



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KABIKANKAN MUKUNDARAM MAHAVIDYALAYA

**VILLAGE - KESHABPUR, P.O.-KESHABPUR, P.S.- ARAMBAGH, DISTRICT -
HOOGHLY**

712413

<https://kabikankanmukundarammahavidyalaya.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kabikankan Mukundaram Mahavidyalaya is situated at Keshabpur, Hooghly near the birthplace (Daminya, Hooghly) of renowned medieval poet Kabikankan Mukundaram Chakraborti. It is located on the Western bank of Mundeshwari river and has a unique geographical location. Affiliated to the University of Burdwan and recognized under UGC 2(f), this grant-in-aid general degree college was established on 28th May, 2007. The education enthusiasts of the locality having felt the dire need of a higher education institute left no stone unturned to materialize the dream-project. Initially the college used to operate from the local High School premises with a bunch of eager students and a group of diligent teaching and non-teaching staff. Currently the college functions from its own campus building constructed on land donated by the generous villagers. People from the district administration to even a local unemployed youth – everyone contributed in his/her own way.

The institution now caters to the need of the poor and meritorious students of the locality, most of whom are first generation learners. Though the Arts stream alone is rendering its service here, the number of subjects it initially started with has increased. Currently the college offers five UG Honours Programmes in subjects including Bengali, English, Sanskrit, History and Political Science and a UG General Programme in subjects including Bengali, English, Sanskrit, History, Political Science, Geography, Education, Philosophy and Physical Education. Curriculum and Credit Framework under NEP 2020 has been implemented in the college as per the University norms. Therefore, in addition to the said Hons and General Programmes under the CBCS pattern, the institution is offering 4 year Major Programmes in five subjects and 3 Year Major Programmes in nine subjects.

In spite of having infrastructural insufficiency to some extent, this college maintains an irreproachable mastery in imparting education with indomitable spirit of teaching and non-teaching staff, disciplined students and above all, the efficient college administration.

During the 17 years of its existence, the college has gone through many ups and downs. But keeping all the constraints aside, the college has always sought to emphasize on quality education and all-round development of the students which would well equip them with useful skill and experience for their future.

Vision

Our vision is:

To create an empowered student community through the dissemination of quality higher education, transforming higher education into an effective instrument for socio-economic uplift, fostering a sense of inclusivity, and promoting sustainable development for all. We envision a holistic approach to education that integrates theoretical and practical knowledge, developing skills, efficiency, creativity, and personality, while instilling strong moral, ethical, and social values. Our goal is to prepare students for a purposeful life in a rapidly changing world, addressing technological advancements, environmental crises, and social, gender, and other inequalities.

Mission

Kabikankan Mukundaram Mahavidyalaya is dedicated to:

1. Empowering students by providing quality education that fosters socio-economic change.
2. Encouraging participation from socially and financially backward sections of society.
3. Promoting awareness of human values, rights, culture, heritage, scientific temper, and environmental sustainability.
4. Introducing students to the latest developments in knowledge and technology, integrating these advancements to enhance educational impact.
5. Encouraging sincere and creative engagement from students in their respective fields of study.
6. Creating among all stakeholders a sense of community regardless of caste, creed, religion, or gender.
7. Engaging all stakeholders in the development of the College and the surrounding community.
8. Emphasizing an all-inclusive and sustainable development model.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional strength

- The college operates from the campus-building of its own.
- The college has its own open playground and is surrounded by greenery and open fields.
- 100% of the sanctioned teaching posts are filled up.
- Effective communication between college administration and other stakeholders making governance easier.
- Participation of students in various co-curricular activities like sports, cultural programme is encouraging.
- There is provision for Wi-Fi and smart classroom.
- Library automation is underway.
- Effective and timely implementation of various student welfare schemes and scholarships.
- The college has initiated several certificate courses at a time.
- The NSS wing of the college is very efficient and there are many NSS achievements in district, state as well as national level.
- The college has initiated the process of collecting feedbacks from various stakeholders and addressing if there are any grievances.

Institutional Weakness

Institutional weakness:

- Financial health which basically depends on the tuition fees given by students is not at all encouraging.
- Infrastructural development is rather slow-paced due to the lack of substantial funds.
- Research activities by teachers are much less than expected.
- Due to the college's location in an extremely remote and rural area with poor economic status, the percentage of students' admission is decreasing day by day.

- Acute shortage of classrooms.
- Non-usage of resources that the college already has, like the college gym room.
- Inadequacy in the number of sanctioned non-teaching posts.
- Noticeable lack of environmental awareness and green-campus initiatives are much less than expected.

Institutional Opportunity

Opportunities:

- The college's location serves as a very unique advantage. the college which is 16 KMs away from Arambag, 23 KMs from Tarakeswar via Kable More and 47 KMs away from Burdwan is therefore easily accesible and commutable.
- The college is situated amidst greeery and vast agricultural landscape. The serene atmosphere of the college acts as an important facilitator of enhanced education.
- The Governing Body supports both the academic growth of students and the professional development of staff.
- The institution boasts a large open field where students can enjoy outdoor sports such as football, cricket, and badminton.
- Staff members share excellent interpersonal relationships, working collectively for the institution's improvement.
- Financial assistance is available for economically disadvantaged students throughout their studies at the college.
- The Teachers' Council is dedicated to supporting students, offering enthusiastic and sincere help to those in need.
- The college enforces a strict anti-ragging policy, with students informed of the rules and penalties during their induction, as well as through notices on the college website and bulletin boards.
- The institution has established various committees and sub-committees, such as the Women's Cell, ICC, and Grievance Redressal Committee, to ensure efficient governance and address any issues faced by students and staff.

Institutional Challenge

Challenges:

- Enhance the college's infrastructure by adding more classrooms.

- Equip each department with ICT-enabled classrooms.
- Lower the student dropout rate.
- Educate students about job opportunities.
- Create additional teaching and non-teaching positions to ensure smooth college operations.
- Arrange funding for the college's development.
- Implement vocational and skill-based training programs for students.
- Establish a functional NCC unit in the college for students' benefit.
- Expand the library's collection of books and journals

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Kabikankan Mukundaram Mahavidyalaya is dedicated to providing quality education with a focus on employability. The college adheres to the CBCS AND CCFUP curriculum prescribed by the university, which is designed to enhance students' knowledge and skills. The college offers a range of undergraduate courses in various Humanities disciplines. An Academic Calendar is prepared at the start of each session, with syllabi distributed by department heads. The college ensures the fair and transparent assessment of students through systematic Internal Assessments. Feedback from students, teachers, parents, and alumni is regularly collected and acted upon. The central library is automated, equipped with computers, and subscribes to INFLIBNET-NLIST for online resources. Faculty members use an Audio-Visual room for ICT-based classes, and various departments organize field trips and excursions. Staff members are encouraged to participate in research conferences, seminars, and development programs. The NSS unit is active, conducting awareness programs and extension activities throughout the year.

Teaching-learning and Evaluation

Kabikankan Mukundaram Mahavidyalaya welcomes students from diverse socio-economic backgrounds and follows a merit-based admission system. Each academic year begins with an Induction Program, and Course Outcomes are published on the college website. Faculty members mentor students on academic and employability matters. Apart from traditional classroom teaching, student-centric approach is deployed to enhance students' learning experience. Students have access to the central library and the resources available there. Various departments conduct fieldwork and excursions. Internal assessments are conducted transparently, and the college prepares students for university exams. Extracurricular activities, including sports, cultural programs, and NSS initiatives, are encouraged to enhance the overall student experience

Research, Innovations and Extension

Kabikankan Mukundaram Mahavidyalaya actively promotes research through a dedicated Research Cell, which encourages faculty to engage in research and publish their work. The cell supports participation in conferences and seminars, and faculty members have peer-reviewed publications. The college regularly organizes student seminars on topics like Gender Sensitization and Environmental Awareness. Excursions and field trips foster hands-on research and data collection. The Career Counselling unit organizes programs to promote employment awareness. The NSS unit conducts extension and outreach programs, involving students in activities like campus cleaning and food distribution. Students contribute to the departmental Wall Magazines. Overall, the college strives to promote research and extension activities within its resources.

Infrastructure and Learning Resources

The college faces infrastructural challenges, such as shortage of rooms with ICT support. However, students can enjoy Wi-Fi facility in the campus. The college office is modernized with computers, software based operations and other facilities. The library is modestly equipped with a substantial collection of books. A decent reading space available near the library. Separate common rooms for boys and girls, water filters, clean toilets, and wash basins are provided. A sanitary-vending machine is installed in the campus. A large playground and regular maintenance of facilities support the college's infrastructure. Despite limitations, the college continuously works to upgrade its facilities.

Student Support and Progression

Kabikankan Mukundaram Mahavidyalaya supports students academically, financially, and in other relevant areas. The college website is regularly updated. Financial aid, such as tuition fee waivers and scholarships, is available. The NSS unit develops students' interpersonal and social skills through annual camps. The Career Counselling committee organizes seminars and workshops on career opportunities. Skill development programmes like Yoga Workshop, Employability Skills training are conducted. The college has a Grievance Redressal Cell and an Anti-Ragging committee, with a strict no-tolerance policy for sexual harassment and ragging. Regular cultural programs and an Annual Social event are held. Departments have Wall Magazines. The IQAC consistently works to improve the institution's overall quality.

Governance, Leadership and Management

The Governing Body (GB) of Kabikankan Mukundaram Mahavidyalaya, led by a President nominated by the Department of Higher Education, West Bengal, includes the Principal, staff representatives, student representatives, and external members. The Principal serves as the Secretary. Decisions regarding finance, academics, and development are made collectively, based on inputs from the IQAC and other sub-committees. The college practices decentralized management, involving the Academic Council, Teachers' Council, and Students' Union. Financial transparency is maintained through regular external audits. The IQAC guides the institution in teaching, research, and other activities.

Institutional Values and Best Practices

Kabikankan Mukundaram Mahavidyalaya is committed to higher education under the visionary leadership of the Principal, with all stakeholders working collectively to uphold the institution's core values. The college

takes pride in inclusivity, strictly prohibiting any form of bias. The campus is green, and environmental awareness is a key focus, with regular tree plantation programs supported by the NSS unit. The college has its waste-management system LED lights are installed to reduce electricity consumption. Additionally, there is a herbal garden with a variety of medicinal plants.

Kabikankan Mukundaram Mahavidyalaya organizes cultural programs that celebrate and preserve the rich rural folk traditions of Bengal. These events promote religious, linguistic, and socio-economic harmony among all stakeholders. The college also conducts regular gender sensitization programs to create an inclusive and respectful environment.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | KABIKANKAN MUKUNDARAM MAHAVIDYALAYA |
| Address | Village - Keshabpur, P.O.-Keshabpur, P.S.- Arambagh, District - Hooghly |
| City | ARAMBAGH |
| State | West Bengal |
| Pin | 712413 |
| Website | https://kabikankanmukundarammahavidyalaya.org |

| Contacts for Communication | | | | | |
|----------------------------|-------------------------------|----------------------------|------------|-----|-------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Mahamaya Laha Mukherjee | 03211-250016 | 9434660326 | - | kkmmv.keshabpur @gmail.com |
| IQAC / CIQA coordinator | Probhat Chandra Hazra | 03211- | 7602241343 | - | iqackkmm@gmail. com |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

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

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

Establishment Details

| State | University name | Document |
|-------------|-----------------------|-------------------------------|
| West Bengal | University of Burdwan | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 14-05-2024 | View Document |
| 12B of UGC | | |

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 | Village - Keshabpur, P.O.-Keshabpur, P.S.- Arambagh, District - Hooghly | Rural | 3.15 | 1577 |

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,Bengali, Four Year Major | 48 | Higher Secondary or Equivalent | Bengali | 62 | 13 |
| UG | BA,Bengali, Three Year Major | 36 | Higher Secondary or Equivalent | Bengali | 95 | 52 |
| UG | BA,Bengali, Honours | 36 | Higher Secondary or Equivalent | Bengali | 51 | 26 |
| UG | BA,English, Honours | 36 | Higher Secondary or Equivalent | English | 37 | 10 |
| UG | BA,English,Four Year Major | 48 | Higher Secondary or Equivalent | English | 44 | 7 |
| UG | BA,English, Three Year Major | 36 | Higher Secondary or Equivalent | English | 22 | 6 |
| UG | BA,Sanskrit, Three Year Major | 36 | Higher Secondary or Equivalent | Sanskrit | 35 | 2 |
| UG | BA,Sanskrit, Honours | 36 | Higher Secondary or Equivalent | Sanskrit | 51 | 2 |
| UG | BA,Sanskrit, Four Year Major | 48 | Higher Secondary or Equivalent | Sanskrit | 62 | 2 |
| UG | BA,History,Four Year Major | 48 | Higher Secondary or Equivalent | Bengali | 44 | 4 |
| UG | BA,History,Three Year Major | 48 | Higher Secondary or Equivalent | Bengali | 30 | 2 |
| UG | BA,History, Honours | 36 | Higher Secondary or | Bengali | 37 | 4 |

| | | | | | | |
|----|---|----|--------------------------------|---------------------------|-----|-----|
| | | | Equivalent | | | |
| UG | BA,Political Science,Four Year Major | 48 | Higher Secondary or Equivalent | Bengali | 44 | 0 |
| UG | BA,Political Science,Honours | 36 | Higher Secondary or Equivalent | Bengali | 37 | 7 |
| UG | BA,Political Science,Three Year Major | 36 | Higher Secondary or Equivalent | Bengali | 25 | 1 |
| UG | BA,Geography,Three Year Major | 36 | Higher Secondary or Equivalent | Bengali | 20 | 0 |
| UG | BA,Education,Three Year Major | 36 | Higher Secondary or Equivalent | Bengali | 85 | 10 |
| UG | BA,Philosophy,Three Year Major | 36 | Higher Secondary or Equivalent | Bengali | 30 | 2 |
| UG | BA,Physical Education,Three Year Major | 36 | Higher Secondary or Equivalent | Bengali | 40 | 19 |
| UG | BA,Bengali English Sanskrit History Political Science Geography Education Philosophy Physical Education,General | 36 | Higher Secondary or Equivalent | Bengali,English + Bengali | 313 | 106 |

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 | | | | 1 | | | | 9 | | | |
| Recruited | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 8 | 1 | 0 | 9 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | | | |
|---|-------------|--|---------------|--|---------------|--------------|
| | Male | | Female | | Others | Total |
| Sanctioned by the UGC /University State Government | | | | | | 4 |
| Recruited | 3 | | 0 | | 0 | 3 |
| Yet to Recruit | | | | | | 1 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | | | 5 |
| Recruited | 4 | | 1 | | 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 127 | 0 | 0 | 0 | 127 |
| | Female | 196 | 0 | 0 | 0 | 196 |
| | 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 | 26 | 42 | 48 | 30 |
| | Female | 23 | 25 | 45 | 31 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 1 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 4 | 5 | 8 | 12 |
| | Female | 19 | 13 | 14 | 9 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 46 | 27 | 46 | 39 |
| | Female | 54 | 53 | 44 | 34 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 172 | 166 | 205 | 155 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | The college is steadfast in realizing the vision outlined in NEP 2020 by implementing both multidisciplinary and interdisciplinary approaches across its curriculum and extracurricular activities. |
|---|---|

This commitment underscores its readiness for NEP initiatives. The college offers a range of subjects in arts, complemented by Environmental Science, creating a multidisciplinary educational environment that enriches students' learning across diverse disciplines. Students can pursue 4-year majors in Bengali, English, Sanskrit, History, and Political Science, alongside 3-year majors in Philosophy, Education, History, Geography, English, Bengali, and Political Science. Additionally, the college emphasizes physical development through a dedicated Physical Education course, ensuring a balanced approach to intellectual, moral, and aesthetic growth through its curriculum resources. The college actively fosters creative and artistic expression through numerous cultural programs, encouraging student participation in the annual college magazine and wall magazines. The NSS wings of the college engage in community service, environmental education, and value-based campaigns, reinforcing a holistic and multidisciplinary educational experience. Environmental Studies is compulsory for all students, supplemented by several Add-on Courses that promote multidisciplinary learning. This comprehensive approach not only prepares students academically but also nurtures their personal and professional development in alignment with contemporary educational frameworks. In essence, the college's initiatives reflect its commitment to integrating NEP 2020's vision through a dynamic blend of academic rigor, extracurricular engagement, and holistic development opportunities, ensuring students receive a well-rounded education that prepares them for future challenges.

2. Academic bank of credits (ABC):

The college facilitates seamless student registration and data entry into the ABC system, managed by the affiliating university. Through personalized login credentials, students enjoy the flexibility to choose their academic pathways and transfer credits for further studies. The college plays a crucial role in guiding students through this process and ensures their smooth access to the ABC platform. In fostering academic collaboration, the college has established MoUs with several institutions, facilitating faculty exchanges that enrich teaching practices. Faculty members are encouraged to develop comprehensive

lesson plans aligned with prescribed syllabi, integrating innovative teaching methodologies and leveraging ICT resources to enhance learning outcomes. To support students' academic journey, the college provides access to a well-equipped library stocked with updated study materials. Additionally, faculty-curated study materials and e-resources are made available, augmenting students' learning resources. A robust system of continuous assessment and internal evaluations aligned with NEP standards ensures students can monitor their academic progress effectively. This institutional preparedness emphasizes ongoing improvement and adaptation to meet evolving educational requirements. In essence, the college's initiatives underscore its commitment to facilitating student-centered learning experiences, fostering academic partnerships, and promoting innovative teaching practices. These efforts collectively empower students to navigate their academic journeys effectively and prepare them for future academic and professional endeavors.

3. Skill development:

The college is dedicated to enhancing students' professional communication skills through specialized add-on courses. One such course focuses on communicative English, aimed at bolstering students' proficiency for the job market. Additionally, various other add-on courses are available, enriching students' knowledge and fostering effective learning experiences across disciplines. Recognizing the importance of holistic development, the college organizes Yoga camps to promote mental well-being and traditional knowledge among students. These camps are instrumental in enhancing students' mental health while imparting valuable insights into ancient practices. Overall, through its focused approach on communication skills and diverse add-on courses, coupled with initiatives like Yoga camps, the college ensures that students receive a well-rounded education that prepares them not only for professional success but also for a balanced and healthy lifestyle.

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

The college predominantly conducts approximately eighty percent of its classroom instruction in Bengali, supplemented by English. This bilingual approach is reinforced across various disciplines within the Humanities, such as Sanskrit, History, Philosophy, Education, English, and Political Science, all of

| | |
|---|--|
| | <p>which draw extensively from the Indian Knowledge System, emphasizing Indian History and Culture. In addition to academic rigor, the college organizes a variety of cultural programs showcasing Indian music, dance, drama, art, and recitation. Special events like Tagore's birthday, International Mother Language Day, Independence Day, and Republic Day are commemorated to instill in students a deep appreciation for India's rich cultural heritage and values. These initiatives collectively enrich students' understanding of their cultural roots and prepare them to appreciate and contribute to the diverse fabric of Indian society.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>Specializing in undergraduate arts courses, the college actively promotes students' pursuit of higher education by organizing seminars and workshops. These platforms facilitate discussions and insights into various academic disciplines, preparing students for advanced studies. Additionally, the college conducts career counseling programs aimed at guiding students towards career opportunities. Through an extensive information network and regular updates on job vacancies and higher educational prospects in news papers available at the college library, students are encouraged to explore and pursue promising avenues. By promoting a supportive environment and providing valuable resources, the college empowers students to make informed decisions about their academic and professional futures, ensuring they are well-equipped for success beyond graduation.</p> |
| <p>6. Distance education/online education:</p> | <p>Throughout the COVID lockdown and beyond, the college has maintained a consistent online teaching schedule, complemented by the distribution of study materials via WhatsApp. This proactive approach has ensured uninterrupted learning for students. These measures underscore the college's readiness for NEP 2020, aligning with its emphasis on digital education and remote learning capabilities. By swiftly adapting to online platforms, the college has facilitated interactive teaching sessions and provided accessible study resources, enhancing the educational experience despite the challenges posed by the pandemic. This continuity not only supports students in their academic pursuits but also prepares them for future educational frameworks outlined in NEP 2020. Moving forward, the college remains committed to</p> |

leveraging technology to foster effective learning environments, ensuring that students receive comprehensive education while embracing innovative teaching methodologies. Through these efforts, the college maintains its position at the forefront of educational preparedness, equipping students with the skills and resilience needed to thrive in a dynamic learning landscape.

Institutional Initiatives for Electoral Literacy

| | |
|---|--|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>The college has set up an Electoral Literacy Club in the academic year 2021-22. the club consists of faculty and student members.</p> |
| <p>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?</p> | <p>The ELC of the college is representative in character. It comprises of faculty and student Co-coordinators.</p> |
| <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>The College's Electoral Literacy Club, comprising faculty members, organizes awareness programs and seminars for budding voters of the country. It has organized a seminar on 09.09.2022 focused on Electoral Literacy and Rights for students. The session featured resource persons from the Arambagh B.D.O. office who shared insights to enlighten students about their electoral rights. During the seminar, students had the opportunity to engage with knowledgeable officials who provided valuable information and guidance on the electoral process. The presence of these experts from the B.D.O. office aimed to sensitively educate and empower students, equipping them with essential knowledge about their rights and responsibilities as voters. By hosting such events, the Electoral Literacy Club reinforces the college's commitment to fostering civic awareness and active participation among students. This initiative not only enriches students' understanding of democratic principles but also encourages them to become informed and responsible citizens capable of making meaningful contributions to society through their participation in electoral processes.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research</p> | <p>The ELC of the college regularly sensitizes the young students about electoral aspects. It encourages the</p> |

| | |
|--|---|
| <p>projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>students to participate in the election process and be a sincere part of the democratic structure of India. The ELC also promotes awareness about ideal citizenship and moral values in the college.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>Most number of students of our college are above the age of 18. A high percentage among them is registered as potentials voters. Sensitizing the students with the need of registering themselves as voters is also done on occasions.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 394 | 446 | 412 | 427 | 471 |

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2 Teachers

2.1

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

Response: 34

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31 | 32 | 34 | 10 | 08 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------|----------|-----------|----------|----------|
| 22.70897 | 10.95868 | 6.8010782 | 15.07179 | 10.67629 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

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:

- Kabikankan Mukundaram Mahavidyalaya strictly follows its affiliating university to ensure an effective planning and delivery of the CBCS curriculum. As the name suggests, in Choice Based Credit System, a student has the privilege to choose subjects of his/her preference from a list of Core Courses, Generic Elective Courses, Skill Enhancement Courses, Discipline Specific Elective Courses and Ability Enhancement Compulsory Courses.
- From 2023-24 the college has implemented NEP 2020 offering major and minor courses, multidisciplinary, value added and other relevant subjects.
- At the beginning of every academic session, an academic calendar is prepared by the academic sub-committee reflecting the overall time-bound academic rubric of the institution. It includes the timeline of all important academic events to take place throughout the year like the commencement of classes, university registration of students, the tentative schedule of the internal assessment and final semester examination. An annual list of Holidays and mandatory observation days are also duly incorporated within the framework.
- The Routine Sub-committee of the college prepares a master routine at the beginning of each semester. All the departments strictly abide by the schedule of classes as charted in the routine to conduct classes. The departments hold regular meetings to distribute the syllabus among individual teachers. The master routine and the syllabus distribution is then shared with the students through both online and offline mode. Subject-wise WhatsApp groups are created to ensure an effective communication between the students and the teachers. Apart from classroom teaching, study materials and e-books are also shared with the students through the respective WhatsApp groups.
- Internal Assessments are conducted by each department within the time stipulated centrally by the college Examination Sub-committee following the instructions of the University of Burdwan. Prior notice of the Internals is uploaded on the institution website for the students. Internal assessments are generally conducted in offline mode; but during the pandemic the college very effectively implemented the online mode of internal assessment where the students were asked to submit Home Assignments through the concerned WhatsApp groups and e-mail ids created for the specific purpose. The evaluation process of the internal answer scripts is efficient, rigorous and time-bound. The marks of the Internal Assessment Examinations are duly uploaded on the university portal within the prescribed time. There is also the provision of sharing the answer scripts with the students for their reference and further improvement.
- The teachers are encouraged to use ICT enabled smart classrooms to conduct classes at regular intervals. The teachers also conduct doubt clearing sessions whenever the students need them.
- No of classes taken is also duly recorded. During the COVID-19 pandemic, each department made best of its efforts to ensure continuity of classes through the online mode to introduce the

students with the newer and relevant ways of modern learning.

- Feedback from the stakeholders is collected by the IQAC on the curriculum which are analysed and hosted on the college website.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 06

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

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 6.74

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 111 | 34 | 0 | 0 | 0 |

| 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 in transacting the Curriculum

Response:

- Integration and inculcation of human values and morals, ethical knowledge are one of the prime focuses of Kabikankan Mukundaram Mahavidyalaya. Instead of producing students merely adept in academic, subject-concerned knowledge, the institution believes in making ideal human beings with consciousness on gender, ethics, morality and above all humanism. The institution always looks forward to integrate such cross-cutting issues through its many curricular and co-curricular activities to inspire the students to be responsible both on personal as well as social space.
- There are many areas in the UG CBCS curriculum, which are directed towards the moral and ethical development of the students. In almost all the subjects, there are courses on gender-related issues, women empowerment, feminism, environmental sustainability and many more. The college identifies those as areas of special importance and pays attention to whether they are properly implemented. In literature subjects like English, Bengali and Sanskrit there are papers dedicated entirely to women's writings, gender and Feminism. Subjects like History and Political Science offers courses which vividly reflect the participation of women in the process of nation building, policy making and the country's overall socio-economic uplift. These courses are paid special attention to and discussed throughout the year with due importance to sensitise the young minds with the related issues.
- Environmental sustainability and ecological aspects constitutes a significant segment of the curriculum offered. As per the university's curricular norms, a compulsory course on Environmental Studies is also offered in the institution to build environmental awareness among students. Geography offers courses on aspects of the ecosystem, climate change, alternate energy sources etc. These courses are designed with assignments and field works so as to help the learners get a practical, field-based understanding of the world in terms of its environment and geology.
- Besides implementing the curricular plans, the institute engages in several co-curricular activities like webinars, special lectures, and awareness programmes on issues like gender and environment. The IQAC and NSS unit along with other sub-committees like Women's Cell organize such events to promote awareness and impart necessary values among the students. The

two NSS units of the college play significant roles in promoting ideas of human values, environmental protection and plastic free campus by organizing events like Voluntary Blood Donation Camp, Tree Plantation Programmes and Campus Cleaning operations.

- Especially noteworthy is the enrolment of female students in subjects like Physical Education. With limited infrastructure, the department of Physical Education has been able to encourage the active participation of female students in sports and various related activities.

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

1.3.2

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

Response: 34.26

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

Response: 135

| 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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 36.54

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 155 | 205 | 166 | 172 | 245 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 526 | 526 | 526 | 526 | 477 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 39.96

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 82 | 115 | 62 | 73 | 124 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 238 | 238 | 238 | 238 | 189 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | View Document |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | View Document |

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.71

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

- Even with very limited resources and infrastructural facilities, Kabikankan Mukundaram Mahavidyalaya always seeks to do the basics right and create and maintain an ambience of healthy teaching learning experience. Besides the usual mode of classroom teaching, the institution emphasises on experiential learning methods which are beneficial for the students. The students' participation in the college's daily academic transactions and a quick remedy of the issues they face are, therefore, of prime importance to the institution.
- In terms of teaching-learning, the traditional classroom teaching perhaps happens to be the most interactive exercise of all. In the beginning of every semester the students are duly informed with individual teachers' teaching assignments and the entire syllabus distribution among teachers are distributed in either soft copies or hard copies for their reference. To make teaching-learning an interesting experience, the teachers let the students actively participate and opine in the classes. After teaching the concerned topics, comprehensive questions are asked to the students to assess their level of understanding. The teachers conduct doubt-clearing sessions regularly to bring clarity to the topics discussed. To enhance the active participation and the understanding of the students, group discussions, classroom debates, students' seminar etc. are conducted on a regular basis.
- The institution has already adopted several modern teaching methods alongside the traditional mode. Although there is only one smart classroom with updated ICT facilities as of now, the same is used very effectively to increase the students' interest and make learning a joyful experience. Each department conducts at least one class rotationally per week using the audio-visual tools in the smart classrooms. To enhance the students' comprehension on a particular topic, the teachers demonstrate PowerPoint Presentations on the concerned issues. Relevant movies and documentaries based on literary texts and other related subjects are premiered on the projector to accompany the classroom lecture. Besides, easy access to functional WiFi has been arranged in the campus considering the academic enthusiasm of advanced students.
- The students are often taken to educational excursions, book fair visits, National Museum visits and many other field trips to add to their delightful learning experience. Besides, their enthusiastic participation in the college's cultural programmes, annual sports programmes is very encouraging.
- That is basically how the institution is trying to evolve and explore newer avenues of teaching-learning which is highly student-centric, interactive and experiential for their holistic development.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for 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: 92.74

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 34 | 34 | 34 | 11 | 11 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.4.2

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

Response: 57.39

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17 | 15 | 16 | 10 | 08 |

| File Description | Document |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | 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:

- Continuous Internal Assessment provides opportunity to evaluate the students' progress and their preparedness for the University Semester Examination. Kabikankan Mukundaram Mahavidyalaya has a very transparent and robust mechanism of conducting the Internal Assessment throughout the year across all semesters in a precise and meticulous manner. Not only that, the institution always tries to come up with time-bound and effective resolution of any queries or complaints related to the examinations or any other academic or non-academic grievances.
- Every department conducts the Internal Assessment with utmost care and effectiveness. First of all, the Examination Sub-committee of the college determines a tentative time-frame for the conduction of the Internal Examinations within which each department has to complete the said examination. It is up to the departments to decide the methods of conducting the same. But the most preferred mode of conducting the process is either by organising written test in the college or by asking the students to submit home assignments within the stipulated date.
- The departments then hold meetings to allot among each teacher the task of setting the question papers. Individual teachers then submit concerned question papers to the respective departmental Heads in both soft copies and hard copies. The HOD then arranges the question papers in proper format before getting them printed out and Xeroxed from the office printer and Xerox machine. The evaluation mechanism involves a two-step process – assessment of answer scripts and submission of marks to the office. The office then correctly uploads the marks on the university portal.
- As an affiliated college, Kabikankan Mukundaram Mahavidyalaya has to strictly adhere to rules and regulations of the University of Burdwan for the external Assessment. But, in order to ensure that all students can take the University end-semester exam, the college duly communicates all exam-related notifications from the university to the students. Important notifications are all published on the college website as well as on the college notice board. Any queries from the students regarding University examination are resolved through appropriate bodies with immediate effect.
- As for resolving the issues and grievances of the stakeholders, the college has developed a functional Grievance Redressal Cell following the UGC norms. In order to ensure time-bound and effective redressal of the grievances raised by stakeholders, the Cell has deployed certain steps. A grievance box is placed inside the college so that the students and staffs of college wholeheartedly express whatever issues they have. There is also provision of submitting grievances online. The college website has been designed accordingly to serve the purpose. All grievances are regularly checked and resolved at the earliest. The college also has other committees like Anti-ragging Cell, Women's Cell which holds strict policies against ragging, sexual harassment, misconduct and the like. The policies are reflected on the college website for the awareness of the students regarding the ugliness of such behaviours and possible penalties. Although, fortunately enough, there has been no reported incidents of such cases, all the committees mentioned above work together to keep the college campus a safe place for both the students and staff-members.

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

Response:

- Due to the institution's affiliation to the University of Burdwan, it has to strictly follow the parent university in terms of the curriculum. The college ensures an effective and well-planned curriculum delivery, works towards achieving the intended outcome. The concerned departments and teachers are well acquainted with the outcomes of the courses and programmes offered.
- The Programme Outcomes and Course Outcomes are duly maintained by each department and properly disseminated among the stakeholders. The institution organizes orientation programmes for students to introduce them with the programmes and courses they have chosen. At the beginning of each semester the departmental teachers very clearly explain to the students the structure of the syllabi and the specific Programme Outcomes and Course Outcomes. What the students are actually expected to learn from each paper throughout the semester is also communicated with them. The teachers design their syllabus modules and lectures taking into consideration the importance of outcome-based teaching-teaching method.
- Special care is given to the orientation of the fresh arrivals of first semester who have just ventured into the Undergraduate Programme. The Programme Outcomes and Course Outcomes are further uploaded on the institutional website for the students' reference.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- The institution has also deployed certain effective measures to evaluate to what extent

Programme Outcomes and Course Outcomes are attained. The evaluation of Course Outcomes (CO) and Program Outcomes (PO) is conducted using a combination of direct and indirect methods. The performance of the students throughout the semesters, their various outputs through practical tests, home assignments, and their performance in the internal assessments are properly monitored and recorded.

- At Kabikankan Mukundaram Mahavidyalaya of Keshabpur, Hooghly, the evaluation of Course Outcomes (COs) and Program Outcomes (POs) is conducted using a combination of direct and indirect methods. Each department is tasked with tracking student performance relative to the specified COs through an ongoing assessment process. This includes various evaluative activities such as home assignments, internal class tests, surprise class tests, viva-voce, book reviews, group discussions, student seminars, quizzes, and projects.

Direct Evaluation Methods

1. **University Semester Examinations:** As an affiliated institution of the University of Burdwan, students are required to participate in end-semester examinations as mandated by the university. These exams serve as primary indicators for assessing the attainment of course outcomes, aligned with the Program Outcomes established by the programme.
2. **Internal Assessment:** Following university guidelines, the college administers internal exams. These include components such as attendance (worth 5 marks), internal assessments (worth 10 marks), and practical examinations (accounting for 30% of the grade in practical-based subjects). These internal assessments are crucial for gauging course outcomes and providing students with opportunities for improvement.
3. **Practical/External Assessments:** The college conducts practical exams, viva-voce, and evaluate practical notebooks for each student. Departments conduct a results analysis at the end of each semester to determine the percentage of students who did not pass various courses and to calculate the Cumulative Grade Point Average (CGPA). This analysis is an effective tool for evaluating the attainment levels of both POs and COs.

Indirect Evaluation Methods

1. **Teacher Feedback:** Indirect evaluation is based on feedback provided by teachers or mentors after the course concludes. They assess students based on their performance and participation throughout the semester.
2. **Departmental Calculations:** Each department calculates the attainment levels. Teacher assessments involve assigning up to 20 marks for each student, with the average score derived from his/her performance throughout the semesters. The final attainment score for each programme is determined by combining 80% of the direct evaluation score with 20% of the indirect evaluation score.

By employing these direct and indirect methods, Kabikankan Mukundaram Mahavidyalaya ensures a comprehensive assessment of student achievements in line with the defined Course Outcomes and Program Outcomes

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 74.16

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 50 | 106 | 110 | 70 | 40 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 101 | 106 | 120 | 104 | 76 |

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.55

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | 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: 40

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 40 | 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, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

- The significance of research in an institution is undisputed. It forms the very core of an academic institution aspiring towards excellence by fostering critical thinking and analytical skills among both the teachers and the students. That is why, considering the modern-day emphasis on more and more research activities and innovative learning methods, it has been almost imperative for an institution to create an ecosystem which helps both the teachers and the students to participate in the perusal of true knowledge.
- Kabikankan Mukundaram Mahavidyalaya is a relatively new academic institution located in a remote village of West Bengal. Since the time of its emergence, it has not even received the funds and financial aid necessary to develop its infrastructure, let alone funds for research works. Therefore, in order to keep the spirit of research and innovation alive, the institution, on its own, has very lately started developing an atmosphere suitable for such activities.
- The teachers of this institution constantly try to uplift the standards of research in and for the

institution. Currently there are five PhD Degree holding faculty members in the institution. Three of the faculty members have attained their M.Phil Degrees. Few of the teachers are currently pursuing their doctoral degrees from different reputed universities. Dr. Subhendu Ghosh is presently engaged in his post-doctoral research.

- The institution always encourages the teachers to participate in research activities in whatever ways possible. A Research Sub-committee has been formed this year to promote, encourage, organize and monitor activities pertaining to meaningful research. The committee encourages the faculty members to publish research articles in UGC care-listed journals. Some of the teachers have already attended some seminars and workshops of national importance and published their research articles in peer-reviewed UGC care-listed journals.
- As for the students, they are always encouraged to engage in creative activities in the college. They have the liberty to express and share new ideas among themselves and with the teachers as well in forms of group discussions and classroom debates. Every department of the college now brings out their Departmental Wall Magazines to instil an innovative spirit in the students. The engagement of the students in designing the wall-magazines, making posters and art-works for decorating cultural programmes is really encouraging.
- But, at the same time, it is also true that due to poor financial health of the college and a general lack of awareness to some extent, there is a visible lack of research activities inside the college. The number of seminars, conferences, special lectures is only a handful; nearing almost nothing. But still, recently with a renewed enthusiasm, the college has started to put a lot of emphasis on research to enhance the overall quality of education and knowledge imparted and exchanged in the institution.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for 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: 6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 04 | 0 | 01 | 01 | 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: 0.12

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

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

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Link to re-directing to journal source-cite website in case of digital journals | View Document |
| Links to the papers published in journals listed in UGC CARE list or | 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: 0.71

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 06 | 01 | 04 | 13 | 00 |

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Owing to its location in a remote village of Arambagh Block, Kabikankan Mukundaram Mahavidyalaya has been mainly catering to the needs of the learners with poor economic background. The institution, therefore, is very well aware of the existing socio-economic reality of the locality. Communicating with the locality, understanding its needs and reaching out to it with whatever co-operative measures possible have become primary duties of the institution.

The college has certainly impacted the neighborhood community through its extension activities, simultaneously sensitizing students to social issues for their holistic development over the past five years. The institution's engagement is primarily executed through its active NSS units, inspired by the ideals of humanism. One of the noteworthy efforts includes adopting Moloypur and Keshabpur villages, where various community service activities are regularly conducted. Cleaning operations at Keshabpur Mahendra Institute and Moloypur Primary Health Centre not only improved cleanliness and hygiene but also heightened environmental awareness among the volunteers and local residents. Distribution of educational materials at Moloypur Primary School and food supplements at Moloypur Primary Health Centre triggered a supportive environment and addressed nutritional needs, respectively, thereby strengthening community ties. The village cleaning campaigns in Keshabpur highlighted the importance of cleanliness and environmental conservation, promoting a sense of responsibility among both students and villagers. The college's NSS units also organized a successful Voluntary Blood Donation Camp, with significant participation from all sections of society, underscoring the spirit of social service and cooperation. In celebrating days of national importance, such as Independence Day and Republic Day,

with the participation of local people, the college has spread a sense of national pride and good citizenship. For instance, during 'Azadi Ka Amrit Mahotsav', volunteers reached out to every household, distributing national flags and fostering nationalistic sentiments. Awareness rallies on issues such as plastic pollution, water conservation, and Swami Vivekananda's birth anniversary further educated the community and involved students in meaningful societal contributions. Special lectures, like the one on the implications of medicinal drugs, enhanced community knowledge and health awareness. These diverse outreach programs, including cultural events like Partition Horrors Remembrance Day, have collectively contributed to the students' holistic development by encouraging community engagement, promoting humanitarian values, and a spirit of social service, despite the institution's location in a socio-economically challenged area. Through these sustained efforts, Kabikankan Mukundaram Mahavidyalaya has established itself as a vital part of the local community, dedicated to its welfare and integral to its social fabric

3.4.2

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

Response:

Kabikankan Mukundaram Mahavidyalaya carries out regular extension activities in the local neighbourhood. The NSS wings of the college have adopted two villages Moley and Keshabpur under Moleypur Gram Panchayat. The volunteers of the NSS actively participate in the extension activities with great enthusiasm. Although the college did not receive any such mention-worthy awards and recognitions from the either Govt or Govt recognised bodies, the extension works of the college are much appreciated within the local community. The college has been able to build up a strong social connection with its surrounding populace. The college is situated in an agrarian set up. The community members are mostly farmers. There is almost a daily transaction between the community people and the college. As the agricultural lands of the farmers are in close proximity to the college, the college lets the farmers use the college road and ground for every sort of agricultural works - be it during the sowing of seeds or during the harvesting time when they carry their crops home. The local body Panchayat and even the Block Administration is very appreciative of the college's role in providing service to the community.

3.4.3

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

Response: 6

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 03 | 0 | 0 | 01 | 02 |

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

3.5 Collaboration

| <p>3.5.1</p> <p><i>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.</i></p> <p>Response: 06</p> | |
|--|-------------------------------|
| File Description | Document |
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Kabikankan Mukundaram Mahavidyalaya operates under a modestly equipped infrastructure. Due to the lack of substantial resources, the augmentation of infrastructure in the college is rather slow-paced. But having said that, the institution maximizes the use of its available resources to keep the academic spirit alive. The college is equipped with 14 classrooms, including one smart classroom that incorporates modern teaching tools to enhance the learning experience. These classrooms, though limited in number, are utilized to their maximum potential to accommodate the student body. The college also features a well-stocked library with 4,639 books and a dedicated geography laboratory, which serve as vital academic resources. However, there is a pressing need for more classrooms and a greater number of books to fully support the educational needs of the students. The staff room, office room, and common rooms for boys and girls underscore the institution's commitment to providing a comfortable and productive environment for both students and faculty.

In terms of ICT-enabled facilities for students, Kabikankan Mukundaram Mahavidyalaya struggles with limitations. The college has only 10 computers and laptops, which are insufficient for the student population, and there is no dedicated computer lab for student use. Despite these shortcomings, the college strives to maximize the utility of its existing ICT resources. Wi-Fi facilities are available to students, ensuring that they can stay connected and access online resources as much as possible. Peripheral devices such as printers, scanners, and Xerox machines are also used efficiently to support academic operations.

Kabikankan Mukundaram Mahavidyalaya also places a strong emphasis on the holistic development of its students by offering facilities for cultural and sports activities. The campus includes a gymnasium and a large playground that support both indoor and outdoor games. The inventory of sports equipment includes items such as footballs, volleyballs, cricket bats, badminton rackets etc. ensuring that students have opportunities to engage in physical activities. The gymnasium and yoga programs underscore the college's commitment to the physical well-being of its students. Cultural programs are also a significant part of campus life, creating a vibrant cultural environment.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 17.95

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2.80997 | 2.33145 | 1.354 | 4.93071 | 0.45658 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library at Kabikankan Mukundaram Mahavidyalaya is a vital hub for students, despite its limitations in infrastructure and staffing. It remains one of the most frequented places on campus, demonstrating its importance to both students and faculty. The library currently houses 4,639 books. The college has strategically purchased necessary books for students in different phases, ensuring a diverse and relevant collection. Additionally, the library subscribes to several offline career-oriented journals such as 'Prayas' and 'Safalya'. The library diligently maintains records of visits by both students and teachers. The library

is maintained by Munmun Acharya, a casual staff member. Despite being the sole staff member, she ensures the library operates smoothly. She is often sent to other colleges for orientation programs on library management, enhancing her skills and the quality of service provided. The library has modest seating arrangements for both students and teachers. Due to a shortage of regular classrooms, teachers occasionally use the library to conduct classes. While the library is not yet automated, the automation process is currently underway, aiming to improve efficiency and accessibility. Students make extensive use of the library resources. The college encourages students to visit the library regularly. The issue register is properly maintained, ensuring a systematic record of borrowed materials.

Despite the challenges of limited resources and infrastructure, the library at Kabikankan Mukundaram Mahavidyalaya continues to serve as an essential academic resource. The dedication of the library staff and the ongoing efforts to improve facilities highlight the institution's commitment to supporting its students' educational needs.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Kabikankan Mukundaram Mahavidyalaya understands the critical role of IT infrastructure in enhancing the educational experience. Although the college has a modest IT setup, it has been steadily upgrading its facilities over the past two to three years. The college provides Wi-Fi access to students across the campus, supported by an Alliance Broadband connection with a speed of approximately 100 Mbps, ensuring sufficient bandwidth for various online activities. Recent initiatives include enhanced Wi-Fi facilities and significant expenditure for maintaining and upgrading IT resources. The Wi-Fi facility is duly maintained to ensure consistent and reliable internet access. The college also has a smart classroom equipped with modern teaching aids, which is frequently used by students and teachers for an enhanced teaching and learning experience.

There are 10 computers and laptops and other supporting digital equipments like printers, scanners, xerox machines etc. to execute administrative and other related works. The college's well-maintained website serves as a primary operational hub, providing essential information and resources with regular updates. These efforts demonstrate the college's commitment to leveraging technology for a better academic

experience and its proactive approach to staying current with technological advancements

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

4.3.2

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

Response: 394

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

Response: 1

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 2.94

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)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.52 | 0.80 | 0.09 | 0.38 | 0.16 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 70.93

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 358 | 316 | 228 | 295 | 328 |

File Description

Document

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

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.1.3

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

Response: 10.88

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 199 | 35 | 0 | 0 | 0 |

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

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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: 16.76

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 36 | 14 | 4 | 3 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 50 | 106 | 110 | 70 | 40 |

| File Description | Document |
|--|-------------------------------|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | View Document |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2.2

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

Response: 0

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

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

| File Description | 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: 0

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

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

| File Description | Document |
|--|-------------------------------|
| Upload supporting document | View Document |
| list and links to e-copies of award letters and certificates | 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: 3.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05 | 03 | 00 | 03 | 05 |

| 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:

- Kabikankan Mukundaram Mahavidyalaya feels the importance of a registered alumni association as a constant support system for the over-all growth and development of the institution. Therefore, it has become almost mandatory to keep in touch with the former students of college. Now, owing to the immense development of digital technology, it has been possible to keep contact with a maximum number of alumni of the college. As of now, WhatsApp is being used as a useful platform for this purpose. Each Department has its own WhatsApp group of departmental Alumni. More importantly, there is a large WhatsApp group called “KKMM PRAKTANI”, created on 05/04/2022, consisting of former students from all the departments. This group is meant for maintaining regular contact with the ex-students to track and document their progress in life and career and to invite their engagement in the college’s development.
- Taking Feedbacks from alumni has been initiated from 2022-23.
- As a result, regular participation of the ex-students in different activities i.e. cultural programmes, annual sports is observed. However, there is no registered alumni association in the institution as of now, but the process of forming one has already been initiated.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Decentralization and participation in institutional governance:

The Governing Body and Principal of the college play pivotal roles in ensuring that the institution's governance aligns with its vision and mission. It provides strategic direction, oversees policy formulation, and monitors the implementation of various initiatives. Through its diverse membership, including representatives from academia, administration, and the local community, the Governing Body ensures that decisions reflect the institution's commitment to inclusivity and excellence.

The Internal Quality Assurance Cell (IQAC) serves as a catalyst for institutional quality enhancement, facilitating continuous improvement in all aspects of academic and administrative functioning. By conducting regular assessments, monitoring performance indicators, and promoting best practices, the IQAC ensures that institutional practices are aligned with the vision and mission. It fosters a culture of self-assessment and accountability, driving institutional growth and development.

Sub-committees, such as those for academic affairs, student welfare, and community engagement, play specialized roles in implementing institutional goals. These committees, comprised of faculty, staff, and student representatives, focus on specific areas of operation, ensuring that initiatives are effectively executed in accordance with the overarching vision and mission. Through collaboration and coordination with the Governing Body, Principal and IQAC, sub-committees contribute to the holistic governance framework, promoting transparency, efficiency, and stakeholder participation.

Initiatives:

1. Implementation of scholarship programs and financial assistance schemes to support economically disadvantaged students.
2. Integration of value-based education across curricular and extracurricular activities.
3. Conducting outreach programs to extend educational opportunities to remote rural areas.
4. Encouragement of faculty and student-led research initiatives focusing on local issues and challenges.
5. Organization of skill development workshops, vocational training programs, and career guidance sessions to enhance students' employability.
6. Introduction of ICT-enabled teaching methods to bridge the digital divide and enhance learning outcomes.
7. Establishment of a mentorship program to provide personalized guidance and support to students from diverse backgrounds.

8.Regular assessment and review mechanisms to ensure continuous improvement and alignment with the institution's vision and mission.

Through these concerted efforts, Kabikankan Mukundaram Mahavidyalaya endeavours to realize its vision of becoming a transformative force in rural education, empowering individuals and communities to realize their fullest potential.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional bodies at Kabikankan Mukundaram Mahavidyalaya exhibit an efficient and effective functioning, geared towards the attainment of its educational objectives.

- 1.The Governing Body, overseeing management decisions, collaborates with subcommittees chaired by the Principal, ensuring comprehensive representation from both teaching and non-teaching staff. This participatory approach fosters inclusivity and transparency in decision-making processes.
- 2.The Internal Quality Assurance Cell (IQAC) spearheads innovative practices to uphold teaching-learning standards and promote academic growth. Simultaneously, the Internal Complaint Cell operates independently to safeguard against harassment, ensuring a conducive learning environment. Committees such as the Building, Purchase, Finance, and streamline budgetary proposals, enhancing financial management efficiency.
- 3.Sub-committees, such as those for academic affairs, student welfare, and community engagement, play specialized roles in implementing institutional goals. These committees, comprised of faculty, staff, and student representatives, focus on specific areas of operation, ensuring that initiatives are effectively executed in accordance with the overarching vision and mission.
- 4.Appointments adhere rigorously to UGC and West Bengal Higher Education Department regulations, upholding service rules and appointment procedures. The Bursar oversees financial matters diligently, guaranteeing transparent fund utilization. Committee-led initiatives, managed by the Teachers' Council Secretary, drive continuous improvement in academic and administrative realms.

In sum, these institutional bodies work collaboratively to foster an advanced educational environment,

guided by the Governing Body and Principal, thereby ensuring the institution's steady progress and success. Through collaboration and coordination with the college administrative bodies, sub-committees contribute to the holistic governance framework, promoting transparency, efficiency, and stakeholder participation.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | View Document |

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The extremely diligent teaching and non-teaching faculty of the college constitute the core of the institutional human resource. That Kabikankan Mukundaram Mahavidyalaya is very attentive towards staff welfare is reflected through the following measures taken:

1. There is Staff Welfare Committee of the College which is dedicated to provide any academic, non-academic support to the all the staff members.
2. The Grievance Redressal Cell actively works towards providing the teaching and non-teaching staffs of the college with a safe and secure atmosphere to work within. Grievances, if any, are resolved with immediate effect.
3. The college ensures proper implementation of all Govt. benefits for its employees. The faculty members are given the liberty to enjoy the leaves as sanctioned by the Govt., affiliating university and the college administration.
4. The teaching staff of the college can utilize their respective Preparatory Days for their own academic perusal.
5. The college ensures General Provident Fund facilities to whosoever is eligible for the same.
6. The college ensures Govt- approved bonus facility to its employees whosoever is eligible for the same. Moreover it also provides need-based financial assistance to its staffs as per the approval of the Governing body of the college.
7. Teachers are encouraged to participate in seminars and conferences for the sake of their career advancement as well enhancing overall quality of the college and they are also granted the due leave for that purpose.
8. The teachers can participate in different training Programmes like Orientation/ Faculty Induction Programmes and Refresher Courses and avail the due leave for the entire tenure of the course.
9. The Research Committee of the College motivates the teachers to join doctoral programmes and engage in other research activities like publishing in journals, writing book chapters or editing books.
10. The college administration tries to support its faculty members with timely promotion through Career Advancement Scheme.

The different bodies of the college along with many sub-committees, thus, are always in an effort to create a sustainable model of education from which both the teachers and the students will be benefitted and gradually move towards an holistic development.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for 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: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

6.3.3

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

Response: 10.77

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 3 | 1 | 2 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 3 | 3 | 3 |

| File Description | Document |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Annual reports highlighting the programmes undertaken by the teachers | View Document |

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:

Kabikankan Mukundaram Mahavidyalaya employs transparent and democratic approaches in mobilizing and utilizing funds, ensuring optimal resource management.

Resource Mobilization Strategies:

- 1.The institution relies on its budget as a primary means of fund mobilization, formulated in consultation with the Bursar, Principal, and ratified by the Governing Body (GB).
- 2.Grants from the Government of West Bengal, including allocations for staff salaries and infrastructural development, constitute a significant portion of the institution's income.

Optimal Utilization of Resources:

- 1.Income generated from student fees is utilized for student welfare, fees concessions.
- 2.Oversight of financial resource utilization is conducted by the Bursar, Purchase Sub-Committee, and Finance Sub-Committee under the guidance of the Principal and Governing Body.
- 3.The institution adheres to standard financial norms and procedures in procurement processes, ensuring transparency and accountability.
- 4.Investments are made in academic resources, sports equipments, cultural events, and other extracurricular activities to enrich the student experience.

Internal and External Audits:

1. The accounts section, guided by the Bursar, and Finance Sub-Committee and Cashier, maintains meticulous accounting records.
2. External statutory audits are conducted by government-appointed auditors recommended by the Department of Higher Education, Government of West Bengal.
3. Audit objections are reviewed by the GB for necessary adjustments, with a commitment to implementing recommendations to ensure financial propriety.

In summary, Kabikankan Mukundaram Mahavidyalaya employs robust strategies for resource mobilization and utilization, coupled with regular internal and external audits to maintain financial integrity and transparency.

| 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 of Kabikankan Mukundaram Mahavidyalaya plays a very significant role in enhancing the overall quality of the institution since the day the Cell has been established. Always keeping in my mind the vision and mission of the institution, it seeks to facilitate an ambience in the institution which effectively caters to the need of its stakeholders. Improvement in teaching-learning system and sustenance of an incremental development model through necessary upgrades are what the IQAC takes care of. Despite the list not being exhaustive, the following quality initiatives have been taken so far by the IQAC:

1. The IQAC ensures a well-planned implementation and delivery of the curriculum.
2. It has suggested the initiation of student-centric teaching-learning methods such as tutorial classes, group discussions, student seminars and classroom debates etc. which are currently in operational mode.
3. It has emphasized on introducing add-on courses by the departments keeping in mind skill development as well as practical enrichment of the students.
4. The IQAC has encouraged the teachers to use the audio-visual methods of teaching in the smart classroom to incite interest in students.
5. The IQAC is attentive towards the development of the library. It has suggested purchase of most essential books as per the CBCS curriculum. Library automation is under process.
6. The Cell has submitted a requisition to the Teacher-in-charge for necessary infrastructural upgrades which include buying of computers for students' use, preparing more smart classrooms

etc.

7. The IQAC of the college makes sure that the teachers make the students aware of the Programme Outcomes and Course Outcomes so that they can comprehend what they are expected to learn and deliver. To evaluate the level of attainment of POs and COs, the IQAC ensures that every department calculates the level of attainment of the same through proper methods.
8. Feedbacks of the concerned stakeholders are collected and analysed by the IQAC. Necessary actions are taken based on the feedbacks received. The IQAC uploads the feedback data on the institutional website.
9. The IQAC has played a major role in upgrading the college website which is now more user-friendly and effective.
10. The Cell has organized awareness programmes and special lectures on issues pertaining to gender, human values, rights, environment etc. to sensitize the young minds with those issues.
11. The committee has contributed a lot in the smooth running of academic affairs on online mode during the pandemic. It ensured proper conduct of online classes, examinations and other academic works.
12. Promotion of teachers through Career Advancement Scheme is ensured by the IQAC.
13. The IQAC has taken initiative to start a Research Sub-committee in the college to promote more and more research-oriented activities. It encourages teachers to publish in journals and books.

Thus the Internal Quality Assurance Cell alongside other academic and administrative bodies of the college is committed to work for the overall development and progress of the institution.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | View Document |
| NIRF report, AAA report and details on follow up actions | View Document |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | View Document |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Report on the Institution's Initiatives for Promotion of Gender Equity

Kabikankan Mukundaram Mahavidyalaya always tries to maintain an inclusive and equitable environment for all its students, regardless of gender. Recognizing the importance of promoting gender equity, the college has implemented various initiatives aimed at creating awareness, providing support, and cultivating a culture of equality among its student body. The institution has initiated the Gender Audit.

Initiatives:

1. The college conducts gender sensitization workshops and seminars to educate students and faculty about gender issues, stereotypes, and biases.
2. Kabikankan Mukundaram Mahavidyalaya has established a dedicated Women's Cell to address the specific needs and concerns of female students. The cell works towards ensuring the female students' participation in academic and extracurricular activities.
3. The college ensures the availability of gender-neutral facilities on campus, including separate Common-rooms for boys and girls. There is a sanitary pad vending machine in the college for the girl students.
4. The college is committed to integrating gender perspectives into its academic curriculum across disciplines. Faculty members are encouraged to incorporate gender-related topics and case studies into their teaching to promote understanding of gender dynamics in various fields.
5. Kabikankan Mukundaram Mahavidyalaya has a zero-tolerance policy towards gender-based discrimination, harassment, and violence. The college provides mechanisms for reporting such incidents confidentially and ensures prompt investigation and disciplinary action against perpetrators.
6. To support female students from disadvantaged backgrounds, the college ensures various scholarships specifically targeted towards their educational needs. These financial incentives aim to reduce barriers to education and promote gender parity in enrolment and retention rates.
7. The college recognizes the importance of Gender Audit as a way of calibrating the institutional efforts towards the promotion of Gender Equity. The college has initiated Gender Audit of late.
8. Very noteworthy is the participation of the female students in subjects like Physical Education. The college is proud of having a Girls' Football Team, Kho Kho Team. Participation of girl students in NSS is also mention-worthy.

Programmes Organized:

1. The Department of English organized an annual Lit-Fest in 2019. Students of this department performed “Streer Patra” by Rabindranath Tagore addressing profound gender issues, focusing on the struggles and societal constraints faced by women in early 20th-century India.
2. As a Part of celebration of Women's Day 2023, the Women Cell of Kabikankan Mukundaram Mahavidyalaya organized a seminar titled "The Need for Gender Sensitization in Educational Institutions" on 09.03.2023.
3. The Department of Bengali at Kabikankan Mukundaram Mahavidyalaya organized a seminar titled “*Partition and Problems of Women*” to explore the impact of partition of India on women. The seminar aimed to shed light on the untold stories of women who faced numerous challenges during this turbulent period.

Kabikankan Mukundaram Mahavidyalaya's initiatives for promoting gender equity thus reflect its commitment to creating a safe, inclusive, and supportive environment for all its students. Through a combination of awareness-raising activities, support services, and policy interventions, the college attempts to nurture a culture of gender equality and empower students to challenge stereotypes and discrimination in society.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for 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: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric | 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 |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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 and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Kabikankan Mukundaram Mahavidyalaya aims to maintain an inclusive environment characterized by tolerance and harmony across cultural, regional, linguistic, and socio-economic dimensions. The institution places a strong emphasis on sensitizing both students and employees to their constitutional obligations, instilling a deep understanding of values, rights, duties, and responsibilities as citizens.

Throughout the academic year, the college organizes a diverse array of cultural activities that serve to promote harmony among staff and students. These activities are integral to the college's mission of nurturing a cohesive and inclusive community. The celebration of International Mother Language Day each year underscores the importance of linguistic diversity and cultural heritage, fostering respect and appreciation for all languages spoken by the student body.

The college also observes Partition Horrors Remembrance Day, ensuring that students and staff reflect on historical events and their lasting impacts on communal harmony and societal integration. The annual Saraswati Puja is another significant event that brings together the entire college community in celebration of knowledge and learning, transcending cultural and religious differences.

National events like Independence Day and Republic Day are observed with great enthusiasm, reinforcing a sense of patriotism and national pride. The birth anniversaries of eminent personalities such as Rabindranath Tagore, Netaji Subhas Chandra Bose, and Swami Vivekananda are celebrated to inspire students with their teachings and values. These celebrations serve to instill a sense of national identity and respect for the contributions of these leaders to Indian society.

In addition to cultural activities, the college is proactive in conducting various extension activities aimed at promoting community engagement and camaraderie. The NSS unit regularly organizes blood donation camps, health awareness programs, and environmental conservation drives, encouraging students to contribute positively to society.

Days of national importance, such as Independence Day and Republic Day, are observed with due reverence, reminding students of their duties as citizens. These observances are complemented by regular awareness programs that highlight the importance of constitutional values and the responsibilities that come with citizenship.

By integrating these diverse programs and activities, Kabikankan Mukundaram Mahavidyalaya successfully cultivates an environment of inclusivity, patriotism, and moral and human values among its students. This holistic approach ensures that students not only excel academically but also grow into responsible, empathetic, and engaged citizens, fully aware of their role in building a harmonious and progressive society.

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

Best Practice 1

TOWARDS A GREENER AND CLEANER FUTURE

1. Title of the Practice: Towards a Greener and Cleaner Future

2. Objectives of the Practice: The primary objectives of this practice are to create a cleaner, greener, and more sustainable campus environment. This initiative aims to foster environmental awareness among students and staff, enhance the aesthetic appeal of the college, and contribute to the overall well-being of the campus community. The underlying principles are sustainability, community participation, and environmental stewardship.

3. The Context: The college faced a significant challenge with a lack of greenery and cleanliness on campus. Initially, the campus had very few trees, and there was a need for a cleaner environment to promote a healthy and conducive learning atmosphere. Additionally, the absence of a boundary wall posed a challenge in maintaining the newly planted trees, as local cattle would often enter the campus and damage the plants. Additionally, the rapid growth of parthenium, a noxious weed, also negatively impacted the college's ambience and required immediate attention. The college recognized the importance of addressing these issues to create a more sustainable and attractive campus.

4. The Practice: The Green Campus Initiative involves organizing regular campus cleaning drives and plantation programs. These activities are conducted by the two NSS wings and the Environment and Disaster Management Sub-committee. Over the past two to three years, the college has made significant progress in these efforts. Initially, the campus had very few trees, but now it boasts a number of large trees and numerous smaller plants growing rapidly. The college has focused on making the campus plastic-free and encouraging voluntary participation from students and staffs in maintaining the greenery. To protect the newly planted trees from cattle, small fencings have been arranged around the plants. Students and staff members take turns watering the trees, ensuring their growth and sustainability. To address the problem of parthenium growth, the college implemented several control measures. These included manual removal, regular monitoring. These efforts have been successful, and the college campus is now almost parthenium-free. Despite the lack of a boundary wall, which remains a significant constraint, the college has managed to create a greener and cleaner environment through these collective efforts.

5. Evidence of Success: The evidence of success is visible in the increased number of trees and plants on campus, contributing to a greener and more pleasant environment. The initiative has also fostered a sense of environmental responsibility among students and staffs, as evidenced by their active participation in cleaning and plantation drives. Performance against obstacles is reflected in the improved cleanliness and greenery, making the campus more attractive and environmentally friendly. These results indicate a positive shift towards sustainability and community involvement, aligning with the college's objectives.

6. Problems Encountered and Resources Required: One of the main problems encountered is the absence of a boundary wall, making it difficult to protect the newly planted trees from local cattle. This issue has led to several instances of plants being damaged or chewed up by cattle. Additionally, the college faces a lack of substantial resources to construct a boundary wall, which would provide a more permanent solution. Despite these challenges, the college has managed to arrange small fencings around the plants and relies on voluntary efforts from students and staff for maintenance.

Best Practice 2

Promotion of Bengali Folk Tradition

1. Title of the Practice: Promotion of Bengali Folk Tradition

2. Objectives of the Practice: The main objectives of this practice are to preserve and promote the rich tradition of Baul music, a vital part of Bengali folk culture, and to instill its values and ethos in the college community. This initiative seeks to counter the erosion of traditional cultural practices due to rapid industrialization and globalization, nurturing an appreciation for the humanity, equality, and love encapsulated in Baul music. The underlying principle is cultural preservation through active engagement and education.

3. The Context: In an age of rapid industrialization and the pervasive influence of globalized cultures, traditional folk music like Baul is at risk of losing its authentic flavor. The college recognized the need to preserve and promote this unique aspect of Bengali heritage. Baul music, with its roots in the teachings of Lalan Fakir, offers profound lessons in humanity, equality, and love, which are increasingly relevant in a world filled with discrimination and hatred. Over the past two years, Kabikankan Mukundaram Mahavidyalaya has made efforts to incorporate the ethos of Baul's values and morals into various programs, aiming to sensitize students and staff to this rich cultural tradition.

4. The Practice: Kabikankan Mukundaram Mahavidyalaya has organized several Baul music programs on campus to promote Bengali folk culture. Baul music, a traditional folk song genre of rural Bengal, has been showcased through these events. The college has hosted two Baul musical programs, featuring local Baul singer Manas Mohanta from Arambagh and his associates, who performed brilliantly and received enthusiastic responses from the students.

To further strengthen this initiative, the college has thought to establish a Memorandum of Understanding (MoU) with the 'Gnosai Parab Cultural and Welfare Society' organization, known for its active promotion of the Baul-Fakir tradition in Bengal. This collaboration is expected to bring significant cultural benefits to the college.

5. Evidence of Success: The evidence of success lies in the positive feedback and enthusiastic participation from students during the Baul music programs. The performances have sparked a keen interest in Baul music and its underlying values among the college community. The collaboration with 'Antarjatic Gnosai Parab' has further bolstered the college's efforts, providing cultural enrichment and educational opportunities.

6. Problems Encountered and Resources Required: One of the main challenges faced is the lack of sufficient resources to organize more extensive Baul music programs. While the college has managed to host a few events with limited resources, scaling up these initiatives requires additional funding and

support. Engaging local artists and ensuring their continued participation also presents logistical and financial challenges. Despite these limitations, the college's commitment to promoting Baul music remains strong, and it continues to seek ways to overcome these obstacles.

| 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:

Kabikankan Mukundaram Mahavidyalaya, nestled in the heart of rural Bengal, stands as a beacon of hope and enlightenment for the local population. The college is committed to providing quality education to the underprivileged and meritorious students of the region, many of whom are first-generation learners from agrarian backgrounds. This institution is characterized by a multifaceted approach that encompasses academic excellence, infrastructure development, environmental stewardship, cultural preservation, and holistic student support.

Kabikankan Mukundaram Mahavidyalaya's mission is rooted in delivering quality education that prepares students for the challenges of the modern world. The college follows the Choice Based Credit System (CBCS) and Curriculum and Credit Framework under NEP 2020 curriculum prescribed by the university, designed to enhance both knowledge acquisition and skill development. Offering a range of undergraduate courses in Humanities, the institution ensures that its academic programs are rigorous and relevant.

Recognizing the unique challenges faced by first-generation learners from agrarian backgrounds, Kabikankan Mukundaram Mahavidyalaya offers robust support systems to help these students succeed. The college provides scholarships and financial aid to economically disadvantaged students, ensuring that financial constraints do not hinder their educational aspirations. Regular guidance of the teachers to these students in and outside the classrooms offer the students expand the horizon of their learning experience.

To bridge the gap between education and employability, the college conducts various workshops, seminars, and career counselling activities. These programs are designed to sensitize students to the myriad opportunities available to them and equip them with the necessary skills to pursue these opportunities. The Career Counselling unit organizes sessions on resume writing, interview skills, and job search strategies, helping students to navigate the competitive job market.

Additionally, the college offers skill development programs tailored to the needs of the students. These programs cover a wide range of topics, from computer literacy to communication skills, ensuring that students are well-prepared for both academic and professional success.

Kabikankan Mukundaram Mahavidyalaya believes in the importance of community engagement and the role of education in nurturing social responsibility. The college's NSS unit is particularly active in this regard, conducting a variety of extension programs and outreach activities. These initiatives aim to sensitize students to societal issues and encourage them to contribute positively to their communities.

Students participate in community clean-up drives, tree plantation programs, and food distribution activities, learning the values of empathy and civic responsibility.

Kabikankan Mukundaram Mahavidyalaya is deeply committed to environmental sustainability. The college maintains a green and plastic-free campus, promoting eco-friendly practices among students and staff. Regular tree plantation programs are conducted in collaboration with the NSS unit.

The college places a strong emphasis on the overall development of its students. Extracurricular activities, including sports, cultural programs, and staff-student friendly matches, are held throughout the academic year. These activities help build camaraderie among students and staff and provide a platform for showcasing talents.

Kabikankan Mukundaram Mahavidyalaya stands out for its unwavering commitment to providing quality education to the underprivileged and meritorious students of rural Bengal. The college's holistic approach encompasses academic excellence, robust student support systems, career counselling, skill development, environmental sustainability, cultural preservation, and community engagement. Despite facing resource constraints, the college strives to create a nurturing and inclusive environment that prepares students for both academic and professional success, while instilling strong moral values and a sense of social responsibility. This dedication to comprehensive education and the well-being of its stakeholders truly defines the institutional distinctness of Kabikankan Mukundaram Mahavidyalaya.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Kabikankan Mukundaram Mahavidyalaya prioritizes a secure and healthy environment for all its stakeholders.. The college practices inclusivity without discrimination. Various committees and sub-committees are in place to ensure the smooth functioning of the institution's daily operations. The basic needs of students and staff are well-catered to. Facilities of drinking water are very satisfactory. The college has a well-maintained aquaguard and a water canopy for the students. A sanitary vending machine is available for the girls. Throughout the academic year, the college hosts sports, games, cultural programs, staff-student friendly matches, and various extra-curricular activities to cultivate rapport among stakeholders.

The skill and personality development of students is promoted through outreach initiatives, extension activities, and special camps organized by the NSS unit. Several departments have Wall Magazines designed entirely by students. During the COVID 19 pandemics, the college had organized two Vaccination Camps coordinated by the BDO Office of Arambagh, Hooghly

Concluding Remarks :

Kabikankan Mukundaram Mahavidyalaya is dedicated to serving the underprivileged communities of rural Bengal with dedication, commitment, and respect. Despite facing numerous infrastructural challenges, the institution remains focused on its mission to provide quality education. Each year, strategic plans are developed to enhance and upgrade existing facilities.

In essence, the vibrant green campus of Kabikankan Mukundaram Mahavidyalaya reflects the enthusiasm and dedication of the college staff in educating and enlightening students from diverse backgrounds. The institution is proud to offer meritorious students an environment where they can excel and flourish. Kabikankan Mukundaram Mahavidyalaya is committed to delivering a comprehensive education, ensuring that students are not only academically proficient but also physically and mentally healthy.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|----|---|----|---|---------|---------|---------|---------|---------|-----|----|----|----|----|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :06</p> <p>Remark : As per clarification received from HEI, and excluding training programs, not fulfilling the intent of this metric, thus DVV input is recommended.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>185</td> <td>34</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>111</td> <td>34</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and according to the changes done in the above related metric id 1.2.1, thus DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 185 | 34 | 0 | 0 | 0 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 111 | 34 | 0 | 0 | 0 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 185 | 34 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 111 | 34 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 3.3.2 | <p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>4</td> <td>4</td> <td>14</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>01</td> <td>04</td> <td>13</td> <td>00</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 11 | 4 | 4 | 14 | 2 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 06 | 01 | 04 | 13 | 00 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 11 | 4 | 4 | 14 | 2 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 06 | 01 | 04 | 13 | 00 | | | | | | | | | | | | | | | | | |

Remark : As per clarification received from HEI, and books with ISBN number and calendar year to be considered, thus DVV input is recommended.

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7 | 0 | 0 | 1 | 4 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 03 | 0 | 0 | 01 | 02 |

Remark : As per clarification received from HEI, and excluding the programs done in campus, and awareness programs on generic themes, thus DVV input is recommended.

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

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)

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------|---------|---------------|---------|---------|
| 18.99118 | 7.85489 | 5.148578 2 | 9.73734 | 9.76441 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.52 | 0.80 | 0.09 | 0.38 | 0.16 |

Remark : As per clarification received from HEI, and data to be calculated from Audited statement for the Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component, thus DVV input is recommended.

5.1.4 *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 36 | 14 | 4 | 3 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 36 | 14 | 4 | 3 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 101 | 106 | 120 | 104 | 76 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 50 | 106 | 110 | 70 | 40 |

Remark : As per clarification received from HEI, thus DVV input is recommended.

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:

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

Answer After DVV Verification :

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

Remark : As per clarificaton received from HEI, and inter collegiate award should not be considered, thus DVV input is recommended.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 3 | 0 | 3 | 5 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05 | 03 | 00 | 03 | 05 |

Remark : As per clarification received from HEI, and events can not be split in to activities, thus DVV input is recommended.

6.5.2 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

2.Extended Profile Deviations

| Extended Profile Deviations |
|------------------------------------|
| No Deviations |