SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KALAPRABODHINI'S INSTITUTE OF DESIGN, KOLHAPUR

KALAPRABODHINIS INSTITUTE OF DESIGN, 253 KH, BHALJI PENDHARKAR CULTURAL CENTRE, BEHIND MAHAVEER GARDEN, NAGALA PARK, KOLHAPUR.
416001
www.kpinstituteofdesign.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kalaprabodhini's Institute of Design, Kolhapur was established on 13/12/2002 by a group of three professional Architects actively involved in Design profession. They formed trust named 'Kalaprabodhini' Kolhapur under the Bombay Public Trust act. having Registration No. E-1661-Kolhapur and registered office at Ar. Jayant Gajanan Begampure H. No. 83 B/12. Plot No.4, Chintamani, opp. Tapovan School, Kalamba Road, Kolhapur.

The Institute offers Four Years Bachelor Degree Course in Interior Design, which helps students to get Degree in Interior Design. Students from all over Maharashtra, Karnataka as well as Goa have joined this course. In future the Institute wishes to start other Degree and Post-Graduation courses like Bachelor of Fine Arts (B.F.A.), Master in Interior Design (M. Des.) as well as Post Graduate courses in Set Designing and Art Direction.

The placement cell of the Institute guides almost all the student for their placement at various places according to their merit. Many students have started their own profession in Interior Design and have opened their own offices.

The Kalaprabodhini's Institute of Design is applying for first cycle to National Assessment & Accreditation Council. The Institute is affiliated to Shivaji University, Kolhapur. (Maharashtra)The Institute is recognized for activities in Academic, Art and Cultural activities. It is committed to cater to the societal need through it's well defined Goals and the dynamic academic research through career oriented courses.

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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

•The Institute functions with a committed management, good Infrastructure – Spacious, clean and airy classrooms. Well-equipped audio visual room, Examination Room, Computer Laboratory, Auditorium, Staff Room and office.

•The Institute has experienced, Committed, approachable, sincere and highly qualified professional faculty members.

• Research undertaken by staff – presenting papers, undertaking research projects, publishing articles. Undertaking professional Project.

•Class mentoring and monitoring of the students is done and special care is taken for slow learners to improve the overall academic performance of the students.

•The Institute conducts entrepreneurship development activities for encouraging development of entrepreneurial skills in the students.

• Institute has a very strong Placement and Training Department which makes sure that most of the eligible students are placed in tier – 1 Design offices.

•The Institute has Rich cultural & Design related environment.

•The Institute Has Award winning performances at National level in different fields.

Institutional Weakness

•The Institute needs to strengthen the Alumni Association.

• Highly qualified faculty (Ph.D.) in the area of design are not available due to non-availability of institutions imparting higher education in the field of Design and Arts.

•Less number of publications of research papers \ books as per UGC guidelines.

•Self-financed Institution.

•Non availability of University sponsored projects.

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. Less admission in the field of infrastructure Interior Design is a part of it got affected due to corona.

Being self-finance institute lesser admissions are creating threat.

Institutional Opportunity

•To acquire a status of Institute of Excellence in the area of Design & Arts.

•To have staff and student exchanges with premier institutions in India and foreign universities are possible.

•With the establishment of 'Make in India opportunities are available for number of students to become Entrepreneurs in field of Design.

•The Institute has required infrastructural facilities to have collaboration with more Design industries.

•To Strengthen consultancy practices

•To start PG programmes in of Design & Arts.

Institutional Challenge

•Getting grants through Government funded projects and consultancies.

•The Institute has to adopt appropriate methodologies to sustain and improve the quality of admission in future.

•Students 'skill need to be enhanced through additional measures as per the continuous changing requirements of the Design industry.

•Increasing the number of placements for slow learners.

•To motivate faculty for Research & Development /Innovation.

•To attract eminent researchers & academicians in the area of Design on Campus.

•Introduction of new PG programmes.

•To maintain and enhance all-around performance of the Institute

•To impart techniques to enhance Presentation skills among the Students.

•To elevate standards of existing infrastructure to International /National standards.

To establish more connect between Alumni and Institute.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This includes Vision, Mission Statement along with the quality policy and objective that has been implemented at the institute level to impart the quality education in the field of Design at UG to the aspiring Design students. Being the affiliated College to Shivaji University the institute had adopted CBCS Curriculum from academic year 2020-2021 and from academic year 2021-2022 NEP 20.

However, looking into the requirement of Design industry and studying the gap between the Design industry requirements and university curriculum, institute has taken the initiative to introduce Multidisciplinary/ Interdisciplinary, skilled based   Courses etc.

The CBCS and NEP 20 curriculum is designed and approved by the university with expert and the same is brought to the notice of the staff and students. The staff members were part of Designing curricular with the help of the different workshops by the University and other Institute.

Then discussed about the curriculum with the concern Institute and worked on the action plan as per the need of profession and advancement.

To ensure both knowledge and skill development and to enhance competence   among the students the Institute offers the following skill development courses:

A) Use of Carving Design in Interior

B) Computerised Presentation

C) Mural Making

D) Use of Clay

E) Calligraphy

F) Design Concepts

G) Presentation Techniques

H) Graphic Design

I) Yoga & Mediation

J) 3D Printing

To understand the stakeholder's expectation, the institute has well established feedback and survey system.

The effort has to provide opportunity to the students to become competent professionals by the end of programme which is possible by the highly motivated and dedicated professional faculty and staff members.

Teaching-learning and Evaluation

•**The Institute prepares academic plan before the commencement of the academic year. This plan includes examination schedule, schedule of annual Sports, Cultural activities, academic programme, tours seminars, workshop etc.**

•**The institute has constituted Internal Quality Assurance Cell (IQAC) which plays Pivotal role to enhance the teaching-learning process.**

•**Students are integral ingredient in the Outcome Based Education (OBE)**

•**An admission is given as per the rules and guidelines of Shivaji University Kolhapur among the applications received prior to initial cut-off date declared after announcement of H.S.C. results.**

•**To augment critical thinking, among the students, institute make them to participate in Group Discussion, Debates, Quiz Competitions, Poster Presentation Competitions, and Seminars which help them to think and explore new ideas**

An admission is given based on merit and reservation policy of Government of Maharashtra and as per the rules and guidelines of Shivaji university Kolhapur among the applications received prior to initial cut-off date.

•Tests and tutorials are conducted on newly Designed and approved curriculum on a regular basis, to ensure that the students grasp the concepts being delivered in the classrooms and studio sessions.

•A feedback mechanism for the faculty by the students facilitates in effective conduction of the teaching learning process.

•To provide academic, psycho-social support and guidance services to the student, the institute has long a strong protocol system headed by a senior Design Professionals.

Research, Innovations and Extension

To promote the research culture, the institute has taken the initiatives to develop the research facility in the coming five years to match the R & D facility at par with the premier design institutions like CEPT. Institute encourages the faculty for upgrading their educational qualification i.e. post-graduation. The faculty acquiring higher qualifications are felicitated and rewarded. In this regard, the institute has made the budgetary provision. Faculty and students are encouraged for publication of technical/research papers through various platforms. The institute is pro-active to carry out the extension activities. Dedicated faculty coordinators along with students organize various educational, cultural and social programmes in and around Kolhapur. These activities have brought fruitful engagement of the faculty, staff and students by reducing gap in the relationships of student, faculty and society.

The institute management always motivates students and faculty to participate in social activities and drives for adhering to ethical values. Conduct the flag hoisting ceremony at Independence Day, Republic Day involving the students, local government authorities and guests. The Institute motivates institution-neighbourhood-community network through organizing Environment awareness, Green initiatives, Blood donation, extension outreach activities etc.

Faculty members and students had contributed by doing wall paintings for the primary school by funding colours. Institute contributes in the activities conducted by "Rotary club of Gargies   ".

Infrastructure and Learning Resources

The institute strives to provide infrastructure and facilities with the conducive learning environment. This is an effort to make institute at par with the premier institutions at the national and international level. The institute widely uses the latest technology in the classrooms as well as studios for effective teaching learning.

Institution provides all necessary required facilities for cultural activities. The Institute has well indoor auditorium for all cultural events conducted for students as well as for staff.

To ensure the infrastructure adequacy and optimum use for academic growth, the experts from the regulatory authorities periodically monitor and visit the Institute for inspection.

Library resources including e resources are made available to all the students well in time and meet the requirement of regulatory and affiliating body and also fulfil needs of the faculty and students for their active research. Institutional Library fulfils the norms given by Apex bodies the requisitions and recommendations for new print titles, e-journals and reading materials are invited from all programs of study in the institute.

The infrastructural facilities and the learning resources available at the institute make the institute as one of the leading institutes in the city to provide quality education.

Student Support and Progression

To ensure the effective communication for the academic support, all the relevant information and schedules are put up on the notice board and college website. The Institute regularly publishes the updated prospectus with admission form in the beginning of every year. The prospectus also provides the following necessary information on the website of the College like Vision & Mission of college, Eligibility criteria for admission, List of subjects offered Documents required for admission , Fees Structure, Rules and Regulations, Information about sports, student council, cultural activities, Library, Information about internal evaluation, Various Scholarships, prizes and awards, Certificate of affiliation, List of various Committees Anti-ragging, anti-sexual harassment and RTI etc.

The orientation is also carried out for detailing of the activities to be conducted during the semester through Semester Orientation Programme.. The co-curricular and extra-

curricular events are conducted with certain themes with well-defined objectives and outcomes which help the institute to measure the attainment of programme educational objectives. To provide the natural justice to the students, the institute has the grievance redressal committee and to safeguard the interest of the women faculty, staff and students, the institute has the Women Cell. Other institute committee includes: anti-ragging committee, unfair means committee and other student relevant committees. These arrangements at the institute have helped the students to get timely justice.

Governance, Leadership and Management

The institutional vision is to make Kalaprabodhini's Institute of Design internationally renowned premier institute of Design & Art. which demands high core values, core competencies, achievement of strategic objectives which are stated in the criteria.

To meet the requirement, the institute has well defined perspective plans. As the Institute is run by Design Professionals and for the Design professionals,

To comply with perspective plan, the institute's top management and the Principal ensure the sustainable model for the institute by effective implementation of quality policy and plans.

The Principal is the administrative head of the institute. However, certain administrative responsibilities are delegated to Course Coordinators and various functional committees to ensure decentralized governance system. Adequate autonomy is given to all the faculty and sections. The faculty prepares the academic calendar, time table and assigned specific subjects to the concerned faculty based on the area of expertise. The institute organigram has well defined structure with roles and responsibilities. The top management is regularly available for taking fast decision related to the infrastructure development, equipment and other academic needs.

The progress of the institute is reviewed on regular basis for the Effective implementation of quality policy and plans. Principal has been given the freedom for day to day functioning of the institute with regard to curricular, co-curricular and extra-curricular activities and ensure the sustainable growth of the institute. The institute has well established quality assurance system to become the institute of repute and preferred destination for campus placement.

Institutional Values and Best Practices

Institute belongs to creative field like Design, the outcome of any education system should be towards good and responsible citizen i.e sensitive is a key factor to support creativity with sustainable approach. Students should be aware for social environment around them. Institute has taken number of steps to create environment consciousness amongst the stake holders. The Institute had done a green audit of its campus through the environmental science department of Shivaji University.

In order to create awareness among the students and staff 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.

These attempts are made to save precious water resources and energy required for treatment of water.

Saving and optimum utilization of energy, Rain water harvesting, e-waste disposal, ergonomic and aesthetic infrastructure are few of the highlights about environment consciousness at the Institute.

Students are involved for maintaining the ecological campus by organizing various events e.g participation in Vasundhara competition organised by Kiloskar group for green campus clean camps.

 Students are provoked to help the society by participating in programs like creating awareness of clean river by appealing society for Ganapati donation etc…

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KALAPRABODHINI'S INSTITUTE OF DESIGN, KOLHAPUR
Address	Kalaprabodhinis Institute of Design, 253 kh, Bhalji Pendharkar Cultural Centre, Behind Mahaveer Garden, Nagala Park, Kolhapur.
City	KOLHAPUR
State	Maharashtra
Pin	416001
Website	www.kpinstituteofdesign.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Girija Girish Kulkarni	0231-2680970	9822445066	-	kpid2002@gmail.com
IQAC / CIQA coordinator	Kedar Govind Kulkarni	0231-2522776	9422521102	-	yourskedar@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Shivaji University	<u>View Document</u>

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Kalaprabodhinis Institute of Design, 253 kh, Bhalji Pendharkar Cultural Centre, Behind Mahaveer Garden, Nagala Park, Kolhapur.	Urban	4081.06	1609

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDes,Art And Fine Arts	48	HSC	English	160	78

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				7			
Recruited	0	1	0	1	2	0	0	2	3	1	0	4
Yet to Recruit	0				2				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	5	0	0	5
Yet to Recruit				1

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	0	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	6	0	10

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	22	1	0	0	23
	Female	55	0	0	0	55
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	2	2	4
	Female	5	5	7	8
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	6	6	6	5
	Female	19	14	10	10
	Others	0	0	0	0
General	Male	33	33	27	17
	Female	84	76	59	50
	Others	0	0	0	0
Others	Male	0	3	3	2
	Female	6	4	5	3
	Others	0	0	0	0
Total		156	143	119	99

Institutional preparedness for NEP

1. 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 Annual Quality Assurance Report of KALAPRABODHINI'S INSTITUTE OF DESIGN, KOLHAPUR 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 multidisciplinary 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 Electives 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 & sem 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 multilinear flexible curriculum from year 2022-2023 Exist level like following. Level 5 - Undergraduate - B. Des - I Level 6 -Undergraduate Diploma - B. Des - II Level 7 - Bachelor's Degree- B. Des - III Level 8 Bachelor's Degree with Honours/ Research - B. Des - IV Institute is engaged to offers professional programms 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 Multidisciplinary programs we had conducted set design seminar for the students. Pottery design, workshop on wall parting, mural design, workshop on computerized presentation also created environmental awareness through the student's participation in the Vasundhara Festival - Competition organized by Kirloskar Group - Green College Clean College. This year we had engaging student for counselling lecture about Masters in sustainable Design from Pune to increase one more avenue for multidisciplinary research endeavor's to find out solutions to society's most burning issue and challenge about sustainability for future generation.
2. 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. Students or Academic year

	2023-2024 we had made aware about the Academic bank of credits (ABC ID) to the newly admitted students and seen to it that every student had registered to ABC and create ABC ID for the Same. The ABC allows credit redemption through the process of commuting the acquired 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 of concerned Institutes offering programmes with the Multiple entry and Multiple Exit Option (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 for 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. .
3. 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, wall painting for Kaneri Math" for famous LOKOUSTAV were more than 1 lacs people visited from Maharashtra & Karanataka state. Also Institute had offered to the Municipal Corporations Primary School wall painting on the completion of 20 years to the Institute by the Students. etc. Considering the need of the future and CBCS & NEP 20 curriculum institute had Offered 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.
4. 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. This 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 these thing are part of curriculum throughout four years. Courses of the curriculum like. History – Includes Indian history of Arts, Cultural and tradition along with the other countries history, which enable student to implement in the course of Design – in term of theme-based Design for 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. Art appreciation is a lesson in Visual Arts which gives ample of knowledge of worldwide Art which includes paintings, Products, Furniture, etc.. In the Course Electives for Sem 5th & 6th many of the students dose research for Indian history of Arts, Cultural and tradition which automatically reflects history as well use of the same in modern context in the Design field. these Elective projects has to be submitted in two copies to the institute for reference of the future generation and record for Institute. In the course Project for the Sem - 7th & 8th each student takes individual subject in Design in which

	he has to study and write-down history of the chosen subject by them, and use of the same in the modern context and these projects has to be submitted in two copies to the institute for reference of the future generation and record for Institute.
5. 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 questionaries' 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 module is ultimately outcome of the hole 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. As we are enforced NEP 2020 curriculum form academic year 2022-2023 our curriculum for NEP 2020 is more focused on outcome based education. Creativity, Technology, Skills, Humanity are the main focus area on which curriculum is based on.
6. 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 progrmme 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 plat form 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.

Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Electoral literacy club had been set up in the institute in the year 17-18 and the date is 17-19-18 of the formation of the Electoral Literacy Club. It had been set up as per the directives from Dy. Collector's official letter of formation of ELC in the institute. This club had been formed to make every student aware of the registration of voter ID by filling form |

	no 6. All the student thus had been informed by official notice to all the admitted student above 18yrs for the process of registration. And recording the data of the no of students registered. Also providing data of every year to collector office to Election co coordinator. This process is continued
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Institute had formed student coordination committee for ELC. Two students from each class who are class representatives (CR). And considering no of student One staff had been appointed as a co coordinating faculty. ELC had organised programme for electoral literacy awareness in students. Lectures on democracy as well University had introduced subject module of Democracy, Election and good governance in form of exam. University had introduced theory paper in part - I Sem -II for module of Democracy, Election and Good Governance from the academic year 2017-18. From year 2022-2023 University had introduced as per the NEP 2020 vision for SEM - I Democracy, Election and Good Governance SEM -II Constitution of India & Local Self Government. SEM - V - Constitution of India These subject as a theory paper had been added to the consecutive semesters as above for 50 marks. So its been taught to the students by giving expert lecture. Also Institute had purchased book on the said subject for understanding of students as theory paper is been compulsory for the subject.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	ELC in Institute had conducted lecture for awareness on Democracy by a local Architect who had published the book on 21.10.2010 Institute has purchased this book on 15.10.2016. He conducted lectures consecutively for students on the subject which includes election and good governance. Also on the occasion of 15 th Aug and 26 th Jan it is routine activity conducted by students for the students giving information on the independence Day and Republic Day in consecutive years and important freedom fighters who contributed for same. Importance of Republic Day is always highlighted by giving tribute to Dr Babasaheb Ambedkar. Also it is made mandatory by Institute and University for paying tribute to the persons who contributed to give us gift of Democracy on consecutive Birth Anniversaries of the great freedom fighters. University had introduced theory paper 1st year sem - II for module of Democracy, Election and Good

	Governance from the academic year 2017-18. From year 2022-2023 University had introduced as per the NEP 2020 vision for SEM - I Democracy, Election and Good Governance SEM -II Constitution of India & Local Self Government. SEM - V - Constitution of India These subject as a theory paper had been added to the consecutive semesters as above for 50 marks. So students will be aware of the Subject by giving them information in the form lecture, workshops and books etc. Institute conducted lecture on Democracy by Architect and Author Jeevan Bodake on Democracy on dated - 11.03.2019 Institute purchased book from the author on said subject for studying for theory paper.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Institute always encourage students to create awareness on every 15 th August and 26th January about democratic values in students by students from each class to study and share in form of speech. This initiative covers research and content writing about the Indian democracy. By giving speech to the students it creates awareness in them about democratic values, also boldness in the students who studies and gives speech about the topic on every Independence Day and Republic Day. We had felicitated Architect Jeevan Bodake on publishing of his book 15.10.2016 in the Institute along with his lecture on the same topic, by this Institute highlighted importance of publication of content on Democratic values in front of the students. Also through the lecture Ar Jeevan told them importance of participation in voting process as a voter and importance of creating awareness in the society about fair voting and electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Institute create a data of students above 18 years at the time of admission as per the letter from district collector's office. Institute aware through notice to the students above 18 yrs for creating voter id through on line registration process. Institute gives reminder of the same to students and once they create it we send the data to hon district collector's election officer. When a student submits the admission form from there the process starts for creating data. Then notice is given to students above 18 yrs about creating voter id through registration. Then reminders given to the students about the same As students creates voter id, they submit their name to Institute The data is created in written format. The same data

	through covering letter submitted to election officer. This is the mechanism created by institute for registering the voter id and collecting data

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
99	119	143	156	155

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 8

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	7

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
46.27	30.70	26.88	39.49	42.36

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Institute Ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment with following steps.

Curriculum Planning & Academic Calendar: -

I) Designed, Implemented & Faculty Training Programme for a new outcome-based choice-based credit system (CBCS) curriculum for the year 2018-2020 and NEP 20 from the academic year 2020.

Institute had planned faculty workshop for curriculum of the year 2018-2020 and NEP 20 from the academic year 2020.

1. **Considering mission and vision of the institute, institute had Developed the academic plan, based on the feed-back, experiences and the consecutive year's result analysis.**

2. **Developed the Course plan and lesion plan for a semester to comply programme outcomes. Planed & implementation of student enhancement program (value added and transferable skills)**

IV) For effective implementation of above academic plan, academic calendar, course plan, lesion plan, had been prepared consecutively.

1. **While preparing academic calendar for effective implementation outcome-based curriculum. University academic calendar had been taken in to consideration for implementation of outcome-based curriculum following points were considered:**

1.Feedback forms from Students , Teachers , Alumni , Stake holders. .Examiners

1. **Detail Planning of implementation of each course plan, and its lesion plan.**

2. **Detail Planning of Lerner's, performers, continue assessment measuring of programme outcomes and course outcomes.**

3. **) In the pandemic condition for effective implementation of new CBCS curriculum through online lecturer's new academic calendar had been prepared considering academic calendar from university**

VIIII) following points had been considered for the preparation of the academic calendar

1. **Flow Diagram of Curriculum Planning & implementation**

2. **Detailed planning & implementation of continues assessment of each course plan & lesion plan for monitoring of effective curriculum, learners' performance assessment.**

3. **Considering Grade system of new CBCS & NEP 20 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 -

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

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

2. **Evaluation process is thoroughly discussed in the meeting/ Lecture held by Principal and staff, as well as in class committee meetings with students.**

3. **Continuous assessment report of the course is displayed in respective studio every month.**

4. **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 an appropriate mechanism for this purpose.**

5. **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.

6. **Academic calendar is displayed in each class room & on the institute Website, that adheres to the systematic conduction of institute level and university level examinations. Implementation of the evaluation reforms of the university.**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 25

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

1.2.2

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

Response: 58.18

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online

courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
65	66	98	73	89

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

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

I) Institute had conducted Gender equity lecturers for the students by experts from councilor and professors from other renowned institutes.

II) As well on Image Building seminar from industry expert included personality development, image creating as a professional etc..

III) One-day workshop on "Yoga & Mediation" helped students to learn about good posture for drafting and clarity for design through mediation.

Following courses are part of curriculum as a theory paper for university exam. So it is being regularly taught to the students in each academic year.

A) 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.

B) 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.

C) 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.

D) PROFESSIONAL PRACTICE

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

I) Democracy Election & good governance

It gives introduction to students about --

- Democracy in India – Dimensions of Democracy: Social, Economic and Political – Decentralisation: Grassroots Level Democracy – Challenges before Democracy: women and marginalised sections of the society

- Election to Local Self Government Bodies – 73rd and 74th Constitutional Amendment Acts: Institutions at the local level and Role of State Election commission – Local Body Elections: Urban & Rural – Duties of an Individual towards electoral process

- Good Governance – Meaning and concept – Government and Governance – Good Governance initiatives in India

II) Constitution of India

Course outcome

the student will get knowledge about making and philosophy of Indian constitution.

The students will become aware about fundamental rights directives principles and duties the students will get knowledge about procedure of constitutional amendment.

Model 1 Historical background and making of Indian constitution and silent features

Model 2 philosophy fundamental rights direct use principles and fundamental duties of the Indian constitution

It has been delivered by expert's form profession and writer of a book Named "Lets learn of Democracy"

Also on the occasion of 15th Aug and 26th Jan it is routine activity conducted by students for the students giving information on the independence Day and Republic Day in consecutive years and important freedom fighters who contributed for same. Importance of Republic Day is always highlighted by giving tribute to Dr Babasaheb Ambedkar.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 100

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

Response: 99

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and

feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 76.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	19	29	44	44

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	44	44

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 38.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	04	09	13	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	29	20	20

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.38

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

A) Experiential learning,

I) After Delivering lectures, interactive discussion is a part of learning process for interior design course.

II) Students are involved in site visit from taking measurement of the space given to them for design, experiencing the case studies preparing reports of the same and presenting in class rooms is a process of experiential learning.

III) Simultaneously students does site visits for experiencing live interior design project to study actual requirements client's need, for the project, study of the materials, market survey for rates of the material.

IV) Internship is a part of curriculum from 4th semester where student experiences office working system, professional trends in the design, transformation of class room learning in to professional project.

B) Participative Learning

I) The importance of Participative learning is quoted as "Learning by doing" Assignment, mini projects in each year were given to group of 3-4 students aids to inculcate the practice of team work, task

II)Encouragement for participation in various curricular activities e.g. Participation in various competitions, Poster presentation, seminars and sports etc., extracurricular activities like participation in the youth festival of university, various cultural activities in the institution etc. Active learning is outcome of Participative learning.

III) Workshops conducted for different courses visual arts, interior technology. Like painting of the class room, and Workshops conducted for different materials like wood, clay, etc. e.g. workshop for creating arches gives a hands on experience of participative learning

C) Problem Solving Methodologies:

All the courses in the curriculum tends to Problem Solving Methodologies each course of the curriculum develops aptitude in the students of solving the challenges in the execution of the design project.

E.G.

I) Giving them one live fruit/vegetable as an object to sketch they tackle following challenges of the furniture design project. Observation – Proportion

II) After cutting the fruit/vegetable they learn to tackle challenges of Top view /side view-

III) Challenge of observing it for making a furniture object increases visualization, innovation.

IV) After completing a furniture design out of fruit or vegetable & making a real scale model of it. Prepare them for imagination.

D) ICT- enabled tools including online resources for effective teaching and learning process: -

I) ICT can enhance the quality of education by increasing learner's motivation and engagement.

II) 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.

III) Students are widely using E- library as a reference after pandemic and improvisation in the internet facility institute made them available one PC for e library resources. Which is widely used by faculty for class room teaching for AV presentation.

I) To cater the growing needs of online teaching during the pandemic, Institute has used Zoom app

II) All the course of curriculum is taught by using ICT method by AV Presentations on projector.

III) Conducting expert's lecture via online mode

IV) Participating in the online workshops for students online seminars.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 69.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	08

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 0

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

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

A) Transparency:

I) All the students are made familiar about the transparency in the internal and external assessment of each course head.

II) For internal assessment grading or marking continuous learning and assessment is required which results in to gradual progress at the end of the semester.

III) 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.

IV) Internal assessment is done with the credits / marks for each course as per programme structure for CBCS & NEP 20 syllabus approved by Shivaji University,

V) While evaluating students for internal assessment, transparency is maintained by making them aware of the marks each stage for every assignment weekly.

VI) 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.

VII) As per the university rules, prior to forwarding these grade / marks to the university students are aware and sign the grades/ marks given.

VIII) This ensures fair grading system.

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

B) Grievance redressal system is time- bound and efficient

The mechanism followed for redressal of grievances with reference to evaluation is as follows,

I) At Institutional level: A grievance committee consisting of Principal, subject teachers and mentor is formed.

II) The above committee verifies the nature of grievances. He/she is made aware of transparency in discussion.

III) Mechanism to deal with examination related grievances. The assignment

marking scheme is discussed by the faculty with the students.

IV) 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.

V) The Institute encourages independent learning through project and paper presentations by students.

C) At University level: The Institute has given the responsibility to exam in charge who takes care of university evaluation grievances.

I) After declaration of the results, students can apply for revaluation / rechecking, photocopy of answer sheet through the examination section of the institute.

II) Institute examination in charge forwards these applications for revaluation to the university examination cell.

III)After receiving the photocopy, students show the same to the concerned course teacher, discuss the grievances and seek advice.

IV)The examination section of the Institute follows up for quick redressal at the university level.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes institution are stated and displayed on website

I) Student admitted in the first year is made aware of the programme by taking orientation programme for students and parents.

II) Students are made aware of each course, Teaching scheme & evaluation for the

same in the syllabus by respective teachers.

III) 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 for the course, Teaching scheme & evaluation for the same in the syllabus.

IV) Students are made aware of the fact of the curriculum that all the courses of each semester are taught to achieve programme out come in the end of the curriculum.

V) Professional practice though not part of the classroom teaching but very effective in understanding profession by attending it. Which also helps them to achieve programme outcome.

VI) Study tour of each year enhances knowledge of the students in term of helping out to understand courses like History, Design, etc. which helps them to gain programme outcome.

VII) All the students from first to final year are made aware for their respective semesters courses to be taken by the institute which are not a major part of programme but it is an open elective which helps to improve programme out comes and professional skills and also helps students to select their specialization for Masters.

VIII) Students are made aware in the very first day orientation programme about important of curricular & extracurricular activities which may not give them direct credits for Teaching & evaluation but it will improve their confidence while tackling the challenges to be professional which is ultimate POs of the programme.

- 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	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Program Specific Outcomes are as mentioned below:

- **Method of assessment of POs / PSOs the program outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.**

- **Direct methods are provided through direct examinations or observations of student knowledge or slls 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 (50%) +Internal assessment (50%) 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. Finally, program outcomes are assessed with above mentioned data and Program Assessment Committee concludes the POs attainment level.

- The tools used for the assessment of POs/PSOs and their frequencies are given below: End of Session University Examination At the end of each session university conducts examinations based on the result published by university.

- The course outcomes are measured based on the course attainment level fixed by the program.

- The Direct mode is used for the same. Assignment Assignments are given at the end of each chapters.

- 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.

- It is the responsibility of the concerned subject teacher to ensure that most students are able to work out the assignments honestly.

- The questions asked in assignments are mostly aligned with Course Outcome of the respective Subject 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.

Example as under.

CALCULATION OF CO ATTAINMENT

The institute has described course outcomes in to two ranges.

The example of range -1 is given below.

The level descriptors:

Level-1: 40%students score more than class average

Level-2: 50% students score more than class average

Level:3: 60% students score more than class average

The set target value is: Level-2

Example: Calculation of course attainment of " Estimating & Costing and Professional Practice" (ECPP).

A(ESPP)= 80%(Attainment level in end term examination) + 20%(Attainment level in the internal examination)

= 80%(2)+20%(2)

= 1.6+0.4

=2.00

The attained value for ECPP is 2.0 and the set target is 2.0.

Hence the course is attained.

PO ATTAINMENT CALCULATION

Level descriptors:

Level-1: Value between 0.5 to 1.0

Level-2: greater than 1 & less than 1.5

Level-3: greater than 1 .5 & less than 2

Level-4: greater than 2 & less than 2.5

Level-5: greater than 2.5

Set target value: Level -4: Greater than 2.0 and less than 2.5

Example: PO (7)

PO (7) is contributed by 7 courses having CO Values as: 1.8; 2.3; 1.9; 2.0; 2.4; 2.2; 1.9

A(PO-7) = Avg. Sum of (7 courses)

= 1.8+2.3+1.9+2.0+2.4+2.2+1.9/7

=14.5/7

= 2.071 i.e. Level -4

Hence level -4 is attained

Therefore, PO (7) is attained.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 90.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	30	40	34	32

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	36	40	34	36

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

- **The institute has taken various initiatives for creation & transfer of knowledge to the students.**

- **The institute has enough classes aimed at ICT-based education. Computers and the Internet are available to students at the institute. Wi-Fi facilities are also available for students to access more knowledge via the internet.**

- **The institute also promotes to the student to participate different design competition like landscape design by Garden club of Kolhapur where they got 2nd and 3rd prize and got a real project with execution, Society interiors design project and Green campus Clean Campus (GCCC) competition held by Kirloskar group which based on the concept of Green building where student got 2nd price. Through such competition sharing of knowledge is done with**

other institutes.

- **Students also have project work in the last semester according to the curriculum syllabus which exposes them to work on research-oriented project to have the latest knowledge applications in their field and which helps them to get basic applied knowledge. During this project students, institute arranges seminar on IPR so student will be aware about their design rights before working as professional designer**

- **The institute also invites mechanical, plumbing and electrical services consultants for seminar to get market and practical knowledge to the student so their design get matured from all aspects.**

- **The institute also motivates the students to prepare wall-papers, posters, exhibits to transfer the knowledge on recent issues.**

- **To get an opportunity to update their knowledge for recent technologies in their field by participating in special workshops in collaboration with industry & experts conducted by the institute.**

- **Students also have internship in the industry which updates them for latest work expertise in their field.**

- **The institute has organized expert eminent architects and designers' workshop to train the students in conducting scientific research.**

- **The institute subscribes to free subject journals, e-journals and other online resources.**

- **The institute also arranges industrial visits & study tours to impart subject knowledge to the students. College has soft skill development program for the first-year students which improves their communicative abilities.**

- **There is no separate incubation centre but the institute provides e-resources through e-library & Internet connected computers and done some successful design project with design consultancy for different field.**

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

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

Response: 70

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	15	19	12

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in

national/ international conference proceedings per teacher during last five years

Response: 1

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	8	0

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

3.4 Extension Activities

3.4.1

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

Response:

- **The institute 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.**

- **The activities like Blood Donation, International Women's Day celebration, maintaining 100 seconds of silence on the occasion of death centenary of Rajarshi Shahu Maharaj, Natural trek to Masai Plateau, Panhala etc. are conducted by the institute to impart and sensitize students to social issues and holistic development and to move social responsibility from theoretical**

foundation to practical.

- The institute students and staff worked in rescue and food packages providing operations, flood area cleaning operations etc during flood crises in Sangli and Kolhapur district in 2019 and Distribution of fodder to Gaushala , Panjarpol, Kolhapur because of lack of fodder.

List of different Activities :

No.	Name of Activity	Year
1	Flood Area Cleaning	2018-19
2	Flood relief material supply-Kerala	2018-19
3	Pay homage for Bhalji Pendharkar	Every year
4	Gandhi Jayanti Celebration	Every year
5	Seminar on "Gender Equity" by Dr. Vishakha Apte under CII	2022
6	Creating awerness about envernmental protecion in the society	2020-21
7	Providing food packages for Thalassemia patient's relatives at Kolhapur, Sangli & Satara	2020-21
8.	Creating awerness about envernmental protecion in the society	2020-21

9.	Providing food packages for Thalassemia patient's relatives at Kolhapur, Sangli & Satara	2020-21
10.	Distribution of packaged drinking water bottles during flood crises	2020-21
11.	Distribution of fodder to Gaushala , Panjarpol,Kolhapur	2020-21
12.	Providing food in Flood affected area at Bhogawati Sankul, Bhogawati,Kolhapur.	2020-21
13.	Providing Food packets during flood	2020-21
14.	Blood donation camp	Every year
15.	" Lokutsav Festival" at Kanerimath wall painting	2022-23
16.	Government School painting at Junabudhvar peth kolhapur	2022-23
17.	Gansesh Visrjan -Save water campain	2022-23
18.	Masai Patahr treak for platu development	2022-23

The expected impact from these activities can be summarized as below - ·

- **Through these activities the students get socialized and learn to think beyond individual interests and for social welfare.**

- **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.**

- **Through these extension activities students develop qualities like Teamwork,**

Leadership Skills, Time Management, Effective Communication Skills, and Effective Decision making.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

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

Response:

- **The Institution has received Awards and Recognition for its involvement in extension activities from Government and Government recognised bodies. During the last five academic years the staff and students of the Institution has donated 87 units of blood to the Society. The details of awards and recognition received are listed in the following table**

List of awards and recognitions:

No.	Name of Activity	Award/recognition	Year
1	Organizing Exhibition for women empowerment	Recognition	2018-2019
2	Judging MRS. Kolhapur Competition organised by Pratima S. Patil Foundation	Recognition	2018-2019
3	Flood affected area cleaning	Certificate of appreciation	2019-2020

4	Excellence of work in profession -Girija Kulkarni	Certificate of appreciation	2019-2020
5	Blood donation camp	Certificate	2021-2022
6	Creating awareness about environmental protection in the society	Consolation-Certificate	
7.	Blood donation camp	Certificate	2022-2023

Other activities done during Flood crises in Kolhapur and sangli districts are as follow:-

1.Providing food packages for Thalassemia patient's relatives at Kolhapur, Sangli & Satara

2. Distribution of packaged drinking water bottles

3. Distribution of fodder to Gaushala , Panjarpol,Kolhapur

4.Providing food in Flood affected area at Bhogawati Sankul, Bhogawati,Kolhapur.

5.Providing Food packets during flood

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

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

Response: 35

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	8	9	7

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 11

File Description	Document
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

A) TEACHING AND LEARNING FACILITIES

academic year 2023-2024, need-assessment for replacement, up-gradation, addition of the existing infrastructure which is carried out based on the suggestions from higher authorities, administrator after reviewing course requirements The requirements regarding classrooms, infrastructure development is 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 provided all class room with ICT based system for students required any type of presentation and drawing techniques which skilfully show to student while studying in studios, also classes are provide drawing tables and stools as per required anthropometry based

TEACHING AND LEARNING FACILITIES

SR NO	DETAILS	DETAILS
1	ICT BASED CLASS ROOM	4
2	SEMINAR HALL	2
3	COMPUTER CLASS ROOM	1
4	LIABRARY HALL	1
5	DIGITAL CLASS ROOM	1
6	PLAY GROUND	1
7	ADMINISTRATION	1

OFFICE	

B) LIBRARY DETAILS:

Institute provides 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.

SR NO	DETAILS	NO
1	TOTAL NO OF BOOKS	658
2	NO MAGAZINE	5000
3	NO E BOOKS	75
4	NO OF CD	100
5	NO THESIS	250
6	NO OF ELECTIVES	255
7	NO MAPS	2
8	NO OF DATABASE	2

C) PHYSICAL FACILITIES

Mentally and physically students will get stronger in their curriculum yoga, sport and meditation will take part in the life, there why open air ground and hall provided for yoga activities and sports. Also the institute arrange grounds on rent basis for football, cricket and badminton activities etc.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 35.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
24.82	10.72	10.71	10.46	9.41

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS),

adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

LIBRARY DETAILS AND ILMS DETAILS:

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 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 Liberian**, 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

Subscription details and e-resource details

Use of library optimal for faculties and students its play mandatory role in curriculum The Institute also play role in digital copy that is subscription of magazines and e resource date for student which help us for curriculum base and it's useful for teacher also for as educational and professional field also

Subscription name/E- resource	Details
Time saver for standard design	**Interior details**
Neufert 4th addition design	**Interior details**
Elements of design	**Interior details**
Principal of design	**Interior details**
The fundamental of designs	**Interior details**
Interior services	**Services details**
Plumbing services	**Services details**

Estimation and costing in interior	Estimation details
Graphics and auto cad	Drawing details
Rendering techniques	Rendering skills

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT- FACILITY

SR NO	DETAILS
1	COMPUTER LABORATORY
2	WIFI-FACILITY
3	PRINTING FACILITIES

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 thirty students min for batch wise. Ratio as 1:2 per batch

The Institute Computer laboratory up gradation of software in AutoCAD, sketch up, Photoshop and rendering software required for drawing base. Which help to student up gradation in drawing tools. And presentation skills, also institute work on firewall i.e. antivirus witch help to prevent data losses and virus.

COMPUTER AND IT INFRASTRUCTURE DETAILS:

The Institute provides ICT based computer lab, there is provision of desktop for

For the students for first year and second year students required AUTO-CAD and sketch up and ms office to do practical and demonstrations which enhance the learning process.

SR NO	DETAILS	NO
1	LED SCREENS 14"	13
2	CPU	13
3	MOUSE /KEYBOARDS	13
4	SPEAKERS	13
5	WEB CAMERA	4
6	SKETCHING SLATE	1
7	WI-FI ROUTER	2
8	PRINTER	2
10	CCTV CAMERA	16
11	A 3 SCANER	01
12	A 4 SCANER	02

WIFI FACILITY DETAILS:

WIFI CAMPUS connectivity 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 Provision of cat6 optical fibre and routers which provided best speed in internet system

System configuration of WIFI d-link dir 825,high speed dual band 802.11 ac

Support WEP WPA WPA2 AND WPA3 Security.

PRINTING FACILITY DETAILS:

Printing facility provided for students for auto-cad drawing for A4 to A3 documents.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 7.62

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

Response: 13

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 4.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.19	1.31	1.75	3.30	2.24

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 8.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	9	6	14	5

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 47.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	0	135	135	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 76.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	30	16	27	37

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	30	40	34	37

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

5.2.2

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

Response: 21.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	2	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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

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

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 70

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	60	40	88	120

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

INTRODUCTION-

Kalaprabodhini's institute of Design has registered Alumni Association on 7th March 2018 and the registration number for the same is MAHARASHTRA/36707/KO. The institute has always emphasized on cultivating life skills & humanitarian nature into the students along with guiding them & making them focus on being highly creative, skilful & observant while they are completing the education. Going one step further, the graduated students or the pass out students of KPID & the higher authority of the institute together decided to form a committee named XPID for the welfare of the institute & students. The institute has got their registration done for the XPID committee into the alumni association.

The primary aim of this committee is to increase the interaction between the ex-students & the present students, so that, the ex-students can share their experiences and will be able to guide regarding how exactly the field of interior design 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 a nominal fee. 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.

One of the main purposes of the XPID committee is to provide financial support in the form of scholarship to the students who are sincere & want to pursue their education however are unable due to their financial conditions. Alumni also arranges interactive workshops and seminars to encourage students excel more, be more efficient & prepare them to present themselves in the professional world while executing their dreams & ideas into reality.

The committee members use their knowledge and references to provide guidance to the students who are willing to go for higher education/Masters. Guiding them from how to prepare their professional portfolios to methods to clear the entrance exams for getting enrolled in a reputed institute for pursuing their post grad degree. The committee meeting is arranged once in 2 months for which students & the members are liable to attend. Alumni plays a major role in linking the budding students with the professional practicing world.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: - to regain the name & fame of Kolhapur in the domain of arts & film and to be one of the globes of center of learning in arts & design.

Mission: - to offer professional (development) programmed 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.

The governance of the institute, since the day of establishment is continuously practicing a multidisciplinary course, imparting young aspirants a state of the art. Imparting knowledge of arts & design and taking efforts to enhance employment potential among them. By providing guidelines from various professionals and industrial experts students are supported with carefully organized design projects which help them making aware of society needs and ongoing trends.

- **Institutional governance continuously works on the syllabus contents and its updating and changes needed as per the NEP guidelines, industrial needs and with The Shivaji university norms.**

- **Focusing on the strict NEP guiding pillars of access, equity, affordability and accountability, the institute dose provide admission to any student from the society, irrespective of gender, economic status and remaining accountable for the said education policy.**

- **Institute has implemented the Academic Bank Credit System for the students as per the NEP guidelines.**

- **Planning different programs for institutional growth by industrial tie-ups, alumni collaborations.**

The Institute has set a definite Objective through short-, medium- and long-term goals to create a design culture.

Institutes Goals -

- Inculcate discipline, creation, and zest in the innovative minds of the students.

Empowering students to become employer,

Collaborate with research institutes nationally & internationally;

Development of Design exhibition and digital platform

Development of platform for "self-made" multi-faceted professionals

Create research centres in each domain of art and design programme

The Institute has developed a practice of decentralization of governance to focus on each milestone by formation of various committees comprising of the Head of the Institute, staff, students and other stakeholders. The Head of The Institute (Principal) monitors the overall academic, financial and infrastructural development. Each year the Board of Governance (comprising of trustees) monitors the previous year's performance and set next year's development programme to achieve the aim of becoming the best centre for learning arts & design.

Under the Principal's guidance various committees work for the overall progress through various activities,

1)Academic planning of co-curricular and extra- curricular activities

2)Conduct exhibitions and seminars mentoring the students

3)Keep close watch on professional and personal development of the students

4)Conduct visits, tours on various government and private projects

5)Assessing students learning performance

6)Organizing different learning and skill development activities as per the academic plan of the institute.

Attached documents reports of different activities are the results indicating the functioning of the organization through participative and decentralized management of the Institute.

File Description	Document
Upload Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institute has followed the scientific and systematic process for developing the strategic /perspective plan for the institute.

- **To monitor each area of strategies the institutes practices decentralization of governance.**

- **The Head of the Institute (Principal) guides to all formed committees to plan for development program according to syllabus and as per university guidelines.**

- **Program is scheduled and implemented for enriching students learning in the field of art & designs.**

- **Principal reviews for proper satisfactory outcome and assess gaps if any in the institute that need to be focused**

& attention was enlisted.

- **The committee also listed the significant issues in the development of institutes. As a result, the mission, vision, core values were evolved by participative and brainstorming sessions.**

- **Functioning of the institutional bodies is effectively monitored by Governing Body. Meetings, implementation, attendance of students, teaching learning, guidance from expertise, professional staff availability, assessments, examinations, counseling for students, grievance redressal mechanism, and academic audit has been carried out to increase efficiency of available resources.**

Appointment, service rules, and procedures, etc.

The Institute is affiliated to Shivaji University.

University norms and service rules are followed by the institute.

Appointments are made according to the norms by the University.

Powers & Duties of Trustees: -

1. Power: It shall be within the powers of the Trusties 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 under

1. **Trusties**

2. Chairman & Hon. Secretary

3. Local Managing Committee

4 .Principal

5. Internal Quality Assurance Cell

6. Sr. Faculty Librarian Nonteaching Staff Committees Teachers Lib. Attendant Sr. Clerk Statutory Non-Statutory

7Jr. Clerk

8.Peon

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institute has set a performance appraisal system for all teaching and non-

teaching staff. 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 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 curricular 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.**

- **The appraisal system evaluates various aspects of the faculty and staff's performance, not only teaching activities but also extracurricular activities, research and publications, official setup and performance.**

- **Many facilities are provided to nonteaching staff for getting their technical assistance and improve work environment such as team work with co-workers, sincerity, obedience, and technical workability.**

- **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. Decisions taken by the management are communicated to concerned stakeholders through principals' concerns by circular, official orders etc.**

Effective welfare measures for teaching and non-teaching staff

Following welfare schemes are available for teaching and nonteaching staff associated with the Institute:

Avenues for career development/progression

- **Institute arranges /helps, encourages all teaching, nonteaching staff to attend various events conducted.**

- **Faculty have full support to Prepare them for the incoming tasks in job in the future.**

- **Institutes support each staff for their further graduation, post-graduation.**

- **Institute strongly believe in upgradation will reduce skill gaps, help them innovate and overcome new**

- **challenges and be with the stream.**

Duty leave for attending Seminar /Workshop / Conference	**100%**
Medical Re imbursement	**Yes**
Maternity leave	**Yes**
Free tea/ coffee facility for teachers and other staff members.	**100%**
Free tea/ coffee facility for teachers and other staff members. **100%** **Refreshment & lunch / Dinner provided to all staff members at the time of organization of work shop, seminars. etc**	**100 %**
The Registration charges and total expenses towards workshops, Conference etc are born by the College.	**100%**
Accentual insurance policy for Teaching & non teaching staff.	**100%**
Personal Library Scheme for faculty	**Yes**

Faculty Improvement Programme	Yes
Financial support from University for publication of Ph. D. Thesis in book form	Yes

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

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

Response: 71.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	12	0	8	6

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3

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

Response: 75.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	14	0	10	8

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ non-government organizations)

Resource mobilization of funds.

Policy- 1. The principle and Management shall accept the development Grants / Funds for the development of Institute.

2. 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.

3. 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.

4. The Institute should prompt revenue generate activity such as Design Competition, Seminar, Conferences, Industry collaboration to generate revenue.

5.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.

Institute conducts financial audits regularly (internal and external)

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. His/her 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	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC cell is the prime active committee after the governing body and Head of the Institute which successfully contributes in institutionalizing quality assurance strategies and processes. To enhance the institutes progression in the domain of arts and design, IQAC organizes various quality improving programs for students and faculty considering HEI. Internal Quality Assurance cell (IQAC) is established to initiate overall development of institute according to vision and mission and to channelize the quality initiatives of the institution. The IQAC mainly focuses on:

- **IQAC comprises of the Principal as Head, NAAC coordinator, staff members, industry experts, professionals (as per NAAC guidelines) which contributes to overall development of the institute.**

- **IQAC pays keen attention to maintain internal quality as per NAAC**

guidelines by mapping the progress for academics and administrative performance at each level.

- IQAC monitors all student related processes starting from admission, orientation program to address students & their parents about the course, academic course plan, yearly calendar, extracurricular activities, site visits, industrial visits, examination schedule etc.

· Plan out according to the Mission and Vision of the institution.

· Defining the quality policies for each and every event organized and focusing on the outcomes.

· Documenting the strategies for quality assuring strategies.

- IQAC cell and management works on enrichment of teaching learning processes, continuous evaluation, faculty development programs, skill development programs & student centric program.

- along with all the functioning committees, help the students to enhance their skills, improve their design potential and build confidence. This is reflected through achievements and participation of students in various activities & competitions like Vasundhara, Mural making, Landscape competition by Garden's clubs' competition. Attention is given to alumni activities; Students have one to one interaction with alumni. This provides an opportunity to students to understand how academic performance enrich professional performance.

- IQAC cell plays a vital role in the overall development of the institute.

For overall development of Institute IQAC cell

1. Prepares academic calendar

2. Prepares teaching learning process

3. Check n suggests for Implementation of ICT tools for teaching.

4. Monitors e-governance Application in all areas administration, finance & accounting, students' admission & support, examination. suggestions and action taken for necessary facilities for internet Wi-Fi. Upgradation of e-library.

5. Supervise assignments programs and evaluation process.

6. **Redressing of grievances of any kind Of complaints.**

7. **Improvements to Infrastructural facilities.**

8. **Enhancing Research work for staff and students, providing facilities to the faculties, nonteaching staff to attend seminars workshops F.D.P.s to upgrade their performance. Guidelines for Students to attain new opportunities. facilitates Students to participate in inter-class and inter-college competitions.**

9. **Arranges seminars, workshops, expert lectures, for making students aware and acquire knowledge, finding different career opportunity to enhance employment & design potential among them, as per the mission of institute.**

10. **Arranges Alumni meets, interaction sessions, career guidance, industry tie ups through MOUs which helps institute to be a part of globe of center of learning arts and design.**

File Description	Document
Upload Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

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. Counselling our college conducted annual counselling programs for the fresh first year batch by Ar.Girija Kulkarni, on the topic like professional equality. Mrs. Saroj Joshi also appointed as a personal counsellor at student's 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.

Institute provides some facilities to our female students such as:

1. **Institute have on call doctor facility for the girls, if they get any health issue in college hours.**

2. **Also institute have sanitary napkin wending machine available in ladies' toilet.**

3. **Institute also have facility of ladies' room.**

In the institutions student's committee, we have ladies' representative who also work for the solving all the problems of female students in college also institute have ladies staff who guide them.

Women's day is the day which we celebrate every year in institute On this day college has organized presentation of art director Ashwini paranjape. Who is the one

of the leading women art director in Marathi film industry. She guided our students and discussed about the women empowerment in outer world also she shared her experience as a women art director in the film industry.

In curricular activities like model making workshops, carpentry workshop, mural making and any other activities we teach all the female students to do equal amount of work and to use all the equipment. Institute always encourage them to do all these activities by their own like other male students.

being treated fairly in the classroom where they feel equally about taking part in any conversation. we teach our students to accelerating progress towards the equality and empowerment of women and girls everywhere. When harmful, rigid social gender norms are challenged, and gender equality is promoted. In the institution we also have complaint box for female students where they can file their complaints anonymously so that they can feel free to share their issues. College committee immediately takes action on every complaint we get.

Higher education institutions are the incubators for the thought leaders and social leaders of the future keeping that in mind our institute systems where norms for gender equality are practised and modelled. and where the voices and ideas of women are valued and raised up.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)

7.1.4

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

Response:

In Our Institute We Believe in Unity in Diversity That's Why Our Students Respect the Different Religion, Language and Culture. We Feel 3the College Is Our Second Home and All Faculties Like a Family Member.

Our Students Also Celebrate the Different Festivals with Joy and Enthusiasm Which Help Them to Implant the Social and Religious Harmony We Greet and Wish Each Other at Different Festivals Like Diwali, Eid, Christmas, Mahaveer Jayanti, Budhha Pournima and Many More. And Invite Them to Have a Feast to Get Introduced with Ones Culture to Have Amicable Relations and to Maintain the Religious, Social and Communal Harmony. The Diversity in India Is Unique. Being A Large Country with Large Population. India Presents Endless Varieties of Physical Features and Cultural Patterns. It Is the Land of Many Languages It Is Only in India People Professes All the Major Religions of the World.

To Represent Our Indian Culture, On The Evening of Our College Annual Gathering We Organize a Traditional Dress Competition and Fashion Show. In This Competition Students Wore the Different Attire Representing the Different States, Religions and Cultures. Through This Activity Students Get Acquainted with The Different Culture of Our Nation and Help to Develop the Tolerance and Harmony Towards Cultural, Regional, Linguistic, Communal Socioeconomic and Other Diversities.

To Understand Their Values Rights Duties and Responsibilities as Citizen We Have Organized Some Activities Like

1. Tourism Development Trek to Masai Plateau. This Activity Was Taken to Promote Awareness About Biodiversity of Sahyadri Region. And Also We Encouraged Our Students to Involve in Community Conservation Efforts. It Also Helped Them to Realize Their Duties and Responsibilities Towards the Nature and They Have Been Taught the Need of Conservation of Places Like Masai Plateau.

2. From Past Few Years We Have Also Organised Blood Donation Camp Activity for Students and Faculty of the Institution On Every Alternate Year. The Participation of Students in This Activity Shows Their Developing Mind-Set as A Responsible Citizen in The Society. Along with The Students Our Faculty Members Also Have Participated in The Blood Donation Camp.

3. We Have Also Done the Activity Named Save Panchganga River as A Social Work Activity On the Occasion of Ganesh Visarjan. Thought Behind This Activity Was to Promote Our Students for Keeping Natural Reservoirs Clean During the Ganesh Festivals in Results Our Students Did Awareness in People To Save River From The Pollution. This Activity Also Made Huge Impact On Them to Knowing Their Duties and Responsibilities as A Citizen Towards the Society. Another Activity Done by Our Students Was Wall Painting for Municipal School Building.

4. **For Our Students We Also Have Organised Lecture On Indian Democracy by Ar. Jeevan Bodke. This Was Interactive Session Where Students Asked Their Doubts Also Shared Their Thoughts About Indian Democracy and Constitution. This Interactive Session Was Helpful for Our Students. Students Were Able Increase Their Knowledge About Indian Constitution.**

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best practice 1

1.Title of The Practice

INTEGRATED APPROACH IN BUILDING DESIGN COMPETENCIES.

2.Objectives of The Practice

The main objective of this is to give platform to the students for social work since we are doing this activity from past few years. The idea behind this activity is students to understand childhood psychology and art effect and the role of visuals in day to day life of children. Encourage students for doing social activity.

3.The Context

Students participate in this activity in groups with the proper guidance of the faculty the challenging part was to decide painting ideas for the school building by keeping childhood psychology in mind.

4.The Practice

The challenge to this activity was to paint walls by the students which will be leaded to the educational campus and will blend with the children's interests. In the

previous year's our students have done similar activity, they have done wall painting for Kolhapur municipal school "Chhatrapati Sambhaji Vidyalaya in Tapovan Kolhapur". This will lead to check and prove how to meet the concept design to the reality in relation with the children's interests.

5.Evidence of Success

As a evidence of success, the students worked on school painting work under the guidance of the faculty. As we have done this activity in previous years also it proves that students are developing their interest towards such group activities and contributing towards society. Students have developed their ideas and presented it in a form of art. Also students have developed awareness and helping nature in themselves and realized that their work can make other people happy also this activity was appreciated by the children of that school also by the school authorities.

6. Problems Encountered and Resources Required

Problem found in the painting school campus is existing condition of school walls. Also it was hard for students to decide the final designs for school building as it was a primary school it was hard to think about child psychology and mind-set of the child who is going to see that wall daily.To overcome this, our faculty members gave them good guidance they teach them mind mapping and brain storming to think and finalise the designs. Also good quality of tools and good quality of materials were needed to paint the school our college also provided it to them. While doing painting activity students' needs to have unity and team work quality in them. Also group discussions are required for such activities. Decision making power also should be there in students to decide and finalise the designs.

Best practice 2

1.Title of The Practice

EXPERIMENTAL LEARNING.

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 and develop the style which was taken by student's Maharashtrian style. also to maintain and develop the theme of low maintenance garden.

4.The Practice

From past few years our students are participating in this competition which is organized by gardens club Kolhapur. students are also consistently winning prices in this landscape competition. also they have developed interest towards these types of competition. and they have learnt to work in group activities. they have learnt to meet concept design to reality in relation with existing and available materials.

5.Evidence of Success

It's a proud moment for Kalaprabodhini's institute of design. we congratulate Kalaprabodhini's students for securing 2nd and 3rd rank in the landscaping competition. students were given a land of 12' x 12' for landscape design. they can design the garden space in any concept meeting the requirements set in the brief and design concept. 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 the following concepts and work in available material. also the challenge is to making real scenario of conceptual design and developing the design in a realistic way. this also included physical work.

File Description	Document
Best practices as hosted on the Institutional website	[View Document]()

7.3 Institutional Distinctiveness

7.3.1

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

Response:

7.3.1 institutional distinctiveness

Considering the vision by regaining the name and fame of the Kolhapur in the domain of Arts and Film, Institute plays vital role to support the vision through the activities in the areas of Art and Design.

With 100% placement of the students for last 10 years by enhancing employment in the field of Art and Design Institute is fair to its Mission.

Placement of the student in the area of Design, Film and advertising etc. Institute adheres to its Moto "Be a Part of Design Cultured Society".

Aim is to enhance employment by cultivating professional attitude in the student in the competitive professional world. keeping this aim the curriculum is constantly upgraded as the need of Design fraternity. Teaching learning methodologies are always under refinement as per the feedbacks received from industry expert as well students.

Developing an aptitude in the students for innovation which is important to be in Design field, research and extension becomes mandatory for student. Though fighting with pandemic situation in terms of admission infrastructure development may not be a priority but no compromise with learning resources. Student support and progression are always prime thrust area of Institute. By keeping an example of good governance, Leadership and management in front of students Institute makes them implement those in their own profession. Institutional values and best practices cultivate student into ethical professional and responsible Designer and citizen of the globe. All the efforts are keeping eye to make Institute one of the excellent globe centre in the Art and Design.

Curricular Activities, extension activities and extracurricular activities for the students are planed every year by adhering to all the above areas.

Design Week

To celebrate 20 years of completion of KPID started celebrating Design Week. Design week included activities which are fair enough to accommodate all the areas of Vision, Mission and Institutional Motto.

Clean River campaign

Ganapati festival is one of the important traditions of Maharashtra, it is celebrated by each and every citizen of Maharashtra. In which Ganpati Visarjan in the river is a traditional ritual followed by all the Maharashtrian in their respective city. In Kolhapur Panchaganga is the river where this tradition is followed by Kolhapur citizens. For last few years our Institute is taking initiative to create awareness about not doing Visarjen in the river to protect it from pollution of chemical paints and plaster of Paris, which is widely used for making idols of Ganpati.

Welcoming New Buddies

This is the season to welcome new entrants to the Design world. To make them aware of the Vision, Mission and Motto of the Institute is tradition of the Institute for many years.

To make entrant comfortable to catch up with new professional world and atmosphere of the Institution it is very much necessary to orient them through orientation programme along with parents. This particular activity makes aware the student and parents about the opportunities in the field of Design as well placement of the Design graduates.

Calligraphy Workshop:

Activity related to Art is always a beneficial to the Design students. Use of calligraphy in the Design is always of prime importance. This activity is skill based activity where hand skill in the students are nurtured. Giving guidance by professional designer who is expert in using calligraphy in the project helps students to understand use of it, different forms and use of colour. Its group activity which develops participative learning in the students.

Cooking Workshop:

This is the activity to cultivate experiential learning in to the students. This activity teaches them to learn the process of Design like for making Biryani taking out requirement of the no of person, Budget, management and resource mobilisation etc. This being group activity which gels students with new entrants.

Social Activity:

This the best practice of the Institute since long time. Wall painting for primary school. A primary school wall was painted by our students for creating interest in the primary students about Art and Design, colour makes them happy, to understand process of the same. They were observing the process keenly by taking interest by observing as well participating with our students. Institute provided colour and skill for this activity by assuming it as social responsibility by enhancing curricular enrichment. Group of students participated in this activity for 4 days from conceptualising to finishing with management skills to leadership development. Also it increased civic sense in the student for being good citizen.

Alumni Meet :

It was memorable meet for alumni and to the Institute as 20 years of Alumni professionals visited institute to share bond with parent Institute. Students benefited by communicating with alumni in terms of opportunity in industry, sharing professional experience and by increasing internship opportunities. This is continuous activity for last few years, alumni committee structure takes lot of efforts

for developing pool with the institute thus student. Also alumni works towards student progression by offering scholarships to the students as well offering employment opportunities in the industry. Alumni committee shares their project and knowledge with AV presentation as guest a lecture, visiting lecturer to the students thus create a talent pool in the industry.

Foundation Day:

Finally, 20 years of completion of the institute is celebrated by arranging guest lecture of expert from the interior design industry. This being a regular practice of the institute to arrange Audio visual presentation of expert from different art related field to enhance the knowledge in terms of Design industry current trends of market. Interacting with industry expert increases awareness of the students related to the interior industry helps them to learn innovative concept implementation in the profession. Students are benefitted in terms of employment opportunities with interaction with industry expert and few of them creates a path by taking guidance for specialisation study for Post-graduation by looking at new trends in market from expert lecture.

Thus all the efforts are towards creating excellent professionals for achieving 100%placement and aiming towards creating Institute a globe centre.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Kolhapur is an ancient city of Maharashtra state. "Shri Mahalaxmi" the full fledge Peetha out of three and a half "Shakti Peethas" in the country is situated at the bank of Panchaganga river. So the city is known as "Dakshin Kashi". This city has an ancient religious history and also has historical importance. The great rulers like Satavahana, Rashtrakula's Chalukya's, Yadava's and Maratha's had ruled over this auspicious land. Bhadrakali Tararani, the daughter in law of the founder of Hindavi Swarajya, Chhatrapati Shivaji Maharaj in 17th century created an independent glory in power and established a new history. Chhatrapati Shahu Maharaj belonging to the same family, gave this city a cultural history by encouraging Untouchability, Education, Arts, Sports, Agriculture, Industries and many others. Blessed by the nature's gift, Chhatrapati Shahu Maharaj, a connoisseur, gave a prosperous heritage to the city. Thus this city is also known as "Kalapur" the city of art and culture. Even today this land has its independent entity in India as the workplace of painters, poets, scholars, sculptures, musicians, singers, instrumentalists, actors and play writers of national and international fame.

Kolhapur is on the verge of changing from 3 tire to 2 tire city due to growth in Industry, due to preference given by small IT industry as it is well connected now by Infrastructure and Air connectivity.

Concluding Remarks :

The Kalaprabodhini's Institute of Design is trying hard to become one of the leading institutes in the country specially in southern Maharashtra, by imparting academic as well as professional education to the students interested in planning their career in the field of Art & Design.

The Institute aims to develop further by taking support of Bhalji Pendharkar Cultural Centre and other professional Institutes to become a Centre of Higher Studies in Art & Design by providing graduate as well as post graduate programmes meeting with National & Inter National level requirements in this field.