee
- The women's cell of the college addresses different issues such as psychological well-being of the students and creating awareness of gender sensitization.
- A part of the Women Cell, namely, the Grievance and Redressal cell addresses complaints and grievances from the students from time to time and tries to resolve them through discussion and counselling.
- The mentor-mentee cell, in the college, actively participates and enhances the performance of the students, their holistic development, allows congenial learning environment, inspire and motivate

mentees and thoroughly discuss and guide on stress related issues.

- Women's Cell / Vishaka cell follows a set of procedural guidelines to respond to the cases of sexual harassment, if any, at work place, its prevention, prohibition and redressal.
- Inter-disciplinary seminars on the topics such as gender sensitization, women's empowerment and LGBTQ was organised by the Department of Sociology, Cluny Women's College.

ORGANIZING EVENTS OF NATIONAL AND INTERNATIONAL COMMEMORATION

- Every Year, the Indian Independence Day is celebrated, at the college, with the hoisting of National flag and singing of the National Anthem. A virtual programme was held on the Independence Day, 15th of August 2020 and 2021, organized by the NSS, Unit-I and Unit-II, of the college and the Department of Sociology, 'A Path towards Aatma Nirbhar Bharat' during the COVID-19 lockdown. The college also observes the Gandhi Jayanti, either before or after the 2nd of October, through seminars, invited lectures and continuously reminding the students of how human values are generated through the virtues of non-violence.
- The International Women's Day is celebrated every year, on 8th March, to commemorate the cultural, political, and socio-economic achievements of women.
- Cultural festivals like 'Bhasha Diwas', 'Bhanu Jayanti', Dusshera, Diwali and Christmas are celebrated by all the students and teachers of the college. Ramayana in Nepali (Translated by Acharya Bhanu Bhakta) is recited by the students, during the 'Bhanu Jayanti' celebration.
- World Water Day (22nd March) and World Environment Day (5th June), are celebrated every year at the college. The Nature Club organizes many events and competitions as part of a green initiative.
- Students from Cluny Women's College regularly participate in Kalimpong District level Youth Parliament, Quiz and Extempore and also at Inter-College level.

File Description	Document
Upload Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

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

Response:

Cluny Women's College, as a Christian Minority Degree institution takes various efforts/ initiatives in providing inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic and communal harmony with an objective to respect the socio-economic diversities.

The initiatives are as follows:

- Students from diverse cultural background are admitted in the college. The institution grants fee concessions to the deserving students as well as to physically challenged students regardless of

whichever community they belong to.

- Various cultural programmes are organized on occasions such as Fresher's Welcome, Cluny Kaleidoscope, International Women's Day, Teachers Day, Children's Day, Farewell/Graduation Day, 'Bhasa Diwas', 'Bhanu Jayanti' etc. Cultural dances, songs, drama, poem and 'sloka' recitation are performed on 'Bhasa Diwas'.
- The NSS unit organizes various socioeconomic and awareness programmes. Special camps, relief camps, awareness programmes are organized within Kalimpong district. Occasions such as World Aids Day, NSS Day are also celebrated.
- As part of career oriented program, the sixth semester students of the college visited the local KTV station (Press) and had a one-to-one interaction with senior journalists, editors and team members on the theme "Broadcasting and Telecasting", live demonstrations and interactions through different mechanisms used in TV stations. Through this field visit the students were enlightened on the importance of Press and the impartial roll it plays.

Sensitization of students and employees to the Constitutional obligations:

The institution has remained committed to taking various initiatives to sensitize students and employees about Constitutional obligations, values, rights, duties and responsibilities as citizens of India.

The initiatives are as follows:

- All events/ programmes and examinations conducted within the campus always begin with a prayer, asking for God's assistance in everything we do.
- Independence Day and Republic Day are celebrated in the college. The National flag is hoisted by the principal, followed by the singing of National Anthem by the students and teachers which brings about the feeling of respect and dedication towards one's nation (India) and its Constitution.
- Seminar / webinar are organized on the occasion of Gandhi Jayanti in order to inculcate the spirit of Non-Violence and Nationalism. Lectures and cultural programmes are organized to celebrate International Women's day and Teacher's day. Workshop at the college conducted by Brahma Kumaris helped the students to acquire fundamentals of human values through self-meditation and yoga, so as to attain peace of mind. A one day National Seminar on "Beliefs, Rituals and Everyday Life" was organized by the department of Sociology.
- The NSS unit conducted community development and awareness programmes on the topics viz. women trafficking, girl child education etc. World AIDS Day, NSS day, Yoga day are also celebrated through awareness programmes and Yoga classes. Relief camps during Covid-19 pandemic were also organized to sensitize the people and help the needy.
- Sociology, Geography and Education departments undertake various socio-economic surveys and community extension programmes in different locations.
- Education department conducted project work on comparative studies between public and private schools.
- History department visited historical places and museums while sensitizing the students towards protecting and preserving our rich cultural heritage.
- The institution establishes the policies that reflect core values. Code of conduct is prepared for students and staff and everyone is expected to abide by these codes of conduct.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

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

Response:

1. Title of the practice: Clean Campus Green Campus

Objectives of the practice: Cluny Women's College is an environment friendly institution. The goals and objectives of the 'Clean Campus Green Campus' initiative are to provide its stakeholders a healthy and clean environment and motivate them towards building a sustainable eco-system. The college is located 2.7 KMs from Kalimpong town, away from air and noise pollution. The efforts made by the college to maintain and beautify its lush green gardens all around the campus as well as plants and medicinal herbs inside the college buildings are noteworthy. Simultaneously, it ensures clean physical classroom environment for students and teachers and offers standard indoor air quality. It is a noble step towards the sensitization of the younger generations on the necessity of maintaining cleanliness and green vegetation cover for the future generations too. The college also aims to reducing energy consumption by the use of CFL/LED bulbs and tubes. The college has installed solar panels as an initiative to employ alternative energy source.

2. Title of the practice: Value Education

Objectives of the practice: Cluny Women's College has been imparting Value Education since its inception in the year 1998. It fulfils the tasks of inculcating the values specifically mentioned in the National Educational Policy, 2020. Value Education classes are compulsory for all the students enrolled for degree courses in both Honours and Programme in the college, apart from their regular academic courses. It motivates the students to work diligently towards the construction of their own 'Self', development of 'Personality', and makes them capable of taking the 'Right Decisions' at difficult junctures. Value Education also guides the students to take on a range of responsibilities, and reveal the ways to remain committed towards one's goals and passions, keeping in mind the basic values of life. It is a unique, engaging and an interactive programme, through which the students can practise mindfulness and gain better understanding about their day to day life. Value Education tries to imbibe the essential values of kindness, compassion, empathy and right ethics among the students. It also instils the importance of mental health and personal hygiene in the minds of the students. Moreover, the topic dealt with, in Value Education classes also expound on religious and cultural diversity.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Out of the very seedbed of patriarchy, Cluny Women's College, as an institution, is striving to promote women's education and see the women flower, by offering an equal outcome, making use of the same resources and opportunities that erstwhile were preserved only for their male counterparts. The journey was never mistaken to be an easy one. It still continues to be challenging even in the foreseeable future. However, discipline, dogged tenacity, picking up responsible acts, empowerment through awareness-social, cultural, religious or economic and penetrating into the weaker and underprivileged sections of the society are the mottos and beliefs of this institution.

Context:

Cluny Women's College was a dream project and was established by the Society of the Sisters of St. Joseph of Cluny in 1998. The services rendered to the cause of women education by the Sisters of St. Joseph of Cluny in the hills have been unparalleled. Such a sustained and persistent endeavour in the field of education has not only opened new vistas of knowledge but has been successfully producing an educated leadership of women in our society. The college is a living example of the cherished words of Blessed Anne Marie Javouhey, Founder, Sisters of St. Joseph of Cluny, "to do a little good". The institution carries in its heart the legacy of the sustainable education for women, through the values, the society cherishes, the convictions it maintains and hardships it willingly undertakes. Above all the care, love and passion for the students, remain a perpetual source of inspiration.

Objectives:

"When women are educated, their countries become stronger and more prosperous." -Michelle Obama.

The institution deems it fit that the values of dignity, justice, forgiveness and compassion accentuate the causes of women education. It also aims to become a centre of excellence through students with sound intellectual calibre.

Practice:

The institution not only encourages inclusive learning but also sees that the practices are substantialised through the following programmes.

- Sensitization programmes
- Participation of women in extension activities
- Safety and security mechanisms
- Counselling
- Scholarship and financial support
- Career Counselling and Guidance

Sensitization Programme:

- The institution celebrates International Women's Day every year in due manner.
- Seminars focussing on the themes related to the rights of women are conducted by different departments of the institution at regular intervals.
- The students are made aware of the contributions and achievements of renowned women in different spheres of life.
- Women personalities in and around Kalimpong district are occasionally invited to the college to address the students on different issues related to women.

Snapshots of such initiatives are given below:

- Ms. Roma Tamang, the Principal of Pranami Balika Vidya Mandir and the Life Member of All India Women's Conference, (A.I.W.C.), Red Cross Society and Citizen's Rights Forum, delivered a talk, organized by the Women's Cell of the college, on the pertinent issue of Women Trafficking on 19/11/2017.
- The Women's Cell of the college invited Dr. Anusha Subba, Physician at Singtam District Hospital, Sikkim, to address the students on Women Health and Nutrition on 17/09/2019.
- Ms. R. Vimla, the Hon'ble District Magistrate of Kalimpong, was invited as the Chief Guest at the National Seminar on 'Beliefs, Rituals and Everyday Life', organised by the Department of Sociology on 22/11/2019. Her motivational speech was cheered by one and all present in the programme.
- Mrs. Doma Sherpa, the Honb'le District Judge of Kalimpong, graced the occasion at the Annual Cultural Fest of the college, 'Cluny Kaleidoscope' and the Graduation Ceremony, as the Chief Guest on 07/03/2020. Her presence and speech proved to be a motivation booster for the students.
- During the lockdown, the Women's Cell of the college organized an online programme on 16/10/2020 where Mrs. Ekta Mukhia, the Advocate of Kalimpong District Court and a Practitioner in the field of Litigation in Kolkata High Court, delivered a talk on 'The Legal Rights and Protection for Women'.
- On 17/10/2020, the Department of Geography organized a National Webinar on 'Women, Environment and Sustainable Development'. Dr. Purnima Devi Barman, the eminent Wildlife Biologist, Aranyak, the Director of Women in Nature Network (WINN), India, 2017 Green Oscar winner and Nari Shakti awardee, was the Guest Speaker and Prof. Sushma Rohatgi, Department of Geography and Applied Geography, University of North Bengal, was the other distinguished speaker in the webinar.
- On 05/03/2021, Dr. Purna Chettri, Associate Consultant, Department of Cardiology, Sikkim Manipal Institute of Medical Sciences, delivered a talk titled 'Take Care of Your Heart! Take Care of Your Heart!' in an online programme organized by the Women's Cell of the college.
- On 12/05/2022 Mrs. Ringila Sherpa, the Deputy Director, District Employment Exchange, Kalimpong, Labour Department, Government of West Bengal, addressed the students of the college on the prospects of govt. jobs in West Bengal. She made the students aware of the different aspects of the preparation for the government jobs.

Safety and Security:

The institution has taken the following initiatives to ensure the safety and security of the students in the

college campus and the hostel:

- Security guard posted at the main entrance of the college.
- CCTV surveillance system in the college as well as in the hostel.
- Establishment of the Women's Cell to deal with various issues related to women.
- Establishment of an Internal Complaints Committee which has been converted to Grievance Redressal Cell in compliance with the UGC Regulation 2015 (prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions).

Counselling/ Mentor-Mentee:

- The Women's Cell of the college provides necessary mental and psychological assistance to the students.
- In the post-Covid period the college has established Covid Counselling Cell to provide psychological support to the students in general and covid-survivors in particular.
- The Covid Counselling Cell post Covid has been converted into the Mentor-Mentee/ Counselling Cell.

Career Counselling and Guidance:

- The institution offers an add-on programme called COP (Career Oriented Programme) to all the students with an objective to provide guidance to meet the challenges of the job market.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college basks in the enlightened and empowered women that it has successfully produced, over two decades. A premier institution in the hills of North Bengal, it caters to the needs of thousands of women students irrespective of class, caste and religion. The success rate of students graduating from the college is around 85% which continuously bolsters the confidence of the institution that it is on the right track creating citizens of substance and catering to the social, cultural, intellectual needs of the country. The aim and the principles of the institution include creating values, engaging stakeholders from different sections of the society that it manifests in times of needs and actions. The overall development of the students are made possible through sustenance of balance between academics, sports, yoga, prayer, co-curricular activities and other social responsibilities.

The institution considers it to be its mission to offer educational opportunities to women of weaker and unprivileged sections of the society. Their all-round development is of paramount importance. The institution relentlessly strives in not only assessing its strength, competence and effectiveness, but also working on its limitations and shortcomings and showing its promptness in grabbing opportunities and preparing for the unforeseen challenges. The students, produced by the institution, have emerged as educated leadership, in terms of contribution to social causes and able governance. The institution is open to vistas of knowledge and the commitments are met with, convictions maintained and hardships willingly suffered. Sound learning, character building and harmonious development are some of its cornerstones.

The college is on a run, accumulating books and turning the institution into a repository of knowledge. It offers fullness of life and assists students in the fullest development of their creative self. The institution wants its students to develop a sound intellectual calibre, dignity of person, uplift socially and economically backward students, improve their self-image and promote gender equality. The institution is also striving to make the students aware of the necessity of understanding the importance of intellectual property rights. The institution takes all initiatives to offer scholarship and free ship to meritorious and financially weak students to ensure uninterrupted education. Cluny women's college is marked by its transparency, inclusiveness and accountability.

Concluding Remarks :

OVER ALL CONCLUSIVE EXPLICATION

With the best possible management and administration, the college is all set to achieve the following goals:

- Holistic education.
- Deliberations on introduction of add on programmes.
- Proposal for future development of infrastructure, viz. smart classrooms, departmental staff rooms, gym, space for indoor and outdoor games, seminar room, more spacious library better facilities and full automation.
- MOU related developments.
- Collaboration with neighbouring institutions, centre of excellence and outer agencies.
- Addition of new faculty members.

- Strengthening industry academia interface.
- Encourage community development programmes.
- To opt for the National Institutional Ranking framework (NIRF).
- Introduction of Placement Cell to facilitate opportunities of placement.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	Number of Add on /Certificate/Value added programs offered during the last five years Answer before DVV Verification : 3 Answer After DVV Verification :3																				
1.2.2	Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years 1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>158</td><td>382</td><td>354</td><td>12</td><td>171</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>158</td><td>382</td><td>354</td><td>12</td><td>171</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	158	382	354	12	171	2021-22	2020-21	2019-20	2018-19	2017-18	158	382	354	12	171
2021-22	2020-21	2019-20	2018-19	2017-18																	
158	382	354	12	171																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
158	382	354	12	171																	
1.3.2	Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 131 Answer after DVV Verification: 99 Remark : DVV input as per provided supporting documents																				
2.1.1	Enrolment percentage 2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>164</td><td>268</td><td>222</td><td>210</td><td>237</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>164</td><td>268</td><td>222</td><td>210</td><td>232</td></tr></table> 2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:	2021-22	2020-21	2019-20	2018-19	2017-18	164	268	222	210	237	2021-22	2020-21	2019-20	2018-19	2017-18	164	268	222	210	232
2021-22	2020-21	2019-20	2018-19	2017-18																	
164	268	222	210	237																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
164	268	222	210	232																	

2021-22	2020-21	2019-20	2018-19	2017-18
717	696	675	675	675

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
717	799	778	774	774

Remark : DVV input as per provided supporting data provided.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
96	98	124	111	140

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
55	86	124	111	137

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
322	303	326	323	326

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
315	361	378	351	351

Remark : DVV input as per provided supporting documents and clarification.

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

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

Answer before DVV Verification:

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

35	35	35	22	21
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
40	40	40	19	21

Remark : Revised values as per data provided by HEI

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	21	20	18	17

Remark : Revised input as per supporting documents provided by HEI

2.6.2 Pass percentage of Students during last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
197	161	157	135	114

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
197	178	157	134	114

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
200	172	157	148	138

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
200	172	158	148	138

Remark : Revised input as revised data attached to support by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.0	0.25	2.0	0	2.7

Answer After DVV Verification :

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

Remark : DVV input as per provided supporting documents. HEI has claimed for out of assessment years grant

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	1	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	0	0	0

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

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise

during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	7	2	1	3

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	3	2	5	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	2	5	2

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
392	52	110	100	120

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
490	0	110	100	120

Remark : DVV input as per supporting data attached by HEI excluding participation been not provided as asked by DVV for year 2020-21

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	19	14	22	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	19	15	22	11

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
202	176	152	147	147

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
202	176	152	147	147

Remark : Revision as per revised data given by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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0	1	0	0	5
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	3

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	0	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	0	5

Remark : DVV input biased upon provided supporting document and clarification by HEI

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Revised input as per clarification by HEI in response to DVV compliance

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	4	7	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	10	12	5	7

Remark : Revision as per supporting documents and clarification be HEI.

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	6	0	0

Answer After DVV Verification :

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

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	28	16	1	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	10	10	1	7

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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0	1	0	0	0
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Answer After DVV Verification :

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

Remark : DVV input as per provided supporting documents by HEI

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 35 Answer after DVV Verification : 35																				
2.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16.69</td><td>17.00</td><td>46.92</td><td>78.85</td><td>46.90</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16.69</td><td>17.00</td><td>46.92</td><td>74.85</td><td>46.90</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	16.69	17.00	46.92	78.85	46.90	2021-22	2020-21	2019-20	2018-19	2017-18	16.69	17.00	46.92	74.85	46.90
2021-22	2020-21	2019-20	2018-19	2017-18																	
16.69	17.00	46.92	78.85	46.90																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16.69	17.00	46.92	74.85	46.90																	