



## **YEARLY STATUS REPORT - 2021-2022**

### **Part A**

#### **Data of the Institution**

|  |  |  |
|--|--|--|
| <b>1.Name of the Institution</b>                     |  | <b>KALAPRABOHINI'S INSTITUTE OF DESIGN, KOLHAPUR</b> |
| • Name of the Head of the institution                | <b>Ar.Girija Girish Kulkarni</b>   |  |
| • Designation  | <b>Principal</b>   |  |
| • Does the institution function from its own campus? | <b>No</b>  |  |
| • Phone no./Alternate phone no.                      | <b>02312980970</b>   |  |
| • Mobile No:   | <b>9823150278</b>  |  |
| • Registered e-mail                                  | <b>kpid2002@gmail.com</b>  |  |
| • Alternate e-mail                                   | <b>ggarch08@gmail.com</b>  |  |
| • Address  | <b>253Kh, C/o Bhalji Pendharkar Cultural Centre, Behind Mahaveer Garden, Nagala Park, Kolhapur</b> |  |
| • City/Town  | <b>Kolhapur</b>  |  |
| • State/UT   | <b>Maharashtra</b>   |  |
| • Pin Code   | <b>416001</b>  |  |
| <b>2.Institutional status</b>                        |  |  |
| • Affiliated / Constitution Colleges                 |  |  |
| • Type of Institution                                | <b>Co-education</b>  |  |
| • Location   | <b>Urban</b>   |  |

|  |   |                |                             |               |             |
|--|---|----------------|-----------------------------|---------------|-------------|
| • Financial Status   | Self-financing  |                |                             |               |             |
| • Name of the Affiliating University   | Shivaji University, Kolhapur  |                |                             |               |             |
| • Name of the IQAC Coordinator   | Ar. Kedar G. Kulkarni   |                |                             |               |             |
| • Phone No.  | 02312680970   |                |                             |               |             |
| • Alternate phone No.  | 02312680970   |                |                             |               |             |
| • Mobile   | 9422521102  |                |                             |               |             |
| • IQAC e-mail address  | kpid2002@gmail.com  |                |                             |               |             |
| • Alternate e-mail address   | yourskedar@gmail.com  |                |                             |               |             |
| 3.Website address (Web link of the AQAR (Previous Academic Year)   | <a href="https://www.kpinstituteofdesign.org/pdf/aqar-2020-2021.pdf">https://www.kpinstituteofdesign.org/pdf/aqar-2020-2021.pdf</a> |                |                             |               |             |
| 4.Whether Academic Calendar prepared during the year?  | Yes   |                |                             |               |             |
| • if yes, whether it is uploaded in the Institutional website Web link:  | <a href="https://www.kpinstituteofdesign.org/academic-calendar.html">https://www.kpinstituteofdesign.org/academic-calendar.html</a> |                |                             |               |             |
| <b>5.Accreditation Details</b>   |   |                |                             |               |             |
| Cycle  | Grade   | CGPA           | Year of Accreditation       | Validity from | Validity to |
| Cycle 1  | B   | 2.24           | 2018                        | 02/11/2018    | 01/11/2023  |
| 6.Date of Establishment of IQAC  |   |                | 15/08/2016                  |               |             |
| 7.Provide the list of funds by Central / State Government<br>UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., |   |                |                             |               |             |
| Institutional/Department /Faculty  | Scheme  | Funding Agency | Year of award with duration | Amount        |             |
| 0  | 0   | 0              | 0                           | 0             |             |
| 8.Whether composition of IQAC as per latest NAAC guidelines  |   |                | Yes                         |               |             |
| • Upload latest notification of formation of IQAC  |   |                | <a href="#">View File</a>   |               |             |

|  |                           |  |
|--|---------------------------|--|
| 9.No. of IQAC meetings held during the year  | 4                         |  |
| <ul style="list-style-type: none"><li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li></ul> | Yes                       |  |
| <ul style="list-style-type: none"><li>• If No, please upload the minutes of the meeting(s) and Action Taken Report</li></ul>   | <a href="#">View File</a> |  |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   | No                        |  |
| <ul style="list-style-type: none"><li>• If yes, mention the amount</li></ul>   |                           |  |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets)   |                           |  |
| Study tour of Hyderabad to study Architectural styles, Study and visit to IKIA furniture showroom and visit to interior sites.   |                           |  |
| Significantly conducted examinations by MCQ method   |                           |  |
| Activity for the Society by the Students by arranging blood donation camp .  |                           |  |
| Providing Institute Scholarship for Economical Weaker and good Academic performance of the Students.   |                           |  |
| Participation in landscaped Design Competition organized by Garden Club Kolhapur & Won the 2nd Prize.  |                           |  |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year   |                           |  |
|  |                           |  |

| Plan of Action  | Achievements/Outcomes  |
|---|--|
| <p>Organizing Workshops / Lectures / Seminars / Webinars arranged by eminent professionals for our Students</p> | <p>This is a continues activity for gaining knowledge of the different professionals related to interior designing field techniques, skills, and styles. This activity gives students exposure to the verity of cultures in India and abroad through these professionals are invited to present their projects, Skills and techniques. Lectures provide students' knowledge about the current trends in profession in different cities of India. Participation seminars with difference professionals, Artist, makes with difference professionals, Artist, makes students to gain their innovative concepts, different approaches hand skills, soft skills.</p> |
| <p>Providing Institute Scholarship for Economical Weaker and good Academic performance.</p>                     | <p>Govt of Maharashtra had providing Scholarship &amp; Free ship for Category students of our Institute. But those students who is not receiving any benefits from the Govt, the Institute has selected Economically Weaker and Academically good performing students selected by committee appointed by institute for benefit of scholarship from combined contribution of Alumni &amp; Institute. This is really benefitted to many student s from the Institute to achieve their goals and Objectives to complete the curriculum. This year we are providing 6 Students Institute Scholarship.</p>  |

|   |  |
|---|--|
| <p>Participation of faculty in Seminars /Conferences /Teacher Training Programmes</p> | <p>The Institute has promoted the faculty members to participate in the various conferences' seminars, Training Programs, workshops organized by IIA, IIID, Rotary, and University &amp; Affiliated Colleges.</p> <p>Participation in seminars with different professionals, Artist, makes them to gain their innovative concepts, different approaches, hand skills, soft skills for developing innovate teaching Methodologies to complete curriculum. The host institutes and its faculties learn how to organize and coordinate various activities, work hard, and interact with resource persons having different mind-sets. Faculties will be able to appreciate and have sense of value for their peers. They offer an opportunity to develop new professional relationships, meet new friends, gain knowledge and become more successful in learning outcomes.</p> <p>Effective professional development enables educators to develop the knowledge and skills. It helps to increase linkages with industries, professionals which give direct benefit to students in from of research project, internship in industry, Guest lectures, to students from conference speakers and employability</p> |
| <p>Participation in Various Design Competitions Local &amp; National level.</p>       | <p>This is tradition of our Institute for last 20 years which give students exposure of computing and realizing about the skills, techniques, and qualities with metro city</p>  |

|  |  |
|--|--|
|  | <p>students. Promoting students for this activity and preparing them for employment and self-employment in the field of interior designer, As mini of the jury members for such competition always look for the employment for the their offices and repo with jury members give students essay accesses for employment</p>  |
| Feedback System Alumni / students/ Stake Holders                     | <p>This Feedback system is help us for contest up gradation in curriculum, teaching methodologies, going for outcome based education and developing infrastructure /administration as well unspoken needs of the students. Like installation of sanitary napkin winding machine etc..</p>  |
| Computerized Presentation Technique                                  | <p>Student are made to verse with computerized presentation techniques which are useful to them not only for their portfolios of design Course, for their final presentation in front of external examiner's at the time of University External Orals but it will be useful for them in going employment for their career, in field of Interior Designing either in offices or for presentation of the Project in front of the Client.</p> |
| Lectures Arranged on Art of Living / Yoga mediation for our Students | <p>The activity helps students to reduce stress and promotes relaxation. The stretching of body and the relaxing of student's mind allows feeling calmer in the middle of hectic submissions schedule. Practicing yoga by Student get encourages a</p>   |

|   |  |
|---|--|
|   | positive mental attitude and enforces stress managements. Yoga & meditation increase the concentration & improve the capability of passions and also the internal body gets purified. All this thing helps them to lead developing innovative & creative ideas for their curriculum  |
| Arranged Case Studies / Site Visits/ Study tours for students   | This activity provides student's practical aspects of the curriculum, which is acquired coming out of from the routing class room teaching. 1. Case study given them idea of the needs and supply of the Client. 2. Site Visits given them actual technologies, used on site for any project coming in to reality. 3. Study Tours gives exposure to them knowledge of different cultural climate responsive design idea. |
| 13.Whether the AQAR was placed before statutory body?   | Yes  |
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>  |  |
| Name  | Date of meeting(s)   |
| Kalaprabodhini Trust  | 20/05/2023   |
| 14.Whether institutional data submitted to AISHE  |  |
| Year  | Date of Submission   |
| 2021-2022   | 08/12/2022   |
| 15.Multidisciplinary / interdisciplinary  |  |
| Our Institution vision is - To regain the name & fame of Kolhapur in the domain of Arts & film and to be one of the |  |

*global Centre of learning in Arts & Design.*

*Mission - To offer Professional (development) programmes in Arts & Design to enhance to Employment & Design potential amongst the aspirant and promote individual potential to the fullest extent by providing, qualifying, learning, experience & value based education and professional learning culture.*

To transform vision of the institute in to a holistic multiciliary institution is a prime objective.

Institution had the integration of humanities and science which reflex in the programme with combination.

|            |                                   |
|------------|-----------------------------------|
| Creativity | Interior Design- I                |
|            | Theory of Design & Visual Arts- I |
|            | Work Shop - I                     |
| Technology | Building Technology- I            |
| Skills     | Graphics & CAD- I                 |
| Humanity   | History- I                        |
|            | Communication Skills - I          |
|            | Open Elective                     |

Institution had started offering innovative credit based curriculum and conducting projects in the area of community engagement and service environmental education is part of curriculum in second year sem 3rd & 4th B.Des. also value based education is included through different workshops, seminars, like Personality development, yoga& mediation and community projects.

The institution had adopted NEP2020 and prepared new multilinearly flexible curriculum from year 2022-2023

Which enables multiple entry level like following.

Eligibility at Various levels

|                          |   |
|--------------------------|---|
| 1. First Year Admission: | (1). H.S.C or Equivalent<br>Passed in the H.S.C. of the |
|--------------------------|---|



|  |  |
|--|--|
|  | Maharashtra Board for Higher Secondary education or equivalent from the any other State Boards.  |
|  | 2.S.S.C + Two Year's or Three Years' Diploma course from DTE (MSBTE)   |
|  | 3.Any other equivalent Diploma from other state /Statutory University.   |
| 2. Second Year Admission:                  | 1.SSC + Three years' diploma in Interior Designing or Architectural Asst. ship from DTE.   |
|  | A. Candidate satisfactory competing B.I.D./B. Arch/ Part - I from Shivaji University   |
|  | Any other equivalent Three Year's Diploma from other State / Statutory University  |
| 3.For Third/ Fourth year Direct Admission: | A. Candidate satisfactory competing B. Des/B.Arch. Part I or II or III from other UGC recognized statutory Universities and seeking admission for B, Des Part II, III, IV of Shivaji University Shall be admitted in affiliated Colleges. Subject to equivalence of syllabus approved by concern Board of Studies (BOS). |

Exist level like following.

| Level   | Programme     | Year / Semester | From academic Year |
|---------|---------------|-----------------|--------------------|
| Level 5 | Undergraduate |                 | 2022-2023          |

|         |  |  |           |
|---------|--|--|-----------|
|         | Certificate                                      | B. Des - Part<br>- I<br><br>(Sem -I & II)        |           |
| Level 6 | Undergraduate<br>Diploma                         | B. Des - Part<br>- II<br><br>(Sem -III &<br>IV)  | 2023-2024 |
| Level 7 | Bachelor's<br>Degree                             | B. Des - Part<br>- III<br><br>(Sem -V & VI)      | 2024-2025 |
| Level 8 | Bachelor's<br>Degree with<br>Honors/<br>Research | B. Des - Part<br>- IV<br><br>(Sem -VII &<br>VII) | 2025-2026 |

Institute is engaged to offers professional programmes to art & Design. To enhance the employment and design potential amongst aspirant institute has got a following plan for multidisciplinary

Programmes in art and design for creating skilled employment and self-employment in the neglected field. To create awareness to adopted multiciliary programs we had conducted set design seminar for the students. Porty design, workshop on wall parting, mural design, workshop on Design computerised presentation also created EVS awareness through the student's participation in the Ganpati Visarjan...

#### 16.Academic bank of credits (ABC):

The Institute will take an initiative to full fill the requirement of Academic Bank of Credits as proposed in National Education Policy 2020 (NEP)

As per the Guidelines of the regulations 2021 dated 28th July, 2021 Governing the choice-based credit system with multiple Entry and multiple Exit options (regulations in accordance with National Education Policy 2020 with effect

from academic year 2022 - 2023.

Students will be made aware of Academic Bank of Credit - ABC and ABC ID will be created in an online portal and registered all of them.

The ABC allows credit redemption through the process of commuting the accrued credits in the academic bank account maintained in the ABC for the purpose fulfilling the credit requirements for the awarded of Certificate /Diploma/ PG Diploma /Degree by the Authorized Institutes.

Upon collecting a certificate, Diploma, PG, Diploma or Degree all the Credits earned till then, in respect of that certificate, Diploma, PG, diploma or degree shall stand debited and redeemed from the account concerned

Institutes offering programmes with the MEME system need to register in the ABC to enable acceptance of multidisciplinary course, credit transfer and credit acceptance

The validity of Credits earned will be from a maximum period of seven years or as prescribed by the UGC.

Institute is keen on collaborating with other institute running multidisciplinary and interdisciplinary programmes as NEP 20 curriculum is enforced from academic year 2022-2023.

As our programme is based on creativity and innovation faculties are always engaged in designing own curriculum and pedagogy within a approved formwork.

Implementation of NEP 20 in the curriculum from the academic year 2022-2023 require some improvisations in courses, faculties had been engaged in the process through various seminars conducted by university for the implementation of NEP 20.

**17.Skill development:**

Every programmes needs skill development and vocational education for the students as per National Skills Qualifications Framework (NSQF) our programme is based on Art and Design which requires hand skills, soft skills as well vocational courses for the development of the students.

Being professional programme after completion students are either employed or self employed in any of the case vocational education to enter in the professional world is mandatory. Keeping in this thing in to mind institute had stated vocational courses like... Auto cad & sketch up.

Long with this institute is providing value-based education through course like yoga mediation, Personality Development, engaging student in community out rich programme e.g., Environmental awareness, cleanse drive etc.

Considering the need of the future and CBCS curriculum institute had Offred credits and certificates to Vocational course, Value Based Course, & Skill Based courses.

Institute had Design curriculum and course for soft skill development of the students through like... Auto cad & sketch up.

and many students had taken a training of the said vocational course.

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

Being Professional programme Language of our programme is English. Student after 12th comes from the different area, different streams to acquire the degree in Art and Design field is totally different and new to them. To explain the details of concept in each course by bilingual mode is used by the faculties.

Being art and design programme Indian ancient traditional

knowledge, Indian Arts, Indian Culture and traditions all this thing are part of curriculum through out four years.

Courses of the curriculum like. History - Includes Indian history of Arts, Cultural and tradition along with the other history.

Which enable student to implement in the course of Design - in term of theme-based Design of the various places like residential, restaurants, and institutional interior spaces.

Visual Arts- includes Indian history of Arts, Cultural and tradition along with the other history. Which enable students to study Indian Paintings, Murals, Styles of furniture etc. to implement in their own projects.

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

This Programme is being a practical oriental programme basically each and every course of the programme is outcome-based education.

Also framed curriculum of all the courses of the programme is for ultimately to be a professional designer so, each course is based on running practices in the profession.

Still institution makes an effort to transform teaching and learning practices in to outcome based education by giving them need based projects of changing professional standards.

For example A students taking a admission in to First year had been introduce directly to the building then they had been given a day to day used spaces like living room project. Activity chart to be prepared by the students of the space living room. Then the case study of the living room space consisting of taking a physical measurement of the space including a furniture, studying a circulation of a space and questionnaires to be asked and fulfilled from user experience of that space.

Makes the students aware of the projects then a data

collected a case study utilized by them for the space given to them for living room design.

After utilizing all the data in the space, they come to the solutions after lot a discussion in the studios with faculty members to conclude the living room design project.

After completion of the drawing portfolio of the living room as per the requirement of the curriculum they are still motivated to make real time necessary scale model of the project living room space design given to them. The real time scale 3D model is ultimately outcome of the whole process done by the students right from the first of the project. Which enable them to improve in the next project in term of Design practices. Design of each project of each course is based on practical and physical also books-based study.

#### **20.Distance education/online education:**

The programme is based on practical and physical study it is quite difficult to offer vocational courses through online or Distance mode.

But still in the pandemic situation institute made lot of an efforts to continue the system to learn vocational courses through online or distance mode to the extend.

But unfortunately teaching a curriculum of design programme through online mode or distance mode was very difficult and to some what extent it was failure. As after this we had divided our theory part of the curriculum which is hardy 30 %. was conducted through online mode. 70% of the curriculum which is studio based of making drawing, 3 D moulding of the project was conducted somewhat like a distance mode by giving them a time in the day schedule. To discuss and complete the project.

The theory part of the curriculum has been completed through online mode on the Zoom, Google meet or team platform or WhatsApp etc..

But remaining 70 % which was drawing based was also conducted online on Zoom or team plat form by sharing files of the drawing but is was difficult to complete the discussion and checking Whitin the frame of the time this online flat forms. Still, we had blended online and distance mode as an, when possible, to complete the curriculum at that time and learned a lot in term of using online and distance mode for the purpose like conducting guest lecture, of the designer from anywhere in india and consuming time, energy, and money etc...

Doing the case study through the internet for the concern project made each student aware of using technological tools for learning activities. Institute had provided them useful internet speed. More than the requirement of the university norms to help them to go through online mode learning activity.

### Extended Profile

#### 1.Programme

|  |                           |
|--|---------------------------|
| 1.1  | 1                         |
| Number of courses offered by the institution across all programs during the year             |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| <b>2.Student</b>   |                           |
| 2.1  | 119                       |
| Number of students during the year   |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| 2.2  | 96                        |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| 2.3  | 36                        |
| Number of outgoing/ final year students during the year                                      |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| <b>3.Academic</b>  |                           |
| 3.1  | 8                         |
| Number of full time teachers during the year   |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| 3.2  | 12                        |
| Number of Sanctioned posts during the year   |                           |



| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

|  |         |
|--|---------|
| <b>4.Institution</b>   |         |
| 4.1<br>Total number of Classrooms and Seminar halls                      | 6       |
| 4.2<br>Total expenditure excluding salary during the year (INR in lakhs) | 3070803 |
| 4.3<br>Total number of computers on campus for academic purposes         | 14      |

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

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

- Considering mission and vision of the institute, institute had planned workshop to align the academic activities.
- Developing the academic plan based on the feed-back, experiences and the result analysis
- Designed, Implemented & Faculty Training Programme for a new outcome-based choice-based credit system (CBCS) curriculum.
- Develop the Course plan and lesson plan for a semester to comply programme outcomes.
- Planed & implemented student enhancement program (value added and transferable & skills)
- For effective implementation of above academic plan, academic calendar, course plan, lesson plan, had been prepared.
- Based on the new curriculum of choice-based credit system (CBCS) grade system CIE constitutes Internal Evaluation; assessment had been planned though committee structure & implemented for effective our come based curriculum for B.Des sem 3rd and 4th semester.
- While preparing academic calendar for effective implementation outcome-based curriculum. University academic calendar had taken in to consideration for implementation of outcome-based curriculum following points considered:

1.Feedback forms from Students 2. Feedback forms from Teachers

3. Feedback forms from Alumni 4. Feedback forms from Employers.

- Detail Planning of implementation of course plan, lesson plan.
- Detail Planning of Learner's, performers continue assessment measuring of programme outcomes and course outcomes.
- Due to pandemic condition curriculum planning had been divided in to experiential learning and online learning

| File Description                    | Documents   |
|-------------------------------------|---|
| Upload relevant supporting document | <a href="#">View File</a>   |
| Link for Additional information     | <a href="https://www.kpinstituteofdesign.org/academic-calendar.html">https://www.kpinstituteofdesign.org/academic-calendar.html</a> |

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

1. Flow Diagram of Curriculum Planning & implementation
2. Detailed Planning & Designing of Course plan, lesson plan for outcome-based education.
3. Detailed planning & implementation of continues assessment of each course plan & lesson plan for monitoring of effective curriculum, learners' performance assessment.
4. Workshops, Guest Lectures, seminars, for curriculum enrichment courses. value added courses, transferable & Generic Skill courses.
5. Considering Grade system of new CBCS curriculum detailed planning of continues assessment had been prepared for curriculum enrichment courses, value added courses, transferable & Generic Skill courses.

For the Conduct of continues internal evaluation following points considered -

Students and faculty members get acquainted with Shivaji University rules, regulations and evaluation process through orientation programs.

•Various workshops are conducted on syllabus framing, curriculum development and teaching methodology at Institute level in which unit wise evaluation schemes are finalized.

•The evaluation is an integral part of teaching learning process. So, the institution makes effective arrangements for the smooth functioning of the evaluation processes. The institute has developed a appropriate mechanism for this purpose.

•Thus, all stakeholders are consulted and their opinion is sought before any changes are affected, such prevailing information is given in the form of circulars and notices are displayed at prominent place.

•Academic calendar is displayed, that adheres to the systematic conduction of institute level and university level examinations. Implementation of the evaluation reforms of the university:

| File Description                     | Documents   |
|--------------------------------------|---|
| Upload relevant supporting documents | <a href="#">View File</a>   |
| Link for Additional information      | <a href="https://www.kpinstituteofdesign.org/academic-calendar.html">https://www.kpinstituteofdesign.org/academic-calendar.html</a> |

**1.1.3 - Teachers of the Institution participate in B. Any 3 of the above following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.**  
**Academic council/BoS of Affiliating University**  
**Setting of question papers for UG/PG programs**  
**Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**  
**Assessment /evaluation process of the affiliating University**

| File Description   | Documents                 |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

## 1.2 - Academic Flexibility

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented****1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented****1**

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information                              | <a href="#">View File</a> |
| Minutes of relevant Academic Council/ BOS meetings      | <a href="#">View File</a> |
| Institutional data in prescribed format (Data Template) | <a href="#">View File</a> |

**1.2.2 - Number of Add on /Certificate programs offered during the year****1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)****1**

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Brochure or any other document relating to Add on /Certificate programs | <a href="#">View File</a> |
| List of Add on /Certificate programs (Data Template )                   | <a href="#">View File</a> |

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year****19****1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year****19**

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | <a href="#">View File</a> |

### 1.3 - Curriculum Enrichment

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

The Cross -Cutting issues like Gender, Environmental sustainability, Human Values and Professional Ethics are addressed through the curriculum and co-curricular & extra-curricular activities

##### ENVIRONMENTAL STUDIES

It gives basic knowledge about environment and issues related to it. It also includes creation of awareness about environmental problems and inculcate skills in students to identify and solve it, by participating in environment protection and improvement.

##### SUSTAINABLE INTERIORS

The course gives knowledge of efficient use of our natural resources is vitally important to our futures. There is growing recognition within the sustainability movement that to be truly effective, a green facility must do more than effectively use natural resources. These facilities need to nurture the health, prosperity and general well-being of the inhabitants in the interior spaces.

##### COMMUNICATION SKILLS

Improves the life skills and professional skills. It provides importance and effective use of non-verbal communication making students proficient in public speaking and presentation skills. It gives opportunity to students to utilize the principles of profession and technical writing for effective communication in the global world.

##### PROFESSIONAL PRACTICE

It gives introduction to professionalism, design practice, working of design organization to the students. As well it gives detail introduction of code of conduct for the interior profession.

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | <a href="#">View File</a> |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | <a href="#">View File</a> |

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

1

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Programme / Curriculum/ Syllabus of the courses   | <a href="#">View File</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses                    | <a href="#">View File</a> |
| MoU's with relevant organizations for these courses, if any   | <a href="#">View File</a> |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | <a href="#">View File</a> |

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

70

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | <a href="#">View File</a> |

## 1.4 - Feedback System

### 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution

A. All of the above

from the following stakeholders Students  
Teachers Employers Alumni

| File Description   | Documents                 |
|--|---------------------------|
| URL for stakeholder feedback report  | <a href="#">View File</a> |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | <a href="#">View File</a> |
| Any additional information(Upload)   | No File Uploaded          |

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

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

| File Description                  | Documents   |
|-----------------------------------|---|
| Upload any additional information | <a href="#">View File</a>   |
| URL for feedback report           | <a href="https://www.kpinstituteofdesign.org/testimonials.html">https://www.kpinstituteofdesign.org/testimonials.html</a> |

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment Number Number of students admitted during the year

##### 2.1.1.1 - Number of sanctioned seats during the year

40

| File Description                        | Documents                 |
|---|---------------------------|
| Any additional information              | <a href="#">View File</a> |
| Institutional data in prescribed format | <a href="#">View File</a> |

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

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

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information                                    | <a href="#">View File</a> |
| Number of seats filled against seats reserved (Data Template) | <a href="#">View File</a> |

## 2.2 - Catering to Student Diversity

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

The 3-tier system is implemented for identifying the level of students. This system helps to identify slow learners & advance learners.

An orientation program is conducted for all the first-year students in order to assess their skill set, learning needs with respect to soft skills, rural background problems and queries about basic knowledge.

The advanced learners are provided with opportunities of evolving their design ideas. Their skills are also enhanced by conducting the expert lectures and by involving them in to the higher learning task/ideas.

Strategies adopted for facilitating Slow Learners:

The Institute assigns mentors to These mentors pay personal attention to those students who are reported to be slow learners by regular teachers in each class on every Saturday after the regular academic scheduled complicated.

Strategies adopted for facilitating Advance Learners: Advance learners are identified through their interaction in class room and laboratory, concept understanding and articulation abilities etc., Students are encouraged to participate in local/national workshops and seminars to gain the knowledge of advanced topics.

Advanced learners are encouraged to take part in an Inter-Institute, National level design competition. Advanced learners are motivated for PG programs by ex-students who had completed PG'S to take counselling at UG level.



| File Description                  | Documents   |
|-----------------------------------|---|
| Link for additional Information   | <a href="https://assessmentonline.naac.gov.in/storage/app/public/aqar/23182/23182_15_1743.pdf?1678263702">https://assessmentonline.naac.gov.in/storage/app/public/aqar/23182/23182_15_1743.pdf?1678263702</a> |
| Upload any additional information | <a href="#">View File</a>   |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 119                | 08                 |

| File Description           | Documents                 |
|----------------------------|---------------------------|
| Any additional information | <a href="#">View File</a> |

## 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

Delivering lectures in interactive discussion, making students to participate during studio and theory by asking questions. Discussions about the stages of the project given for each subject. Students are involved in preparing the case study reports and presenting in class rooms. Participative Learning The importance of Participative learning is quoted as "Learning by doing" Assignment of case study, mini projects in each year to group of 3-4 student's aids to inculcate the practice of team work task Encouragement for participation in various curricular, extracurricular activities like Project competition, Poster presentation, seminars and sports. Active learning is outcome of Participative learning. Problem Solving Methodologies: Example :- We give one live fruit/vegetable to sketch in which following skills of the course has been developed. Observation - Design Proportions - Graphics/Design 1. Then we make them live fruit/vegetable sketch it. Where they learn Top view /side view- Graphics

1. Then we make them to cut vegiesWhere they learn section- Graphics
2. Then we make them to imagin some live product which they are using in day to day life. Where they try to design some product & make a real scale model of it where they try to Imagination - Design product, Scale model, working drawing ,

and technical details.

| File Description                  | Documents   |
|-----------------------------------|---|
| Upload any additional information | <a href="#">View File</a>   |
| Link for additional information   | <a href="https://www.kpinstituteofdesign.org/pdf/activity/21-22/17Student%20centric%20methods,%20such%20as%20experiential%20learning,%20participative%20learning%20and%20problem%20solving%20methodologies.pdf">https://www.kpinstituteofdesign.org/pdf/activity/21-22/17Student%20centric%20methods,%20such%20as%20experiential%20learning,%20participative%20learning%20and%20problem%20solving%20methodologies.pdf</a> |

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

1. ICT can enhance the quality of education by increasing learner's motivation and engagement.
2. students are assisted by helping to provide access to more and better educational content, for simulations of effective teaching practices by using e-resources like google classroom, digital learning resources
3. To cater the growing needs of online teaching during the pandemic, Institute has used Zoon software for smooth conduct of classes.
4. The platform offers an online collaboration space in which teachers and students can share notes, chats, meetings, assignments and apps.
5. Faculties on this platform creates a digital hub that brings conversations, content, assignments and apps together in one place to create a vibrant learning environment.
6. The composition on ICT enables class rooms/seminar halls/labs is given below:

Name of the Class room Type of ICT Facility Classroom with LED facility 4 Seminars Halls 2 Class rooms with WIFI 4 Seminars Halls with LCD Facility 2 Digital Class Room 1 Digital Class Room with LCD facility 1 Digital Class Room with ICT facility 1 Computer Lab with ICT with WIFI / LAN facility 1 Laptop 1 Video Camera 1 Audio System 1 Digital Drawing XP - PEN 1

| File Description  | Documents   |
|---|---|
| Upload any additional information   | <a href="#">View File</a>   |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | <a href="https://www.youtube.com/@kalaprabodhinishinstituteof8669/videos">https://www.youtube.com/@kalaprabodhinishinstituteof8669/videos</a> |

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

#### 2.3.3.1 - Number of mentors

08

| File Description  | Documents                 |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | <a href="#">View File</a> |
| Circulars pertaining to assigning mentors to mentees                | <a href="#">View File</a> |
| mentor/mentee ratio   | <a href="#">View File</a> |

### 2.4 - Teacher Profile and Quality

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

8

| File Description   | Documents                 |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | <a href="#">View File</a> |
| Any additional information                                       | <a href="#">View File</a> |
| List of the faculty members authenticated by the Head of HEI     | <a href="#">View File</a> |

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

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

0

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | <a href="#">View File</a> |

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

#### 2.4.3.1 - Total experience of full-time teachers

63

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | <a href="#">View File</a> |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | <a href="#">View File</a> |

## 2.5 - Evaluation Process and Reforms

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

**Transparency:** All the students are made familiar about the transparency in the internal and external assessment of each course head. For internal assessment grading or marking continuous learning and assessment is required which results in to gradual progress at the end of the semester. **Robustness** in-terms of frequency and variety: The internal assessment is the 3-domain specific assessment. The assessment is done with respect to assessment of cognitive domain, psychomotor domain and affective domain; Internal assessment is done with the marks for each course as per programme structure in the syllabus approved by Shivaji University, While evaluating students for internal assessment, transparency is maintained by making them aware of the marks each stage for every assignment. In continuous assessment process, opportunities to improve marks are given to the students by giving them appropriate time and guidance for each assignment of each course as per the university rules, prior to forwarding these grade / marks to the university students verify and sign the grades/ marks given. This

ensures fair grading system. External assessment grading is done by eminent teachers, professional stakeholders appointed by the university which ensures to the student's market related trends in interior design and professional approach towards each assignment.

| File Description                | Documents                 |
|---------------------------------|---------------------------|
| Any additional information      | <a href="#">View File</a> |
| Link for additional information | Nil                       |

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

The mechanism followed for redressal of grievances with reference to evaluation is as follows, At Institutional level: A grievance committee consisting of Principal, subject teachers and mentor is formed. The above committee verifies the nature of grievances. He/she is made aware of transparency in discussion. Mechanism to deal with examination related grievances. The assignment marking scheme is discussed by the faculty with the students. The attendance record of each student is maintained and due weight age is given for attendance in theory class and studio sessions, performance in assignments, tests, and timely submissions. The Institute encourages independent learning through project and paper presentations by students. At University level: The Institute has given the responsibility to exam in charge who takes care of university evaluation grievances. After declaration of the results, students can apply for revaluation / rechecking, photocopy of answer sheet through the examination section of the institute. Institute examination in charge forwards these applications for revaluation to the university examination cell. After receiving the photocopy students show the same to the concerned course teacher, discuss the grievances and seek advice. The examination section of the Institute follows up for quick redressal at the university level.

| File Description                | Documents   |
|---------------------------------|---|
| Any additional information      | <a href="#">View File</a>   |
| Link for additional information | <a href="http://www.unishivaji.ac.in/exam/Online-Forms-for-Revaluation-and-Photocopy">http://www.unishivaji.ac.in/exam/Online-Forms-for-Revaluation-and-Photocopy</a> |

## 2.6 - Student Performance and Learning Outcomes

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

Student admitted in the first year is made aware of the programme by taking orientation programme for students and parents. Also, they are made aware of each course in the syllabus by respective teachers. In a same way second year, Third Year & final Year students are made aware by orientation programme on the first day of respective year by respective teacher of the concern course for concern year. All the students from first to final year are made aware for their respective years courses to be taken by the institute which are not a part of programme but It helps to improve programme out comes and professional skills and also helps students to select their specialization for Masters. Program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students. PROGRAMME OUTCOMES: 1. Design Knowledge 2. Problem Analysis 3. Design/Development of Solutions 4. Conduct Investigations of Complex Problems 5. Modern tool usage 6. The Designer and Society 7. Environment and Sustainability 8. Ethics 9. Individual and Team Work 10. Communication 11. Project Management and Finance 12. Life-long Learning

| File Description                                     | Documents   |
|--|---|
| Upload any additional information                    | <a href="#">View File</a>   |
| Paste link for Additional information                | <a href="https://www.kpinstituteofdesign.org/pdf/po-col.pdf">https://www.kpinstituteofdesign.org/pdf/po-col.pdf</a> |
| Upload COs for all courses (exemplars from Glossary) | <a href="#">View File</a>   |

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

The POS & POSs are assessed with the help of CO's of the relevant courses through direct and indirect methods. through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and home assignment. Throughout the semester the faculty records the performance of each student on each course outcome. Average attainment in direct method = University Examination (80%) +Internal assessment (20%) Indirect assessment strategies are implemented by embedding them in Student Survey, Employer Survey and Alumni Survey. Few of the POs are assessed based on relevant developed rubrics. University conducts examinations

based on the result published by university. The Co's are measured based on the course attainment level fixed by the program. The assignments are provided to students, such that students will refer the text books and good reference books to find out the answers and understand the expected objective of the given problem. According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject are conducted

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for Additional information | <a href="https://www.kpinstituteofdesign.org/pdf/course-attainment.pdf">https://www.kpinstituteofdesign.org/pdf/course-attainment.pdf</a> |

### 2.6.3 - Pass percentage of Students during the year

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

30

| File Description   | Documents   |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | <a href="#">View File</a>   |
| Upload any additional information  | <a href="#">View File</a>   |
| Paste link for the annual report   | <a href="https://www.kpinstituteofdesign.org/pdf/result/march-2021.pdf">https://www.kpinstituteofdesign.org/pdf/result/march-2021.pdf</a> |

### 2.7 - Student Satisfaction Survey

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

<https://www.kpinstituteofdesign.org/pdf/feedback/2.7.1%20-%20SSS.pdf>

### RESEARCH, INNOVATIONS AND EXTENSION

#### 3.1 - Resource Mobilization for Research

##### 3.1.1 - Grants received from Government and non-governmental agencies for research projects /

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

0

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | No File Uploaded          |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded          |
| List of endowments / projects with details of grants(Data Template)             | <a href="#">View File</a> |

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

0

| File Description  | Documents                 |
|---|---------------------------|
| List of research projects and funding details (Data Template) | <a href="#">View File</a> |
| Any additional information                                    | No File Uploaded          |
| Supporting document from Funding Agency                       | No File Uploaded          |
| Paste link to funding agency website                          | Nil                       |

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

09



| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | <a href="#">View File</a> |
| Any additional information                                     | No File Uploaded          |
| List of workshops/seminars during last 5 years (Data Template) | <a href="#">View File</a> |

### 3.2 - Research Publications and Awards

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

##### 3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

0

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | No File Uploaded          |
| List of research papers by title, author, department, name and year of publication (Data Template) | <a href="#">View File</a> |

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

##### 3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

0

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | No File Uploaded          |
| List books and chapters edited volumes/ books published (Data Template) | <a href="#">View File</a> |

### 3.3 - Extension Activities

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

- The College conducted neighbourhood community activities with different organizations such as Rotary Club of Gargies, Kolhapur, Bhalji Pendharkar Trust., Indian Institute of

Architect (IIA), Collector office Kolhapur, Shahu Blood bank. The purpose of collaboration is to enhance networking and learning the ability of working with different (multi-disciplinary) teams.

- Sr. No Name of Activity Year 1

Historical study tour at Satara

2022

2 Women Empowerment lecture by Miss Ashwini Paranjape

2022 3

Nature Trek to Masai Plateau Panhala

2022 4

Blood Donation Camp

2022 5

Heritage walks at Houses of Goa

2022 6

Visit to Museum of Goa

2022 7

Pay Homage in memory of Late Chattrapati Shahu Maharaj

2022

The students and staff members actively participated in blood donation camp and 35 bottles of blood has been collected. The tourism development activity of Masai Plateau broadened student's horizons and knowledge of scenic beauty and various types of seasonal wildflowers. The paying homage to Shahu Maharaj activity embraces the overall social work and all-round thinking of king's memories in student's mind.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/activity/21-22/7-Blood%20donation%20camp.pdf">https://www.kpinstituteofdesign.org/pdf/activity/21-22/7-Blood%20donation%20camp.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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

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

1

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Number of awards for extension activities in last 5 year(Data Template) | <a href="#">View File</a> |
| e-copy of the award letters   | No File Uploaded          |

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

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

5

| File Description   | Documents                 |
|--|---------------------------|
| Reports of the event organized   | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | <a href="#">View File</a> |

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

#### 3.3.4.1 - Total number of Students participating in extension activities conducted in

**collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

349

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | <a href="#">View File</a> |

### 3.4 - Collaboration

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

23

| File Description  | Documents                 |
|---|---------------------------|
| e-copies of linkage related Document  | <a href="#">View File</a> |
| Details of linkages with institutions/industries for internship (Data Template) | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

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

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

11

| File Description   | Documents                 |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses  | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | <a href="#">View File</a> |

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

From the inception of the academic year, need-assessment for replacement, up-gradation, addition of the existing infrastructure which is carried out based on the suggestions from higher authorities, Institutional Head, Heads of the departments, administrator after reviewing course requirements, student computer ratio, budget constraints, working condition of the existing equipment and also student's grievances. The requirements regarding classrooms, infrastructure development and other equipment's are planned by Institute. Optimal deployment of infrastructure is ensured through conducting workshops, awareness programs, training programs for faculty on the use of new technology. Effective utilization of infrastructure is ensured through appointment of adequate and well system administrator. Institute provides huge collections of books in its central library. Also there is provision of having e-books, e-journals and e-Learning. Institute has well workshop area for the students to do practical and demonstrations which enhance the learning process.

PHYSICAL FACILITIES SR NO  
 DETAILS NO 1 CLASS ROOM 4 2 SEMINAR HALL - 1 1 3 COMPUTER CLASS ROOM  
 1 4 LIBRARY HALL 1 5 DIGITAL CLASS ROOM 1 6 SEMINAR HALL - 2 1 7  
 PLAY GROUND 1 8 ADMINISTRATIVE OFFICE 1 LIBRARY FACILITIES SR NO  
 DETAILS NO 1 TOTAL NO OF BOOKS 658 2 NO MAGAZINE 5000 3 NO E BOOKS  
 41 4 NO OF CD 100 5 NO THESIS 250 6 NO OF ELECTIVES 255 7 NO MAPS 4  
 8 NO OF DATABASE 2 COMPUTER DETAILS: SR NO DETAILS NO 1 LED SCREENS  
 14" 14 2 CPU 14 3 MOUSE /KEYBOARDS 14 4 SPEAKERS 12 5 WEB CAMERA 4 6  
 SKETCHING SLATE 1 7 WI-FI ROUTER 2 8 PRINTER 2 10 CCTV CAMERA 16

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.1.1.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.1.1.pdf</a> |

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

Institute always work cultural activities for college students to improvement their stage performance and confidence institute provided for cultural event require hall, public address system and

lighting elements etc. Yoga education can supplementary for university education it can prepare the student physically and mentally for the integration of their physical mental and spiritual facilities, so that student can become healthier and more integrated. Yoga education helps in discipline and self-control leading to immense amount of awareness. The objective of the event is

- To enable student to have good health
- To practice mental hygiene
- To process emotional stability
- To enhance all the activities of the student be it academic or sports social

Institute always works on sport activities for college student to improvement them Physical performance and confidence institute provided for sport event require indoor and outdoor grounds, sport equipment's and first aid kit etc.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.1.2.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.1.2.pdf</a> |

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

6

##### 4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

6

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Paste link for additional information   | Nil                       |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View File</a> |

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

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

1071312

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Upload audited utilization statements   | <a href="#">View File</a> |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | <a href="#">View File</a> |

#### 4.2 - Library as a Learning Resource

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

SR NO

DETAILS

1

LIBRARY DETAILS

2

ILMS DETAILS

LIBRARY DETAILS:

Library Details the Library plays a central role in enhancing the quality of academic and research environment in Education institutions. The Institute library is a place in the Institute where huge collections of reference books, journals, magazines, research projects, rare books, other knowledgeable books and newspapers are kept.

These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important hub of student life. There, student can check out

books, conduct their research, find a quiet place to study, and maybe even flip through magazine. The students can extend their search with use of internet, e-books, e-journals etc. made available in the digital library.

The Institute library exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means.

#### ILMS Details:

The Institute installed Integrated Library Management System (ILMS) namely "elite software" in the year 2019. The Institute started using it in the year 2019. Library has provision of s/w such as 'auto Librarian, software for students & faculty members to search books by title/ author name etc.

SR NO

DETAIL

1

ADD NEW TITLE

2

ACCESSION REGISTER

3

OPAC

4

BOOK ISSUE

5

STAFF BOOK ISSUE

6

STAFF BOOK RETURN



7

## REPORTS

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for Additional Information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.2.1.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.2.1.pdf</a> |

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

**A. Any 4 or more of the above**

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <b>No File Uploaded</b>   |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | <a href="#">View File</a> |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

700

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | <b>No File Uploaded</b>   |
| Audited statements of accounts   | <a href="#">View File</a> |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | <a href="#">View File</a> |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

**4.2.4.1 - Number of teachers and students using library per day over last one year**

22

| File Description                                  | Documents                 |
|---|---------------------------|
| Any additional information                        | No File Uploaded          |
| Details of library usage by teachers and students | <a href="#">View File</a> |

**4.3 - IT Infrastructure**

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

**IT- FACILITY**

SR NO

**DETAILS**

1

**COMPUTER LABORATORY**

2

**WIFI-FACILITY**

**COMPUTER LABORATORY DETAILS:** Computer laboratory plays a central role in enhancing the quality of academic and It facilities for institutions. The Institute computer lab provided computer desktops with high configuration hardware and software use for architectural and interior software's The Institute Computer laboratory exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means, students and computer ration is maintaining by batch wise for intake of forty students. Ratio as 1:2 per batch

**WIFI FACILITY DETAILS:** WIFI CAMPUS plays a central role in enhancing the quality of academic and It facilities for institutions. The Institute provided 50 mbps speed for WIFI AND LINE facility

**PRINTING FACILITY DETAILS:** Printing facility provided for students for auto-cad drawing for a4 to a3 documents.

**computer Details:** SR NO details 1 Led screens 14" 2 CPU 3 Mouse /keyboards 4 Speakers 5 Web camera 6 Sketching slate 7 Wi-Fi router 8 Printer 10 CCTV Camera

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.3.1.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.3.1.pdf</a> |

#### 4.3.2 - Number of Computers

14

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Upload any additional information | No File Uploaded          |
| Student – computer ratio          | <a href="#">View File</a> |

#### 4.3.3 - Bandwidth of internet connection in the Institution A. ? 50MBPS

| File Description   | Documents                 |
|--|---------------------------|
| Upload any additional Information  | No File Uploaded          |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View File</a> |

#### 4.4 - Maintenance of Campus Infrastructure

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

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

9283487

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Audited statements of accounts.   | <a href="#">View File</a> |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <a href="#">View File</a> |

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

In order to achieve the objectives, set by the institution, maintains strong working relationships among parents, teachers and other institutions, in support of students. ensures all kinds of support and assistance towards the development of the college after having a budgetary allocation of fund for various purposes.to improve the physical condition of college and for the welfare of the students, institute provide fund for day to day maintenance of the college including electricity, water and other service charges, appointing teaching and non-teaching temporary staff over and above the sanctioned posts for the smooth functioning of the academic and administrative activities, funding for academic programmes like seminars, conferences/workshops, conducting ceremonies, college beautification, women empowerment, co-curricular activities, merit awards for academic and extracurricular excellence and other staff and students welfare programmes. While purchasing any product annual maintenance contract and warranty is kept as one of the important criterion. All common seminar halls, audio systems, play grounds, toilets, rest rooms are maintained by institute and Management. The Principal monitors the utilization of these spatial facilities.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.4.2.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.4.2.pdf</a> |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

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

10

| File Description   | Documents                 |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship   | <a href="#">View File</a> |
| Upload any additional information  | No File Uploaded          |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | <a href="#">View File</a> |

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

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

10

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

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

**A. All of the above**

| File Description  | Documents                 |
|---|---------------------------|
| Link to institutional website   | Nil                       |
| Any additional information  | No File Uploaded          |
| Details of capability building and skills enhancement initiatives (Data Template) | <a href="#">View File</a> |

#### 5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

##### 5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | No File Uploaded          |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | <a href="#">View File</a> |

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

**A. All of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View File</a> |
| Upload any additional information  | No File Uploaded          |
| Details of student grievances including sexual harassment and ragging cases  | No File Uploaded          |

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

#### 5.2.1.1 - Number of outgoing students placed during the year

30

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | <a href="#">View File</a> |
| Upload any additional information     | No File Uploaded          |

### 5.2.2 - Number of students progressing to higher education during the year

#### 5.2.2.1 - Number of outgoing student progression to higher education

1

| File Description                                   | Documents                 |
|--|---------------------------|
| Upload supporting data for student/alumni          | No File Uploaded          |
| Any additional information                         | <a href="#">View File</a> |
| Details of student progression to higher education | <a href="#">View File</a> |

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

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

**examinations) during the year****1**

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | <a href="#">View File</a> |
| Any additional information          | <a href="#">View File</a> |

**5.3 - Student Participation and Activities****5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.****1**

| File Description   | Documents                 |
|--|---------------------------|
| e-copies of award letters and certificates   | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | <a href="#">View File</a> |

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

Name of committee 4 st year 3nd year 2 nd year 1 st year Anti-Raging Committee Sakshi makote Tejas shinde Akshay patil Neha gavali Arya ghotkhindikar Alankar sidhnaike Trip Committee Bhakti bhule Aditya deshmukh Nishant porwal Arya khot Omkar patil Arya phalle Days Committee Pooja kadam Tejas more Anmol lalwani Arya khot Bahuli jadhav Phalguni Mishra Shrya gurav Poster Design Committee Mansi patil Neha potadar Avinash suryvanshi Rama gholkar Revati nawale Pranali patil Payoja ghalwadkar Competition committee Harshada patil



Muskan mujwar Avinash suryvanshi Aditi lalit Abhinav basgoudnavar  
 Neha patil Sanjana batral Cultural committee Himani magdum Sayali  
 chougule Prathmesh kadam Rama gholkar Nitisha chavan Tanushree  
 jadhav Dharini panchal Sketching committee Abhay sanas Neha patil  
 Prathmesh kadam Abhinav basgoudnavar Bahuli jadhav Rachna ghambhire  
 Sports committee Abhay sanas Sumit chikodikar Prerna katyar Sarthak  
 nalwade Shubham gokule Granth patel Alankar sidhnaike Exhibition  
 committee Siddhi borgwakar Meghna chawan Piyush rathod Mahima shah  
 Shefali tikke Abhishek karambele Rutuja chougule Prathana sathe  
 Anchoring committee - - - - Foundation day Committee Prathmesh  
 kumbhar Viashnavi patil Shweta bairagi Shakir momin Himalay warkade  
 Urja gala Jeeshan momin

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/5.3.2.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/5.3.2.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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

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

2

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

### 5.4 - Alumni Engagement

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

The main purpose behind forming such a committee is to increase the amount of interaction & knowledge sharing between the pass out students & the budding interior designers, who are still pursuing the education, so that, the students will be able to get the much needed guidance regarding how exactly the field of interior designing functions on a practical level in the world outside the institute. The overall ratio of efficient & enthusiastic interior designers produced by the institute increased as, now each student pursuing the degree will have a guide to look up to. To be a part of the XPID alumni committee one needs to fill up an entry form & complete the admission procedure by paying the fees. The committee works under the proactive guidance of the president & the president of the committee is in contact with the higher authority of the institute while taking major decisions or at the time of arranging events, meetings & seminars for the students.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/5.4.1.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/5.4.1.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

#### 5.4.2 - Alumni contribution during the year (INR in Lakhs) **E. <1Lakhs**

| File Description                  | Documents               |
|-----------------------------------|-------------------------|
| Upload any additional information | <b>No File Uploaded</b> |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

**VISION :-** To regain the name & fame of Kolhapur in the domain of Arts & film and to be one of the globe of Centre of learning in Arts & Design. **MISSION :-** To offer Professional (development) programmes in Arts & Design to enhance to Employment & Design potential amongst the aspirant and further individual potential to the fullest extent by providing, qualifying, learning, experience & Culture. **OBJECTIVES :-**

- Developing system through research, training, collaborations with design industries and with new introduced programs.
- Faculty & student empowerment programs;
- Promote activity based, learning based to develop disciplinary minds, creative minds and innovative minds
- Establishment of image laboratory for holistic personality development inclusive of transferable skills, generic skills and life skills;
- Preparation of institute development plan for academic's development;
- Developing network with industry and institutions;
- Enhancing network with stakeholders- alumina, parents & academicians/industry experts;

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/vision-mission-objective.html">https://www.kpinstituteofdesign.org/vision-mission-objective.html</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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

The institute develops a practice for decentralization by formation of various committees consisting staff, student and other stakeholders. participative management of the institute regarding this is done by taking regular meetings of all the prescribe committees which resulting in the outcome of the decisions taken and resulting in to follow of the above said participative management of different committees. 1)Gymkhana committee: The Gymkhana committee have arrange a sports week in the institute. It contains various sports activities like carom, cricket, football, chess etc. It helps the students to get develop of the sportsmen spirit. 2) Tour committee: The institute have arranged a study tour to Hyderabad. The tour committee has decided to see from point of view of historical study and interior sites with visit to interior design material mall. It helps a lot to students to develop a vision in relation with practical.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil                       |
| Upload any additional information     | <a href="#">View File</a> |

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The following are the Short term, medium term and long term goals identified by the institute. Consequent to that, the initiatives and action plans are developed by the institute. Short term goals 1. Developing system for practicing designers & research through training, collaborations and programs; 2. Faculty & student empowerment programs; 3. Foster activity based learning based to develop disciplinary minds, creative minds and innovative minds; 4. Establishment of image laboratory for holistic personality development inclusive of transferable skills, generic skills and life skills; 6. Preparation of institute development plan for academics development; 7. Developing network with industry and institutions; 8. Enhancing network with stakeholders- alumina, parents & academicians/industry experts; 9. Creating learning management system (LMS); Long term goals (2023-2027) 1. Setting up business activity in collaboration with alumna , industry & business; 2. Setting up research center in each domain of engineering programme; 3. Collaboration with research institutes nationally & internationally; 4. Development of Design exhibition and digital platform; 5. Development of platform for "self-made" multi-faceted professionals (all stakeholders) contributing to the national development ; 6. Establishment of blended & digital platform for quality in education;

| File Description                                       | Documents   |
|--|---|
| Strategic Plan and deployment documents on the website | No File Uploaded  |
| Paste link for additional information                  | <a href="https://www.kpinstituteofdesign.org/strategic-plan.html">https://www.kpinstituteofdesign.org/strategic-plan.html</a> |
| Upload any additional information                      | <a href="#">View File</a>   |

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

**Powers & Duties of Trustees:-** 1. Power: It shall be within the powers of the Trustees to do each and every thing mentioned in this Trust Deed jointly by majority of the Trustees Present and Voting. However they may appoint any one of them as Managing Trustee and authorized him to exercise all powers which they delegate to him. The Trustees & The Managing Trustees are also authorized to delegate part of their powers to the working Committee appointed as per this Trust Deed. 2.Duties:- All the Trustees are duty- bound to work to the best interests of the Trust and as per the provisions of Mumbai Public Trust Act, and this Trust Deed. The Institute has an organizational structure for its effective functioning and smooth running of the administrative activities as shown below- The Institute has an organizational structure for its effective functioning and smooth running of the administrative activities as shown below- Add committee chart Trustees Chairman & Hon. Secretary Local Managing Committee ..... Principal ..... Internal Quality Assurance Cell ..... Sr. Faculty Librarian Nonteaching Staff Committees Teachers Lib. Attendant Sr. Clerk Statutory Non Statutory ..... Jr. Clerk ..... Peon

| File Description                              | Documents   |
|---|---|
| Paste link for additional information         | <a href="https://www.unishivaji.ac.in/GeneralStatut191213.pdf">https://www.unishivaji.ac.in/GeneralStatut191213.pdf</a> |
| Link to Organogram of the Institution webpage | <a href="https://www.kpinstituteofdesign.org/directors.html">https://www.kpinstituteofdesign.org/directors.html</a>     |
| Upload any additional information             | <a href="#">View File</a>   |

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

**D. Any 1 of the above**

| File Description  | Documents                 |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document   | <a href="#">View File</a> |
| Screen shots of user interfaces   | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | <a href="#">View File</a> |

### 6.3 - Faculty Empowerment Strategies

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

Following welfare schemes are available for teaching and non-teaching staff associated with the Institute: Extended maternity leaves and permission to leave early for ladies staff members every year. Need based Training Programmes are arranged by the Institute for the faculty. Faculty members are permitted to attend Training Programmes conducted at different institutions. Efforts to sign MOU with industries by which faculty are given training Encourage to acquire higher professional qualification by Non Teaching Staff. Organize training for nonteaching staff to upgrade their skills and multitasking abilities Academic freedom Promotion/Increments based on the performance Free to pursue higher education Financial assistance for research paper presentation

Following schemes available in the institute. Sr no Particular Percentage  
 1 Duty leave for attending Seminar /Workshop / Conference 100%  
 2 Medical Re imbursement yes 3 Maternity leave yes 4 Free tea/ coffee facility for teachers and other staff members. 100%  
 5 Refreshment & lunch / Dinner provided to all staff members at the time of organization of work shop, seminars. etc. 100%  
 6 The Registration charges and total expenses towards workshops,Conference etc are born by the College. 100%  
 7 Mediclaim insurance policy for Teaching & non teaching staff. 100%  
 8 Personal Library Scheme for faculty yes 9 Faculty Improvement Programme yes 10 Financial support from University for publication of Ph. D. Thesis in book form yes

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil                       |
| Upload any additional information     | <a href="#">View File</a> |

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

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

10

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | <a href="#">View File</a> |

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

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

4

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



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

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

10

| File Description  | Documents                 |
|---|---------------------------|
| IQAC report summary   | No File Uploaded          |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers)              | No File Uploaded          |
| Upload any additional information   | <a href="#">View File</a> |
| Details of teachers attending professional development programmes during the year (Data Template) | <a href="#">View File</a> |

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

The Institute strictly follows all the basic recruitment and promotional policies as stipulated by UGC. Each and every faculty member completes the self-appraisal procedure every year in the format prescribed UGC. Self-appraisal is done on the basis of the following points:- Teaching learning process evaluation Specific duties / tasks assigned by Heads of the Department. Major contribution for the benefit of student/ staff / Institute. Awards/ Rewards obtained by the faculty and staff. Contribution towards extracurricular and cocurricular activities. Execution of exam duties assigned. Research contribution of staff in terms of research projects, publications and guidance provided to students for involvement in research .The management always plays a vital role in the performance appraisal of the staff. Annual increments and promotions in the grades are all implemented by the management on the basis of an individual performance indicated in the appraisal report. The management takes major financial decisions like implementation new salary structure, introduction of perks, rewards scheme etc. based on the outcomes of the review of the performance in appraisal report. Thus such review is used as an important tool and maintenance of high level of satisfaction among employees. Decisions taken by the management are communicated to concerned stakeholders through principals concerns' by circular, official



orders etc ..

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil                       |
| Upload any additional information     | <a href="#">View File</a> |

## 6.4 - Financial Management and Resource Mobilization

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

Internal audit is carried out by college appointed auditors. The accounts of the College are audited regularly as per the Government rules .The internal auditor checks receipts with fee receipts and payments with vouchers and necessary supporting documents. He/She also ensures that all payments are duly authorized. The external audit is carried out by C.A. P.S.Kulkarni and Associates. in accordance with the standard on auditing issued by the institute of Chartered Accountants of India every year. The external auditor conducts statutory audit at the end of financial year. The report of external auditor for last two years along with audited Balance Sheet and Income and Expenditure account is enclosed. The last external audit has been completed in oct-2022 for the session 2021-2022. Details of the audit are attached herewith. According to audit report the Balance Sheets, Statements of Income and Expenditure comply with the accounting standards, generally accepted in India.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil                       |
| Upload any additional information     | <a href="#">View File</a> |

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

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

0

| File Description  | Documents                 |
|---|---------------------------|
| Annual statements of accounts   | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | <a href="#">View File</a> |

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

**Resource mobilization of funds. Policy-** 1. The principle and Management shall accept the development Grants / Funds for the development of Institute. As the institute is being non granted and self funded, the stallholders, professional and alumni have contributed for funding for beneficial of the students in the form of scholarship. 2. The facility members of Institute will conduct research consultancy activity for the commercial project and the fund so grant will be divided as 50%, 50% Basis. That is to say the total revenue generated will be divided as follow. • 50% in the account of Institute. • 50% distributed among Faculty and staff. 3. The Institute should prompt revenue generate activity such as Design Competition, Seminar, Conferences, Industry collaboration to generate revenue. 4.The Input to Institute finance will be from tuition fees and scholarship and shortage if any will be reimbursed by management from the society fund.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil                       |
| Upload any additional information     | <a href="#">View File</a> |

### 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

In order to increase the quality and confidence of the students, the institute conducts Seminars, Group projects, Field visit & Surveys, and encouraged to take part in various competition. At the beginning of every academic year, the IQAC moderate the academic and administrative plan of the Institute for the smooth running of various activities. The committee meetings are arranged frequently

to discuss the quality Assurance of the institution. The plan is put forth in the staff meeting at the beginning of the academic year and the plan is modified according to changes suggested by the staff members. The staff members prepare the teaching plan at the beginning of academic year which helps to carry out teaching activities smoothly through following points. 1) Conducting Faculty Development program 2) Preparation and implementation of Innovative Teaching techniques of online teaching 3) Organising online workshop / Seminars for students. The Institute has an integrated frame work for quality assurance of the academic and administrative activities. At the beginning of the academic year, IQAC prepares an action plan for quality assurance. The institution involves stakeholders particularly students, teaching and non-teaching staff, management and society in planning, implementation and evaluation of the academic programmes.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/Minutes%20of%20Meeting%202021-2022.pdf">https://www.kpinstituteofdesign.org/pdf/Minutes%20of%20Meeting%202021-2022.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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

Yes. The institute reviews its teaching learning process, structure and methodologies and learning outcomes at periodic intervals through IQAC setup as per norms. The institute has following mechanism to review and implement teaching learning reforms. • The institute has assigned the internal monitoring work to concerned class coordinator of each program. The class coordinators monitor the curriculum and academic review through well documented process very similar to that of AAA. • The student's feedback is obtained on teaching-learning process • The feed-back analysis is taken as the corrective measures in modifying teaching learning processes; • The institute also conducts the faculty development program to apply the higher learning initiatives and appropriate teaching methodology. • The lesson plan and course plans are developed by the institute. • These plans are reviewed by the experts before its implementation. • The following are the outcomes of such initiatives • Development of innovative case studies • Using problem solving at every course • Conduct of tutorial classes • Conducting learning activities based on skill requirements such as, assignment, mini-project, exhibition,

etc.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil                       |
| Upload any additional information     | <a href="#">View File</a> |

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**C. Any 2 of the above**

| File Description   | Documents   |
|--|---|
| Paste web link of Annual reports of Institution                                    | <a href="http://sukapps.unishivaji.ac.in/onlineaffiliation/#/aaalic">http://sukapps.unishivaji.ac.in/onlineaffiliation/#/aaalic</a> |
| Upload e-copies of the accreditations and certifications                           | <a href="#">View File</a>   |
| Upload any additional information  | <a href="#">View File</a>   |
| Upload details of Quality assurance initiatives of the institution (Data Template) | <a href="#">View File</a>   |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institute believes in promoting student diversity in Degree programmes. The Admission policy clearly states that equal opportunity will be given to all candidates as per the government of India guidelines. It pays special attention to admitting female candidates. Programmers and activities to ensure that all development initiatives integrate the concerns of both men and women, and that their needs are considered equally and equitably with the aim of attaining gender equality.

- Safety and social security -We have the CCTV facility into our college campus, also in each class rooms, for the safety 24x7, with a recording facility in it. And as our college is situated in between a residential zone, social security stays strong 24x7.
- Counseling-our college conducted annual counseling programs for the fresh first year batch by Ar.Girija Kulkarni, on the topic like professional equality.
- Mrs.Saroj Joshi is also appointed as a personal counselor at students level. our college also has availability of committee called sexual harassment, which helps students to discuss anytime anywhere on a sensitive topic with students as well as staff members,
- We also have committee called women's grievance committee which is meant for clarification of personal doubts and complains if any. committee which is meant for clarification of personal doubts and complains if any.

| File Description   | Documents  |
|--|--|
| Annual gender sensitization action plan  | <a href="#"><u>Annual gender sensitization action plan • Workshops, seminars, Guest Lectures • Campaigns • Student Research Projects • Poster exhibitions • Screening of movies and documentaries • Counseling • Anti Sexual Harassment Cell Gender sensitization Programm. • The Gender Action Plan seeks to guide action on embedding gender equality into organizational culture and ensuring an inclusive, gender-responsive workforce. • Gender audit is a tool to assess and check the institutionalization of gender equality into organizations, including in their policies, programmes, projects and/or provision of services, structures, proceedings and budgets</u></a> |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | <a href="#"><u>Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms • Safety and social security -our college is totally secured by 24x7 security guards within the campus and we also have the CCTV facility into our college campus, also in each class rooms, for the safety 24x7, with a recording</u></a>  |

facility in it. And as our college is situated in between a residential zone, social security stays strong 24x7. • counselling-our college conduct annual counselling programs for the fresh first year batch by Ar. Girija Kulkarani ,on the topic like professional equality, as our designing course program based on maximum interactive session, communication program, counselling program has maximum weight age ,we compulsorily conduct a counselling session for each new batch in our college, for overall discussion of course and syllabus, and overall technique to face this profession. • Saroj parijat is also appointed as a personal counsellor at students level. our college also has availability of committee called sexual harassment, which helps students to discuss anytime anywhere on a sensitive topic with students as well as staff members, • we also have committee called women's grievance committee which is meant for clarification of personal doubts and complains • Common room-as our bachelor of design professional course is based on practical knowledge in the professional practice field various workshops are help in a common room with a interactive session with various professional in various field, which helps students to improve their personality with communication skill and also get to know how to work in a group, that helps to improve the gender equity within them. • The institution has a Student Association where girls and boys work together and organize various activities and events. • Institute has formed Ladies Complaint Prevention Committee (Internal Complaints Committee, formerly the NIRBHAYA SAMITI) that functions separately for the benefits of the ladies Employees and girl students.

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy**

**A. 4 or All of the above**

**Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Geo tagged Photographs         | <a href="#">View File</a> |
| Any other relevant information | No File Uploaded          |

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

- Solid Waste management- The college has conducted a green audit of its campus. However in Order to create awareness among the students separate dustbins have been provided to collect the dry solid waste and wet solid waste which is ultimately handed over to Kolhapur Municipal corporation for processing.
- The institute provides treated water to students through packaged cans which ultimately help in curtailing the treated water demand of the campus. Thus attempts are made to save precious water resources and energy required for treatment of water.
- Rain water is been harvested within campus to the boarwell existed in order to helps in recharge and to increse in watertable level.
- This is a Design college. So there are no laboratories. As a result hazardous Baiomedical waste and Hazardous chemicals and radioactive waste managementis not through the activities of the college. Hence question dose not arrange.
- For E waste,the institute has tieup with a agency which observes,advised and collect E waste generated during maintainence of computers,copieng machins,etc. The generated E waste isfurther carried out by them to recycle.



| File Description  | Documents   |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View File</a>   |
| Geo tagged photographs of the facilities  | <a href="https://drive.google.com/file/d/1k1fPGRu9oh5ookqZW4x0-szBRBN5GL-n/view?usp=share_link">https://drive.google.com/file/d/1k1fPGRu9oh5ookqZW4x0-szBRBN5GL-n/view?usp=share_link</a> |
| Any other relevant information  | <a href="#">View File</a>   |

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

**C. Any 2 of the above**

| File Description                                  | Documents                 |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | <a href="#">View File</a> |
| Any other relevant information                    | No File Uploaded          |

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

**A. Any 4 or All of the above**

- 1.Restricted entry of automobiles
- 2.Use of Bicycles/ Battery powered vehicles
- 3.Pedestrian Friendly pathways
- 4.Ban on use of Plastic
- 5.landscaping with trees and plants

| File Description                             | Documents                 |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | <a href="#">View File</a> |
| Any other relevant documents                 | No File Uploaded          |

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the**

**C. Any 2 of the above**



following 1.Green audit 2. Energy audit  
3.Environment audit 4.Clean and green  
campus recognitions/awards 5. Beyond the  
campus environmental promotional activities

| File Description  | Documents                 |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View File</a> |
| Certification by the auditing agency                                      | No File Uploaded          |
| Certificates of the awards received                                       | No File Uploaded          |
| Any other relevant information  | No File Uploaded          |

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

C. Any 2 of the above

| File Description   | Documents                 |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities                        | <a href="#">View File</a> |
| Policy documents and information brochures on the support to be provided | No File Uploaded          |
| Details of the Software procured for providing the assistance            | No File Uploaded          |
| Any other relevant information   | No File Uploaded          |

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

The institute makes serious endeavours to maintain an inclusive

environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities. The efforts are put to make the institute environment inclusive: by the various activities. To promote the awareness in the society and students through social activities, institute has arranged "Blood Donation Camp" in association with Shahu Blood Bank Kolhapur. This has created awareness about blood donation and its necessity for the society. Another initiative taken for awareness in the students regarding environment. It has been promoted in the competition arranged by the Garden club and the institute has directed the same and which has been promoted by the institute. It has been awarded for the same. The Institute have taken initiative among the students about the socio-environmental awareness by taking part by the study of Masai Plateau to give appropriate development solution from tourism point of view.

| File Description   | Documents                 |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

The institute regularly conducts activities to generate awareness drives for employees and students to inculcate values for being responsible citizens. Some of the regularly conducted activities are celebrating days like women's day, independence day, republic day, etc, sports Week, , etc. Also, as mandated by various statutes and laws, there are various other committees like Library Committee, Placement Committee, Grievance Redressal Committee, The supporting emails, office orders and photos are placed. Further, being an academic institute our main focus is on sensitizing our students to become mature and responsible citizens of India. Their course curriculum compulsorily includes a course on Corporate Governance & Ethics and they have to participate in various social awareness programmes which is also a compulsory course as part of their curriculum.

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

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff** **B. Any 3 of the above**

**4. Annual awareness programmes on Code of Conduct are organized**

| File Description   | Documents                 |
|--|---------------------------|
| Code of ethics policy document   | <a href="#">View File</a> |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | No File Uploaded          |
| Any other relevant information   | No File Uploaded          |

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

**The following is the list of national and international commemorative days, events and festivals the institute celebrates every year and make the students and faculty to participate.**

**Independence Day-15 August, 2021**Independence Day marks the end of British rule in 1947 and the establishment of a free and independent Indian nation. It also marks the anniversary of the partition of the subcontinent into two countries, India and Pakistan, which occurred at midnight on August 14-15, 1947.the institute celebrates the Independence Day every year. Principalhoist the flag and delvers speech highlighting about the significance of republic day. Teachers Day: 05 September, 2021Teacher's Day is celebrated to acknowledge the challenges, hardships, and the special role that teachers play

in our lives. Teachers Day is one such event for which students and teachers equally look forward to. Republic Day: 26 January, 2022 Republic Day the date on which the Constitution of India came into effect on 26 January 1950 replacing the Government of India Act (1935) as the governing document of India and thus, turning the nation into a newly formed republic. The Institute celebrates the Republic Day every year. Chairman of the trust Ar.Vijay Gajabar host the flag and delivered the speech highlighting about the significance of republic day to the students and staff.

| File Description  | Documents                 |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | <a href="#">View File</a> |
| Geo tagged photographs of some of the events  | No File Uploaded          |
| Any other relevant information  | No File Uploaded          |

## 7.2 - Best Practices

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

**Best Practices-1**

1. Title of the Practice Landscape and entrance gate design for Government polytechnic, Kolhapur.
2. Objectives of the Practice The main objective of this is to aim the students in relation with the practicality with the existing condition to proposed design.
3. The Context The challenging issue is to give a design proposal which will enhance the entrance and to develop the green campus with sustainable landscaping.
4. The Practice The challenge to this is to design a gateway by the students which will be leaded to the educational campus and will blend with the surrounding landscape designed. This will lead to check and prove how to meet the concept design to the reality in relation with the existing conditions.
5. Evidence of Success As a evidence of success , the students worked on the design project under the able guidance of the faculty. It proves the students can develop an ideas and present it from the point of view of the reality and appreciated by the concerned authority.
6. Problems Encountered and Resources Required Problem found in the designing the landscaping is that the site conditions as with undulating surfaces. To overcome this, they have provided the contour map by which students understand how to get reference for such conditions.

| File Description                             | Documents                 |
|--|---------------------------|
| Best practices in the Institutional web site | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

### 7.3 - Institutional Distinctiveness

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

Our vision is to give Education to promote "Design Cultured Society" To provide a platform to the students to enhance their skills/potentials as well as a sense of social responsibility from point of view of sustainable environment. As per the vision explained above our college gives priority to make compulsory for students of our college to participate in different competitions held which leads towards the social professional environment, and let students know the recent practice going on outside, which leads to exposure of recent up gradation in designing field. Our institute try to give more exposure to the students to motivate to participate in the Landscape Design competitions arranged by the eminent organisation such as "Gardans Club". For the subsequent last couple of years, institute used to take part in the competition and achieved recognition constantly. This will helps the students to develop the contacts in the society from the professional point of view as there are lots of enquiries generated by admiring the landscape design ideas of the students. The institute always supports financially to participate in such competitions and guides the resources for developing scientific design and research culture.

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

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

- Considering mission and vision of the institute, institute had planned workshop to align the academic activities.
- Developing the academic plan based on the feed-back, experiences and the result analysis
- Designed, Implemented & Faculty Training Programme for a new outcome-based choice-based credit system (CBCS) curriculum.
- Develop the Course plan and lesson plan for a semester to comply programme outcomes.
- Planned & implemented student enhancement program (value added and transferable & skills)
- For effective implementation of above academic plan, academic calendar, course plan, lesson plan, had been prepared.
- Based on the new curriculum of choice-based credit system (CBCS) grade system CIE constitutes Internal Evaluation; assessment had been planned through committee structure & implemented for effective our come based curriculum for B.Des sem 3rd and 4th semester.
- While preparing academic calendar for effective implementation outcome-based curriculum. University academic calendar had taken in to consideration for implementation of outcome-based curriculum following points considered:

1. Feedback forms from Students 2. Feedback forms from Teachers

3. Feedback forms from Alumni 4. Feedback forms from Employers.

- Detail Planning of implementation of course plan, lesson plan.
- Detail Planning of Learner's, performers continue assessment measuring of programme outcomes and course outcomes.
- Due to pandemic condition curriculum planning had been divided in to experiential learning and online learning

| File Description                    | Documents   |
|-------------------------------------|---|
| Upload relevant supporting document | <a href="#">View File</a>   |
| Link for Additional information     | <a href="https://www.kpinstituteofdesign.org/academic-calendar.html">https://www.kpinstituteofdesign.org/academic-calendar.html</a> |

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

1. Flow Diagram of Curriculum Planning & implementation
2. Detailed Planning & Designing of Course plan, lesson plan for outcome-based education.
3. Detailed planning & implementation of continues assessment of each course plan & lesson plan for monitoring of effective curriculum, learners' performance assessment.
4. Workshops, Guest Lectures, seminars, for curriculum enrichment courses. value added courses, transferable & Generic Skill courses.
5. Considering Grade system of new CBCS curriculum detailed planning of continues assessment had been prepared for curriculum enrichment courses, value added courses, transferable & Generic Skill courses.

For the Conduct of continues internal evaluation following points considered -

Students and faculty members get acquainted with Shivaji University rules, regulations and evaluation process through orientation programs.

•Various workshops are conducted on syllabus framing, curriculum development and teaching methodology at Institute level in which unit wise evaluation schemes are finalized.

•The evaluation is an integral part of teaching learning process. So, the institution makes effective arrangements for the smooth functioning of the evaluation processes. The institute has developed a appropriate mechanism for this purpose.

•Thus, all stakeholders are consulted and their opinion is sought before any changes are affected, such prevailing information is given in the form of circulars and notices are displayed at prominent place.

•Academic calendar is displayed, that adheres to the systematic conduction of institute level and university level examinations. Implementation of the evaluation reforms of the university:

| File Description                     | Documents   |
|--------------------------------------|---|
| Upload relevant supporting documents | <a href="#">View File</a>   |
| Link for Additional information      | <a href="https://www.kpinstituteofdesign.org/academic-calendar.html">https://www.kpinstituteofdesign.org/academic-calendar.html</a> |

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

**B. Any 3 of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

## **1.2 - Academic Flexibility**

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

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

**1**



| File Description  | Documents                 |
|---|---------------------------|
| Any additional information                              | <a href="#">View File</a> |
| Minutes of relevant Academic Council/ BOS meetings      | <a href="#">View File</a> |
| Institutional data in prescribed format (Data Template) | <a href="#">View File</a> |

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

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

1

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Brochure or any other document relating to Add on /Certificate programs | <a href="#">View File</a> |
| List of Add on /Certificate programs (Data Template )                   | <a href="#">View File</a> |

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

19

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

19

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | <a href="#">View File</a> |

### 1.3 - Curriculum Enrichment

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

The Cross -Cutting issues like Gender, Environmental sustainability, Human Values and Professional Ethics are addressed through the curriculum and co-curricular & extra-curricular activities

#### ENVIRONMENTAL STUDIES

It gives basic knowledge about environment and issues related to it. It also includes creation of awareness about environmental problems and inculcate skills in students to identify and solve it, by participating in environment protection and improvement.

#### SUSTAINABLE INTERIORS

The course gives knowledge of efficient use of our natural resources is vitally important to our futures. There is growing recognition within the sustainability movement that to be truly effective, a green facility must do more than effectively use natural resources. These facilities need to nurture the health, prosperity and general well-being of the inhabitants in the interior spaces.

#### COMMUNICATION SKILLS

Improves the life skills and professional skills. It provides importance and effective use of non-verbal communication making students proficient in public speaking and presentation skills. It gives opportunity to students to utilize the principles of profession and technical writing for effective communication in the global world.

#### PROFESSIONAL PRACTICE

It gives introduction to professionalism, design practice, working of design organization to the students. As well it gives detail introduction of code of conduct for the interior profession.

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | <a href="#">View File</a> |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | <a href="#">View File</a> |

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

1

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Programme / Curriculum/ Syllabus of the courses   | <a href="#">View File</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses                    | <a href="#">View File</a> |
| MoU's with relevant organizations for these courses, if any   | <a href="#">View File</a> |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | <a href="#">View File</a> |

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

70

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | <a href="#">View File</a> |

### 1.4 - Feedback System

| <b>1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</b><br><b>Students</b><br><b>Teachers</b><br><b>Employers</b><br><b>Alumni</b>   | <b>A. All of the above</b>  |           |                                     |                           |  |   |                                    |                  |  |
|---|---|-----------|-------------------------------------|---------------------------|--|---|------------------------------------|------------------|--|
| <table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>URL for stakeholder feedback report</td><td><a href="#">View File</a></td></tr> <tr> <td>Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)</td><td><a href="#">View File</a></td></tr> <tr> <td>Any additional information(Upload)</td><td>No File Uploaded</td></tr> </tbody> </table> | File Description  | Documents | URL for stakeholder feedback report | <a href="#">View File</a> | Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | <a href="#">View File</a>   | Any additional information(Upload) | No File Uploaded |  |
| File Description  | Documents   |           |                                     |                           |  |   |                                    |                  |  |
| URL for stakeholder feedback report   | <a href="#">View File</a>   |           |                                     |                           |  |   |                                    |                  |  |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)  | <a href="#">View File</a>   |           |                                     |                           |  |   |                                    |                  |  |
| Any additional information(Upload)  | No File Uploaded  |           |                                     |                           |  |   |                                    |                  |  |
| <b>1.4.2 - Feedback process of the Institution may be classified as follows</b>   | <b>A. Feedback collected, analyzed and action taken and feedback available on website</b>                                 |           |                                     |                           |  |   |                                    |                  |  |
| <table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Upload any additional information</td><td><a href="#">View File</a></td></tr> <tr> <td>URL for feedback report</td><td><a href="https://www.kpinstituteofdesign.org/testimonials.html">https://www.kpinstituteofdesign.org/testimonials.html</a></td></tr> </tbody> </table>   | File Description  | Documents | Upload any additional information   | <a href="#">View File</a> | URL for feedback report  | <a href="https://www.kpinstituteofdesign.org/testimonials.html">https://www.kpinstituteofdesign.org/testimonials.html</a> |                                    |                  |  |
| File Description  | Documents   |           |                                     |                           |  |   |                                    |                  |  |
| Upload any additional information   | <a href="#">View File</a>   |           |                                     |                           |  |   |                                    |                  |  |
| URL for feedback report   | <a href="https://www.kpinstituteofdesign.org/testimonials.html">https://www.kpinstituteofdesign.org/testimonials.html</a> |           |                                     |                           |  |   |                                    |                  |  |
| <b>TEACHING-LEARNING AND EVALUATION</b>   |   |           |                                     |                           |  |   |                                    |                  |  |
| <b>2.1 - Student Enrollment and Profile</b>   |   |           |                                     |                           |  |   |                                    |                  |  |
| <b>2.1.1 - Enrolment Number Number of students admitted during the year</b>   |   |           |                                     |                           |  |   |                                    |                  |  |
| <b>2.1.1.1 - Number of sanctioned seats during the year</b>   |   |           |                                     |                           |  |   |                                    |                  |  |
| <b>40</b>   |   |           |                                     |                           |  |   |                                    |                  |  |
| <table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Any additional information</td><td><a href="#">View File</a></td></tr> <tr> <td>Institutional data in prescribed format</td><td><a href="#">View File</a></td></tr> </tbody> </table>  | File Description  | Documents | Any additional information          | <a href="#">View File</a> | Institutional data in prescribed format  | <a href="#">View File</a>   |                                    |                  |  |
| File Description  | Documents   |           |                                     |                           |  |   |                                    |                  |  |
| Any additional information  | <a href="#">View File</a>   |           |                                     |                           |  |   |                                    |                  |  |
| Institutional data in prescribed format   | <a href="#">View File</a>   |           |                                     |                           |  |   |                                    |                  |  |
| <b>2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of</b>   |   |           |                                     |                           |  |   |                                    |                  |  |

supernumerary seats)

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

32

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information                                    | <a href="#">View File</a> |
| Number of seats filled against seats reserved (Data Template) | <a href="#">View File</a> |

## 2.2 - Catering to Student Diversity

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

The 3-tier system is implemented for identifying the level of students. This system helps to identify slow learners & advance learners.

An orientation program is conducted for all the first-year students in order to assess their skill set, learning needs with respect to soft skills, rural background problems and queries about basic knowledge.

The advanced learners are provided with opportunities of evolving their design ideas. Their skills are also enhanced by conducting the expert lectures and by involving them in to the higher learning task/ideas.

**Strategies adopted for facilitating Slow Learners:**

The Institute assigns mentors to These mentors pay personal attention to those students who are reported to be slow learners by regular teachers in each class on every Saturday after the regular academic scheduled complicated.

**Strategies adopted for facilitating Advance Learners:** Advance learners are identified through their interaction in class room and laboratory, concept understanding and articulation abilities etc., Students are encouraged to participate in local/national workshops and seminars to gain the knowledge of advanced topics.

Advanced learners are encouraged to take part in an Inter-Institute, National level design competition. Advanced learners are motivated for PG programs by ex-students who had completed

PG'S to take counselling at UG level.

| File Description                  | Documents   |
|-----------------------------------|---|
| Link for additional Information   | <a href="https://assessmentonline.naac.gov.in/storage/app/public/aqar/23182/23182_15_1743.pdf?1678263702">https://assessmentonline.naac.gov.in/storage/app/public/aqar/23182/23182_15_1743.pdf?1678263702</a> |
| Upload any additional information | <a href="#">View File</a>   |

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

|                    |                    |
|--------------------|--------------------|
| Number of Students | Number of Teachers |
| 119                | 08                 |

| File Description           | Documents                 |
|----------------------------|---------------------------|
| Any additional information | <a href="#">View File</a> |

### 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

Delivering lectures in interactive discussion, making students to participate during studio and theory by asking questions. Discussions about the stages of the project given for each subject. Students are involved in preparing the case study reports and presenting in class rooms. Participative Learning The importance of Participative learning is quoted as "Learning by doing" Assignment of case study, mini projects in each year to group of 3-4 student's aids to inculcate the practice of team work task Encouragement for participation in various curricular, extracurricular activities like Project competition, Poster presentation, seminars and sports. Active learning is outcome of Participative learning. Problem Solving Methodologies: Example :- We give one live fruit/vegetable to sketch in which following skills of the course has been developed. Observation - Design Proportions - Graphics/Design 1. Then we make them live fruit/vegetable sketch it. Where they learn Top view /side view- Graphics

1. Then we make them to cut vegiesWhere they learn section- Graphics
2. Then we make them to imagin some live product which they are using in day to day life. Where they try to design some product & make a real scale model of it where they try to Imagination - Design product, Scale model, working drawing , and technical details.

| File Description                  | Documents   |
|-----------------------------------|---|
| Upload any additional information | <a href="#">View File</a>   |
| Link for additional information   | <a href="https://www.kpinstituteofdesign.org/pdf/activity/21-22/17Student%20centric%20methods,%20such%20as%20experiential%20learning,%20participative%20learning%20and%20problem%20solving%20methodologies.pdf">https://www.kpinstituteofdesign.org/pdf/activity/21-22/17Student%20centric%20methods,%20such%20as%20experiential%20learning,%20participative%20learning%20and%20problem%20solving%20methodologies.pdf</a> |

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

1. ICT can enhance the quality of education by increasing learner's motivation and engagement.
2. students are assisted by helping to provide access to more and better educational content, for simulations of effective teaching practices by using e-resources like google classroom, digital learning resources
3. To cater the growing needs of online teaching during the pandemic, Institute has used Zoon software for smooth conduct of classes.
4. The platform offers an online collaboration space in which teachers and students can share notes, chats, meetings, assignments and apps.
5. Faculties on this platform creates a digital hub that brings conversations, content, assignments and apps together in one place to create a vibrant learning environment.
6. The composition on ICT enables class rooms/seminar halls/labs is given below:

Name of the Class room Type of ICT Facility Classroom with LED facility 4 Seminars Halls 2 Class rooms with WIFI 4 Seminars Halls with LCD Facility 2 Digital Class Room 1 Digital Class Room with LCD facility 1 Digital Class Room with ICT facility 1 Computer Lab with ICT with WIFI / LAN facility 1 Laptop 1 Video

**Camera 1 Audio System 1 Digital Drawing XP - PEN 1**

| File Description  | Documents   |
|---|---|
| Upload any additional information   | <a href="#">View File</a>   |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | <a href="https://www.youtube.com/@kalaprabodhinishinstituteof8669/videos">https://www.youtube.com/@kalaprabodhinishinstituteof8669/videos</a> |

**2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )****2.3.3.1 - Number of mentors****08**

| File Description  | Documents                 |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | <a href="#">View File</a> |
| Circulars pertaining to assigning mentors to mentees                | <a href="#">View File</a> |
| mentor/mentee ratio   | <a href="#">View File</a> |

**2.4 - Teacher Profile and Quality****2.4.1 - Number of full time teachers against sanctioned posts during the year****8**

| File Description   | Documents                 |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | <a href="#">View File</a> |
| Any additional information                                       | <a href="#">View File</a> |
| List of the faculty members authenticated by the Head of HEI     | <a href="#">View File</a> |

**2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)****2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**



0

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | <a href="#">View File</a> |

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

#### 2.4.3.1 - Total experience of full-time teachers

63

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | <a href="#">View File</a> |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | <a href="#">View File</a> |

### 2.5 - Evaluation Process and Reforms

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

**Transparency:** All the students are made familiar about the transparency in the internal and external assessment of each course head. For internal assessment grading or marking continuous learning and assessment is required which results in to gradual progress at the end of the semester. Robustness in-terms of frequency and variety: The internal assessment is the 3-domain specific assessment. The assessment is done with respect to assessment of cognitive domain, psychomotor domain and affective domain; Internal assessment is done with the marks for each course as per programme structure in the syllabus approved by Shivaji University, While evaluating students for internal assessment, transparency is maintained by making them aware of the marks each stage for every assignment. In continuous assessment process, opportunities to improve marks are given to the students by giving them appropriate time and guidance for each assignment of each course as per the university rules, prior

to forwarding these grade / marks to the university students verify and sign the grades/ marks given. This ensures fair grading system. External assessment grading is done by eminent teachers, professional stakeholders appointed by the university which ensures to the student's market related trends in interior design and professional approach towards each assignment.

| File Description                | Documents                 |
|---------------------------------|---------------------------|
| Any additional information      | <a href="#">View File</a> |
| Link for additional information | Nil                       |

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

The mechanism followed for redressal of grievances with reference to evaluation is as follows, At Institutional level: A grievance committee consisting of Principal, subject teachers and mentor is formed. The above committee verifies the nature of grievances. He/she is made aware of transparency in discussion. Mechanism to deal with examination related grievances. The assignment marking scheme is discussed by the faculty with the students. The attendance record of each student is maintained and due weight age is given for attendance in theory class and studio sessions, performance in assignments, tests, and timely submissions. The Institute encourages independent learning through project and paper presentations by students. At University level: The Institute has given the responsibility to exam in charge who takes care of university evaluation grievances. After declaration of the results, students can apply for revaluation / rechecking, photocopy of answer sheet through the examination section of the institute. Institute examination in charge forwards these applications for revaluation to the university examination cell. After receiving the photocopy students show the same to the concerned course teacher, discuss the grievances and seek advice. The examination section of the Institute follows up for quick redressal at the university level.

| File Description                | Documents   |
|---------------------------------|---|
| Any additional information      | <a href="#">View File</a>   |
| Link for additional information | <a href="http://www.unishivaji.ac.in/exam/Online-Forms-for-Revaluation-and-Photocopy">http://www.unishivaji.ac.in/exam/Online-Forms-for-Revaluation-and-Photocopy</a> |

## 2.6 - Student Performance and Learning Outcomes

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

Student admitted in the first year is made aware of the programme by taking orientation programme for students and parents. Also, they are made aware of each course in the syllabus by respective teachers. In a same way second year, Third Year & final Year students are made aware by orientation programme on the first day of respective year by respective teacher of the concern course for concern year. All the students from first to final year are made aware for their respective years courses to be taken by the institute which are not a part of programme but It helps to improve programme out comes and professional skills and also helps students to select their specialization for Masters. Program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students. PROGRAMME OUTCOMES: 1. Design Knowledge 2. Problem Analysis 3. Design/Development of Solutions 4. Conduct Investigations of Complex Problems 5. Modern tool usage 6. The Designer and Society 7. Environment and Sustainability 8. Ethics 9. Individual and Team Work 10. Communication 11. Project Management and Finance 12. Life-long Learning

| File Description                                     | Documents   |
|--|---|
| Upload any additional information                    | <a href="#">View File</a>   |
| Paste link for Additional information                | <a href="https://www.kpinstituteofdesign.org/pdf/po-col.pdf">https://www.kpinstituteofdesign.org/pdf/po-col.pdf</a> |
| Upload COs for all courses (exemplars from Glossary) | <a href="#">View File</a>   |

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

The POS & POSS are assessed with the help of CO's of the relevant courses through direct and indirect methods. through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and home assignment.

Throughout the semester the faculty records the performance of each student on each course outcome. Average attainment in direct method = University Examination (80%) +Internal assessment (20%) Indirect assessment strategies are implemented by embedding them in Student Survey, Employer Survey and Alumni Survey. Few of the POs are assessed based on relevant developed rubrics. University conducts examinations based on the result published by university. The Co's are measured based on the course attainment level fixed by the program. The assignments are provided to students, such that students will refer the text books and good reference books to find out the answers and understand the expected objective of the given problem. According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject are conducted

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for Additional information | <a href="https://www.kpinstituteofdesign.org/pdf/course-attainment.pdf">https://www.kpinstituteofdesign.org/pdf/course-attainment.pdf</a> |

### 2.6.3 - Pass percentage of Students during the year

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

30

| File Description   | Documents   |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | <a href="#">View File</a>   |
| Upload any additional information  | <a href="#">View File</a>   |
| Paste link for the annual report   | <a href="https://www.kpinstituteofdesign.org/pdf/result/march-2021.pdf">https://www.kpinstituteofdesign.org/pdf/result/march-2021.pdf</a> |

### 2.7 - Student Satisfaction Survey

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

<https://www.kpinstituteofdesign.org/pdf/feedback/2.7.1%20-%20SSS.pdf>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Resource Mobilization for Research

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

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

0

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | No File Uploaded          |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded          |
| List of endowments / projects with details of grants(Data Template)             | <a href="#">View File</a> |

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

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

0

| File Description  | Documents                 |
|---|---------------------------|
| List of research projects and funding details (Data Template) | <a href="#">View File</a> |
| Any additional information                                    | No File Uploaded          |
| Supporting document from Funding Agency                       | No File Uploaded          |
| Paste link to funding agency website                          | Nil                       |

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

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

during the year

09

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | <a href="#">View File</a> |
| Any additional information                                     | No File Uploaded          |
| List of workshops/seminars during last 5 years (Data Template) | <a href="#">View File</a> |

### 3.2 - Research Publications and Awards

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

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

0

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | No File Uploaded          |
| List of research papers by title, author, department, name and year of publication (Data Template) | <a href="#">View File</a> |

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

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

0

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | No File Uploaded          |
| List books and chapters edited volumes/ books published (Data Template) | <a href="#">View File</a> |

### 3.3 - Extension Activities

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

- The College conducted neighbourhood community activities with different organizations such as Rotary Club of Gargies, Kolhapur, Bhalji Pendharkar Trust., Indian Institute of Architect (IIA), Collector office Kolhapur, Shahu Blood bank. The purpose of collaboration is to enhance networking and learning the ability of working with different (multi-disciplinary) teams.

◦ Sr. No Name of Activity Year 1

Historical study tour at Satara

2022

2 Women Empowerment lecture by Miss Ashwini Paranjape  
2022 3

Nature Trek to Masai Plateau Panhala

2022 4

Blood Donation Camp

2022 5

Heritage walks at Houses of Goa

2022 6

Visit to Museum of Goa

2022 7

Pay Homage in memory of Late Chattrapati Shahu  
Maharaj

2022

The students and staff members actively participated in blood donation camp and 35 bottles of blood has been collected. The tourism development activity of Masai Plateau broadened student's horizons and knowledge of scenic beauty and various types of seasonal wildflowers. The paying homage to Shahu Maharaj activity embraces the overall social work and

all-round thinking of king's memories in student's mind.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/activity/21-22/7-Blood%20donation%20camp.pdf">https://www.kpinstituteofdesign.org/pdf/activity/21-22/7-Blood%20donation%20camp.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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

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

1

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Number of awards for extension activities in last 5 year(Data Template) | <a href="#">View File</a> |
| e-copy of the award letters   | No File Uploaded          |

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

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

5



| File Description   | Documents                 |
|--|---------------------------|
| Reports of the event organized   | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | <a href="#">View File</a> |

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

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

349

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | <a href="#">View File</a> |

### 3.4 - Collaboration

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

23

| File Description  | Documents                 |
|---|---------------------------|
| e-copies of linkage related Document  | <a href="#">View File</a> |
| Details of linkages with institutions/industries for internship (Data Template) | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

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

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

11

| File Description   | Documents                 |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses  | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | <a href="#">View File</a> |

**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 - Physical Facilities**

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

From the inception of the academic year, need-assessment for replacement, up-gradation, addition of the existing infrastructure which is carried out based on the suggestions from higher authorities, Institutional Head, Heads of the departments, administrator after reviewing course requirements, student computer ratio, budget constraints, working condition of the existing equipment and also student's grievances. The requirements regarding classrooms, infrastructure development and other equipment's are planned by Institute. Optimal deployment of infrastructure is ensured through conducting workshops, awareness programs, training programs for faculty on the use of new technology. Effective utilization of infrastructure is ensured through appointment of adequate and well system administrator. Institute provides huge collections of books in its central library. Also there is provision of having e-books, e-journals and e-Learning. Institute has well workshop area for the students to do practical and demonstrations which enhance the learning process.

PHYSICAL FACILITIES SR NO DETAILS NO

1 CLASS ROOM 4

2 SEMINAR HALL - 1 1 3

3 COMPUTER CLASS ROOM 1

4 LIABRARY HALL 1

5 DIGITAL CLASS ROOM 1

6 SEMINAR HALL - 2 1

7 PLAY GROUND 1

8 ADMINISTRATATIVEOFFICE 1

LIBRARY FACILITIES SR NO DETAILS NO

1 TOTAL NO OF BOOKS 658

2 NO MAGAZINE 5000

3 NO E BOOKS 41

4 NO OF CD 100

5 NO THESIS 250

6 NO OF ELECTIVES 255

7 NO MAPS 4

8 NO OF DATABASE 2

COMPUTER DETAILS: SR NO DETAILS NO

1 LED SCREENS 14"

14 2 CPU 14 3 MOUSE /KEYBOARDS 14 4 SPEAKERS 12 5 WEB CAMERA 4 6  
SKETCHING SLATE 1 7 WI-FI ROUTER 2 8 PRINTER 2 10 CCTV CAMERA 16

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.1.1.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.1.1.pdf</a> |

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

Institute always work cultural activities for college students to improvement their stage performance and confidence institute provided for cultural event require hall, public address system and lighting elements etc. Yoga education can supplementary for university education it can prepare the student physically and mentally for the integration of their physical mental and spiritual facilities, so that student can become healthier and more integrated. Yoga education helps in discipline and self-control leading to immense amount of awareness. The objective of the event is

- To enable student to have good health
- To practice mental hygiene
- To process emotional stability
- To enhance all the activities of the student be it academic or sports social

Institute always works on sport activities for college student to improvement them Physical performance and confidence institute provided for sport event require indoor and outdoor grounds, sport equipment's and first aid kit etc.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.1.2.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.1.2.pdf</a> |

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

6

**4.1.3.1 - Number of classrooms and seminar halls with ICT facilities**

6

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Paste link for additional information   | Nil                       |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View File</a> |

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

1071312

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Upload audited utilization statements   | <a href="#">View File</a> |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | <a href="#">View File</a> |

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

SR NO

DETAILS

1

LIBRARY DETAILS

2

## ILMS DETAILS

## LIBRARY DETAILS:

Library Details the Library plays a central role in enhancing the quality of academic and research environment in Education institutions. The Institute library is a place in the Institute where huge collections of reference books, journals, magazines, research projects, rare books, other knowledgeable books and newspapers are kept.

These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important hub of student life. There, student can check out books, conduct their research, find a quiet place to study, and maybe even flip through magazine. The students can extend their search with use of internet, e-books, e-journals etc. made available in the digital library.

The Institute library exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means.

## ILMS Details:

The Institute installed Integrated Library Management System (ILMS) namely "elite software" in the year 2019. The Institute started using it in the year 2019. Library has provision of s/w such as 'auto Librarian, software for students & faculty members to search books by title/ author name etc.

SR NO

DETAIL

1

ADD NEW TITLE

2

ACCESSION REGISTER

3

OPAC

4

BOOK ISSUE

5

STAFF BOOK ISSUE

6

STAFF BOOK RETURN

7

REPORTS

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for Additional Information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.2.1.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.2.1.pdf</a> |

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

**A. Any 4 or more of the above**

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <b>No File Uploaded</b>   |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | <a href="#">View File</a> |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals**

during the year (INR in Lakhs)

#### 4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

700

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | No File Uploaded          |
| Audited statements of accounts   | <a href="#">View File</a> |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | <a href="#">View File</a> |

#### 4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)

##### 4.2.4.1 - Number of teachers and students using library per day over last one year

22

| File Description                                  | Documents                 |
|---|---------------------------|
| Any additional information                        | No File Uploaded          |
| Details of library usage by teachers and students | <a href="#">View File</a> |

#### 4.3 - IT Infrastructure

##### 4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

##### IT- FACILITY

SR NO

##### DETAILS

1

##### COMPUTER LABORATORY

2

##### WIFI-FACILITY

**COMPUTER LABORATORY DETAILS:** Computer laboratory plays a central role in enhancing the quality of academic and It facilities for institutions. The Institute computer lab provided computer desktops with high configuration hardware and software use for architectural and interior software's The Institute Computer laboratory exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means, students and computer ration is maintaining by batch wise for intake of forty students. Ratio as 1:2 per batch

**WIFI FACILITY DETAILS:** WIFI CAMPUS plays a central role in enhancing the quality of academic and It facilities for institutions. The Institute provided 50 mbps speed for WIFI AND

**LINE facility PRINTING FACILITY DETAILS:** Printing facility provided for students for auto-cad drawing for a4 to a3 documents.

**computer Details:** SR NO details 1 Led screens 14" 2 CPU 3 Mouse /keyboards 4 Speakers 5 Web camera 6 Sketching slate 7 Wi-Fi router 8 Printer 10 CCTV Camera

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.3.1.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.3.1.pdf</a> |

#### 4.3.2 - Number of Computers

14

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Upload any additional information | No File Uploaded          |
| Student – computer ratio          | <a href="#">View File</a> |

#### 4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description   | Documents                 |
|--|---------------------------|
| Upload any additional Information  | No File Uploaded          |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View File</a> |



**4.4 - Maintenance of Campus Infrastructure****4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)****9283487**

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Audited statements of accounts.   | <a href="#">View File</a> |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <a href="#">View File</a> |

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

In order to achieve the objectives, set by the institution, maintains strong working relationships among parents, teachers and other institutions, in support of students. ensures all kinds of support and assistance towards the development of the college after having a budgetary allocation of fund for various purposes. to improve the physical condition of college and for the welfare of the students, institute provide fund for day to day maintenance of the college including electricity, water and other service charges, appointing teaching and non-teaching temporary staff over and above the sanctioned posts for the smooth functioning of the academic and administrative activities, funding for academic programmes like seminars, conferences/workshops, conducting ceremonies, college beautification, women empowerment, co-curricular activities, merit awards for academic and extracurricular excellence and other staff and students welfare programmes. While purchasing any product annual maintenance contract and warranty is kept as one of the important criterion. All common seminar halls, audio systems, play grounds, toilets, rest rooms are maintained by institute and Management. The Principal monitors the utilization of these spatial facilities.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.4.2.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/4.4.2.pdf</a> |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

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

10

| File Description   | Documents                 |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship   | <a href="#">View File</a> |
| Upload any additional information  | No File Uploaded          |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | <a href="#">View File</a> |

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

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

10

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

  

|   |                            |
|---|----------------------------|
| <b>5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills</b> | <b>A. All of the above</b> |
|---|----------------------------|

  

| File Description  | Documents                 |
|---|---------------------------|
| Link to institutional website   | Nil                       |
| Any additional information  | No File Uploaded          |
| Details of capability building and skills enhancement initiatives (Data Template) | <a href="#">View File</a> |

  

|  |
|--|
| <b>5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b> |
| 0  |

  

|  |
|--|
| <b>5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b> |
| 0  |

  

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | No File Uploaded          |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | <a href="#">View File</a> |

  

|  |                            |
|--|----------------------------|
| <b>5.1.5 - The Institution has a transparent mechanism for timely redressal of student</b> | <b>A. All of the above</b> |
|--|----------------------------|

**grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

| File Description   | Documents                 |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View File</a> |
| Upload any additional information  | No File Uploaded          |
| Details of student grievances including sexual harassment and ragging cases  | No File Uploaded          |

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

#### 5.2.1.1 - Number of outgoing students placed during the year

30

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | <a href="#">View File</a> |
| Upload any additional information     | No File Uploaded          |

### 5.2.2 - Number of students progressing to higher education during the year

#### 5.2.2.1 - Number of outgoing student progression to higher education

1

| File Description                                   | Documents                 |
|--|---------------------------|
| Upload supporting data for student/alumni          | No File Uploaded          |
| Any additional information                         | <a href="#">View File</a> |
| Details of student progression to higher education | <a href="#">View File</a> |

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

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

1

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | <a href="#">View File</a> |
| Any additional information          | <a href="#">View File</a> |

### 5.3 - Student Participation and Activities

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

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

1

| File Description   | Documents                 |
|--|---------------------------|
| e-copies of award letters and certificates   | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | <a href="#">View File</a> |

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

Name of committee 4 st year 3rd year 2 nd year 1 st year Anti-Raging Committee Sakshi makote Tejas shinde Akshay patil Neha gavali Arya ghotkhindikar Alankar sidhnaike Trip Committee Bhakti bhule Aditya deshmukh Nishant porwal Arya khot Omkar patil Arya phalle Days Committee Pooja kadam Tejas more Anmol lalwani Arya khot Bahuli jadhav Phalguni Mishra Shrya gurav Poster Design Committee Mansi patil Neha potadar Avinash suryvanshi Rama gholkar Revati nawale Pranali patil Payoja ghalwadkar Competition committee Harshada patil Muskan mujwar Avinash suryvanshi Aditi lalit Abhinav basgoudnavar Neha patil Sanjana batral Cultural committee Himani magdum Sayali chougule Prathmesh kadam Rama gholkar Nitisha chavan Tanushree jadhav Dharini panchal Sketching committee Abhay sanas Neha patil Prathmesh kadam Abhinav basgoudnavar Bahuli jadhav Rachna ghambhire Sports committee Abhay sanas Sumit chikodikar Prerna katyar Sarthak nalwade Shubham gokule Granth patel Alankar sidhnaike Exhibition committee Siddhi borgwakar Meghna chawan Piyush rathod Mahima shah Shefali tikke Abhishek karambele Rutuja chougule Prathana sathe Anchoring committee - - - - Foundation day Committee Prathmesh kumbhar Viashnavi patil Shweta bairagi Shakir momin Himalay warkade Urja gala Jeeshan momin

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/5.3.2.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/5.3.2.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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

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

2

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

#### 5.4 - Alumni Engagement

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

The main purpose behind forming such a committee is to increase the amount of interaction & knowledge sharing between the pass out students & the budding interior designers, who are still pursuing the education, so that, the students will be able to get the much needed guidance regarding how exactly the field of interior designing functions on a practical level in the world outside the institute. The overall ratio of efficient & enthusiastic interior designers produced by the institute increased as, now each student pursuing the degree will have a guide to look up to. To be a part of the XPID alumni committee one needs to fill up an entry form & complete the admission procedure by paying the fees. The committee works under the proactive guidance of the president & the president of the committee is in contact with the higher authority of the institute while taking major decisions or at the time of arranging events, meetings & seminars for the students.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/criteria/21-22/5.4.1.pdf">https://www.kpinstituteofdesign.org/pdf/criteria/21-22/5.4.1.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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

**E. <1Lakhs**

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

**VISION :-** To regain the name & fame of Kolhapur in the domain of Arts & film and to be one of the globe of Centre of learning in Arts & Design. **MISSION :-** To offer Professional (development) programmes in Arts & Design to enhance to Employment & Design potential amongst the aspirant and further individual potential to the fullest extent by providing, qualifying, learning, experience & Culture. **OBJECTIVES :-**

- Developing system through research, training, collaborations with design industries and with new introduced programs.
- Faculty & student empowerment programs;
- Promote activity based, learning based to develop disciplinary minds, creative minds and innovative minds
- Establishment of image laboratory for holistic personality development inclusive of transferable skills, generic skills and life skills;
- Preparation of institute development plan for academic's development;
- Developing network with industry and institutions;
- Enhancing network with stakeholders- alumina, parents & academicians/industry experts;

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/vision-mission-objective.html">https://www.kpinstituteofdesign.org/vision-mission-objective.html</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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

The institute develops a practice for decentralization by



formation of various committees consisting staff, student and other stakeholders. participative management of the institute regarding this is done by taking regular meetings of all the prescribed committees which resulting in the outcome of the decisions taken and resulting in to follow of the above said participative management of different committees. 1)Gymkhana committee: The Gymkhana committee have arranged a sports week in the institute. It contains various sports activities like carom, cricket, football, chess etc. It helps the students to get developed of the sportsmen spirit. 2) Tour committee: The institute have arranged a study tour to Hyderabad. The tour committee has decided to see from point of view of historical study and interior sites with visit to interior design material mall. It helps a lot to students to develop a vision in relation with practical.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil                       |
| Upload any additional information     | <a href="#">View File</a> |

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The following are the Short term, medium term and long term goals identified by the institute. Consequent to that, the initiatives and action plans are developed by the institute. Short term goals

1. Developing system for practicing designers & research through training, collaborations and programs;
2. Faculty & student empowerment programs;
3. Foster activity based learning based to develop disciplinary minds, creative minds and innovative minds;
4. Establishment of image laboratory for holistic personality development inclusive of transferable skills, generic skills and life skills;
6. Preparation of institute development plan for academics development;
7. Developing network with industry and institutions;
8. Enhancing network with stakeholders- alumina, parents & academician/industry experts;
9. Creating learning management system (LMS);

Long term goals (2023-2027)

1. Setting up business activity in collaboration with alumna , industry & business;
2. Setting up research center in each domain of engineering programme;
3. Collaboration with research institutes nationally & internationally;
4. Development of Design exhibition and digital platform;
5. Development of platform for "self-made" multi-faceted professionals (all stakeholders) contributing to

the national development ; 6. Establishment of blended & digital platform for quality in education;

| File Description                                       | Documents   |
|--|---|
| Strategic Plan and deployment documents on the website | No File Uploaded  |
| Paste link for additional information                  | <a href="https://www.kpinstituteofdesign.org/strategic-plan.html">https://www.kpinstituteofdesign.org/strategic-plan.html</a> |
| Upload any additional information                      | <a href="#">View File</a>   |

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

**Powers & Duties of Trustees:-** 1. Power: It shall be within the powers of the Trustees to do each and every thing mentioned in this Trust Deed jointly by majority of the Trustees Present and Voting. However they may appoint any one of them as Managing Trustee and authorized him to exercise all powers which they delegate to him. The Trustees & The Managing Trustees are also authorized to delegate part of their powers to the working Committee appointed as per this Trust Deed. 2.Duties:- All the Trustees are duty- bound to work to the best interests of the Trust and as per the provisions of Mumbai Public Trust Act, and this Trust Deed. The Institute has an organizational structure for its effective functioning and smooth running of the administrative activities as shown below- The Institute has an organizational structure for its effective functioning and smooth running of the administrative activities as shown below- Add committee chart Trustees Chairman & Hon. Secretary Local Managing Committee ..... Principal ..... Internal Quality Assurance Cell ..... Sr. Faculty Librarian Nonteaching Staff Committees Teachers Lib. Attendant Sr. Clerk Statutory Non Statutory ..... Jr. Clerk ..... Peon

| File Description                              | Documents   |
|---|---|
| Paste link for additional information         | <a href="https://www.unishivaji.ac.in/GeneralStatut191213.pdf">https://www.unishivaji.ac.in/GeneralStatut191213.pdf</a> |
| Link to Organogram of the Institution webpage | <a href="https://www.kpinstituteofdesign.org/directors.html">https://www.kpinstituteofdesign.org/directors.html</a>     |
| Upload any additional information             | <a href="#">View File</a>   |

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

D. Any 1 of the above

| File Description  | Documents                 |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document   | <a href="#">View File</a> |
| Screen shots of user interfaces   | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | <a href="#">View File</a> |

### 6.3 - Faculty Empowerment Strategies

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

Following welfare schemes are available for teaching and non-teaching staff associated with the Institute: Extended maternity leaves and permission to leave early for ladies staff members every year. Need based Training Programmes are arranged by the Institute for the faculty. Faculty members are permitted to attend Training Programmes conducted at different institutions. Efforts to sign MOU with industries by which faculty are given training Encourage to acquire higher professional qualification by Non Teaching Staff. Organize training for nonteaching staff to upgrade their skills and multitasking abilities Academic freedom Promotion/Increments based on the performance Free to pursue higher education Financial assistance for research paper presentation

Following schemes available in the institute. Sr no Particular Percentage  
 1 Duty leave for attending Seminar /Workshop / Conference 100%  
 2 Medical Re imbursement yes 3 Maternity leave yes 4 Free tea/ coffee facility for teachers and other staff members. 100%  
 5 Refreshment & lunch / Dinner provided to all staff members at the time of organization of work shop, seminars. etc. 100%  
 6 The Registration charges and total expenses towards workshops,Conference etc are born by the College. 100%  
 7 Mediclaim insurance policy for Teaching & non teaching staff. 100%  
 8 Personal Library Scheme for faculty yes 9 Faculty Improvement Programme yes 10 Financial support from University for publication of Ph. D. Thesis in book form yes

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil                       |
| Upload any additional information     | <a href="#">View File</a> |

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

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

10

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | <a href="#">View File</a> |

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

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

4

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

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

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

10

| File Description  | Documents                 |
|---|---------------------------|
| IQAC report summary   | No File Uploaded          |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers)              | No File Uploaded          |
| Upload any additional information   | <a href="#">View File</a> |
| Details of teachers attending professional development programmes during the year (Data Template) | <a href="#">View File</a> |

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

The Institute strictly follows all the basic recruitment and promotional policies as stipulated by UGC. Each and every faculty member completes the self-appraisal procedure every year in the format prescribed UGC. Self-appraisal is done on the basis of the

following points:- Teaching learning process evaluation Specific duties / tasks assigned by Heads of the Department. Major contribution for the benefit of student/ staff / Institute. Awards/ Rewards obtained by the faculty and staff. Contribution towards extracurricular and cocurricular activities. Execution of exam duties assigned. Research contribution of staff in terms of research projects, publications and guidance provided to students for involvement in research .The management always plays a vital role in the performance appraisal of the staff. Annual increments and promotions in the grades are all implemented by the management on the basis of an individual performance indicated in the appraisal report. The management takes major financial decisions like implementation new salary structure, introduction of perks, rewards scheme etc. based on the outcomes of the review of the performance in appraisal report. Thus such review is used as an important tool and maintenance of high level of satisfaction among employees. Decisions taken by the management are communicated to concerned stakeholders through principals concerns' by circular, official orders etc ..

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil                       |
| Upload any additional information     | <a href="#">View File</a> |

#### 6.4 - Financial Management and Resource Mobilization

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

Internal audit is carried out by college appointed auditors. The accounts of the College are audited regularly as per the Government rules .The internal auditor checks receipts with fee receipts and payments with vouchers and necessary supporting documents. He/She also ensures that all payments are duly authorized. The external audit is carried out by C.A. P.S.Kulkarni and Associates. in accordance with the standard on auditing issued by the institute of Chartered Accountants of India every year. The external auditor conducts statutory audit at the end of financial year. The report of external auditor for last two years along with audited Balance Sheet and Income and Expenditure account is enclosed. The last external audit has been completed in oct-2022 for the session 2021-2022. Details of the audit are attached herewith. According to audit report the

**Balance Sheets, Statements of Income and Expenditure comply with the accounting standards, generally accepted in India.**

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | <b>Nil</b>                |
| Upload any additional information     | <a href="#">View File</a> |

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

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

**0**

| File Description  | Documents                 |
|---|---------------------------|
| Annual statements of accounts   | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | <a href="#">View File</a> |

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

**Resource mobilization of funds. Policy-**

- 1. The principle and Management shall accept the development Grants / Funds for the development of Institute. As the institute is being non granted and self funded, the stallholders, professional and alumni have contributed for funding for beneficial of the students in the form of scholarship.**
- 2. The facility members of Institute will conduct research consultancy activity for the commercial project and the fund so grant will be divided as 50%, 50% Basis. That is to say the total revenue generated will be divided as follow.**
  - 50% in the account of Institute.
  - 50% distributed among Faculty and staff.
- 3. The Institute should prompt revenue generate activity such as Design Competition, Seminar, Conferences, Industry collaboration to generate revenue.**
- 4.The Input to Institute finance will be from tuition fees and scholarship and shortage if any will be reimbursed by management from the society fund.**



| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil                       |
| Upload any additional information     | <a href="#">View File</a> |

## 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

In order to increase the quality and confidence of the students, the institute conducts Seminars, Group projects, Field visit & Surveys, and encouraged to take part in various competition. At the beginning of every academic year, the IQAC moderate the academic and administrative plan of the Institute for the smooth running of various activities. The committee meetings are arranged frequently to discuss the quality Assurance of the institution. The plan is put forth in the staff meeting at the beginning of the academic year and the plan is modified according to changes suggested by the staff members. The staff members prepare the teaching plan at the beginning of academic year which helps to carry out teaching activities smoothly through following points. 1) Conducting Faculty Development program 2) Preparation and implementation of Innovative Teaching techniques of online teaching 3) Organising online workshop / Seminars for students. The Institute has an integrated frame work for quality assurance of the academic and administrative activities. At the beginning of the academic year, IQAC prepares an action plan for quality assurance. The institution involves stakeholders particularly students, teaching and non-teaching staff, management and society in planning, implementation and evaluation of the academic programmes.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://www.kpinstituteofdesign.org/pdf/Minutes%20of%20Meeting%202021-2022.pdf">https://www.kpinstituteofdesign.org/pdf/Minutes%20of%20Meeting%202021-2022.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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



Yes. The institute reviews its teaching learning process, structure and methodologies and learning outcomes at periodic intervals through IQAC setup as per norms. The institute has following mechanism to review and implement teaching learning reforms.

- The institute has assigned the internal monitoring work to concerned class coordinator of each program. The class coordinators monitor the curriculum and academic review through well documented process very similar to that of AAA.
- The student's feedback is obtained on teaching-learning process
- The feed-back analysis is taken as the corrective measures in modifying teaching learning processes;
- The institute also conducts the faculty development program to apply the higher learning initiatives and appropriate teaching methodology.
- The lesson plan and course plans are developed by the institute.
- These plans are reviewed by the experts before its implementation.
- The following are the outcomes of such initiatives
- Development of innovative case studies
- Using problem solving at every course
- Conduct of tutorial classes
- Conducting learning activities based on skill requirements such as, assignment, mini-project, exhibition, etc.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil                       |
| Upload any additional information     | <a href="#">View File</a> |

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

C. Any 2 of the above

| File Description   | Documents   |
|--|---|
| Paste web link of Annual reports of Institution                                    | <a href="http://sukapps.unishivaji.ac.in/onlineaffiliation/#/aaalic">http://sukapps.unishivaji.ac.in/onlineaffiliation/#/aaalic</a> |
| Upload e-copies of the accreditations and certifications                           | <a href="#">View File</a>   |
| Upload any additional information  | <a href="#">View File</a>   |
| Upload details of Quality assurance initiatives of the institution (Data Template) | <a href="#">View File</a>   |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

#### 7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institute believes in promoting student diversity in Degree programmes. The Admission policy clearly states that equal opportunity will be given to all candidates as per the government of India guidelines. It pays special attention to admitting female candidates. Programmers and activities to ensure that all development initiatives integrate the concerns of both men and women, and that their needs are considered equally and equitably with the aim of attaining gender equality.

- Safety and social security -We have the CCTV facility into our college campus, also in each class rooms, for the safety 24x7, with a recording facility in it. And as our college is situated in between a residential zone, social security stays strong 24x7.
- Counseling-our college conducted annual counseling programs for the fresh first year batch by Ar.Girija Kulkarni, on the topic like professional equality.
- Mrs.Saroj Joshi is also appointed as a personal counselor at students level. our college also has availability of committee called sexual harassment, which helps students to discuss anytime anywhere on a sensitive topic with students as well as staff members,
- We also have committee called women's grievance committee which is meant for clarification of personal doubts and complains if any. committee which is meant for clarification of personal doubts and complains if any.

| File Description   | Documents   |
|--|---|
| Annual gender sensitization action plan  | <p><u>Annual gender sensitization action plan • Workshops, seminars, Guest Lectures • Campaigns • Student Research Projects • Poster exhibitions • Screening of movies and documentaries • Counseling • Anti Sexual Harassment Cell Gender sensitization Programm. • The Gender Action Plan seeks to guide action on embedding gender equality into organizational culture and ensuring an inclusive, gender-responsive workforce. • Gender audit is a tool to assess and check the institutionalization of gender equality into organizations, including in their policies, programmes, projects and/or provision of services, structures, proceedings and budgets</u></p>   |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | <p><u>Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms • Safety and social security -our college is totally secured by 24x7 security guards within the campus and we also have the CCTV facility into our college campus, also in each class rooms, for the safety 24x7, with a recording facility in it. And as our college is situated in between a residential zone, social security stays strong 24x7. • counselling-our college conduct annual counselling programs for the fresh first year batch by Ar. Girija Kulkarani ,on the topic like professional equality, as our designing course program based on maximum interactive session, communication program, counselling program has maximum weight age ,we compulsorily conduct a counselling session for each new batch in our college, for overall discussion of course and syllabus, and overall technique to face this profession. • Saroj parijat is also appointed as a</u></p> |

personal counsellor at students level. our college also has availability of committee called sexual harassment, which helps students to discuss anytime anywhere on a sensitive topic with students as well as staff members. • we also have committee called women's grievance committee which is meant for clarification of personal doubts and complains • Common room-as our bachelor of design professional course is based on practical knowledge in the professional practice field various workshops are held in a common room with an interactive session with various professionals in various fields, which helps students to improve their personality with communication skills and also get to know how to work in a group, that helps to improve gender equity within them. • The institution has a Student Association where girls and boys work together and organize various activities and events. • Institute has formed Ladies Complaint Prevention Committee (Internal Complaints Committee, formerly the NIRBHAYA SAMITI) that functions separately for the benefits of the ladies Employees and girl students.

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

**A. 4 or All of the above**

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Geo tagged Photographs         | <a href="#">View File</a> |
| Any other relevant information | <b>No File Uploaded</b>   |

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

- Solid Waste management- The college has conducted a green audit of its campus. However in Order to create awareness among the students separate dustbins have been provided to collect the dry solid waste and wet solid waste which is ultimately handed over to Kolhapur Municipal corporation for processing.
- The institute provides treated water to students through packaged cans which ultimately help in curtailing the treated water demand of the campus. Thus attempts are made to save precious water resources and energy required for treatment of water.
- Rain water is been harvested within campus to the boarwell existed in order to helps in recharge and to increse in watertable level.
- This is a Design college. So there are no laboratories. As a result hazardous Baiomedical waste and Hazardous chemicals and radioactive waste managementis not through the activities of the college. Hence question dose not arrange.
- For E waste,the institute has tieup with a agency which observes,advised and collect E waste generated during maintainence of computers,copieng machins,etc. The generated E waste isfurther carried out by them to recycle.

| File Description  | Documents   |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View File</a>   |
| Geo tagged photographs of the facilities  | <a href="https://drive.google.com/file/d/1k1fPGRu9oh5ookqZW4x0-szBRBN5GL-n/view?usp=share_link">https://drive.google.com/file/d/1k1fPGRu9oh5ookqZW4x0-szBRBN5GL-n/view?usp=share link</a> |
| Any other relevant information  | <a href="#">View File</a>   |

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting  
Bore well /Open well recharge Construction of tanks and bunds Waste water recycling  
Maintenance of water bodies and distribution system in the campus**

**C. Any 2 of the above**

| File Description                                  | Documents                 |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | <a href="#">View File</a> |
| Any other relevant information                    | No File Uploaded          |

**7.1.5 - Green campus initiatives include****7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

- 1.Restricted entry of automobiles
- 2.Use of Bicycles/ Battery powered vehicles
- 3.Pedestrian Friendly pathways
- 4.Ban on use of Plastic
- 5.landscaping with trees and plants

**A. Any 4 or All of the above**

| File Description                             | Documents                 |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | <a href="#">View File</a> |
| Any other relevant documents                 | No File Uploaded          |

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution****7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities****C. Any 2 of the above**

| File Description  | Documents                 |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View File</a> |
| Certification by the auditing agency                                      | No File Uploaded          |
| Certificates of the awards received                                       | No File Uploaded          |
| Any other relevant information  | No File Uploaded          |

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment****C. Any 2 of the above**

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

| File Description   | Documents                 |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities                        | <a href="#">View File</a> |
| Policy documents and information brochures on the support to be provided | No File Uploaded          |
| Details of the Software procured for providing the assistance            | No File Uploaded          |
| Any other relevant information   | No File Uploaded          |

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

The institute makes serious endeavours to maintain an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities. The efforts are put to make the institute environment inclusive: by the various activities. To promote the awareness in the society and students through social activities, institute has arranged "Blood Donation Camp" in association with Shahu Blood Bank Kolhapur. This has created awareness about blood donation and its necessity for the society. Another initiative taken for awareness in the students regarding environment. It has been promoted in the competition arranged by the Garden club and the institute has directed the same and which has been promoted by the institute. It has been awarded for the same. The Institute have taken initiative among the students about the socio-environmental awareness by taking part by the study of Masai Plateau to give appropriate development solution from tourism point of view.

| File Description   | Documents                 |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

The institute regularly conducts activities to generate awareness drives for employees and students to inculcate values for being responsible citizens. Some of the regularly conducted activities are celebrating days like womans day, independence day, republic day, etc, sports Week, , etc. Also, as mandated by various statutes and laws, there are various other committees like Library Committee, Placement Committee, Grievance Redressal Committee, The supporting emails, office orders and photos are placed. Further, being an academic institute our main focus is on sensitizing our students to become mature and responsible citizens of India. Their course curriculum compulsorily includes a course on Corporate Governance & Ethics and they have to participate in various social awareness programmes which is also a compulsory course as part of their curriculum.

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

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

**B. Any 3 of the above**



| File Description   | Documents                 |
|--|---------------------------|
| Code of ethics policy document   | <a href="#">View File</a> |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | No File Uploaded          |
| Any other relevant information   | No File Uploaded          |

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

The following is the list of national and international commemorative days, events and festivals the institute celebrates every year and make the students and faculty to participate.

**Independence Day-15 August, 2021** Independence Day marks the end of British rule in 1947 and the establishment of a free and independent Indian nation. It also marks the anniversary of the partition of the subcontinent into two countries, India and Pakistan, which occurred at midnight on August 14-15, 1947. the institute celebrates the Independence Day every year.

**Principal** hoist the flag and delivers speech highlighting about the significance of republic day. **Teachers Day: 05 September, 2021** Teacher's Day is celebrated to acknowledge the challenges, hardships, and the special role that teachers play in our lives. Teachers Day is one such event for which students and teachers equally look forward to.

**Republic Day: 26 January, 2022** Republic Day the date on which the Constitution of India came into effect on 26 January 1950 replacing the Government of India Act (1935) as the governing document of India and thus, turning the nation into a newly formed republic. The Institute celebrates the Republic Day every year. Chairman of the trust Ar. Vijay Gajabar host the flag and delivered the speech highlighting about the significance of republic day to the students and staff.

| File Description  | Documents                 |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | <a href="#">View File</a> |
| Geo tagged photographs of some of the events  | No File Uploaded          |
| Any other relevant information  | No File Uploaded          |

## 7.2 - Best Practices

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

**Best Practices-1**

1. Title of the Practice Landscape and entrance gate design for Government polytechnic, Kolhapur.
2. Objectives of the Practice The main objective of this is to aim the students in relation with the practicality with the existing condition to proposed design.
3. The Context The challenging issue is to give a design proposal which will enhance the entrance and to develop the green campus with sustainable landscaping.
4. The Practice The challenge to this is to design a gateway by the students which will be leaded to the educational campus and will blend with the surrounding landscape designed. This will lead to check and prove how to meet the concept design to the reality in relation with the existing conditions.
5. Evidence of Success As a evidence of success , the students worked on the design project under the able guidance of the faculty. It proves the students can develop an ideas and present it from the point of view of the reality and appreciated by the concerned authority.
6. Problems Encountered and Resources Required Problem found in the designing the landscaping is that the site conditions as with undulating surfaces. To overcome this, they have provided the contour map by which students understand how to get reference for such conditions.

| File Description                             | Documents                 |
|--|---------------------------|
| Best practices in the Institutional web site | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

## 7.3 - Institutional Distinctiveness

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

Our vision is to give Education to promote "Design Cultured Society" To provide a platform to the students to enhance their skills/potentials as well as a sense of social responsibility from point of view of sustainable environment. As per the vision explained above our college gives priority to make compulsory for students of our college to participate in different competitions held which leads towards the social professional environment, and let students know the recent practice going on outside, which leads to exposure of recent up gradation in designing field. Our institute try to give more exposure to the students to motivate to participate in the Landscape Design competitions arranged by the eminent organisation such as "Gardans Club". For the subsequent last couple of years, institute used to take part in the competition and achieved recognition constantly. This will helps the students to develop the contacts in the society from the professional point of view as there are lots of enquiries generated by admiring the landscape design ideas of the students. The institute always supports financially to participate in such competitions and guides the resources for developing scientific design and research culture.

| File Description                             | Documents                 |
|--|---------------------------|
| Appropriate web in the Institutional website | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

### 7.3.2 - Plan of action for the next academic year

Future plan for Academic year 2022-2023 will be for existing programme such as Academic development Value addition courses, Personality Development Certificate courses, Sports Activities etc. As the syllabus is upgrading to NEP i.e. National Educational Policy as per the university guidelines given. From that point of view, Institute is planning to encourage the students to arrange and take part in various workshops to be arranged which will helps to improve their skill development. Considering the pandemic situation, and after getting clearance, Institute is planning to start for Academic Development: - Planning of some new programmes planning preparation of like, A) Diploma Courses • Diploma Course in Green Building Design • Diploma Course in Set Design • Diploma Course in Plumbing Design B) Certificate Courses • Jewellery Design • Communication Skills Personality Development a) Value Addition Courses for Skills for Interior Design • Pottery Workshop •

Glass etching • Computer Presentation b) Value Addition Coursers for transferable soft skills • Personality Development • Yoga Mediation demonstration C) Sports Activity • Sports Day of the College D)Cultural activities-active participation in programs like in Youth festivals, Cultural events organised etc.