SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KOLHAPUR INSTITUTE OF TECHNOLOGY'S COLLEGE OF ENGINEERING (AUTONOMOUS)

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416234
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

An institute established in May 1983, KIT reflects the vision of leading industrialists and educationalists. The vast exposure and experience of its founders has helped Kolhapur Institute of Technology?s College of Engineering (Autonomous), Kolhapur to establish its identity as an Institute of repute in the field of Engineering Education. Spread over a sprawling 28.37 acres, the natural form of the landscapes has been preserved. Institute is running 10 UG Programs, 06 PG Programs, 03 Ph.D. Programs and 03 Vocational Programs. Institute has been awarded “A” Grade Status with “CGPA 3.12” by The National Assessment and Accreditation Council (NAAC), Bengaluru.
Institute has successfully received accreditation for Four Programmes, viz. Civil Engineering, Environmental Engineering, Mechanical Engineering and Electronics and Telecommunication Engineering by National Board of Accreditation (NBA), New Delhi. The Institute has also received Permanent Affiliation by Shivaji University Kolhapur and has received Autonomous Status in the Year 2017 from UGC, New Delhi.
AICTE has approved KIT as Mentor Institute (MI) under Margadarshan Scheme for 07 MBIs and also granted MAYURA AICTE IDEA LAB which is one among the 49 Engineering Institutes from all over India. Institute has also received Grant of Rs. 5.00 Crores for Nidhi iTBI Project. KIT has established KIT?s Incubation for Technology Entrepreneurship (KITE)? which has been recognized by Ministry of Micro, Small & Medium Enterprises (MSME) under Incubation scheme MSME 2022. The institues E-cell provides a platform to all the students and faculty members for innovative business ideas and start up plans.

The Infrastructure of the institute is in tune with the Institutes Vision to make it a centre of excellence by providing all the Physical facilities , ICT based backbone and an Aesthetically designed Centralised Library . Striving to preserve the Environmental ambience of Flaura & Fauna along with the Teaching-Learning infrastructure of more than 2.50 lakh sft. Built up area has been the Visionary approach of our Management which has a balanced think tank of Engineers and Architect. State-of-art infrastructure, ergonomically designed 50+ class rooms & Seminar Hall, well equipped laboratories to cater the needs of students, faculty and society has been constructed.

Vision

The Vision of the institute is:

To be the center of excellence in Technical Education and preferred choice of Students, Faculty, Industry and Society

Mission

The Mission of the institute is:

- To empower the faculty, Staff and aspiring Engineers with essential technical knowledge & skills.

- To develop competence towards serving the ever changing needs of Industry & society
- To inculcate social and ethical values amongst the Students and Employees
- To strengthen collaborative research and consulting environment with Industry and other Institution

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The constant efforts made by the management, faculty and students resulted in the following strengths of the institute:

- Premier higher education Institute, in the field of engineering and management, offering a variety of UG, PG and Ph. D programmes.
- Qualified, experienced and dedicated faculty with an attitude to excel in the profession.
- Collaborations with national and international organizations for global illustration of the latest trends.
- Research and Development grants from various national funding agencies reinforcing the research culture in the institute.
- Rendering maximum support to students for training in communication skills, aptitude & logical aspects and interview skills for boosting employability.
- Focus on co-curricular, extra-curricular and extension activities leading to holistic development of the students.
- Well established Incubation Center- KITE (KIT’s Incubation for Technology Entrepreneurship) recognized by Ministry of Micro, Small & Medium Enterprises (MSME) for nurturing Innovative Ideas under Incubation scheme MSME 2022. The institute also has E-Cell for inspiring students to become entrepreneurs, and also make them realize the need of national development through ‘Make in India’ concept.
- State-of-art infrastructure, ergonomically designed class rooms, well equipped laboratories, enriched library, ICT facilities to cater to the needs of students, faculty and society.
- State of the art infrastructure with wifi campus and one of the best Library with large number of books, journals, magazines, e journals of national and international repute with latest edition.
- Full academic autonomy to Departments in curriculum design/revision/delivery with Industry Advisory Panel (IAP) support.
- Good placement with an average salary package of 4.2 lakhs per annum and highest package of 41 lakhs per annum, till date

- Democratic participative governance with representation of students, staff & faculty at various levels
- Strong industry collaboration through IAP, DAB, internship for students, sponsored U.G. & P.G. projects, bridging the industry academic gap
- Professional society chapters & technical clubs in every department
- Faculty involvement in BOS, curriculum design, development and implementation of affiliating University
- Tangible contribution of NSS and NCC towards ISR activities

Institutional Weakness

- Institute is not a degree awarding body.
- Lack of flexibility in admitting International students to degree programs.
- Publication in reputed journals
- National and international Patents

Institutional Opportunity

The following opportunities have been identified with the goal of becoming known as a premier institute.

- In accordance with NEP 2020, research and library resources could be utilised cooperatively and synergistically for the achievement of global excellence.
- The New Education Policy provides an opportunity for the institute to develop as a State University and eventualy become a Research University.
- Programmes for faculty exchange and twinning with reputable international universities can be started.
- Producing more number of Ph.Ds from the Institute Research Centre
- All academic departments, including professional programmes, are present on campus, providing much more opportunity for interdisciplinary work than is typical in most universities.

Institutional Challenge

- Students from a variety of socio economic backgrounds
- Maintain balance in admission between various programmes.
- Enhancing the number of students opting for entrepreneurship.

- More autonomy in admission procedure to attract international students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum has been developed by following AICTE & affiliated university guidelines, also considering stakeholders feedback to meet the local/national/regional/global developmental needs. The Graduate Attributes are adopted as Program Outcomes. Program Specific Outcomes for each program are formulated to ensure the attainment of domain-specific knowledge and skills in relation with course outcomes.

Each department has an industry advisory panel (IAP) which acts as a supplementary body to BoS and takes care of industry requirements of technical knowledge and skills while framing the curriculum and contents of various programs and courses. Institute has adopted project based learning pedagogy in academics to nurture the important skills like problem solving , critical thinking, teamwork and communication in the students of various departments.

Semester-long industrial internship provides experiential learning to the students of the institute. Honours courses have been introduced for each program and implemented in the curriculum to acquire specialized knowledge and skills. The curriculum has been enriched with value added courses like NPTEL certification, Coursera Moocs, TATA Tech ready engineer program, etc.

All programmes offer at least one course that integrates issues relevant to Professional Ethics/Gender/Human values/Environment and Sustainability. There are courses like Environmental Studies (UITE0361), Ethical Hacking (UOEL0721), Soft skills (UITE0461), Professional Ethics & Value Education etc. The institute offers a special program B. Tech. Civil and Environmental Engineering and M. Tech. Environmental engineering addressing various environmental issues like Global Warming, Environmental Policy, Environmental Protection, Disaster Management, Solid Waste Management etc. Institute integrates gender equality through Women Development and Gender Equality Cell (WDGE) as well as Internal Complaints Committee Cell (ICC). WDGEC is working with the goal of creating awareness among girls to break the prevailing stereotypes, thereby creating an Empowered Nation with Empowered Girls. ICC and WDGEC organize different programmes viz speech on ‘Women Empowerment’ by external resource person, debate on gender equality, how to prevent sexual harassment, elocution competition on regular basis.

KIT SWE was established in 2019 with the aim of bringing all women engineers under one roof for the activities to succeed and advance in engineering and be recognized for their life-changing contributions as engineers and leaders.

Teaching-learning and Evaluation

The ranks of the students joining show how much the caliber of applicants has increased year over year. The institution is offering academic and other help because their backgrounds are varied. There are remedial classes for sluggish learners. For the students entering via lateral entry, bridge courses are set up. Advanced students are encouraged to enroll in B.Tech honors programmes, minor courses and to participate in conferences, workshops, and other events. The institute has a mentoring structure where each faculty member serves as the

local guardian for twenty or more students.

The institute has a policy of hiring experienced professors who meet AICTE requirements, and this has helped to enhance the teaching-learning process. The institute keeps the required student-to-teacher ratio. The faculty members receive the courses according to their qualifications and areas of expertise. As part of the academic calendar, teachers create comprehensive lesson plans and course plans. The faculty has incorporated cutting-edge teaching and learning procedures such ICT tools and contemporary pedagogical methods. An open source learning management system (LMS) called “Moodle” is used for teaching-learning activities.

To bridge the gap between the curriculum and the industry requirements, discipline specific technical training programs are conducted. To further strengthen students’ domain knowledge guest lectures, workshops, conferences etc. are organized.

As an autonomous institute, the examinations and evaluation system follow systematic rules and regulations which are revised from time to time making the system more efficient. Our institute implemented student information management system software called “CONTINEO” to run the examination process completely digitalize and transparent.

For each programme, a collection of PEOs, POs, and PSOs are developed using the “outcome-based education” methodology. Each course’s course objectives and outcomes are developed using Bloom’s taxonomy at the relevant levels. To create high-quality questions, the paper setters of the CIA and ESE question papers also adhere to different levels of the Bloom taxonomy, including Application, Analyze, and Evaluation. Moreover, systematic methods for evaluating PEO, PO, PSO, and CO achievement have been developed. On the basis of the perceived attainment levels each year, the relevant remedial actions are put into place.

Research, Innovations and Extension

The institute has a Research and Development Cell which comprises academicians from foreign and Indian reputed institutes and research organizations. The members are chosen from different fields of research. R & D policies are formulated with incentive scheme for different research verticals such as faculty publications, attending and organizing FDP and STTP, filing patents, rewards after getting sanction of research proposals, consultancy services, organizing and attending international conferences, seed funding for promoting research culture amongst the students and faculties in the institute.

Research funding in tune of Rs. 9 cr has been received during the last five years, the impact of policies devised for faculty resulted in producing 47 PhD holders and 2 Post doctorates. Till date we have filed 25 patents.

The MAYURA AICTE IDEA lab stands top in the list of 49 institutes in India. Rs.5 cr. received from DST for setting up a Technology Incubation Centre in the year 2020. Under this scheme the institute has established section 8 companies with the name of Kolhapur Foundation of Research and Innovation in the year 2022 and incubation centre have on board 4 Start-ups till date.

Institution established IIC in the year 2018-19, which is governed by the Ministry of Education, Govt. of India. During pandemic IIC-KITCoEK was ranked with 1-Star rating, which is

increased to 4 in the year 2021 and 2022 for creating an impact through various activities. E-Cell is responsible for inculcating entrepreneurship skills among the students. IPR Cell was established to create awareness and

offer assistance to innovators to identify and manage IPR effectively. Indian Knowledge System is to make aware and implement “Ancient Knowledge of India” in the education system.

The Institute actively organizes social, outreach and environmental awareness activities with objectives to encourage students to showcase their intellectual and independent thinking skills; imbibe a sense of confidence and managerial capabilities; promote the ability to work in a team; build responsiveness about the society and environment. Institute has 1 MAH Artillery Battery Unit of NCC in place and it seeks to instill in the students a sense of duty, adventure, patriotism, discipline, and leadership.

Infrastructure and Learning Resources

The Infrastructure is in tune with the Institutes Vision to make it a centre of excellence by providing all the Physical facilities , ICT based backbone and an Aesthetically designed Centralised Library . The Physical Spaces consists of but not limited to -

A) Teaching Learning Spaces

- Spread over a sprawling 30 acres, the natural form of the landscapes has been preserved
- Striving to preserve the Environmental ambience of Flaura & Fauna along with the Teaching-Learning infrastructure of more than 2.50 lakh sft. Built up area. has been the Visionary approach of our Management which has a balanced think tank of Engineers and Architects.
- State-of-art infrastructure, ergonomically designed 50+ class rooms & Seminar Hall, well equipped laboratories to cater to the needs of students, faculty and society has been constructed.
- Incubation Center- KITE (KIT’s Incubation for Technology Entrepreneurship) recognized by the Ministry of Micro, Small & Medium Enterprises (MSME).

B) Sports & Extracurricular activity Spaces

- Students Sports Arena- There is a big playground of nearly 4 acres of land purely devoted to outdoor sports activities such as Football, cricket, volleyball, basketball & Kho-Kho .These area is well maintained by ‘shramdan’ by the students themselves.
- Recently NCC activities for the army training of students was conducted on the said playground.

C) Cocurricular (Library) Spaces

- Central Library with a large number of books, journals, magazines, e journals of national and international repute with latest edition.
- Separate Digital Library & e-content development is the USP of the Library.

- Separate Training Placement Space with separate cabins for Interviewers & company selection teams has been allocated.

D) ICT Based Teaching Learning Spaces

- State of the art infrastructure with above 500 Mbps Leased Line & 20 Mbps VPN connectivity under NMEICT scheme is provided.

- There are 37 Wifi Access points installed in KIT campus and additional 9 wifi services by Reliance JIO.

Additionally

- A 300+ Boys Hostel, A 100+ Girls Hostel (existing & new one coming up) has been provided to cater to students from OMS & non local students.

A Large Amphitheatre of 1000+ seating capacity hosts several prestigious events ,talk shows etc.

Student Support and Progression

The number of Students benefited by scholarships and freeships provided by the government are increasing during the last five years. Institution supports students by providing facility mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures. Institution has a well structured, organized guidance and counseling system in place. For capacity development and skills enhancement various activities are organised by the institution for improving students' capability like Soft skills, Language and communication skills , Life skills and Awareness of trends in technology. It is also reflecting through the increase in the percentage of placement of outgoing students and students progressing to higher education.
The Institution's concern for student progression to higher studies and/or to employment is a pertinent issue. Students qualifying in state/ national/ international level examinations out of the graduated students are also promising as the students qualified for various civil services and state government examinations are in good numbers.
For overall development of students, along with curriculum, students are also performing well in extra-curricular activities. The number of awards or medals for outstanding performance in sports or cultural activities at inter-collegiate, state, national and international events received is increasing year wise. This reflects the efforts taken by institution to conduct and organize various activities and competitions like Sports, Cultural, and Technical fest through various active clubs at institute. The institution promotes inclusive practices for social justice and better stakeholder relationships. The institution promotes value- based education for inculcating social responsibility and good citizenry amongst its student community. The institution has the required infrastructure and promotes active participation of the students in Republic day Parade, social, cultural and leisure activities. We feel Alumni as a strong support to the institution through an active

Alumni Association- KITAA (Kolhapur Institute of Technology's Alumni Association). It contributes in various academic as well as student support. The institution nurtures the alumni association to facilitate them to contribute significantly to the overall development of the institution through financial and non- financial means. Mayura AICTE IDEA Lab is very good example for the same.

Governance, Leadership and Management

The Vision and Mission of the institute are in tune with the objectives and goals of UG and PG education. The College Development Cell consists of elected members of Teaching and non-Teaching which is involved in decision making along with management in various issues related in college development which is also a main part of governance.

Institute focus on developing leadership qualities among faculties by defining proper roles and responsibilities of Deans and HODs in organization structure in which two case studies are Dean academics, who is responsible for smooth functioning of academics and second is registrar, who is responsible for office administration.

Mayura AICTE – Idea Lad has been successfully implemented by the institute to enable, encourage and inspire students to convert ideas into prototypes leading to patents and start-ups. The performance of the Lab will be assessed continuously by AICTE based on usage and activities conducted. Upon submission of the proposal Kolhapur Institute of Technology's College of Engineering (Autonomous) Kolhapur was shortlisted amongst 150 institutions across India for AICTE New Delhi for the proposed IDEA Lab.

Institute has implemented E-governance successfully in administration, Finance and accounts, Students admission and support and examination. Institute is using ERP of E-sutra chronicles. All assessments are done in online mode.

Number of welfare schemes are provided for both teaching and non-teaching staff such as good infrastructure (cabin, Desktop etc.), Wi-Fi, Medical leaves, Casual leaves, maternity leaves, study and duty leave etc.

Large number of faculties attend workshops each year to which registration fees, traveling allowance etc. are provided by the institute.

Both internal and external audits are done in the proper channel yearly. The Audited Annual Financial Statements are also displayed on the Institution's website for all stakeholders.

Institute has an active IQAC cell which looks after quality improvement of the institute. Two of major achievements done by IQAC cell are AICTE margdarshan scheme and NBA accreditation of different programs. Institute conducts regular IQAC meetings, has number of quality initiatives with other institutions, participation in NIRF and also conducts quality audit by external agencies such as NBA, AAA audit by shivaji university.

Institutional Values and Best Practices

The Institute is very conscious of its ethics and values and takes necessary steps to implement them on campus. For gender equality and women's empowerment the institute has "Women Development and Gender Equity

Cell (WDGEC),” which works to maintain equivalence in terms of rights, benefits, obligations, and opportunities for women and female students of the institute. The institute has alternate energy sources to save electricity and LPG. The institute has a solar paneled water heating system, a sensor-based windmill for electricity generation, energy-efficient lighting, etc. The institute safely manages its various types of waste material generated on campus. The institute has good waste collection system in the form of colored waste bins as per Solid Waste Management Rules, 2016. The institute securely manages E-waste, hazardous and biomedical waste with the help of external agencies and vendors. The institute has a rain water harvesting system, diffused sprinklers for gardening, wastewater reuse, water holding bunds, etc., to save the maximum amount of water. The institute takes many initiatives to make campus pollution free and green. The institute spends considerable amount on its gardening. Each year new plants are planted under various events, and are properly maintained by the construction and maintenance cell. Each year the institute does quality audits to maintain its sustainability. The institute has all the necessary aids required for physically disabled students. The institute takes various initiatives to provide an inclusive environment to students from different communities and locations, like annual gathering events "Meraki", mentoring system, etc. The Induction Programme is organized annually on the values, ethics, rights, duties, and responsibilities of a true citizen of the nation. The institute has prescribed a code of conduct for teachers and students to maintain discipline on campus. Institutes celebrate most of the national and international celebration days.

The institute follows many best practices for the benefit of students and society. The highlighted are KIT’s Incubation for Technology Entrepreneurship (KITE)” and “Industry Advisory Panel (IAP) for Curriculum Enrichment.”. Examination Cell of the Institute is truly distinct as it has implemented unique features in its examination process to enhance quality, transparency, and digitalization.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KOLHAPUR INSTITUTE OF TECHNOLOGY'S COLLEGE OF ENGINEERING (AUTONOMOUS)
Address	R. S. No. 199/1-3, Gokul Shirgaon
City	Kolhapur
State	Maharashtra
Pin	416234
Website	www.kitcoek.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Mohan B. Vanarotti	0231-7769001199	9130979599	0231-2638881	vanarotti.mohan@kitcoek.in
IQAC / CIQA coordinator	Vilas S. Bugade	0231-9168781199	9922841809	0232-2638881	bugade.vilas@kitcoek.in

Status of the Institution	
Institution Status	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	
Date of Establishment, Prior to the Grant of	07-06-1983

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	01-01-1970

University to which the college is affiliated		
State	**University name**	**Document**
Maharashtra	Shivaji University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	09-03-2017	View Document
12B of UGC	09-03-2017	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	View Document	03-07-2022	12	

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	R. S. No. 199/1-3, Gokul Shirgaon	Rural	28.37	27628

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	BTech,Civil And Environmental Engineering	48	Higher Secondary School Certificate	English	60	37
UG	BTech,Civil Engineering	48	Higher Secondary School Certificate	English	120	95
UG	BTech,Computer Science And Engineering	48	Higher Secondary School Certificate	English	180	180
UG	BTech,Biotechnology Engineering	48	Higher Secondary School Certificate	English	30	30
UG	BTech,Mechanical Engineering	48	Higher Secondary School Certificate	English	180	180
UG	BTech,Electronics And Telecommunication Engineering	48	Higher Secondary School Certificate	English	120	120
UG	BTech,Electrical Engineering	48	Higher Secondary School Certificate	English	60	60
UG	BTech,Computer Science And Engineering Data Science	48	Higher Secondary School Certificate	English	60	60
UG	BTech,Computer Science And	48	Higher Secondary School	English	120	120

	Engineering Artificial Intelligence And Machine Learning		Certificate			
UG	BTech,Computer Science And Business Systems	48	Higher Secondary School Certificate	English	60	60
PG	Mtech,Civil And Environmental Engineering	24	Bachelor of Engineering or Technology	English	6	2
PG	Mtech,Civil Engineering	24	Bachelor of Engineering or Technology	English	6	5
PG	Mtech,Computer Science And Engineering	24	Bachelor of Engineering or Technology	English	6	3
PG	Mtech,Biotechnology Engineering	24	Bachelor of Engineering or Technology	English	6	5
PG	Mtech,Mechanical Engineering	24	Bachelor of Engineering or Technology	English	6	6
PG	Mtech,Electronics And Telecommunication Engineering	24	Bachelor of Engineering or Technology	English	6	1
Doctoral (Ph.D)	PhD or DPhil,Mechanical Engineering	36	Master of Engineering or Technology	English	24	11
Doctoral (Ph.D)	PhD or DPhil,Electronics	36	Master of Engineering	English	4	4

	And Telecommunication Engineering		or Technology			
Doctoral (Ph.D)	PhD or DPhil,Electronics And Telecommunication Engineering	36	Master of Engineering or Technology	English	21	21

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				18				38				113
Recruited	8	4	0	12	15	3	0	18	51	18	0	69
Yet to Recruit				6				20				44
Sanctioned by the Management/Society or Other Authorized Bodies				6				20				72
Recruited	3	1	0	4	5	3	0	8	47	25	0	72
Yet to Recruit				2				12				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				42
Recruited	37	5	0	42
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	16	4	0	20
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				28
Recruited	27	1	0	28
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	8	0	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	3	0	10	3	0	8	2	0	33
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	7	1	0	44	17	0	69
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	5	2	0	4	1	0	15
M.Phil.	0	0	0	0	0	0	1	3	0	4
PG	0	0	0	1	1	0	43	21	0	66
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	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	5	0	9

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	2541	40	0	0	2581
	Female	1215	15	0	0	1230
	Others	0	0	0	0	0
PG	Male	26	1	0	0	27
	Female	18	2	0	0	20
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	18	0	0	0	18
	Female	18	0	0	0	18
	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	56	52	50	43
	Female	18	17	27	19
	Others	0	0	0	0
ST	Male	4	2	2	8
	Female	1	1	0	0
	Others	0	0	0	0
OBC	Male	102	97	97	101
	Female	34	41	40	28
	Others	0	0	0	0
General	Male	384	337	203	284
	Female	180	141	112	151
	Others	0	0	0	0
Others	Male	44	54	161	42
	Female	18	17	68	15
	Others	0	0	0	0
Total		841	759	760	691

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biotechnology Engineering	View Document
Civil And Environmental Engineering	View Document
Civil Engineering	View Document
Computer Science And Business Systems	View Document
Computer Science And Engineering	View Document
Computer Science And Engineering Artificial Intelligence And Machine Learning	View Document
Computer Science And Engineering Data Science	View Document
Electrical Engineering	View Document
Electronics And Telecommunication Engineering	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy, 2020 (NEP, 2020) proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. KIT has been engaged in advocating and supporting efforts towards planning for implementation of the policy. For this purpose, KIT constituted a Core Committee named as “Academic New Initiative Committee” comprising Senior Faculty Members. A series of consultations and meetings have taken place to discuss the strategies for implementation of the NEP, 2020 as well as New Academic Initiatives. As per Approval Process Handbook (APH), 2021-22, AICTE advocates Choice Based Credit System (CBCS) as an integral part of education. It is also specified that Under Graduate Degree Courses in Emerging / Multidisciplinary areas shall be allowed as specialization from the same department. The minimum additional credits for such courses shall be in the range of 18-20 (including credit transferred from the SWAYAM platform) and the same shall be mentioned in the degree, as specialization in that

	particular area. Taking into consideration the guidelines given by the AICTE, Kolhapur Institute of Technology?s College of Engineering (Autonomous), Kolhapur has taken initiative to offer the B. Tech. (Hons.) Program in various Departments. The idea behind offering this specialization is to equip the aspirant engineering students with current technical knowledge required by the respective industries. The institute also offers three minor degree programs viz. ENTREPRENEURSHIP DEVELOPMENT (ED), FINANCE and ADVANCED WEB DEVELOPMENT under AICTE Leadership In Teaching Excellence (LITE) Programme. Any undergraduate candidate can apply for this minor degree programme. Department of Civil Engineering, KITs College of Engineering (Autonomous), Kolhapur has started admissions for Vocational Courses in BIM technology for Academic Year 2020-21. Courses are affiliated to Shivaji University, Kolhapur and approved under UGC - National Skill Qualification Framework. Program is supported by BIM Technologies, Australia. Diploma OR Degree in Civil Engineering and Mechanical Engineering, Last year students of Engineering also can apply. As per APH 2021-22, Open elective courses in the Emerging/ Multidisciplinary Areas viz., Software Systems, Waste Management, Electric and Hybrid Vehicles, Enterprise Resource Planning, Remote Sensing and GIS, GPS, Wireless Communication and Network, Bioinformatics etc. are offered by various departments of the institute.
2. Academic bank of credits (ABC):	As per the directives of Ministry of Human Resource Development, Government of India, University Grant Commission (UGC), New Delhi, All India Council for Technical Education, (AICTE), New Delhi, Institute follows choice based credit system across all its programs and has registered with The National Academic Bank of Credits (ABC) portal that has been integrated into the nad.digitallocker.gov.in platform (NADID: NAD013249) and is currently in live for the academic year 2022-2023. For this purpose, the institute has also constituted an Academic New Initiative committee to prepare a roadmap and action plan for implementation of ABC in its academic programmes and further policies will be discussed and finalized. The institute proposes to implement a Student Exchange Programme, so that

	the students admitted in an Institution may spend one Semester in another Institution. Online Certification Courses (SWAYAM, NPTEL, Coursera etc.) may be considered for Academic Credit Transfer. NEP 2020 advocates Choice Based Credit System (CBCS) as an integral part of education. In this regard, few departments of the institute offer Professional Certification Course based on NPTEL, Edx Coursera, Mooc etc. where credits are considered for students after completion of the online course.
3. Skill development:	To Promote Prime minister Hon . Narendra Modi's mission of Atma Nirbhar Bharat, Make in India & Skill India, AICTE New Delhi launched IDEA Lab scheme in January 2021. KIT is one amongst the 49 institutes which were sanctioned by the IDEA LAB as announced on 14th June 2021. The purpose of IDEA LAB is to create a proper ecosystem to convert ideas of any student (School- College-ITI etc) / industry personnel into a prototype. Making the engineering students more curious, imaginative and creative; engineering education more engaging, Training students in critical thinking, problem-solving, design thinking, collaboration, etc. The institute has an established training cell which actively participates to strengthen the current trends required in industry by providing them free of cost Campus Recruitment Training (CRT) from First Year onwards along with profile building and assessment of students through various reputed institutes AMCAT, CoCubes etc . As per the suggestions received from the Members of Academic New Initiative Committee, the institute offers Value Added Courses (e.g. VAP PBL), Life Skill Courses (e.g. Universal Human Values (UHV)), Soft Skills Courses, LifeLong Learning, Project Based Learning, Courses related to Entrepreneurship, Innovation, Research Methodology, Intellectual Property Rights, Design Thinking etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As an initiative to integrate the local language in the teaching learning process as per NEP 2022 , various engineering books in Marathi language are made available to the first year students by the central library. In order to promote /integrate the local language, art and culture, it is the regular practice at the institute that all NSS activities conducted are compulsorily executed in local Marathi language. In the Youth Festival organized at Shivaji University

	level our students are actively participating in various cultural events and received prizes in many events at university level. Our college magazine is published wherein there are different sections for content in various languages namely English, Marathi, Hindi, Urdu, Sanskrit etc. This initiative of publishing college magazine with content from different languages has got recognition at university level resulting in receiving the best magazine award at university level. The efforts have been also taken by institute to teach foreign language. An event “Maay Marathi Anand Sohala” was organized by Central Library and Cultural Club of KIT’s College of Engineering Kolhapur on 31st January 2021. The programme was organized on the occasion of ‘Marathi Bhasha Snvardhan Pandharavada’. The main idea behind this organization is to aware the stakeholders about the various forms of Marathi literature. The forms of Marathi literature like Poetry, Fiction, Monologue,, Limerick(Vaatratika), humorous speech of well known author P.L.Deshpande, Anchoring, Folk art were presented with the help of students as well as audio visual clips. The institute celebrates International Day of Yoga annually on June 21 since 2015, following its inception in the United Nations General Assembly in 2014. Yoga is a physical, mental and spiritual practice which originated in ancient India. The Constitution of India has been introduced as an audit course in order to impart a thorough understanding of the Indian Constitution, its history, development and current significance. Courses like Vedic Mathematics, Environmental Studies etc. are included as mandatory audit courses of the curriculum.
5. Focus on Outcome based education (OBE):	The institute offers 22 programs from different engineering domains at UG and PG level. All the programs offered by the institute are based on OBE. To implement the spirit of NEP, every course syllabus has been created with care for macroeconomic and societal needs at large. With explicitly specified Programme Outcomes, Programme Specific Outcomes, and Course Outcomes, the institute has implemented outcome-based education. All courses are created with the outcomes of remembering, understanding, applying, analysing, evaluating, and creating in mind. In

	addition to domain-specific knowledge, learning outcomes at all levels guarantee social responsibility, morality, and entrepreneurial abilities so that students actively contribute to the country's economic, environmental, and social well-being. The PO-PSO philosophy is also in line with the course objectives (COs). The Program Educational Objectives are established through a consultation process involving the core constituents such as: Internal Stakeholders Students, Faculty and staff and external stakeholders Alumni, Industry/Employer, Parents and Professional Bodies. The PEOs are established through the following process steps: Step 1: The Department Vision and Mission and short term, long term goals of the each department are taken as the basis. Step 2: Views are taken from all above stakeholders of the department. Interaction with external stakeholders is done during periodic meetings like Parents meet, alumni meet, recruitment drive for employers, industry visits, etc. Step 3: The accepted views are evaluated and reviewed to check the consistency with the vision and mission of the department and a draft is prepared. Step 4: The prepared draft version is further approved by the Department Program Evaluation Committee (PEC), Board of Studies (BOS) and Industry Advisory Panel (IAP). The Program Educational Objectives are redrafted after a certain period of time to set higher targets.
6. Distance education/online education:	The institution is already prepared, especially during COVID-19 pandemic situations the teaching learning process was conducted through different online platforms like Cisco Webex. The whole college campus is Wi-Fi enabled with 50 Senses Intelligent Interactive Panel installed in each classroom and hence no hindrance /obstacle in online education. The institute rigorously uses Moodle - a Learning Platform or course management system (CMS) - a free Open Source software package designed to help educators create and manage course material in the form of Notes, e-books, presentations, Quiz, Submission etc. effectively and make it available online to the students anytime anywhere. The institute has an online Examination and Digital Evaluation Management System using which the institute conducted all the exams in Online mode during COVID-19 pandemic and allows faculty inside and outside the institute to evaluate the

	answers in digital mode. To motivate and facilitate the faculty members to enhance their digital presence as well as to enrich students' learning experience with the help of best video courses the institute has developed KIT E-Content Development Centre (ECDC) Sponsored through Project CENTRAL under Erasmus PLUS program financed by European Commission. The institute has also organized One Week International FDP on "Creating Learner Centric MOOCs: A 4 Quadrant Approach" from 04th April to 08 April 2022. In order to provide solutions for enabling remote distance online practical practices, KIT has started its own Virtual Lab project for college students during this pandemic. KIT is the nodal center for virtual lab under COEP's Virtual Lab which is an MHRD Govt of India Initiative. Over 190+ students of the institute are currently working on development of a virtual lab project. Total 1080 experiments of all labs from all departments are currently available on the institute's virtual lab site. For the development of a virtual lab, we are following all industry standards. The clickUp tool is used for daily progress tracking and Github repository is used as development server.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The ELC club run under the National Service Scheme (NSS) KIT UNIT since 2014.
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?	Yes. NSS Program Officer & preferably NSS student Secretory is working as a faculty coordinator & student coordinator respectively. ELC is actively working throughout the year. Mr. A.S. Vaidya works as Faculty coordinator since 2019. Student Coordinators are as follows: 1) For A.Y. 2019-20- Mr. Pushparaj Karekar 2) For A.Y. 2020-21- Mr. Sourabh Patil 3) For A.Y. 2021-22- Mr. Manish Karanjkar 4) For A.Y. 2022-23- Mr. Prathmesh Vidhate
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,	KIT's ELC organized following program during last five years 1) Voting awareness rally in society. 2) Group Discussion/Debate on ethical voting 3) Online new voter's registration. 4) Off-line new voter's registration. 5) Digital Poster Making competition on

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.	topic ”Voting Awareness”
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.	KIT’s ELC organised following socially relevant initiatives 1) Voting awareness rally in urban area 13 Oct.2014 @ Ramanand Nagar Area. 2) Street Play on ethical voting.6 Feb.2020 @ Sawarde Tal. Panhala 3) Online new voter’s registration. 4) Off-line new voter’s registration. 5) Digital Poster Making competition on topic” Voting Awareness” 6) Voting awareness video created by students.
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.	KIT’s ELC organized following activities to enroll the new students as voters 1) Full Day online new voter’s registration camp was organized for the Academic Year 2020-21 on 4th Dec.2021 in which 158 new voters registered. 2) Full Day off-line new voter’s registration camp was organized for the Academic Year 2021-22 on National Voter’s Day-25 Jan.2023 in which 145 new voters registered.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	12	13	16

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 9

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3538	3384	3099	3063	3092

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of outgoing / final year students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
753	851	748	729	753

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3497	3453	2305	1518	788

File Description	Document
Institutional data in prescribed format	View Document

2.4

Number of revaluation applications year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
290	0	0	174	11

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
716	716	704	616	549

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of full time teachers year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
149	140	144	174	189

File Description	Document
Institutional data in prescribed format	View Document

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
149	140	144	188	189

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
841	759	760	691	788

File Description	Document
Institutional data in prescribed format	View Document

4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
491	419	520	393	351

File Description	Document
Institutional data in prescribed format	View Document

4.3

Total number of classrooms and seminar halls

Response: 54

4.4

Total number of computers in the campus for academic purpose

Response: 528

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
685.05	514.55	768.31	767.93	681.93

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The curriculum has been developed by following AICTE & affiliated university guidelines, also considering stake holder's feedback to meet the local/national/regional/global developmental needs.

One major curriculum revision has been carried out during last five years, by collecting feedback from various stakeholders.

The Graduate Attributes are adopted as Program Outcomes. Program Specific Outcomes for each program are formulated to ensure the attainment of domain-specific knowledge and skills in relation with course outcomes. The curriculum is aligned with the PO's and PSO's and updated regularly by the Boards of Studies(BoS) consisting of senior academicians and renowned experts from industry. PEOs and PSOs are clearly delineated to meet objectives of Outcome Based Education (OBE) during curriculum design.

The BoS approved syllabus is further proposed for approval from the statutory bodies like Academic Standing Committee and Academic Council respectively where they are again discussed for final approval. Each department of the institute have industry advisory panel (IAP) to take care of industry requirements while framing the curriculum and contents of the various programs and their courses.

Institute has adopted problem and project based learning pedagogy in academics to nurture the important process skills like problem solving ability, critical thinking, team work and communication in the students of the various departments.

POs like Engineering knowledge, problem analysis, design of solution, modern tool usage, societal problems, life-long learning justified through theory courses, skill based projects, and workshops.

POs like environment consciousness, communication, professional ethics, engineer and society met with special courses in the curriculum, English certifications, and extension activities of the students.

PSO attainment made possible through introduction of departmental professional electives and open electives.

Science and Mathematics courses designed to suit specific applications of the branch.

Students learn various important concepts in professional core subjects and also advanced concepts in professional elective subjects which enhance their analytical and problem-solving skills.

Open electives belongs to other branches of engineering, opens the way for an interdisciplinary approach to learning. Laboratory work enables the students to understand the practical applications of theoretical concepts.

PBL (Project based learning) and Mini-projects help students to consolidate and apply their conceptual understanding of various courses. Seminars and project work/ internship taken up in the final year enables the students to consolidate their knowledge, write and present technical reports and learn the benefits of teamwork. Honours courses has been introduced for each program and implemented in curriculum to acquire specialized knowledge and skills.

The institution has revised/added more than 800 new courses across all the programs in the last five years to keep abreast of emerging trends at national and global levels. Also, the curriculum is enriched with value added courses like NPTEL certification courses, Coursera Moocs, TATA Tech ready engineer program, etc.

Courses in emerging areas like Artificial intelligence, Machine Learning, Cyber Security, Internet of Things, Robotics, Industry 4.0 have been introduced in the curriculum.

Semester-long industrial internship provides experiential learning to the students of the institute.

Coding skills for students of all programs have been introduced in the curriculum to make them internationally accepted.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 52

1.1.2.1 **Number of all Programmes offered by the institution during the last five years.**

Response: 25

1.1.2.2 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 13

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 9.35

1.1.3.1 **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
86	87	79	34	32

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 24.2

1.2.1.1 How many new courses are introduced within the last five years

Response: 799

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 3301

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 15

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

All programmes offer at least one course that integrates issues relevant to Professional Ethics/Gender/Human values/Environment and Sustainability. They mostly form the Generic Elective courses under Choice Based Credit System, but there are also independent programmes that are based on these issues. There are courses like Environmental Studies (UITE0361), Ethical Hacking (UOEL0721), Soft skills (UITE0461), Professional Ethics & Value Education etc. The institute offers special program B. Tech. Civil and Environmental Engineering and M. Tech. Environmental engineering containing courses addressing various environmental issues like Global Warming, Environmental Policy, Environmental Protection, Disaster Management, Solid Waste Management etc. The institute itself is involved in rain water harvesting, making the campus green by continuous plantation, waste management, using solar energy, pollution free environment like following No Vehicle Day etc. The Institute integrates courses that

teach human values and professional ethics. Institute offers M. Tech. Programmes that specifically deal with issues related to professional ethics in research methodology.

As per AICTE guidelines, Students Induction Programme is conducted for the First Year students of the institute. In the curriculum of first year Human Values and Professional ethics (UHSA0252) course has been introduced as audit course.

In addition, the institute integrates gender equality through Women Development and Gender Equality Cell (WDGE) as well as Internal Complaints Committee Cell (ICC). ICC committee comprises of senior woman faculty member working as chairperson, one representative from non teaching staff and social worker from outside the institute. The WDGEC is working with the goal of creating awareness among the girls to break the prevailing stereotypes, thereby creating an **Empowered Nation with Empowered Girls.** Institute has zero tolerance policy towards sexual harassment and any kind of gender discrimination.

ICC committee works towards creating safe and secure environment for girl students which is free from any type of gender discrimination. ICC and WDGEC organize different programmes viz speech on ‘Women Empowerment’ by external resource person, debate on gender equality, how to prevent sexual harassment, elocution competition on regular basis. All these efforts have resulted into zero registration of cases under sexual harassment. Participation of male and female students is equal in all the activities conducted at the institute. Representation of girl students is remarkable in all activities and competitions like poster and research paper presentation organized by other institutes and University. Girl students actively participate in cultural and sports events. Strong evidence of these initiatives was exhibited when a girl student from Computer Science and Engineering department, Miss Amruta Karande, got selected for internship at Adobe MNC Company and placed under women empowerment in Adobe Company package worth Rs. 41 lakhs. The Society of Women Engineers (SWE) is the world's largest advocate and catalyst for change for women in engineering and technology. SWE is working for the uplift of women engineering professionals to continue their professional development after break in service due to family issues, health issues, social causes etc.

KIT SWE established in 2019 with the aim of bringing all women engineers under one roof for the activities to succeed and advance in engineering and be recognized for their life-changing contributions as engineers and leaders.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 662

1.3.2.1 **How many new value-added courses are added within the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
74	515	35	36	2

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 16.96

1.3.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1777	374	323	233	170

File Description	Document
List of students enrolled	View Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 35.84

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 1268

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 93.83

2.1.1.1 **Number of students admitted year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
841	759	760	691	788

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

2021-22	2020-21	2019-20	2018-19	2017-18
906	786	870	750	786

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 49.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
211	207	209	196	232

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

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

Response:

BRIGHT STUDENTS:

The term "bright student" is used in this policy document to describe students who can engage in learning activities faster than their classmates, get good grades, and make important achievements in co-curricular and extracurricular activities. With their comprehension, retention, memory, critical thinking, creativity, and contextualization skills, they have more potential. They may also be hard workers who consistently outperform the bulk of their classmates. These students are significantly gifted and talented in comparison to the rest of the class. These students are capable of taking on more advanced coursework and academic obligations. They can introduce new ideas and tactics, as well as take the lead in teaching and learning activities.

WEAK STUDENTS:

Weak students are always underachievers and fall behind in their academic pursuits. They may be unable to pass exams or receive just mediocre grades. They may struggle with articulation and critical thinking. Their motivation levels may be low, and they may struggle to acclimatise to the instructional learning process, causing them to drop out or fail the programme. Poor performance may not be due to a lack of skill or talent, but rather to ineffective teaching techniques, poor family situations, insufficient motives and supports, incorrect learning approaches etc. They should be treated like any other student in the class, but they may be given additional classes to help them progress and achieve their goals.

CRITERIA FOR IDENTIFYING WEAK STUDENTS AND BRIGHT STUDENTS:

1. By Observation (Role of Mentor): Use of Checklist: If Mentor finds ‘Yes’ for more than 5 behaviors then, Student is considered to be a Weak student.

2. Academic Performance (Educational Attainment): Use of evaluation records Examination.

BY OBSERVATION (ROLE OF MENTOR):

Here, the mentoring system is helpful, and the mentor's position takes on greater significance and importance in spotting underperforming pupils through observation of mentor-mentee interactions. Mentors have the ability to continuously observe student behaviour through direct or indirect observation. It is noticed how students behave both inside and outside of the classroom.

ACADEMIC PERFORMANCE (EDUCATIONAL ATTAINMENT):

While determining which students are weak and which students are bright, the departmental coordinator must take their performance in the ISE, MSE, and ESE evaluations into account. The responsible Departmental Coordinator would categorise slow and brilliant pupils for each class separately for all semesters. Following the release of the ESE results, a procedure to separate sluggish from bright pupils will be put into place. Weak students are those that earn marks of less than 40%, whereas bright students are those who receive grades of more than 70%. A report for the entire class would be prepared using these criteria and weightings, and then a separate list would be created for each type of learner to be submitted to the mentors for help.

METHODOLOGIES TO SUPPORT WEAK STUDENTS AND ENCOURAGE BRIGHT STUDENTS:

Bright Students:

1. Encourage to enroll for B.Tech Honors Degree
2. Encourage to earn professional certifications like NPTEL and Spoken Tutorial.

Weak Students:

1. Conduct Remedial Classes.
2. Additional Practical Assignments.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 23.74

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Student-centric teaching and learning is one of the prime areas KOTCoEK faculty focuses upon. The faculty promotes holistic development and skill building by adopting student centric methods like experiential, participative learning and problem-solving methodology. The teaching method varies from faculty to faculty and from course to course. KOTCOEK faculty has acquainted themselves with modern teaching methodologies and pedagogies that enhance the student learning as opposed to the rote learning.

KOTCOEK encourages methodologies which are helpful for enhancing the learning experience of students in implementing and making students adapt to Outcome Based Education.

Experiential Learning: Students are tested on the concepts learnt in the theory subjects from time to time that helps in enhancing their knowledge and build confidence about the concepts learnt. The gap between institution academic and industry expectation is partially bridged by teaching the students content beyond the syllabus. Students are encouraged to virtual labs and other online e- resources that would enhance their skills and subject knowledge. Students undergo internships during their semester breaks in industries to gain practical experience of the technology being used. Industrial visits and seminars by Industry resources give exposure to students about the practical aspects of their course.

Participative learning: The teaching learning process is made more interactive by student centric methods such as case study, debates, seminars, presentations etc. We also use, group discussion, collaborative project-based learning methods to improve and accelerate the learning.

The faculty also motivate the students to actively participate in professional society activities, in their related domains and also general ones like ISTE (Indian Society for Technical Education),CSI(Computer Society of India) and college level technical clubs such as KITE and E-Cell. The students are supported by the faculty and link them to real time applications to promote wider learning opportunities. This provides the students a platform to become self-learners and as well as lifelong learners.

Inclusion of mini projects in the course encourages students for participative learning.

Problem solving methodologies: Project Based Learning (PBL) in selected course in each semester is

incorporated in the curriculum. In PBL, students are need to work over the given problem statement and should provide the solution by experimentation. The learning process in PBL emphasizes on problem solving techniques such as problem identification, defining the goals, conducting brainstorming sessions, identifying alternative solutions, choosing the right approach, applying the right technique to achieve the solutions and evaluating the results is a methodology that students adopt. Apart from the PBL students are also encouraged to go through workshops and training sessions on various tools for the effective learning through problem solving methodology. Problem solving skill is one of the most important skills that we are keen on imparting as it prepares the students to face not only workforce issues but also real-life situations with a solution finding approach.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The use of ICT in the classroom has been shown to boost students' motivation, enthusiasm, and involvement in the subjects they are studying. ICT enables the use of innovative educational resources and the renewal of learning methods, establishing a more active collaboration of students and the simultaneous acquisition of technological knowledge. Advantages of the use of ICT in education include -

- The use of resources such as videos, websites, graphics, and games makes traditional subjects more interesting. Multimedia content is a handy tool to bring different subjects closer to students in a complete and entertaining way.
- The use of ICT in the classroom encourages students to take an active and participatory role in their learning and to see themselves as the main character.
- The use of numerous digital technologies clearly improves student collaboration. It is much easier for them to create team projects, cooperate and learn from each other.
- ICT tools stimulate the development of the imagination, as well as the initiative of all class members so it enhances the creativity of the students.

Following are ICT enabled activities conducted at the institute.

Moodle:

An open source learning management system “Moodle” is used as an e-learning platform at institute level. Every faculty is assigned with the respective course allotted to them and all the students of the respective class are enrolled in the “Moodle”. The faculty configures course content, course evaluation system, learning materials etc. Faculty conduct online Quiz, assessment of assignments through the “Moodle”.

Online Teaching:

Faculty made a swift transition from classroom to online teaching by using platforms like Google meet, Google classroom, ZOOM, CISCO WEB-EX and You-Tube. These online platforms are utilized as a virtual classroom platform for academic and administrative purposes. Expert/Guest lectures/talks are conducted on these platform for delivering their talks. KITCoEK has a license for 115 teachers with each teacher having 10GB storage capacity on their cloud for WebEx.

Smart Classrooms:

Interactive Panels by Senses is being used by the institute instead of conventional blackboards. It enables teachers to teach concepts accurately and effectively, and students to experience fun-based learning. KITCoEK has deployed such panels in 38 classrooms. These panels have inbuilt computers so they can be used for demonstration of software tools, presentations, live programming, etc. Other features of these panels include -

- Screen Recording.
- Teaching on the Cloud.
- Supportive of different platforms.
- Features to display complex ideas.
- Multiple-finger touch recognition and access.

E-Content Lab:

The institute has an e-content development lab. Faculty are encouraged to develop e-content video lectures for their courses.

KITCoEK has a local repository of about 4TB of NPTEL video resources and these videos are available to students through local streaming in LAN. Institute has a 1Gbps dedicated internet leased line connection.

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

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

Response: 20:1

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 175

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

Academic Calendar Preparation:

Academic calendar of the Institute is prepared before the start of each academic semester in the academic year. The institute level academic activities such as the exam schedule of ISE, MSE and ESE, and cultural events, technical events are mentioned in the calendar. All the mentioned activities are planned along with the dates and confirmed by Dean (Academics). The final draft of the academic calendar is put in the academic council meeting to take approval. If there is a need for change in the planned dates, the approval for the same as well as confirmation is taken by the academic council and the same is communicated in HoD’s meeting. The approved final copy of the academic calendar is made available to the staff and students before the commencement of the class work. The academic calendar is displayed on all the department notice boards and is also made available on the college website.

Based on the institute level academic calendar, each department prepares a department level academic calendar and it is in line with the institutional academic calendar. The department calendar includes the above information and co-curricular activities planned by the department such as workshops, conferences, seminars, online courses, guest lectures by experts from both industry and academia. If there is a need for change in the planned dates, the respective department activity coordinator and HoD takes the decision.

This academic calendar is strictly adhered to, by the institution.

Teaching Plans:

Course allotment for every semester is prepared by the respective HoDs and the same is communicated to the faculty. For each course, teaching hours are allocated based on the number of credits. The faculty prepares a 'Course Plan' which gives the number of hours required to complete each unit. The ‘Lesson Plans’ are prepared which includes dates for each topic of a unit and the mode of teaching.

Lesson plans are also prepared for each laboratory course which indicates the number of experiments and the dates for each experiment. Laboratory manuals are prepared in advance which gives a detailed description of the experiments. The students maintain a laboratory record and the teacher evaluates and awards grades for each experiment which is considered for continuous internal assessment.

Approved course plans, lesson plans are made available in moodle (Learning Management System) by the respective course teacher.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 98.51

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 19.45

2.4.2.1 **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year**

wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
42	36	25	24	23

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 14.7

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

Response: 2190

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 15.12

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
21.5	9.1	16	16	13

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.38

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
67	0	0	0	0

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

The Examination System measures the students' performance by continuous internal assessment (CIA) and end semester Examination (ESE). In Semester Evaluation (ISE) and Mid Semester Examination (MSE) are the two components of CIA. In semester evaluation has four components (ISE1-two components and ISE2-two components) and has maximum evaluation marks 20 and the components are involved like Quiz, Assignment, Declared Test etc. Conduction of ISE components happens on MOODLE platform (open source e-learning). MSE exam conduct for maximum 50 marks and reduce to out of 30. ESE exam conducts for maximum 100 marks and reduces to out of 50. Both MSE and ESE are conducted by a declared written exam according to the scheduled dates defined in the academic calendar. Final end semester grade calculation includes CIA (out of 50) and ESE(out of 50) together for 100 marks in each course. In A.Y. 2021-22 examination reforms, MSE exam conduction is for maximum 30 marks and ESE exam conduction is for maximum 50 marks. Both MSE and ESE are made independent in minimum passing criteria, such as students must secure minimum 20 marks in MSE including ISE marks and 20 marks in ESE.

The whole examination process was executed through digital platform software called “CONTINEO” (Student Information Management System). College has made an agreement with e-Sutra software pvt ltd. In “CONTINEO” different users such as Exam cell, Faculty, Students and Parents are provided with different service credentials.

Services provided in “CONTINEO” to different users as follows:

Exam Cell:

1. Answer scripts of MSE and ESE exams are scanned and sorted by unique QR for each student in each course.

2. Internal evaluators (college faculty) and external evaluators (outside college faculty) are provided login credentials for online paper evaluation. As “CONTINEO” server is hosted on a public URL, so that evaluation can be done remotely.

3. After evaluation, grade moderation is done to map absolute and relative grading.

4. Evaluated papers are made available for students to view after grade moderation.

5. After the result declaration, grievance notification is circulated to students and asked to submit the same to the exam cell and resolve in stipulated time.

6. Attendance of the student is monitored through “CONTINEO” and it provides the eligible list of students for the final ESE exam.

Faculty:

1. ISE evaluation marks are entered and synchronized with MSE marks.

2. Evaluation of scanned answer scripts are done digitally.

Students and Parents:

1. Students and parents are provided a login facility in “CONTINEO”, so they can access the attendance and evaluation record.

2. Paper showing provision is there for students and parents after the result declaration.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Outcome Based Education (OBE) is implemented in our Institute as OBE give emphasis on what is expected from the student when they finish their course. For Programs, 12 well defined Program Outcomes (POs) of NBA are adopted. Minimum of 2 Program Specific Outcomes (PSOs) are defined for all programs of the institution. Course Outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge and abilities that students should possess and the depth of learning that is expected upon completion of a course. While defining the COs care is taken to follow the blooms taxonomy. There is a minimum of 4 CO's defined for each course and a maximum of 6. Course Outcomes are defined for every course of all programs of the institution. Course Outcomes are defined by subject handling faculty and Subject experts and approved in Department Advisory Board (DAB) reviews. The Course Outcomes are then mapped on to Program Outcomes (POs) and Program Specific Outcomes (PSOs). Course end Survey is taken from the students at the end of the course, which is useful in tuning the CO's further.

Program Outcomes:

1. Engineering Knowledge
2. Problem Analysis
3. Design/Development of Solutions
4. Conduct Investigations of Complex Problems
5. Modern Tool Usage
6. The Engineer and Society
7. Environment and Sustainability
8. Ethics
9. Individual and Team Work
10. Communication
11. Project Management and Finance
12. Life-long Learning Course Outcomes

Course Outcomes:

- Course outcomes and its mapping with Program outcomes are defined for all courses of each program.
- Same are stated in syllabi and published on the college website and moodle, known to students, parents and external stakeholders.
- Course outcomes and program outcomes discussed in the classroom at the beginning of each semester by the respective course teacher.

Mission and Vision, PEOs and POs are published at:

- College Website: www.kitcoek.in
- Department Moodle : 210.212.172.190
- Curriculum Course File
- Department Notice Board
- Laboratories
- Staff Rooms
- Classrooms

Additionally, Mission and Vision, PEOs and POs are disseminated to all the stakeholders of the programs through

- Student awareness workshops,
- Student induction programs,
- Faculty meetings,
- Parent meetings,
- Alumni meeting

The Internal Stakeholders are:

- Faculty and Staff
- Student

The External Stakeholders are:

- Alumni
- Industry/Employer
- Parent
- Professional Bodies

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

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

Response:

CO Attainment levels are set based on:

1. Direct Attainment: In Semester Evaluation and End Semester Evaluation.
2. Indirect Attainment: Course Exit Survey

Assessment Tools:

1. ISE1
2. ISE2
3. MSE
4. ESE
5. Course Exit Survey

Attainment Level of all tools:

3- 76-100% students scoring more than average marks for CO

2- 56-75% students scoring more than average marks for CO

1- 40-55% students scoring more than average marks for CO

Attainment Level of Course Exit Survey:

3- If average survey of CO are in the range 76-100%

2- If average survey of CO are in the range 56-75%

1- If average survey of CO are in the range 40-55%

- CO attainment is calculated by considering 90 % weightage to direct assessment and 10% weightage to indirect assessment through surveys.
- CO attainment= 0.9 * Direct Assessment + 0.1 * Indirect Assessment
- CO Direct attainment is calculated as per the structure of the course by considering 50 % weight age to In Semester Evaluation and 50% weight age to End Semester Evaluation.
- Direct CO Attainment = 0.5 * In Semester Evaluation + 0.5 * End Semester Evaluation

OR

- Direct CO Attainment = 0.1 * ISE 1 + 0.1 * ISE 2 + 0.3 * MSE + 0.5 * ESE
- CO Indirect attainment is calculated by considering course exit survey
- Indirect CO Attainment = Course Exit Survey

PO/PSO Attainment levels are set based on:

1. Direct Assessment tools

2. In Semester Evaluation
3. Mid Semester Evaluation
4. End Semester Evaluation
5. Course Exit Survey

2. Indirect Assessment includes different components like

1. Program Exit Survey
2. Employer Survey
3. Alumni Survey

- PO and PSO attainments are calculated by considering 70 % weightage to direct assessment and 30% weightage to indirect assessment through surveys.
- PO/PSO attainment = 0.7 * Direct Assessment + 0.3 * Indirect Assessment
- PO and PSO Direct attainments are calculated by considering CO Attainment.
- PO/PSO Direct Attainment = CO Attainments
- PO and PSO Indirect attainment is calculated by considering 40 % weightage to program exit survey, 30 % weightage to Alumni Survey and 30% weightage to Employer survey.

PO/PSO Indirect Attainment = 0.4 * Program Exit Survey + 0.3 * Alumni Survey + 0.3 * Employer Survey

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 98.69

2.6.3.1 **Total number of final year students who passed the examination conducted by Institution.**

Response: 753

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 763

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.6

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The institute has Research and Development Cell which comprises of academicians from foreign as well as Indian reputed institutes and research organizations such as BARC, DRDO, CSIR. These members are chosen from different fields of research area. This team also includes one doctorate faculty from each program. It is ensured that there is representation and involvement in research promotion initiatives amongst all the stakeholders. Head of the institute is Chairman of the R & D Cell, who have delegated all the responsibilities to Dean Research & Development for imbibing & promoting research initiatives at higher level.

Periodically meetings are carried out in which presentations are made related to the R & D initiatives and future plans. It is also discussed upcoming research proposals from different funding agencies viz. AICTE,SUK,UGC,DST,SERB,BIRAC etc. and their last date of submissions. Valuable inputs which are given by the experts are considered and incorporated.

Various R & D policies are formulated with incentive scheme for different research verticals such as faculty publications, attending and organizing FDP and STTP, filing patents, rewards after getting sanction of research proposals, consultancy services, organizing and attending international conferences, seed funding for promoting research culture amongst the students and faculties in the institute. Also, the policies are formulated to depute the faculty for higher studies. On the similar line, policies are also formulated to support student doing project work, publications and patent filing providing seed funds. The R & D policies are formulated in consultations with experts and are available on the institute website for information to students and faculty members. In promoting IPR, writing research proposals, thesis and research article the workshops are conducted for faculties and PG students. To make aware & promote research amongst the nearby HEIs FDP are organised.

Emphasis is also given to create infrastructure and resources for the conduct of research work.Research facility is created centrally for our stake holders as well as nearby HEIs in which 3D printers, 3D Scanners, Laser cutting machine, all in one CNC Router, PCB Milling Machine, simulation software, analysis, and advance sensor lab is available. All the labs of each program, central workshop facility and library are made available as per the needs.

As a good amount of research funding in the tune of Rs. 9 crores has been received during last five years, the impact of policies devised for faculty resulted in producing 47 PhD holders and 2 Post doctorates. Our 24 faculty members have received funding from Shivaji University, Kolhapur under Research Initiation scheme, as well as consultancy projects completed by the faculty members is also substantial. Publications and citations are also, good in numbers. AICTE has sanctioned MAYURA AICTE IDEA Lab to our Institution. The MAYURA AICTE IDEA lab stands top in the list of 49 institutes in India. Till date we have filed 25 patents.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0.49

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
0.35	0.12	0.21	0.0613	1.72

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 1.13

3.1.3.1 **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	1	2	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

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

Response: 833.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
584.65	59.84	75.02	64.84	49.50

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 5.28

3.2.2.1 **Number of teachers having research projects during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	4	15	2

File Description	Document
Names of teachers having research projects	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 10.07

3.2.3.1 **Number of teachers recognized as research guides**

Response: 15

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 53

3.2.4.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	4	7	2

3.2.4.2 **Number of departments offering academic programes**

2021-22	2020-21	2019-20	2018-19	2017-18
10	8	8	8	8

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation

etc.

Response:

To create and transfer of knowledge/Technology KITCoEK has established an ecosystem through various cells for active flow of information and resources for transforming innovative ideas into reality.

Project Based Learning (PBL)

To encourage students for application of science, technologies, engineering and mathematics by enhancing hands-on experience, learning by doing, PBL has been initiated to encourage students to learn about aspects of collaboration, problem solving, innovation, co-operation and teamwork.

MAYURA AICTE IDEA Lab: Institute has established this Lab which operates 24×7 for students, wherein students can use lab facility for converting their ideas to prototypes. With societal concern this facility is kept open for school children, ITI, Engineering college students and innovators.

Incubation Centre: Understanding the need of time, management has proactively initiated an entrepreneurial skill development initiative by setting up KIT's Incubation for Technology Entrepreneurship in the year 2019. It administers business incubator which provides 'Start to scale' support for technology based entrepreneurship providing the infrastructure and facilitates to convert student's projects and research activities into entrepreneurial ventures. Institute is recognized Host Institute by MSME champion scheme of Government by funding Rs.14 Lakhs. Rs.5 Crores received from DST for setting of Technology Incubation Centre in the year 2020. Under this scheme institute has established section 8 company with the name of Kolhapur Foundation of Research and Innovation in the year 2022 and incubation centre have on board 4 Start-ups till date.

Institutional Innovation Council (IIC): Young students are encouraged and nurtured by supporting them to work with new ideas and transform them into prototypes. Institution established IIC in the year 2018-19, which is governed by Ministry of Education, Govt. of India. During pandemic IIC-KITCoEK was ranked with 1-Star rating, which is increased to 4 in the year 2021 and 2022 for creating an impact through various activities related to innovation, entrepreneurship, IPR and start-up. Institute was recognised by conferring the certificate of Atal Ranking of Institutions on Innovation Achievements (ARIIA 2019).

E-Cell: E-Cell is responsible for inculcating entrepreneurship skills among the students and also bridging the gap between the aspiring student entrepreneurs and well-known businessmen, entrepreneurs through activities like workshops, competitions, boot camps, etc.

IPR Cell was established to create awareness and offer assistance to innovators to identify and manage IPR effectively.

IKS(Indian Knowledge System) is to make aware and implement "Ancient Knowledge of India" in the education system. Aligned with NEP 2020, IKS focuses on holistic development of students. Ancient practices like Yoga, Meditation, Self defence, health awareness, Ethics, Vedic Mathematics are elements incorporated in the Curriculum, Co-curriculum and Extracurricular activities. Folk Dances, dramas performed by the students' exhibit the culture of Maharashtra in annual social gathering. Taking due advantage of geographical location of the institution, faculty members and students are associated in projects like Kiranotsava of Mahalaxmi Temple, Panhala forts architectural analysis to implement

advanced technology to protect the heritages. Considering the impact of global warming course on Green Energy is taught. Agriculture projects are performed by the students by learning traditional method and implementing advanced processes.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 90

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
38	22	12	13	5

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

Response: 3.07

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 46

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 15

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 2.42

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
69	104	101	71	41

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	6	1	3	4

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 5.01

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 11

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 88.36

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
25.8	7.4	10.78	10.22	34.16

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 15.53

3.5.2.1 **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1.53	5.76	2.58	2.95	2.71

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community,-sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The Institute actively organizes social, outreach and environmental awareness activities with objectives to encourage students to showcase their intellectual and independent thinking skills; imbibe a sense of confidence and managerial capabilities; promote the ability to work in team; build responsiveness about the society and environment. Institute has National Service Scheme and National Cadet Corps Unit, Women Development and Gender Equality Cell and several Student Clubs through which intellectual, physical, emotional, and social growth of students can be attained.

The NSS unit organizes a Residential Camp in nearby adopted village and several activities are carried out such as village cleaning, tree plantation, water conservation, social interactions, street plays, environmental

awareness. NSS unit in association with Shourya Club, Lead India Club, Women Development and Gender Equality Cell and Rotaract Club of KIT Sunshine Cell organizes Guest Lectures on various social themes, Expert Seminars on Women empowerment, National Integrity, Flood Relief Campaign, Blood donation camp, vaccination camp, Health check-up camp, Cycle Safari, Interactions with IAS, IPS Officers and Defence Officers, Constitution Day Celebration, Word Association & Quiz competitions, Eco Friendly Ganesh Festival, Sugar Checking Camp, Book Donation Drive and Self Defence Programs

Institute has 1 MAH Artillery Battery Unit of NCC in place and it seeks to instil in the students a sense of duty, adventure, patriotism, discipline, and leadership. The NCC unit organizes various extension activities such as Single Used Plastic Collection Drive, Statue Cleaning, International Yoga Day Celebration, Campus Cleaning Drive, Tree Plantation, Road Safety Awareness Program, Rankala Lake and Panchaganga River Cleaning etc.

Similarly, various activities are organized under Walk With World Club such as KIT Model United Nation’s (KITMUN) Assembly, Ahimanyu: Quiz Contest, Flyers and Sprinters: Soft Skill Development Programs and Abhigyan: International Student Conference.

Abhigyan which is a big arena of extensive knowledge for the students across the city and the state. Abhigyan has set a benchmark with a crowd of 1600+ students and professionals attending the conference for more than 10 years. Various personalities from different domains interact with students such as Dr. Kaustubh Diwegaonkar (IAS, Collector, Osmanabad), Dr.Abhay Jere (VC,AICTE),Dr. Anil Lamba (Financial Literacy Activist), Padmashri Dr. Raman Gangakhedkar (Member of WHO), Mr. Sarang Sathaye (Actor, Writer & Youtuber) and Dr. Apurva Joshi (Director, Quick Heal Technologies), Mr. Anand Deshpande (Director, Persistent), Mr. Prafulla Wankhede (Entrepreneur), Mr. Girish Kulkarni (Actor, Director), Padmashri Mr. Girish Prabhune (Social Worker) and many eminent personalities.

Team Mavericks of the institute organizes Bodhantra: Technical sessions, Carnival: Traditional trivia games, outdoor games and brainstorming games, Arcane: A Treasure Hunt Competition.

Gaganvedhi: platform to explore the field of astronomy science and technology has conducted many activities including Over night sky observations, Weekly Discussions and Presentations about various topics, Sky observation programs for school children, villagers etc.

All of the aforementioned activities have a beneficial effect on the students and has helped them build relationships with one another and their local communities as well as their leadership abilities and self-confidence. Additionally, it raised awareness among pupils and aided in developing students' latent personalities.

File Description	Document
Paste link for additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 14

3.6.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
6	3	4	0	1

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 34

3.6.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	8	11	1	0

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 86.37

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
3914	3344	4176	1000	1700

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 254.4

3.7.1.1 **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2021-22	2020-21	2019-20	2018-19	2017-18
487	482	15	146	142

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 56

3.7.2.1 **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
17	11	7	9	12

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The infrastructure is in tune with the Institute's Vision to make it a center of excellence by providing all the Physical facilities, ICT based backbone and an Aesthetically designed Centralized Library. Policy of Decentralization is carried out in the infrastructure facilities by creating good individualistic breathing spaces for each Department.

The Physical Spaces consists of but not limited to -

A) **Teaching Learning Spaces**

- Spread over a **sprawling 28.37 acres**, the natural form of the landscapes has been preserved.
- Striving to preserve the Environmental ambience of Flaura & Fauna along with the Teaching-Learning infrastructure of nearly **3.00 lakh sft. BUA**.
- State-of-the-art infrastructure, ergonomically designed **50+ ICT class rooms** & Seminar Hall have been constructed. Each classroom is about 66-80 sq.m with 40-50 benches.
- **Incubation Center- KITE** (KIT's Incubation for Technology Entrepreneurship) recognized by Ministry of Micro, Small & Medium Enterprises (MSME).
- **67 no. of well-equipped state of the art Laboratories** with 66-100 sq.m of area are there in each department having modern and advanced equipment, with more than **12** MODROBS grants for the Institute from AICTE.
- Every department has a HOD office with around 50 sq.m.and additional dept. office with another 25-50sq.m. having reprographic facilities.
- Every Lab has minimum 2 faculty cabins for the Lab in-charge and his subordinates.
- Additional Faculty cabins/rooms are available for each faculty individually
- Separate Computing facility with **135- 150 sq.m.**is available for all branches.
- B) **Sports & Extracurricular activity Spaces**
- Students Sports Arena- There is a **fully adequate playground of nearly 4 acres** of land purely devoted to outdoor sports activities such as Football, cricket, Volley ball, Basketball & Kho-Kho.

B) **Central Library**

- A 1**077 sq.m** of dedicated Central Library & is further supplemented by 50 sq.m of Dept. Library in each dept.is provided for each department.
- An investment of **3.75 crores** on the books and periodicals excluding **1.5 crores** on Library building to serve the stakeholders.
  The Library has a rich collection of more than 21000 titles and 63000 volumes of reference and text books,100 periodicals in print format and 37854 e journals and 14899 e books.
- A well equipped digital Library of 20 Multimedia Computer is also available for the stakeholders.
- Separate e-content development is the specilisation of our Library.
- Separate Training Placement Space with cabins for Interviewers & for GD by company selection

teams has been allocated.

C) **ICT Based Teaching Learning Spaces**

- Institute has **38** Smart Boards(IIIP) fillted in classrooms and remaining classrooms have LCD projectors.
- State of the art infrastructure with **above 1000 Mbps Leased Line through OFC** & 20 Mbps VPN connectivity under NMEICT scheme is provided.
- There are **37 Wifi Access** points are installed in KIT campus and additional **9 wifi** services by Reliance JIO.
- Also a dedicated **Aplle Training Centre** is provided with **40 iMacs.** .

Additionally

- A **300+ Boys Hostel, A 150+ Girls Hoste**l (existing & new one coming up) has been provided to cater to students from OMS & non local students.
- A Large **Amphitheatre of 1000+seating** capacity hosts several prestigious events, talk shows etc.

File Description	Document
Upload Any additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

The sports facility was established in the year 1990

§ YOGA–Every Year yoga day is celebrated on 21st June with huge participation from faculties, students and outside interested people. A yoga & meditation camp is organized every year for inhouse as well as external participants, open to the society at large.

§ Area/size-

- One sports/gymkhana space of approx.150 sq.m

- Indoor space–for carom/chess & other internal sports -210 sq.m

- Outdoor–Large Open playground for football, cricket, volleyball, khokho, kabbadi, basketball-4.00 acres

- Every Year students are trained for games indoor-chess & carom (zone, inter zone and lead college (intercollegiate) sports @ MIT, COEP etc.

- For First Year students the Institute arranges lectures on scope, importance & Career in sports.

- The Institution **provides Sports Kit & Sports Material** for students who participate in Inter-State/National Level, Lead College, Zonal, Interzonal, West Zone, All India Inter University Tournament and many other different types of Game & Sports.Our Institution also arranges for the T.A.D.A. as per University Rules & Regulations.

- Our Institution provides Track Suits for University Players (who are Member of Shivaji University Team & also for Medal winners.

- Our Institute has **a policy of giving additional benefits** for students who participate in All India, West Zone, National, State, Zone, Interzone Tournament. Due care and arrangements are made by authorized competent authority to see that the missed-out Autonomous Institute's practical or Theory exam is adjusted after the Tournament. The COE gives Time Table & conducts the Exam for such persons**.**

- Central Library is giving book bank **sets at free of cost** to the National Level Players.

Student participation & activities

§ Our Institution students participate in various sports & games like chess, Basketball, Football, Badminton, Table Tennis, Lawn Tennis, Cricket, Archery, Mal Khamb, Shooting, Swimming, Volleyball, Kho-Kho, Hockey, etc.

§ Our students have participated and **won** awards & medals at **International and National** events especially in shooting.

§ Department of Physical Education also organizes **Annual Sports** event very Year.

§ Our Institution has organized **Interzonal, Zonal and Lead college Level Tournament** successfully. For yearour Institution has organized for Shivaji University Gymnastics, Tennis, Table Tennis, Football, Chess, Athletics Tournaments.

§ A Large OPENAIR **Amphitheatre of 1000+** seating capacity hosts several prestigious events, talk shows etc.

§ The **Annual gatherings named as "Meraki"** is conducted every year on a massive scale for 2 days with both faculty & students participation on a large scale, which is arranged in the open-air Amphitheatre and on the Institute's ground with almost 50,000 s.ft. of covered ground with secure barricaded arrangements.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. ***(Data for the latest completed academic year)***

Response: 100

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

Response: 54

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 65.85

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
473	315	506	508	456.67

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

- The Central Library is **fully automated**. by using **Vidyasagar Library Management Software**.
- This is a **web-based Integrated Library Management System**.
- Library procured the software in the year 2014 when it was in offline mode. The Developers continuously upgraded ILMS as per our requirements. Many modules and features are introduced as per our demand till date.

- The latest updated **version of the software is 4.0 which was launched in MAY 2020** online web based.
- **Pocket Friendly Library**: A mobile app **was introduced in 2019** of our ILMS, where students can browse the collection on at 24 X 7 basis.
- Developer has introduced **digital e-content (pdf's) in ILMS in 2022**.
- 24 X 7 secure access to the cloud is possible through this.
- The modules of the ILMS are as follows :-
- Acquistion, Catloguing, Circulation, Serials (ie Journals and Periodicals), News papers, OPAC, Stock Checking, Attendance Recording, Barcode Printing, Book Bank facility etc.
- All the active book collection is updated in the Vidyasagar Library Management Software. All the fields required for a model accession register are available in this ILMS.
- The Book bank Facility given to the SC ST Students, Economically Backward Class, Toppers Incentive Scheme, Book Bank for Divyagana (Differently able students), Students playing at National Level and Open Book Bank by using ILMS.
- The Circulation facility (ie issue and return of books) has been fully automated with the ILMS.
- Barcode based circulation saves the time of user as well as library staff.
- The Identity card of the user is used to issue the books as the PRN of the students is used as their unique number to issue or return the books.
- It is multi user and OTP protected ILMS.
- The user can check their book record by using their user number and password.
- Web OPAC (Online Public Access Catalogue) facility is made available through ILMS to know the bibliographical details about the collection.
- One separate computer is made available in the Central Library for OPAC facility. In addition to this as it is a Web OPAC, user from any corner can search the library collection.
- User can search the books by giving search criteria like:

- Title, Author, Department, Accession number, Latest 100 arrivals etc.

- Advanced search facility (search by giving two search criteria) is provided through web OPAC.
- The value added services like CAS (Current Awareness Service), SDI (Selective Dissemination of Information), Member record, Book requisition, suggestions etc. services are available to the

Stakeholders.

- User can search the required title from the record of any of the member libraries which is the best feature to render the Referral service as well as Inter Library Loan Facility.
- Smart query setter for the users.
- All the customized reports like circulation report, attendance report, stock checking report, member feedback report, user activity report etc.can be generated for the administrator which are very useful to update the records and act accordingly.

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 9.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
6.08	5.00	4.05	10.73	19.54

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 11.2

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

Response: 413

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 ***Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities***

Response:

ICT enables the use of innovative educational resources and the renewal of learning methods, establishing more active collaboration. Institute has an ICT team headed by Dean ICT to look after the services and maintenance of the ICT facilities. The annual budget includes the procurement of new devices, maintenance, and recurring costs. Institute spends approximately Rs. 20 Lakhs p.a to maintain central facilities. Additionally each department has separate budgetary provisions to upgrade and maintain its ICT infrastructure. Currently IT infrastructure has 12 Servers used for applications like firewalls, learning management systems, student management systems, examination system etc.

IT Policy:-

Internet usage policy for KIT includes, but is not limited to:

- **Users are expected to use the Internet responsibly and productively. Internet access is limited to job-related activities and personal use is not permitted.**
- **Job-related activities include business, research, and educational tasks that may be found via the Internet that would help in an employee's role.**
- **All data composed, transmitted, received using Institute's facilities are part of its official data. It is therefore subject to disclosure for legal reasons or to other appropriate third parties.**
- **The equipment, services, and technology used to access the Internet are the property of the Institute and the Institute reserves the right to monitor Internet traffic and monitor and access data that is composed, sent, or received through its online connections.**
- **Any data sent via the Institute's Internet system should not contain content that is deemed to be offensive. This includes, though is not restricted to, the use of vulgar or harassing language/images.**
- **All sites and downloads may be monitored and/or blocked if they are deemed to be harmful and/or not productive.**
- **The installation of software such as instant traceroute, network monitoring tools (Wireshark), and technology is strictly prohibited.**

- **Sending or posting discriminatory, harassing, or threatening messages or images on the Internet or via service is unacceptable.**
- **Using computers to perpetrate any form of fraud, and/or software, film, or music piracy is**

unacceptable and prohibited.

- **Stealing, using, or disclosing someone else's password without authorization, downloading, copying, or pirating software and electronic files that are copyrighted or without authorization is unacceptable and prohibited.**
- **Sharing confidential material, trade secrets, or proprietary information outside of the Institute is unacceptable and prohibited.**
- **Hacking into unauthorized websites, and sending or posting information that is defamatory to the Institute, its products/services, colleagues and/or customers is unacceptable and prohibited.**
- **Introducing malicious software onto the Institute network and/or jeopardizing the security of the organization's electronic communications systems is unacceptable and prohibited.**
- **Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities is unacceptable and prohibited.**

- **Passing off personal views as representing those of the Institute is unacceptable and prohibited.**
- **We are using firewalls to protect users from the attackers. The inbound and outbound internet surfing traffic is passed through these firewalls. This traffic includes data from wired ethernet as well as WiFi.**

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

Response: 6.7

File Description	Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: ?50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 34.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
212.05	199.55	262.31	259.93	225.26

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

Institute develops the infrastructure as per the norms of AICTE, University and State government. The experts from the regulatory authorities regularly monitor and visit the Institute. This enables the Institute to ensure the infrastructure adequacy and optimum use for academic growth.

There is a **Building committee** comprising of Management Trustees, Executive Director, Director, Estate Office Engineers, Registrar and Accounts Officer which meets every semester or as need arises to collect requirements from concerned HODs and adds/enriches the infrastructure facilities.

Every new structure proposed to be constructed is first proposed from the respective dept. as per their Requirements ---> IQAC put-up to the Executive Director/Director ----> Infrastructure Coordinator/Estate Office ----> Back to Executive Director/ Director ----> Final approval from Management.

- After approval from the Executive Director/ Directorthe same is deliberated jointly and space &

area is identified and the same is again put up for the Building committee approval. The architects/Engineering consultant are appointed. Constant review is taken through every stage of construction and furniture work. In house civil engineering faculties are consulted for advice and meaningful inputs.

Laboratories– All Departments have their own Lab in charge who proposes anannual budget for his/her Lab under two heads– Recurring and Non-Recurring. The budget is then compiled by the HOD and put up to the Central Budget for Approval of the Board EquipmentCommittee After approval the HOD asks the Lab in charge to call for quotation and get the equipment's purchased after approval of Equipment Purchase committee

Academic facilities - The HOD gets the approval of the Director for any academic purchase that in turn gets the approval of the Secretary or Equipment committee as the case maybe and calls for3-5 quotations in sealed envelope which are opened in the presence of the Director/Secretary and the final approval is obtained.

The college takes up Annual maintenance and repair of the infrastructure in a rotation manner for various depts. The works are identified as major and minor repair works.

- Routine maintenance is carried out by the regular staff appointed for maintenance and cleaning of the building.
- The computers and electronic devices are maintained and repaired through the funds available in the institution by prior approval from Dean-ICT.
- We have a team of qualified technical staff headed **by DEAN-ICT** for maintaining computers and networking facilities. Some of the members are identified for the same and it is seen that they are available through short notice.
- We have a **Service Engineer (Maintenance Department), a junior Engineer and a Electric Engineer** for the maintenance of the entire campus and the following departments work under him with the salaried staff.
- All the Departmental maintaining and utilizing of physical and support facilities are sent to the Estate office which prepares an Estimate for the work, gets the approval of the Building committee as the case maybe. Once administrative approval is obtained for the estimate about 3-5 quotations are called which are opened in the presence of the Director/Secretary and the final approval for the work is obtained of the bidder with **Technical & Financial eligibility**.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 64.13

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2021-22	2020-21	2019-20	2018-19	2017-18
2404	2235	2021	1908	1829

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 0.01

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

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

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 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. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 16.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
1115	820	386	49	385

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 46.96

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
579	370	287	292	271

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 17.26

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 130

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations

during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	39	15	16	7

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	39	15	16	7

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 40

5.3.1.1 **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
13	2	2	3	20

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Representation of students on academic & administrative bodies

K.I.T's College of Engineering (Autonomous), Kolhapur is a student-centric Institute. Students play a vital role in the execution of activities through different committees formed at the institute and at the Departmental level. For last five years, from 2017-18 to 2021-22, students from various disciplines worked at institute-level committees. These institute-level committees work and contribute to academic as well as administrative matters. Different committees observed in action are Anti-ragging, Grievance redressal, Internal complaints, Equal Opportunity Cell, Internal Committee for students with Disabilities and ISTE Student Chapter. Students performed various roles like members to heads of Media, Sponsorship, Abhivyakti, Technical, Prakalp, Correspondence, Registrations along with departmental Core Committee Members.

Student Committee member Year 2021-22

1 Miss. Jadhav Anuksha Atul S.Y. B. Tech (CIVIL AND ENVIRONMENTAL ENGINEERING) Member Anti Ragging Committee

2 Mr. Bhavik Atul Shinde S.Y. B. Tech (CIVIL AND ENVIRONMENTAL ENGINEERING) Member Anti Ragging Committee

3 Mr. Tushar Tanaji Waghmode S.Y. B. Tech (COMPUTER SCIENCE AND ENGINEERING) Member Anti Ragging Committee

4 Miss. Shruti R. Patil S.Y. B. Tech (ELECTRONICS & TELECOMMUNICATION ENGINEERING) Member Grievance Redressal Committee

5 Ms. Angela Raju Bandi S.Y.M.TECH (ENVIRONMENTAL ENGINEERING)

Member Internal Complaints Committee

6 Mr. Jay Sanjay Maske S.Y.M.TECH (COMPUTER SCIENCE AND ENGINEERING) Member Internal Complaints Committee

7 Ms. Megha Tarun Ranglani S.Y. B. Tech (CIVIL AND ENVIRONMENTAL ENGINEERING) Member Internal Complaints Committee

8 Mr. Tambe Vishwa Vijay S.Y.B.Tech(Mechanical Engineering) Member Equal Opportunity Cell

9 Mr. Patil Jyotiraditya Shivaji S.Y. B. Tech (COMPUTER SCIENCE AND ENGINEERING) Member Equal Opportunity Cell

10 Mr. Tambe Vishwa Vijay S.Y.B.Tech(Mechanical Engineering) Member Internal Committee for the students with Disabilities

11 Mr. Patil Jyotiraditya Shivaji S.Y. B. Tech (COMPUTER SCIENCE AND ENGINEERING) Member Internal Committee for the students with Disabilities

12 Saras Gaikwad Final Year B.Tech (Electrical Engineering) Chair-Person, Media Head ISTE Student Chapter

13 Rugved Athavale Final Year B.Tech (Mechanical Engineering) Sponsorship Head ISTE Student Chapter

14 Aarya Patil Final Year B.Tech (ELECTRONICS & TELECOMMUNICATION ENGINEERING) Abhivyakti Head ISTE Student Chapter

15 Sadiya Kazi Final Year B.Tech (COMPUTER SCIENCE AND ENGINEERING) Technical Head ISTE Student Chapter

16 Zaheen Peerzade Final Year B.Tech (Biotechology Engineering) Prakalp Head ISTE Student Chapter

17 Karan Kangale Final Year B.Tech (Civil Engineering) Correspondence Head ISTE Student Chapter

18 Abhishek Karmarkar Final Year B.Tech (Civil & Env Engineering) Registrations Head ISTE Student Chapter

19 Shreyas Awate Final Year B.Tech (Electrical Engineering) Departmental Core Committee Member ISTE Student Chapter

20 Harshad Sonule Final Year B.Tech (Mechanical Engineering) Departmental Core Committee Member ISTE Student Chapter

21 Samruddhi Joshi Final Year B.Tech (E & TC ENGINEERING) Departmental Core Committee

Member ISTE Student Chapter

22 Shreya Desai T.Y. B. Tech (COMPUTER SCIENCE AND ENGINEERING) Departmental Core Committee Member ISTE Student Chapter

23 Eesha Joshi T.Y. B. Tech (BIOTECHNOLOGY ENGINEERING) Departmental Core Committee Member ISTE Student Chapter

24 Rohan Sarnaik T.Y. B. Tech (Civil Engineering) Departmental Core Committee Member ISTE Student Chapter

25 Sakshi Mandhare T.Y. B. Tech (Civil & Environmental Engineering) Departmental Core Committee Member ISTE Student Chapter

File Description	Document
Upload any additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 55.6

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
35	83	83	64	13

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

Alumni provide strong support to the institution through an active Alumni Association- KITAA (Kolhapur Institute of Technology's Alumni Association). This association is registered (Registration Number F-20831) under the Registrar of societies, Kolhapur area in the Year 2005. Alumni meetings are conducted at the institute level through Alumni Association to plan and execute Institute level activities whereas Departmental level meetings are conducted to plan and execute Department level activities. KIT's alumni have played a significant role in the institute's development through various support activities like the placement of students, training/internships to students, expert lectures, departmental advisory board, etc. Alumni talks are organized by the departments in order to take inputs from Alumni and enhance the interactions with the students.

Experienced alumni and senior professionals have contributed their valuable time and experience in delivering expert talks for students in departments like Computer Science Engineering, Production Engineering, Mechanical, Civil, and Environmental Engineering departments. Alumni are also involved in the department BOS advisory board and Industry advisory panel in curriculum formation for all departments.

Accordingly, the alumni attend the meetings of the advisory board of the concerned departments each year and contribute to the development of the curriculum.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: A. ? 15 Lakhs

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

Vision

To be center of Excellence in Technical Education and preferred choice of Students, Faculty, Industry and Society.

Mission

- To empower the faculty, staff and aspiring engineers withessential technical knowledge & skills
- To develop competence towards serving the ever changing needs of industry & society.
- To Inculcate social and ethical values amongst the students and Employees
- To strength collaborative research and consultingenvironment with industry and other Institution

The Vision and Mission of the institute are in tune with the objectives and goals of UG and PG education. The institutional arrangements to co-ordinate the academic and administrative governance reflect the institutions' efforts in achieving its goals.

Governance:

The Management of the institution promotes culture of participative management by involving all the stakeholders, faculty and students in decision-making policies beneficial for development of institution.The perspective plan for development includes accreditation, achieving centre of excellence in UG & PG programmes and industrial and institutional collaborations with national and international institutes for research and exchange programs.The Governance model adopted by institute is Transparent and Collaborative ensuring participation of all stakeholders in decision making process of Management, Administrative, Academic and Structural governance.

Participative Management:

The Management of the institute believes and involves in participatory decisionmaking policiesand encourages all the stakeholders, faculty and students to participate in the decision making process of the institute.The Management represented by the Chairmen, Vice Chairmen and Secretary &Trustees and members at the College level work through various internal Committees, Statutory and Functional for deployment of strategy and resources. The College Development Cell consists of elected members of Teaching and non Teaching which is involved in decision making along with management in various issues related in college development.

Participation of faculty in decision making process:

The management strongly believes that involving faculty in decision making improves faculty performance and their performance eventually affects students' performances. The Director constitutes various Statutory and Functional Committees comprising Faculty, parents, alumni and student representatives. This consultative approach creates transparency in governance and encourages individual involvement and their views are considered for strengthening quality parameters in governance.The Governing Council, Academic CouncilBoard consist of senior teachers nominated by the Director. IQAC Coordinator along with Deans and HODs participate in strategic decisions for the development of institution.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Case Study:

Case A:

Academic work is supervised throughout by Dean Academics under guidance of Executive Director and Director. He keeps the regular follow up of academic work with the help of his associate deans and departmental academic coordinators. He is member secretary of Academic council and academic standing committee in which meeting are conducted yearly to decide academic initiatives. He prepares Institute academic calendar for both UG and PG for smooth functioning of academic work. He also visits departments to supervise and check teaching work. Executive Director and Director checks weekly progress reports of academic progress works during HODs and dean meeting and suggestive measures for improvement are communicated. Heads of the departments prepareacademic calendar of the department separately under guidance of both Dean academic, Director and Executive Director. As per Institute academic calendar teachers go throughout the year. Academic calendar is adjusted with the events that are not planed initially but come unexpectedly. Heads of the departments along with department academic coordinator check teachers academic work and keep necessary records required for accreditation purposes. Along with above responsibilities Dean Academic along with coordination of his team, under guidance of Director deals with mentoring, feedback (Formative and Summative), Board of Studies (BoS) etc.

Case B:

The entire office work is supervised by Registrar under guidance of Executive Director, Director and Management. All office work is divided into various sections as admission, scholarship, payments, fees,

exam form, bonafied certificate, leaving certificate, etc. Everything related to Annual operation plan (AOP), Budget and payments is decided by account office, office superintendent, Registrar, Director, Executive Director and Secretary of Institute. Monthly leave report is generated by Establishment section of staff and submitted to Director through office superintendent and registrar. Director remarks the recommendation whereas necessary. Proper student's friendly windows are made with boards on windows. Students find it easy to contact proper person for his/her work. Students also make use of suggestion box. All non-teaching staff shows a good harmony and team work but individually everyone is responsible for assigned work. Registrar along with Office superintendent supervises all works and reports to the Director if any irregularities are noticed. Policy making of the office is finalized by Directoralong with Registrar and office superintendent. Yearly Performance Based appraisal system (PBAS) of faculties is collected by establishment section based on which yearly increments of faculties are decided. Registrar along with establishment sections regularly updates service books of both teaching and non teaching faculties. With the help of ERP E-Sutra Chronicles (Contineo) office is responsible to generate roll call list of admitted students which is further forwarded to respective department. Registrar also takes care to display various notices regarding EBC, scholarships and other documents related to facilities provided by government. He also takes care regarding Re-admission of admitted students. Registrar along with coordination of office superintendent deals with paper work regarding permissions, sanctions with respect to university, UGC, AICTE etc.

File Description	Document
Any additional informatiom	View Document
Link for additional information	View Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Mayura AICTE – Idea lab

Objectives

1]Establish AICTE-IDEA (Idea Development, Evaluation & Application) Labs

2]Encouraging students for application of science, technology engineering and mathematics (STEM) fundamentals

3]Making the engineering students more curious, imaginative and creative; engineering education more engaging

4]Training in critical thinking, problem-solving, design thinking, collaboration, etc.

5]Create IDEA LAB Network (IDEALNET)

The institute has submitted a proposal of IDEA LAB to AICTE New Delhi. The purpose of setting up the LAB is to enable, encourage and inspire students to convert ideas into prototypes leading to patents and start-ups. IDEA LAB will also be open to industry as well as students from schools and other institutes to derive benefits and will be available to all 24x7. IDEA LAB will be equipped with machines, tools, equipment, design software and consumables, as per guidelines by AICTE and will be spread over well-furnished environment of 5000 square feet in the institute The performance of the Lab will be assessed continuously by AICTE based on usage and activities conducted. As per guidelines of AICTE, the total project cost of IDEA LAB excluding building is INR110 Lakhs. 50 percent of the project cost will be funded by AICTE and rest of 50 percent is to be generated by Institute and from collaborative Industries. Upon submission of the proposal Kolhapur Institute of Technology's College of Engineering (Autonomous) Kolhapur was shortlisted amongst 150 institutions across India for AICTE New Delhi for the proposed IDEA Lab. Subsequently, AICTE New Delhi on Monday the 14th June 2021 announced the final list of 50 selected institutes from across the country through an online event and subsequently through letter No. F. No. AICTE/IDC/IDEA202000277/2021 dated 17-6-2021.It is with great Pleasure & Pride we share with you that Kolhapur Institute of Technology's College of Engineering (Autonomous), Kolhapur, is one amongst the 50 Colleges selected institutes pan India to set up AICTE IDEA Lab. Though the scheme proposed by AICTE was for a total budget of 1.1 Crores, half funded by AICTE (Max of Rs. 55 Lakhs) and half of the amount (Rs. 55 Lakhs) to be generated by the institute in collaboration with Industry. It is matter of pride that KIT in association with industries itself has generated funds to the tune of 1.2 Crores, thus the total amount for the proposed IDEA Lab by KIT is 1.75 Crores. This by far and has been the highest fund generated from amongst all 50 institutes which were granted IDEA Lab by AICTE.To enhance the scope of IDEA Lab with respect to availability to more no of students and industry as well as Machinery and equipment are involved a greater number of industries to partner with this unique, noble and game changing Scheme of IDEA Lab by AICTE New Delhi. Now we are in implementation Stage. We have identified equipment required in MAYURA AICTE IDEA LAB. Industrial experts' inputs has been taken while deciding the specifications of equipment.

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

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

Response:

The **Board of trustees** is the apex body with the chairman as the head and contributed by the Advisory Committee in governance.

Governing Body approves new programs and financial budgets and functions strategically for the properdevelopment of the college. Governing body institutes scholarships, endowments, fellowships, awards and makes regulations for various co-curricular and extra-curricular activities related to UGC/AICTE.

Academic Council and **Boards of Studies** frame/revise/approve the Curriculum and Syllabi of existing programs or new programmes, make regulations for admission, suggest methodologies for innovative teaching and evaluation techniques and coordinate teaching-learning activities.

The **College Development Cell** consists of elected members from Teaching and non Teaching which is involved in decision making along with management in various issues related in college development.

1. **Board of Trustees**discusses all important issues regarding the policy decisions with Governing Council (BOG) chaired by chairmen of institute.

2. Governing Council, Internal Quality Assurance Cell (IQAC) and Academic Council (AC) discuss various matters with respect of development of institute with the Director of the institute.

3. The Director then delegates the authorities to all deans viz, Dean Academics, Dean Quality Assurance, Dean PG Research, DEAN III, Dean Students Activity, Dean Examination &Evaluation, Dean Alumni & Corporate Relation and Registrar.

4. Estate Office, Accounts, Establishment Office, Office Superintendent and TP Officer report to Registrar for their day to day activities.

5.Dean Academics and Dean Students Activity then delegates the authorities to all the Heads of the Departments viz, Head BSH Engineering, Head Mechanical Engineering, Head ETC Engineering, Head Electrical Engineering, Head Computer Science Engineering, Head Civil Engineering, Head Biotechnology Engineering, Head Environmental Engineering, Librarian and Physical Director.

6.The college has various active committees with respect to Decentralization of work and participation in decision making with respect to policies, administrative set up, appointment, service rules etc. All the stake holders viz Trustee members, Faculty members, Non-Teaching. staff, students, parents, Alumni, Technocrats from various Industries and academicians from other Institutes participate enthusiastically in the process of decision making. Various committees involved are a. Board of Trustees B. Board of Governing Council C. Standing Committee D. Grievance Redressal Committee E. Finance Committee F.College Development Committee. G. Academic Standing Committee H. Academic Council I. Disaster Management Committee J. Management Council K. Internal Complaints Committee L. Internal committee for the students with Disabilities M. Student Development Cell N.Anti-Ragging Committee O. Lapses Committee P. Equal Opportunity Cell Q. Board of Examinations

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

1. The existing Central Government welfare schemes adopted by the UGC are applicable to the employees of our institute.

2. The staff rooms, office spaces and the library are well-furnished with well-equipped pantries.

3. The library and cabin are Wi-Fi enabled with personal computer-installed in cabin.

4. Clean and green environment is crucial for the welfare of the staff and students. The College campus is abundant with trees and plants, well-kept lawns, clean washrooms, availability of drinking water and round the clock electricity supply with back up. This helps in providing a conducive work environment. A responsive and helpful housekeeping and maintenance staff ensure the general caretaking of the College community.

4. Proper logistical arrangements are taken care of when teachers and staff have to work for long hours for special College programmes.

5. A Cooperative Society for the teaching and non-teaching staff provides loans at a reasonable rate.

6.All the College staff are availing Group Insurance Scheme (GIS) under shivaji university

7. Financial support and academic leave are provided to the teachers for attendingWorkshops/conferences/seminars.

8. Year wise Performance based Appraisal system (PBAS) is implemented in institute in which each year Faculty submit PBAS year wise which is further considered for incremental policies.

8. Statutory benefits such as Provident Fund, Gratuity are provided for both teaching and non-teaching faculties.

9. Conference Facilities in which Faculty members are entitled to financial support to attend conferences/workshops. It can also be used for reimbursement of publication charges/fees for patent.

10.Incentives for Research & Publication where institute Provides cash incentives/sponsorships to the conference under the scheme based on the points earned by the faculty members for their research publications.

11. Incremental policies are effectively implemented for faculties achieving higher degree such PhD

12. Increase in Grade pay is implemented effectively

13. Medical Leaves, maternity leaves are provided.

14. Study leaves are given for PHD.

15. Duty leaves are given for workshops.

16. Compensatory Off are provided for extra work.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 21.35

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and**

towards membership fee of professional bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
21	16	39	62	35

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 12.4

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	17	08	21	02

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 67.72

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
110	135	110	114	50

File Description	Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Kolhapur Institute of Technology's College of Engineering (Autonomous), Kolhapur has evolved an effective Financial and Accounting System with sound control mechanisms and accountability. All accounting systems are accrual based, computerized and maintained on Tally. The financial management transactions are done through Tally Accounts management software to deal with huge volumes easily. Fee collections/payments are operated through online for the convenience of the students/parents. The salaries of all the employees of the institute are computerized. Almost all expenditures including the purchases of recurring and non-recurring items are done through Cheque/NEFT/RTGS mode for the sake of transparency. This mode makes the process quite easy and accounting is done as per the standard norms.

While incurring any expenditure, the financial powers delegated to Director/ Head of Departments have to be exercised with utmost care by maintaining financial propriety.

The Director/ Head of Departments may also ensure that expenditure does not exceed the budget allocation and that the expenditure is incurred for the purpose for which funds have been allocated.

Internal Audit is done on six monthly basis because:

1. Internal Controls and checks are very strong.
2. All the transactions are monitored by the Head of the Institute.
3. Financial transactions are verified by the Management as well.
4. Statutory Audit is very stringent.
5. Most of the payments are made through banking channels only.
6. Payments in cash are very meager.

The scope of Internal Auditors is:

1. To vouch all the vouchers which include cash payments, payments through banking channels,

purchase vouchers, journal vouchers, etc.
2. To verify the statutory payments.
3. To conduct surprise check of petty cash in hand.
4. To verify all types of receipts.
5. To ascertain whether the management policies and guidelines for accounting are properly implemented.

Sushant Phadnis & Co., A Chartered Accountant firm are our Statutory Auditor. They verify bills, vouchers, receipts, cash books, purchase register, asset register, journal registers, etc. annually in a detailed manner. Objections if any are asked to be rectified within the stipulated time. External audits bring out accurate and complete disclosure of the financial results and to relate performance/productivity against financial information.

The audit objections are rectified. A perfect and effective Internal Control System is placed to monitor the financial transactions on concurrent basis. Effective measures are taken to improvise the existing system and it ensures that books of accounts are maintained properly. Financial information on expenditures is analyzed against productivity/performance data. Internal Control System is periodically monitored by the Auditors. Thus, the institution abides by the stipulated policies of statutory bodies.

The Audited Annual Financial Statements are also displayed on the Institution’s website for all stakeholders.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 83.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
38.78000	45.00000	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

In 1981, a vibrant team of leading Industrialists, Architects, Eminent Educationists with local base, international access and global vision came together to give concrete shape to their dream to produce technically qualified engineers locally and that's how Kolhapur Institute of Technology's College of Engineering (Autonomous) was born in 1983. This is amongst the First Engineering institutes in Maharashtra started on self-finance basis, affiliated to Shivaji University, Kolhapur.

Kolhapur Institute of Technology's College of Engineering (Autonomous) is a self-financed (Unaided) Engineering college working under Kolhapur Institute of Technology (KIT). The major source of receipts is Fees from the students. The Fee (Tuition Fee and Development Fee) is decided by Fees Regulating Authority, Govt. of Maharashtra.

All the infrastructure requirements of Kolhapur Institute of Technology's College of Engineering (Autonomous) are fulfilled by Management from Trust Funds. Also, any shortfall in funds if any at any point of time is met by the Management to the extent possible from Trust funds and if not possible from such funds, by raising loans from banks or financial institutions. The reserve / corpus fund is maintained at the Trust.

The tuition fees collected from the students is used towards salary, recurring maintenance, purchase of movable assets (machinery, equipment, books, furniture, etc.) & developmental purpose, as per the committee guidelines. Further some of the Equipment and Computer & Peripherals are also brought through Govt. sponsored projects/grants under AICTE, SERB, MODROB, etc. Because of excellent support from management, our Institution has established very good Institute-Industry partnerships, MOU's & interaction with many esteemed companies. Many machinery manufacturers have donated their machinery, models & equipment to develop academic infrastructure. Also, books have also been received in the form of donation in kind. Institute also undertakes consultancy projects in different areas like conservation of environment, testing of material, survey, development of software, project appraisal, performance improvement, training, product development, etc. This has also helped in generating significant funds for developmental work of the institute.

For effective utilization of funds throughout the year, collections are parked in banks in the form of Fixed/ Term Deposits to be matured as and when required.

The college utilizes funds for:

1] Salary of teaching and non-teaching faculties

2] Day to day running & maintenance of college which includes electricity, water, postage, telephone, internet, practical training material, consumables, travelling, etc.

3] Procurement and maintenance of Equipment, machinery, furniture, software's etc.

4] Conducting and participating in Seminars, Workshops, Lectures, and intercollegiate events for both students as well as faculty members

5] Sports events

6] Cultural extra & co-curricular and Academic Activities

7] Library Expenses

8] Examination Expenses.

File Description	Document
Any additional information	View Document
Link for 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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

Practice 1

Department NBA Accreditation:

1] NBA accredited following programmes under Tier II from 2017-18 to 30-06-2021:

i) Civil Engineering

ii) Computer Science & Engineering

iii) Electronics Engineering.

iv) Production Engineering.

2] NBA accredited following programmes under Tier II from 2018-19 to 30-06-2021:

i) Mechanical Engineering

ii) Environmental Engineering

3] NBA accredited following programmes under Tier II from 2019-20 to 30-06-2022:

i) Electronics & Telecommunication Engineering

4] Further accreditation received based on compliance report in Tier II for following program from 2020-21 to 30-06-2023:

i) Civil Engineering

5] Further accreditation of one year received based on compliance report in Tier II for following program from 2021-22 to 30-06-2022:

i) Mechanical Engineering

ii) Environmental Engineering

6] Further accreditation of one year received based on compliance report in Tier II for following program from 2022-23 to 30-06-2025:

i) Electronics & Telecommunication Engg.

ii) Mechanical Engg.

iii) Environmental Engg.

7] Applied for NBA accreditation for following program under:

i) Computer Science & Engineering

Practice 2

AICTE Margdarshan Scheme:

1] The KIT's College of Engineering granted the status of Mentor Institute (MI) under the AICTE Margdarshan scheme with the sanction of Rs. 35 Lakhs from AICTE.

2] The scheme proposes carrying out activities to enhance the quality of education in the Mentee Beneficiary Institutes (MBI) by sharing the expertise of the Mentor Institute (MI).

3] A total of seven (7) eligible engineering degree and diploma institutes in the Kolhapur, Satara, and Belgaum regions have been mapped with KIT as MBIs.

4] KIT as a mentor institute is in process of assessing MBIs and based on the needs identified activities such as faculty development programs, awareness workshops, and NBA accreditation Mentoring are planned for the MBIs.

5] The tremendous experience of KIT's College of Engineering is assisting the MBIs with overall capacity building & educational quality enhancements and better accreditation by NBA.

6] The total of 65 activities and four common activities are conducted under the Margadarshan Scheme.

7] Various Mentee Beneficiary Institutes (MBI) are KLE Society's KLE College of Engineering and TechnologyChikodi, Rajendra Mane College of Engineering and TechnologyAmbav, Angadi Institute of Technology and Management Belgaum, Institute of Civil & Rural Engineering, GargotiKolhapur, Arvind Gavali College of Engineering Satara, Maratha Mandal Polytechnic Belgaum and Gomatesh Polytechnic, Belgaum.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Example 1

Internal Academic Audit

The process of Academic Audit is intended to monitor and enhance the quality of technical education through proper guidelines for teaching faculty. These include the assessment of course delivery, as per the curriculum and syllabus of KITCOE, overall discipline and the academic functioning of the Institution,

delivery of the duties and responsibilities of faculty members and monitoring of the class, progress of courses, internal assessment.

KITCOE uses different ICT tools in regular teaching learning process.

1) MOODLE: Learning Management System has been used to disseminate the contents for the students. It is also used to evaluate the students.

2) CONTINEO: For Student Information Management System, Outcome Based Education and Examination system.

Academic audits are carried out in a semester under Dean academic office supported by associate deans and department academic coordinators.

In academic audit components includes

- Adherence to academic calendar
- Effective formation and dissemination of prerequisites, CLO’s, CO’s
- Continuous assessment Schemes
- Course Resources
- Content delivery reports
- Students grade book setup
- Space for collaborative learning

The objectives of academic auditing are to ensure academic accountability, define the quality of each component of the educational system, and devise methodologies to confirm maximum output from faculty members and students in the teaching and learning process.

A minimum checklist of activities has been developed to ensure that the academic functioning of educational institutions is adequate and to document the efforts of faculty members.

Example 2

Faculty Feedback

Feedback collection for all courses is done through software for Both Theory and Practical and twice per semester.

Feedback Analysis Process:

- Formative (Mid Semester)
- Summative(End semester)

The feedback is taken through software, which has been developed in-house. The feedback dates are fixed when the Academic Calendar is prepared.

Students give feedback by anonymously logging into the software. This encourages students to give free and fair feedback. The questionnaire mainly based on teaching-learning aspect of the particular course followed by a comment section where students give their comments or suggestions .

After feedback, faculty members can login to the software and check their individual feedback report. Director and HoD can check the feedback reports. The Director discusses the reports in his meeting with the HoDs rigorously. In the meeting they prepare an action plan based on the feedback and suggestions received from the students. HoDs, in turn, communicate the action plan to respective faculty members.

No.	Description of the Question
1	How punctual is the teacher to class?
2	Is the teacher well prepared for class?
3	How is language and speech clarity of the teacher?
4	How does the teacher explain the subject?
5	Does the teacher encourage you to ask questions?
6	How is continuity maintained from class to class?
7	Comment on the teachers control and command over the class?
8	Does the teacher discuss case studies/applications/additional topics relevant to the subject?
9	Does the teacher help you clarify your doubts outside classroom, if you have any?
10	How is attitude of the teacher towards students?

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

At KIT, along with the promotion of adequate gender diversity in the admission policy, all possible measures are taken for fairness of treatment for women and men according to their respective needs and to maintain equivalence in terms of rights, benefits, obligations, and opportunities. Committees like Internal Complaints Committee and Women Development and Gender Equity Cell (WDGEC) are in operation. ICC committee comprises of senior woman faculty members working as chairpersons, one representative from nonteaching staff, and a social worker from outside the institute. A meeting of ICC members is arranged twice a year.

Various activities and awareness programs are organized through the institute's Women Development and Gender Equity Cell (WDGEC), Internal Complaints Committee (ICC), and National Service Scheme (NSS). The WDGEC is working with the goal of creating awareness among the girls to break the prevailing stereotypes, thereby creating an **Empowered Nation with Empowered Girls.**

The Institute has a zero-tolerance policy towards sexual harassment and any gender discrimination. In the ICC, along with the awareness of gender sensitization, any cases related to gender bias, harassment, etc., are tackled. ICC committee works towards creating a safe and secure environment for girl students free from gender discrimination. ICC and WDGEC organize different programs viz speech on 'Women Empowerment' by external resource person, debate on gender equality, how to prevent sexual harassment, elocution competition on regular basis etc. All these efforts have resulted in zero registration of cases under sexual harassment.

The NSS Cell of the institute provides equal opportunities to both boys and girls in various activities and camps. The participation of male and female students is equal in all the activities conducted at the institute. Representation of girl students is remarkable in all activities and competitions like posters and research paper presentations organized by other institutes and universities. Girl students actively participate in cultural and sports events. Strong evidence of these initiatives was exhibited when a girl student from Computer Science and Engineering department, Miss Amruta Karande, got selected for an internship at the MNC Company Adobe Inc. After finishing her internship; she got a placement in Adobe Inc. with an annual package of 41 lacs.

The Society of Women Engineers (SWE) is the world's largest advocate and catalyst for change for women in engineering and technology. SWE, Kolhapur chapter has been sponsored by "Menon Piston Ltd., Kolhapur," and it has been hosted on the institute's campus since 2019. The prime goal of SWE is to help and motivate women engineering professionals to rejoin their jobs, which they have left for some reasons. Also, intending to bring all women engineers under one roof for the activities to succeed and advance in engineering and be recognized for their life-changing contributions as engineers and leaders.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

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

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The institute is very conscious of its waste management. The institute uses various methods to manage various types of degradable and non-degradable waste.

For Solid and Liquid Waste:

As per Swachh Bharat Mission 2014 requirements, solid waste components separation at the source of generation is the most positive and effective way to recover and reuse materials. KIT’s college of Engineering has focused on the segregation of waste materials properly in three coloured waste bins. For the primary waste generated in the institute, like papers, cardboard, or food waste, three bins of different colors, as specified under Solid Waste Management Rules, 2016, are kept at different locations on the

campus.

- **Green color bins:** for biodegradable (solid and liquid) waste
- **Blue color bins:** for non-biodegradable waste
- **Red color bins:** for domestic hazardous waste

To treat biodegradable waste, compost pits are made at various places on the campus. Dry waste is stored in a secure area and is later sent to the “Gokul Shirgaon Gram Panchayat Landfill Site.”

For bulky solid waste like scraped items following procedure is followed:

- Departments inform the Construction and Maintenance Cell of the institute about the solid waste/scrap generated from time to time.
- The Construction and Maintenance Cell keeps a proper record of this scrap. When a sufficiently large quantity of scrap generates in the institute, quotations are asked from various agencies that dispose of these waste materials.
- Highest paying agency is finalized after comparing the received quotations.
- Approval is taken from the institute’s management, and the waste/scrap is handed over to the selected agency.

For Biomedical Waste Management:

Biomedical waste is generated in the Biotechnology Engineering department during various laboratory experiments. The department has an “Autoclave” instrument to sterilize biomedical waste. The sterilized waste is then stored in a secure area till the selected vendor collects it for its final disposal.

For Hazardous Waste Management:

Domestic hazardous waste generated, like empty bottles of insecticides and pesticides used for gardening purposes, empty phenyl bottles, and acid cans, are stored in bulk, amount sent to recycling purposes by the selected vendor. There is no radioactive waste generated in the institute.

For E-Waste Management:

E-waste is generated in high amounts in the institute. MoU has been made with the Mahalaxmi Recyclers for E-waste collection from KIT’s college of Engineering. Depending on the waste generated, the vendor is called once or twice yearly for collection and disposal.

Waste recycling system:

The wastewater generated in the institute’s canteen is reused for gardening purposes.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions / awards**

5. **Beyond the campus environmental promotion activities**

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

KIT’s College of Engineering (Autonomous), Kolhapur, makes conscious efforts to provide an inclusive environment such as tolerance and harmony towards cultural, linguistic, communal, socio-economic, and other diversities. Starting with the admission policy in which the admissions are made as per the guidelines provided and provisions made by the DTE and the Government of Maharashtra. After the admissions, an all-inclusive approach is taken care of by dividing all the students equally into various divisions considering their gender, percentile, branch, etc. Such diversity is also addressed at various stages, like in the classroom, during practical sessions, industry visits, projects, workshops, and other departmental student organizations. During the Annual Social Gathering (MERAKI), the institute promotes an inclusive environment and encourages students from various strata to participate. During traditional day

celebrations, students are deliberately promoted to represent various traditions and given prizes for their innovativeness.

The Students admitted through **Prime Minister's Special Scholarship Scheme, and J & K quota** are provided with all kinds of support to help them get included and mixed into the existing culture at the institute. A separate faculty mentor has been assigned to take care of these students. Various activities are also organized under the institute's NSS unit to promote an all-inclusive environment among the students.

There are various committees, such as Anti-Ragging, Equal Opportunity, Grievance Redressal, Students Development, Students with Disabilities, etc., to address the diversity of students. As a result, at KIT, we nurture harmony and equity to provide the best learning atmosphere for the students.

As the institute has faculty as well as students from various parts of the nation such as Maharashtra, Karnataka, Jammu and Kashmir, Rajasthan, Gujrat, Bihar, etc., all conscious efforts are taken to make the mingling of all these culturally diversified people. For example, during the teaching-learning process, all the faculties and staff make use of code-switching and code-mixing of three prominent languages: Marathi, Hindi, and English, so that the students find it easy to understand the concepts. Most of the national festivals/events and local events are celebrated in the instate to bring cultural and regional inclusiveness. For example, a celebration of Republic Day, Independence Day, Yoga Day, and Jayantis of national heroes; a celebration of Shiv Jayanti, Ganesh Festival, etc. help in bringing inclusiveness at all levels.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

During FY B.Tech, Induction Programme, various sessions are organized on the values, ethics, rights, duties, and responsibilities of a true citizen of the nation. In addition, various sessions are arranged by the departments on professional ethics and mannerism.

In addition, the management and the higher authorities interact with the institute's faculty, staff, and students to strengthen human values and encourage all to be responsible citizens of India.

During Deans and HoDs meetings, the institute's director always encourages all the faculty to be student-centric and try for the holistic development of the students so that they become proud citizens of India.

Various activities like blood donation camps, covid 19 vaccination camp, campus cleaning drives, passport registration drive, river cleaning drives etc., are also conducted under NSS, NCC, and other student

institutional committees and student clubs for this purpose. The students actively take part in such camps and drives. This definitely helps students to become responsible citizens of the nation.

The institute also offers separate courses to make students aware of constitutional obligations. For example, in their First Year, all the students study and complete the mandatory audit course- Human Values and Professional Ethics- taught by the internal faculties trained by the AICTE to teach such courses. This course includes various aspects of constitutional obligations such as-value based education, understanding happiness, prosperity, system values and sub-values, civic virtues, etc.

In their Second Year, they study a mandatory audit course in the Constitution of India which includes various units such as Constitution- structure and principles, Fundamental rights and directive principles, etc. Such mandatory courses help students get familiar with constitutional obligations.

Apart from the curriculum, various awareness activities, such as voting right, traffic rules awareness, etc., are arranged under the NSS unit of the institute.

The institute has donated Rs. 2.00 Lacs to Kolhapur Municipal corporation's disaster relief fund in the disastrous flooding that happened in 2019.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Being an older institute, celebrating or organizing national and international days, events, and festivals have been a regular practice of KIT's College of Engineering (Autonomous), Kolhapur.

Following are a few mentions of national and international days, events, and festivals organized by the Institute,

International Yoga Day:

International yoga day has been arranged annually in the institute on the 21st of June for the last three years. The purpose of this event is to motivate students to do daily yoga for a better healthy life. During the period of the pandemic (COVID-19) also, the institute has organized this event in online mode.

World Environment Day:

The institute also celebrates World Environment Day annually on the 5th of June. On this particular day, the institute organizes events to promote environmental consciousness and sustainability practices. For example, the tree plantation drive in 2022, the campus cleaning drive in 2021, the One Student One Tree drive in 2020, etc.

Engineer's Day:

Being an engineering institute, celebrating Engineer's Day is also a regular practice. On 15th September, the institute celebrates the achievements of Sir Mokshagundam Visvesvaraya.

Independence Day and Republic Day:

The institute celebrates Independence Day and Republic Day annually. On these days, the institute invites top-ranking Indian Army personnel for a flag-hoisting ceremony. For example, on 15th august 2022, Lt. Col. S. B. Sarnaik was invited for flag hosting and keynote speech. Also, the students with exceptional achievements in sports and academics will be felicitated on these days by the invited guests.

Marathi Rajbhasha Din (Marathi Language Day):

The institute also celebrates regional primary language day, i.e., "

Women's day:

The Institute also celebrates women's day on march 8th annually. The institute's Women Development and Gender Equity Cell (WDGEC) organizes events like guest lectures by successful women in various fields, awareness programs or competitions etc. on this particular day to motivate female students.

Chhatrapati Shivaji Maharaj Jayanti:

The institute also celebrates Chhatrapati Shivaji Maharaj Jayanti on 19th February annually to celebrate the bravery and contribution of the Chhatrapati Shivaji Maharaj.

Ganesh Festival:

The institute also celebrates the important Indian festival of “Ganesh Chaturthi.” Student clubs conduct this celebration. The Ganesh idol will be established in the central library of the institute for two days, and later, the idol will be immersed in eco-friendly ways.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	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: “KIT’s Incubation for Technology Entrepreneurship (KITE)”**

2. **Objectives of the Practice:**

To develop an effective interface between incubators, industry, and start-ups for identifying, promoting, and nurturing innovative ideas, the KITE is functioning towards these objectives: -

- To Encourage & to expand of Entrepreneurial Skills Among Student
- Enhancing Industry- Institute relationship
- Conduct various workshops, speaker sessions, and other such events and encourage college-level students to start their own enterprises.
- Develop the self-esteem of young entrepreneurs through mentorship and networking.

3. **The Context**

Understanding the need for time to transform job seekers into job creators, the institute's management has proactively initiated an entrepreneurial skill development initiative and set up an Incubation ecosystem, “**KIT’s Incubation for Technology Entrepreneurship (KITE),** in the year 2019. A dedicated space of more than 5000Sq feet is allocated for KITE on the institute campus. While 'Entrepreneurship' is growing to be one of the business world's biggest buzzwords, the ED-Cell at the institute is responsible for inculcating entrepreneurship skills and attitudes among the students and also bridging the gap between

aspiring student entrepreneurs and well-known businessmen and entrepreneurs through a wide range of activities like workshops, competitions, boot camps, etc. Dr. Sachin Shinde, associate professor (Mechanical Engineering Department), the dean of the IIL, and the president of the IIC, oversees the KITE activities.

4. **The Practice:**

Under the umbrella of KITE, we have three verticals, ED-cell, start-ups & Innovations. We conduct various activities like the Start-up ignition program, Entrepreneurship awareness program, e-summit, seminars, boot camp, etc. For fostering & entrepreneurship & Nurturing business start-ups, KITE administrates technology start-ups and provides start-to-scale technology for business start-ups. It also provides three critical things, Capability, Capital, and Community, for fast track the journey of start-ups from idea to commercialization.

Incentivizing Students for Innovation and Entrepreneurship

- Institute Allows students to set up Start-ups (Social and tech and non-tech) or work part-time for the start-up while studying/working as an intern
- Allowing students to earn credit for working on Innovative prototypes/Business Models.
- Student Innovators/entrepreneurs are allowed to opt for a start-up in place mini project /major project, seminar and summer training, etc.
- Allow student entrepreneurs to take a semester break/year break to work on their start-up, allowing student entrepreneurs/innovators to sit for the examination. (Institute needs to set minimum attendance after a review by the committee on a case-to-case basis).
- Allowing Student entrepreneurs to use the address of the Hostel (or) pre-incubation and (or) incubation unit to register their venture while studying at the institute.

Incentivizing Faculty for Innovation and Entrepreneurship

- Allowing faculty to start Start-up based on the technology developed in the lab at the institute or previously developed elsewhere but has ownership of IP if technology-based.
- Allow faculty and staff to take off for a semester/year as sabbatical/unpaid leave/casual leave /earned leave for working on a start-up and coming back.
- No restriction on shares that staff and faculty can take as long as they don’t spend more than 20% of office time on the start-up.

5. **Evidence of Success**

Following are the achievements of “KITE.”

1. Funding 14 lacs from MSME- champion scheme under Idea Hackathon 2022 for the short-listed idea.
2. Number of start-ups Registered: 3
3. Number of startups that Received support: 2
4. Institute is also started offering Entrepreneurship/ Innovation related courses in academics.
5. Institute has realized the importance of dedicated infrastructure & facilities and, after taking initiatives, applied for the AICTE IDEA Lab proposal and received the sanction of IDEA lab on 14 June 21.

6. **Problems Encountered and Resources Required**

- Problems encountered:

1. Awareness and knowledge among students are less regarding start-up and incubation centers' working.
2. Students get less time to work on their idea due to exams and submissions.
3. Lack of mentor support.
4. Lack of industrial personnel involvement.

- Resources required:
    1. Periodic awareness and motivational workshops for students about entrepreneurship and start-ups.
    2. Training workshop for faculty mentors for the development of student ideas.
    3. Need to work more on how industry and industrial personnel can connect to KITE.
    4. More co-working spaces/laboratories/equipment are required for students to work on their ideas.
    5. Funding support should be provided.
    6. Institute should have an Innovation and start-up policy. And should be revised periodically.

7. **Notes**

The other institutes also can follow this best practice to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes. The institutes can start dedicated sections like "KITE" on their campus with sufficient allocated space. The next step in implementing this type of practice is identifying students with potential ideas to shape a successful startup. To do so, project-based learning (PBL) courses should be added to the curriculum for students in their first- or second-year level. In PBL courses, students will be given real-life or industrial problems to solve. The students will work on finding the solution for the assigned problem throughout the semester. The students with potential ideas can be identified from such activities. Proper guidance and mentoring by faculty members to identify students is necessary throughout the process. Further, the institute should provide dedicated space to work on students' ideas with the required infrastructure and possibly fund the best ideas.

Best Practice_2

1. **Title of the Practice: "Industry Advisory Panel for Curriculum Enrichment."**

2. **Objectives of the Practice**

The inclusion of the Industry Advisory Panel (IAP) for the enrichment and implementation curriculum for all the programs in the institute has been conceptualized and practiced from the academic year 2017-18, having the following objectives/goals to achieve: -

- To bridge the gap between industry needs, academic structure, and syllabus for producing industry-ready engineers.

- To establish the connection with industries for effective industrial visits, faculty, and student internships, industry projects, training, and consultancies.
- To include more industry-relevant/industry-sponsored courses in the curriculum.
- To motivate students and faculty members for industrial research.
- To encourage entrepreneurship and enable industrial expertise.

3. **The Context**

To strengthen the various department's curriculum, pedagogy, and policies, the institute has initiated Industry Advisory Panel (IAP) in addition to the Board of Studies (BoS) for all the programs. The Industry Advisory Panel (IAP) consists of expert industrial personnel, Industrial alumni, and expert faculty members from esteemed educational and research organizations. According to various domains in different departments, these expert members will give their valuable inputs in designing the structure and syllabi. The vision of implementing IAP in various departments of the institute is to enhance the quality of technical education. Also, to exchange ideas between institutes and industries for the betterment of all.

4. **The Practice**

The institute has ten engineering disciplines with numerous domains in which different industries are working. For example, "Wastewater Engineering" is one of the domains in the Civil and Environmental Engineering Department. Various multinational companies (MNCs) are working in the field of wastewater treatment systems design and construction. So likewise, for all the departments, the domains are identified. According to these domains, the various expert industrial personnel and expert faculty members working in esteemed educational and research organizations were identified. These expert members are then invited to join Industry Advisory Panel (IAP) for their respective departments with applicable remuneration. Periodic meetings are arranged with Industry Advisory Panel (IAP) to brainstorm effective curriculum enrichment and implementation. The valuable inputs given by IAP experts are documented. Later these inputs are presented and discussed with the Board of Studies (BoS) members of the respective departments. With the permission of BoS members, these inputs are recommended for implementation in the curriculum.

5. **Evidence of Success**

Following are the achievements of the inclusion of the Industry Advisory Panel (IAP)

- All the departments identified and formed Industry Advisory Panel (IAP) with elite expert industrial members from various MNCs.
- Regular brainstorming sessions have been arranged with Industry Advisory Panel (IAP) to discuss effective curriculum design and later implemented successfully.
- Students and faculty members are exposed to many training and internship activities in Industries by recommendation of IAP members.
- Most students are getting opportunities to complete their final year project work in industries or under the mentorship of industrial experts.
- Quality placements at the institute have significantly increased after the inclusion of IAP.

6. **Problems Encountered and Resources Required**

Problems Encountered:

- The IAP members are from all over India, and a few are from abroad. Hence it is challenging for the institute to arrange in-house meetings. Most of the time, online/ blended meetings have been conducted.

Resources Required:

- It is very challenging to conduct IAP meetings on a working day.

7. **Notes**

The other Institutes can constitute an Industry Advisory Panel comprising Government Officials, Industry Persons, Professionals, Practitioners, Consultants, Experts, and Alumni, thereby generating a mechanism for providing valuable inputs in holistic development. IAP can help to improve the quality of technical education adequately and meet the needs of the industry and academia; initiate close interaction between the institute and the industry; implement more intense and effective interaction channels like industrial visits, faculty, and student internships, industry projects, training, and consultancies and fostering entrepreneurship, research, and development by facilitating expertise. Involvement in the Advisory Panel and partnership with Industry might provide the Institute access to technologies it otherwise might not have. The Institute could contribute its knowledge to meet industry needs through research and consulting.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	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:

Examination Management System with Digital Assessment and Evaluation (EMSDAE)

The Examination Cell headed by Dean Exam and Evaluation is truly distinct. The Institute has implemented unique features in its examination process, like the "Question Paper Quality Review System (QPQRS)," “On-screen evaluation of answer sheets,” and “Soft Copy Paper Showing Activity for students” to enhance quality, transparency, and digitalization.

Salient features of the examination scheme:

- The examination System measures the students' performance through Continuous Internal Assessment (CIA) and End Semester Examination (ESE).

- In Semester Evaluation (ISE 1 and 2) and Mid Semester Evaluation (MSE) are the two components of CIA.
- In-semester evaluation has four components, consisting of 20 marks. In-semester evaluation is conducted using MOODLE platform (open-source e-learning).
- MSE is of 30 marks, and the ESE is of 50 marks. MSE and ESE are declared written exams.
- Final grades are computed using CIA (out of 50) and ESE (out of 50).

Examination Management System and Digital Evaluation are divided into three parts, explained below.

A. Pre-Exam: Question Paper Quality Review System (QPQRS)

The Question Paper Quality Review System (QPQRS) is the pre-exam activity introduced in the academic year 2020-21 to ensure the quality of the set question papers for the MSE and ESE is up to the mark. The QPQRS process consists of the following steps:

- The course faculty/coordinator prepares the exam panel consisting of internal and external experts for the course having written examinations and submits their names to the Exam Cell of the institute.
- Then, two question paper setters are assigned by the exam cell (one Internal and one External). The question paper setting orders are sent by email to the concerned experts to maintain confidentiality. The order has instructions to set two question paper sets by referring to the course Syllabus, Course objectives, and assigned Bloom's Levels.
- When internal and external experts set two question papers, the internal expert will submit the set question papers to the departmental examination coordinator. The departmental examination coordinator will identify two faculty members to complete the quality question paper review procedure.
- These two faculty members then complete the QPQRS procedure based on the following points: -
    - Does the paper cover all content and skills as prescribed by the syllabus
    - Non of the question contains from outside the prescribed syllabus
    - Does the weightage for any particular question reasonable?
    - Are the numerical examples and illustrations of diagrams suitable and appropriate?
    - Is the question paper amicably suits well to weak & bright students
    - Is there Correct distribution in terms of cognitive level (Bloom's taxonomy)
    - Does the QP fulfill the proper conceptual constructs of the course.? Ex Reasoning ability, ability to compare and contrast, express an argument clearly.
- All the above points have marks based on which the overall performance (P) is measured using formulae given in the QPQRS sheet. The sample QPQRS sheet has been shown in the additional data link.
- If the P value is between 0.7 to 1, it depicts that good Question paper quality has been maintained. Such question papers are then sent to the Exam cell by email for the conduction of the Examination.
- If the P value is between 0 to 0.7, it states that Improvement is needed in Question Paper Quality. The message is conveyed to the question paper setters with comments and suggestions for improvement and resubmission.

B) On-Exam

The conduction of the examination can happen in two ways as follows.

1. **Physical offline Examination-**
    - The regular examination is conducted in physical offline mode.
    - The examination will be conducted under Senior Supervisor as per rules defined by Academic Council.
    - Students' identity, such as name, roll no, etc., is masked using a QR code by the invigilator during the exam, which serves a fair and transparent evaluation process.
    - The answer copies of students are collected and scanned using high-speed scanners at a secure location. The scanned answer sheets are saved in PDF format.
    - Later, the bar code on the answer sheet is scanned to map it with specific student records.
2. **Online Examination-**
    - At the time of the Covid-19 pandemic, the institute conducted examinations online.
    - This challenging task was completed by integrating the Cisco Webex software for proctoring and Moodle platform to collect soft copies of answer sheets.
    - The Institute has sufficient infrastructure to conduct online examinations as and when needed.

C) Post-exam: Digital Evaluation

- After the exam, the answer sheets will be sealed and transferred to the cutting and scanning. The generated PDF copies will be allocated to the expert faculty members.
- All the requirements of this process, such as cutting machines, scanning machines, computers, LAN connectivity, CC TV, a separate onscreen evaluation room, etc., are available with the Exam Cell.
- The onscreen evaluation software will also simultaneously display the model answer sheet of the respective paper.
- The evaluator will be given a separate username and password to log into the software for evaluation.
- The Academic Council decides rules for the moderation of evaluation and minimum mandatory evaluation time for evaluation. After all the evaluation is done, result reports will be generated.
- Continuous online reports of moderation, pending evaluations, and assessment-completed subjects would be available with software that helps in effective time management of the evaluation process.
- Once the course evaluation is completed, the concerned department will prepare a paper-seeing schedule for students for self-check. In case of grievances, students are allowed to apply for revaluation.
- To maintain 100% transparency in the evaluation process, students and parents are provided a login facility in Contineo to access the attendance and evaluation records.
- The submission format of marks will be decided by the Board of Examination/Academic Council. Results will be generated and declared within five to six days.
- Students who remain absent or fail the end-semester examination can reappear for a makeup exam.

The overall examination process is digitalized to align with the mission of Digital India, and 100% digitalization is achieved.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

KIT has fully furnished and well equipped laboratories viz. AR-VR lab, IOT Lab, Industry 4.0 Lab, Apple training centre etc. for enhancing experiential learning. KIT has an efficient and effective blended teaching-learning through Smart Classrooms, MOODLE LMS, Virtual Lab and ICT enabled techniques. For self-study Institute has NPTEL local streaming server. Open Electives and Project Based Learning have been introduced in the curriculum to promote multidisciplinary learning approach. There is a fully automated and 100% transparent Examination Management System. Institute offers various B.Tech (Hons.) and Minor Degree Programs with additional credits. KIT has established KIT's Incubation for Technology Entrepreneurship (KITE) to develop entrepreneurship and nurture technology start-ups. There are 30+ student activity clubs actively involved in Co-Curricular and Extra-Curricular activities viz. Technical, Educational, Professional, Social, Cultural, Sports, Women Development and Gender Equality etc. KIT is a recipient of a grant "Project CENTRAL" under Erasmus+ funded by the European Union. Institute has developed E-Content Development Centre under Erasmus+ Project CENTRAL. AICTE funded SPDP Centre is established to develop English communication and personality to make students job ready. KIT is one among the 49 Institutes to get Rs. 1.75 Crore fund from AICTE and various Industries for establishing MAYURA AICTE IDEA Lab for creating an ecosystem for converting ideas into prototype. All the industry grade equipments like 3D printer, Blue Light Scanner, All in One CNC Router, Laser Cutting Machines have been installed. KIT is one among the 30 Institutes to receive a grant of Rs. 5.00 Crore for NIDHI iTBI supported by UGC, New Delhi. KIT has received Rs. 35.00 Lakh to work as a Mentor Institute and for carrying out activities to enhance the quality of the education in the 07 Mentee Beneficiary Institutes (MBIs) under AICTE Margdarshan Scheme. Institute has implemented 100% Internship policy for the Final Year Students. KIT is the first engineering institute in Kolhapur to have NCC unit (1 Maharashtra Artillery Battery). Involvement of Industry experts in Advisory Panel provided the Institute access to technologies it otherwise might not have, and Institute contributes its knowledge to meet the Industry needs through research and consulting.

Concluding Remarks :

In the 39 years since its inception, KIT has been a top institution for education, research, consulting, innovations, co-curricular and extracurricular activities, social outreach, and other areas. KIT has been creating technically strong students, transforming them into productive engineers and ideal citizens for society by following the principles of quality technical education laid by our visionary founder members.

Institute has got the different recognitions and funding by AICTE and other similar funding agencies. AICTE Margdarshan Mentor Institute, grant of Rs.5.00 Cr. under NIDHI iTBI, NCC: Maharashtra Artillery Battery, Communication and Personality Development Centre

(AICTE funded SPDP centre to develop communication skills and personality of the students to make them job ready) are to mention a few. KIT is also a recipient of a grant project under the Erasmus + program funded by

the European Union. KIT has signed MoU with 42 reputed companies for better future of the students. We have been providing them various platforms to hone their skill sets and required qualities for good placement in MNCs. KIT always tops in enriching required skills amongst the students which has resulted in placing them in many world-known companies like ADOBE, ADANI, WIPRO and other TIER-I companies with the highest package of 41 Lakhs Per Annum. KIT has 30 plus students' activity clubs through which overall development of the students is achieved.

Modern teaching learning methodologies using digital boards, pre recorded lectures for better understanding of courses, use of digital platforms such as Moodle, Skype, Cisco webex, Google meet, Zoom, Microsoft Teams, Wi-Fi surrounded Campus, Contineo ERP software etc., are key implements to execute our online mission.

KIT is one amongst the 49 institutes which were sanctioned by the IDEA LAB as announced on 14th June 2021. The institute has established MAYURA AICTE IDEA LAB worth 1.75 Cr. to develop an ecosystem under one roof to convert any idea into a prototype. This lab will be very much helpful to nurture the research oriented approach amongst the students.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.1.3</td><td>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..
Answer before DVV Verification:
<table>
<tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr>
<tr><td>86</td><td>87</td><td>79</td><td>34</td><td>32</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr>
<tr><td>86</td><td>87</td><td>79</td><td>34</td><td>32</td></tr>
</table></td></tr>
<tr><td>1.2.1</td><td>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

1.2.1.1. How many new courses are introduced within the last five years
Answer before DVV Verification : 799 1.2.1.2. Number of courses offered by the institution across all programmes during the last five years.
Answer before DVV Verification : 3282
Answer after DVV Verification: 3301</td></tr>
<tr><td>1.2.2</td><td>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented.
Answer before DVV Verification : 15
Answer after DVV Verification: 15</td></tr>
<tr><td>1.3.2</td><td>Number of value-added courses for imparting transferable and life skills offered during last five years.

1.3.2.1. How many new value-added courses are added within the last five years
Answer before DVV Verification:
<table>
<tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr>
<tr><td>74</td><td>516</td><td>35</td><td>36</td><td>2</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr>
</table></td></tr>
</table>

74	515	35	36	2

Remark : repeated program counted as one.

1.3.3 **Average Percentage of students enrolled in the courses under 1.3.2 above.**

1.3.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1777	3032	323	233	170

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1777	374	323	233	170

Remark : Input is edited from clarification documents.

2.1.1 **Average Enrolment percentage (Average of last five years)**

2.1.1.1. **Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
841	759	760	691	788

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
841	759	760	691	788

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

Answer before DVV Verification:

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

2.1.2 **Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**

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

Answer before DVV Verification:

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

273	279	431	253	278

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
211	207	209	196	232

Remark : Input is edited from data template .

2.4.3 **Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 2140

Answer after DVV Verification: 2190

2.5.1 **Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2.5.1.1. **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	9	16	16	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21.5	9.1	16	16	13

3.1.2 **The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

3.1.2.1. **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.32	0.122	0.21	0.061	1.72

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.35	0.12	0.21	0.0613	1.72

3.1.3 **Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years**

3.1.3.1. **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	1	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	1	2	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
584.65	59.84	75.02	64.84	49.50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
584.65	59.84	75.02	64.84	49.50

3.2.3 **Percentage of teachers recognised as research guides**

3.2.3.1. **Number of teachers recognized as research guides**

Answer before DVV Verification : 14

Answer after DVV Verification: 15

Remark : Input is edited from clarification documents.

3.2.4 **Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**

3.2.4.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	4	7	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	4	7	2

3.2.4.2. **Number of departments offering academic programes**

Answer before DVV Verification:

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

3.4.2 **Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years**

3.4.2.1. How many Ph.Ds are registered within last 5 years

Answer before DVV Verification : 46

Answer after DVV Verification: 46

3.4.2.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 14

Answer after DVV Verification: 15

Remark : From clarification documents, input is edited .

3.4.4 **Number of books and chapters in edited volumes / books published per teacher during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	14	9	12	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	6	1	3	4

3.6.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

3.6.3.1. **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	17	14	1	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	8	11	1	0

Remark : Only NSS/NCC/and the program suggested in the metric considered only input is suggested according to it.some programs in session 22-23 are not included here.

3.6.4 **Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3914	3344	4176	1000	1700

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3914	3344	4176	1000	1700

3.7.2 **Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**

3.7.2.1. **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	11	7	9	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	11	7	9	12

Remark : MOUs in 22 will be considered in 22-23 input is edited according to it.

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

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

Answer before DVV Verification : 91436

Answer after DVV Verification: 413

Remark : Input is edited from the clarification documents.

5.1.4 **Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1459	820	386	49	385

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1115	820	386	49	385

Remark : Input is edited from data template.

5.2.2 **Percentage of student progression to higher education (previous graduating batch).**

5.2.2.1. **Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 217

Answer after DVV Verification: 130

Remark : Input is edited from data template.

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
130	135	110	114	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
110	135	110	114	50

Remark : Input is edited from the clarification document, considering one teacher for one year.

6.4.2 **Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3878000	4500000	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
38.78000	45.00000	0	0	0

Remark : Input is edited as per lakh.

7.1.7 **The Institution has disabled-friendly, barrier free environment**

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

Answer before DVV Verification : A. Any 4 or all of the above
Answer After DVV Verification: B. 3 of the above
Remark : As per supporting documents input is edited .

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years** Answer before DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 15 | 12 | 12 | 13 | 16 Answer After DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 15 | 13 | 12 | 13 | 16
2.1	**Number of courses in all programs year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
715	715	697	611	544

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
716	716	704	616	549

2.2 **Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
197	183	176	174	204

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
149	140	144	174	189

3.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 1061

Answer after DVV Verification : 528